



Article

Linguistic Representation of Gender Stereotypes in Spanish

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A B S T R A C T

The purpose of this study was to analyse gendered speech standards and patterns in Spanish, considering lexical and grammatical features. The following methods were used in the study: deductive, content analysis, and structural. Furthermore, the lexical materials of researchers who have addressed the issue of gender stereotypes in speech were considered. The results of the study showed that in Spanish, gender stereotypes can transmit and reinforce inequalities between men and women through the use of certain words, phrases, word combinations, and constructions. This is due to the way language is used and understood in society. Linguistic gender stereotypes in Spanish develop in the grammatical, lexical, and semantic fields, considering speech customs that can both strengthen and weaken the role of the individual. The content analysis revealed that gender-neutral templates are beginning to be actively used in the modern Spanish environment, leading to the inclusiveness of the language. With the global development of attitudes towards gender roles, speech stereotypes are changing, most notably in statements, addresses and forms of politeness. However, to effectively overcome linguistic inequality in speech, it is necessary to comprehensively implement the ideology of inclusiveness and gender culture in the fields of education, society, and government, using practical mechanisms that consider race, class, culture, and the role of each person in society.

I. INTRODUCTION

The language used daily is the most widespread and least identified means of conveying a vision of a world in which the principle of social marginality is actively operating. Gender stereotypes in linguistics reflect ideas about a person's gender or identity that are embodied in the language system, vocabularies, expressions, habits, and style features. Linguistics studies how language functions and how it expresses thoughts, feelings, and attitudes towards other people, and this has a profound impact on the perception of gender roles and identity in society (Asadchykh et al., 2020). Within the framework of a "philosophical grammar," communication should find a place not for the canons of conversation but rather for the rules of understanding everyday communication. It is the assumption of language as a field for logical analysis that gives rise to an important theory of

meaning in the light of logical and formal criteria that meet the needs, requirements, and goals of discourse. Therefore, first of all, it is an activity that interacts with a variety of theoretical and practical existential components of human life. From this standpoint, the meaning of language expresses the inclusion of a linguistic phenomenon in a wide and diverse anthropological and socio-cultural context.

Gender is created by society at the moment when a biological property is transformed into a product of human activity and incorporated into the sex-gender structure of processes, adaptations, behaviours, and relationships based on which the language aspect is organised. Thus, the locus of this study focuses on analysing how gender stereotypes manifest in the Spanish language. It looks into how lexical and grammatical elements affect how gender roles and identities are communicated, emphasising how language can both reflect and

perpetuate social norms and injustices. Tashchenko and Kabiri (2020), Kostina et al. (2022), in their works, consider linguistic gender stereotypes and their impact on the perception of a social concept. However, the authors do not fully cover the specific features of their division and use in a communication act. There is no comprehensive analysis of how these stereotypes are manifested in different contexts and situations.

Communication today is the main process where violence, discrimination, and hatred are practiced. It is one of the key symbolic systems for the construction of individual and collective subjectivity and, above all, gender identity, as language not only reflects values but also helps to define them by organising the mind. The context and discourse of language are expanded and interpreted, changing the linguistic phenomenon and creating new spaces in communication practice that fuel stereotypes and gender inequalities in society. The term “gender” in linguistic communication, and especially in everyday use, has lost its inherent bipolarity, linking it to social characteristics. Language is not limited to the expression of thoughts; it also conditions, restores, and, at the same time, imposes a vision of the world that contains a certain scale of values.

In turn, gender discrimination is widespread and is expressed through patterns and stereotypes, reinforced by the use of biased language, which is especially prevalent in modern society on the Internet (Balalaieva, 2022). Discriminatory attitudes, which often lead to acts of physical and psychological violence, are motivated not only by gender but also by factors such as ethnicity, weight, age, and socioeconomic status. Language means words, images, grammar, semantics, literal meanings, and social connotations, i.e., all the imaginary things that give communication its shape and make the world conceivable. Gordienko-Mytrofanova and Kobzieva (2019), Andriychenko (2015) cover the issues of gender stereotypes and role differences, considering the specific features of psycholinguistics of women and men. Although these studies do not address the cultural and value aspects of their use in everyday conversation. They also do not explore how these stereotypes reflect and shape societal norms and attitudes towards gender roles.

Communication and language can, in fact, be key tools not only for social inclusion but also for

achieving gender equality. The connection between words and reality is remarkably close. Therefore, words manage to build a narrative that influences the imaginary, on the one hand, and the recognition of rights, on the other hand. Communicating properly from a gender perspective means helping to overcome stereotypes and discrimination. It is for this reason that cultural work aimed at changing the way language is used is a fundamental element in challenging gender stereotypes. Speech patterns act as tools for defining one’s own identity and the identity of others, using simplification, reduction, or denial of differences to maintain a pre-established symbolic and social order (Romaniuk & Terán, 2022).

By reaching a subordinate group, stereotypes help perpetuate hegemony, as they act not by force but by persuasion. They can also lead to transformations, being an instrument of change in the world. Since the gender phenomenon operates in aspects of language, its elements can be subject to acts of linguistic subversion. Words shape opinions and influence the imagination, strengthening feelings of trust, openness, and solidarity, or fueling prejudice and stereotypes. That is why society, regardless of gender identity, is constantly introducing discriminatory mechanisms of language, where no one can consider themselves protected from the false ideas they have absorbed. Chornodon et al. (2021), Bronzino and Kurmeleva (2017) analyse the conceptual framework and transformation of gender identity in the context of postmodernism. However, the researchers did not consider ways to address stereotypes, considering the gender-neutral template structure. They do not provide practical solutions or recommendations for promoting more inclusive language practices.

This study adds a number of fresh perspectives to our knowledge of gender stereotypes in Spanish. In contrast to earlier studies, it looks at the various linguistic levels at which gender stereotypes appear, including lexical, grammatical, semantic, and in speech conventions. The research offers a comprehensive viewpoint on the intricate relationships that exist between linguistic phrases and idioms and the maintenance of gender roles and inequality in Spanish-speaking societies. Furthermore, by methodically examining the growing usage of gender-neutral speech patterns in contemporary Spanish as a way to advance inclusivity and dispel preconceptions, the study

treads new ground. It utilises an intersectional perspective to highlight the ways in which gender interacts with other societal forces by taking into account elements such as race, class, culture, identity, and social conventions.

The purpose of the study is to examine gender stereotypes in Spanish in the context of lexical and grammatical features. In this regard, the researchers identified two key objectives of their analysis. First of all, they aimed to methodically look at the different ways that gender stereotypes affect the way that Spanish is actually used across a range of linguistic parameters. This involved examining the ways in which Spanish speakers' word choices, sentence structures, pronunciation patterns, and general communicative norms are influenced by stereotyped ideas about gender roles and identities. Secondly, the researchers wanted to identify the key components of language use that advance gender equality and provide language users with the necessary information to actively challenge discriminatory communication practices and stereotyping. Through the identification of these essential elements of a linguistic strategy, the research aims to support educational programmes and social advocacy campaigns that challenge gender-based prejudices embedded in Spanish speech patterns.

II. METHODS

The materials for this study were based on various scientific research and papers, including lexical, grammatical, and semantic data, which were analysed in terms of linguistics, grammar, vocabulary, vocabulary use, semantic fields, and other linguistic features that reflect gender stereotypes. Studies by Solbes-Canales et al. (2020), Qiao et al. (2021), Casado et al. (2021) in sociolinguistics, cultural studies, and other relevant disciplines were useful in providing theoretical context. The combination of different sources and types of materials helped to gain a more profound and comprehensive understanding of how gender stereotypes are reflected and influenced in the Spanish language.

The methodological basis of this study was formed by the following research methods: deductive, content analysis, and structural. The deductive method at the stage of formulating hypotheses about gender stereotypes helped to confirm the pattern that influences the use of certain

lexical items in relation to men and women. It helped to identify particular variables that are used in different Spanish contexts. Its elements have led to the identification of certain lexical, grammatical, and semantic language features used in society. This method helped to focus on particular aspects of gender inequality, considering the linguistic and philological components of the Spanish language. It provided an opportunity to substantiate the processes of combating prejudice leading to gender equality and identity.

The content analysis method at the stage of data collection helped to analyse lexical items to study the portrayal of gender stereotypes. It helped to identify which linguistic stereotypes are most common and how they change over time, given an objective way to quantify the content of communication. The data collection considered the speech units of 23 case studies that reveal the characteristics of the use of lexical standards in communication. The sample of textual data for the analysis included specifically thematic articles and books that address the topic of gender patterns and identities. It led to the development of a code to evaluate and categorise gender stereotypes encountered in the texts. The coding included distinct categories of types of linguistic standards: gender roles, expressions and slang, idioms and phrases, and sentence members referring to men and women. The content analysis method helped to quantify and qualitatively assess how gender stereotypes affect communication and role perceptions in Spanish-speaking culture.

The structural method at the stage of identifying gender elements in the Spanish language system helped to consider the relation of masculine and feminine to other units in the language structure. It helped understand the gender markers that are embodied in Spanish in grammatical gender, pronouns, forms of address, and professional terms. Its elements led to the identification of characteristics that interact with each other, influencing the choice of lexical items. This method made it possible to consider the impact of gender-neutral speech patterns on equality, identity, and tolerance, considering the biological mechanisms of stereotypes about women and men. It helped to see the built-in structural mechanisms of the Spanish language and identify what implications this can have for social impact, leading to practical actions to develop educational, cultural, and value

components in the context of social thinking and the functioning of government.

III. RESULTS

The historical cultural settings and attitudes that have influenced Hispanic civilisations throughout millennia are the source of numerous linguistic gender stereotypes that are pervasive in the Spanish language. Gender norms and hierarchies have been profoundly impacted by Spain's imperial past and the colonisation of vast regions of the Americas that followed. This influence is felt throughout the Spanish-speaking globe. During the colonial era, the strict gender norms enforced by the Roman Catholic Church and customs originating in mediaeval Iberia contributed to the development of the cultural ideology of Hispanic patriarchy, which was centred on concepts of female servitude and domesticity. Through the educational efforts of conquistadors and missionaries disseminating Hispanic principles to indigenous tribes, this patriarchal system became institutionalised and intricately entwined with Spanish language practices. Language constructs that rooted femininity in ideas of delicacy, subservience, and limitation to domestic domains and grounded masculinity in moral and physical power became institutionalised and widely accepted (Castaño, 2023).

Even though post-colonial nation-building in Latin America questioned some aspects of Hispanic patriarchy, it frequently cemented language anachronisms related to paternal authority and masculinist citizenship into national discourses. Differential formal and informal address practices such as "Señor/Señora" have persisted, reflecting cultural sentiments rooted in hierarchical gender norms. Even progressive intellectuals who criticised rigid gender norms oftentimes reinforced language prejudices, impeding the further indoctrination of nondiscriminatory speech patterns. Meanwhile, female linguistic changes were banned in Spain until the 1970s due to the long-lasting influence of General Franco's ultraconservative National Catholicism government. Under Franco, stringent gender scripts about motherhood and subjection to male-dominated Spanish culture were ingrained in domestic regulations and educational policy, forcing women to conform to these roles. Even after Spain's democratic transition, these language remnants persisted in the country's mainstream society (Sánchez-Moreno, 2024).

Language plays a key role in shaping cultural and social attitudes, and inclusivity is a powerful tool for promoting gender equality and combating prejudice. The difference in the use of expressions between men and women and the binary opposition reflect socio-cultural and patriarchal phenomena of linguistic inequality. It is the illocutionary speech act with performative value that confirms, produces, and reproduces the social construction of gender. Going beyond "gender dualism" is based on the persistence of bipolarity, which creates a certain form of understanding of the world. Given that gender is a "system of constraints" that operates with a variable number of categories, it helps to analyse the process of hierarchisation of forms in the face of the "bipolarity of the paradigm." To integrate gender into the structure of language and culture, it is important to consider that this concept is not a simple euphemism for "sex," as it forms idiomatic expressions, creating linguistic connotations and stigmas. Speech norms and behaviour affect the category of socialisation of the entire nation, as they not only provide information about certain events and changes but also form role models, attitudes, and values that subtly affect the formation of individuals.

Linguistic gender stereotypes in Spanish can be viewed in several ways. Grammatical stereotypes involve the unique ways in which men and women are expressed through grammatical forms, which can vary depending on gender (Casado et al., 2021). Lexical stereotypes pertain to speech units that carry different connotations based on gender, including words that describe character traits and characteristics of men and women. Semantic stereotypes involve the use of specific words or expressions that reinforce societal gender roles. Lastly, speech customs can strengthen the role of gender in society, including specific forms of greeting and phrases that emphasise gender differences. Table 1 presents representative examples of how gender stereotypes in grammar appear in various Spanish speech segments. Adjectives, pronouns, participles, and nouns make up its four classifications.

Lexical gender patterns in Spanish are reflected in words and expressions that are associated with traditional roles and stereotypes. This can affect how the roles of men and women are perceived and described. A relevant example is professional vocabulary, where, e.g., the word "professor"

Table 1. Examples of grammatical gender stereotypes in Spanish

Category	Example
Nouns	“Chico” (boy) is masculine and “chica” (girl) is feminine (Fajula et al., 2021), which can lead to stereotypical associations with certain roles. However, nouns related to professions exist and are used in both masculine and feminine forms: “doctor” and “enfermera” (nurse) (Gonzalez-Martin et al., 2023).
Adjectives	“Fuerte” (strong) associated with stereotype of male physical strength, though usable for both genders. “Delicada” (gentle) more often associated with femininity but can have different connotations across genders (Lozano, 2020).
Pronouns	“Nosotros” (we, masculine or mixed) and “nosotras” (we, feminine) where masculine form is default, reflecting androcentrism (Leon & Aizpurua, 2023). Facing debates around gender equality, trans and non-binary identities.
Participles	First person singular “cansado” (tired) differs by gender: “Estoy cansado” (masculine) vs “Estoy cansada” (feminine) (Castillo-Mayen & Montes-Berges, 2014).

Source: compiled by the authors.

Table 2. Gender stereotypes in Spanish speech customs

Custom	Example
Vocative expressions	“Señor” for men, “Señora” or “Señorita” for women based on status (Ogneva, 2023).
Colloquial expressions	“Hacerse el hombre” implies demonstrating traditional masculine traits like strength, endurance (Rogers & Gries, 2022).
Forms of politeness	“Tú” (informal) vs “Usted” (formal) can emphasize gender stereotypes about women and men.

Source: compiled by the authors.

is used for a male teacher and “profesora” for a female teacher, as well as “secretary,” which can mean a male secretary, but this profession is most often associated with women, creating a speech stereotype (Martinez-Marin & Martinez, 2019). In turn, some adjectives that describe character traits or behaviour may have different meanings or connotations depending on the gender to which they refer. For example, “mandon” (bossy) can have a negative meaning when used for a woman, even if it is used neutrally in everyday conversation (Stetie & Zunino, 2022). It is also worth paying attention to words that describe relationships between people and may contain gender stereotypes, where the word “esposa” (wife) corresponds to the traditional definition of the female role, while “marido” (husband) reflects the male role (Ondono-Soler & Forcada, 2022). Moreover, there are specific words and expressions used to describe men or women. An example is the word “dama” (lady), which is often used to refer to women with a certain social status (Lacalle & Gomez, 2016). Therefore, considering the specific features of using the Spanish language in everyday life, it is worth remembering that the act of communication is a dynamic tool that is constantly evolving.

Semantic gender stereotypes are manifested through the meanings of words, idioms, and expressions used in certain contexts. They reflect the influence of speech patterns on the perception

of the world. Thus, the names of statuses or roles in society can be used within the assumptions under study. For example, the word “jefe” (boss, chief) is often used in the masculine gender, conveying the stereotype that men usually hold leadership positions (Yeaton et al., 2023). Among these, it is worth highlighting expressions that describe emotional states, where the expression “ser el hombre de la casa” (to be the man of the house) conveys the idea that the man is the main bearer of responsibility in the family (Santos et al., 2022). These semantic stereotypes are important in the study of linguistic standards of communication, as they affect the perception of gender roles in one way or another and can form elements of linguistic discrimination based on gender. However, it is important to remember that as society progresses and attitudes towards gender roles change, the language adapts to modern patterns of society, and therefore some stereotypes may not be used in the spoken dialect over time. Table 2 illustrates how entrenched gender stereotypes influence various aspects of customary speech patterns and conversational norms in Spanish.

These examples demonstrate how deeply ingrained gender stereotypes are woven into commonly used speech customs and practices in the Spanish language and culture. Overcoming such biases requires a conscious re-examination of these linguistic habits. At the same time,

language is constantly evolving, and current trends increasingly point to the need to use neutral forms of expression to promote gender equality. This process is manifested in the use of parts of speech that do not distinguish between genders, as well as in novel approaches to creating a more equal information and communication space. In general, this way of interacting can have a positive impact on society's attitudes towards roles and identity. Contemporary aspects of linguistics and philology focus on the study of these stereotypes and the development of conscious language policies that contribute to the creation of more equal and diverse gender representations in society. Against the backdrop of global changes in gender equality and inclusiveness, some gender-neutral patterns are being actively introduced in the Spanish linguistic environment (Table 3).

It is important to remember that gender-neutral patterns are subject to debate and criticism because Spanish has a deeply rooted linguistic system. Although such standards are not widely

accepted in speech communities, especially in traditional or conservative environments, they do reflect gradual changes in social attitudes towards gender and language in general. Furthermore, gender stereotypes in the Spanish language and culture may also reflect general views on biological differences between the sexes (Table 4).

All these gender stereotypes in Spanish represent ideas that are prevalent in society, and while some of them have a biological basis, they often exaggerate or simplify reality and can lead to gender inequality and discrimination. That is why it is necessary not only to avoid the use of such expressions but also to resolutely oppose offensive and discriminatory language that threatens spiritual and psychological disturbance and harm, insult, slander, contempt, and ridicule. Gender language requires the use of interdisciplinary theories and methods to describe, explain, and study the linguistic idea in Spanish in a comprehensive, fair, and objective way. In its turn, gender culture raises questions about changing social stereotypes,

Table 3. Gender-neutral speech patterns in Spanish

Template	Definition
Use of "e" instead of "o" or "a"	Spanish traditionally uses the ending "o" for masculine and "a" for feminine. However, the use of "e" as a gender-neutral variant is beginning to appear in modern communication dialogues. For example, "todos" (all men) or "todas" (all women) can change to "todes" (all people, regardless of gender) (Acquaviva, 2020).
Dual gender	It is a pattern that includes the use of both genders when referring to a group of people, such as "amigos y amigas" instead of just "amigos" to refer to a group of friends regardless of gender (Sandoval et al., 2010).
Use of professional titles that do not have a gendered meaning	Instead of using professional titles that have separate forms for males and females (such as "profesor/profesora"), the term "docente" (teacher) can be used, which does not have an explicit gender connotation (Perez-Cortes, 2022).
Use of gender-neutral pronouns	For example, the use of "elle" instead of "el" (he) or "ella" (she) as a gender-neutral pronoun (Navarrete et al., 2006).

Source: compiled by the authors.

Table 4. Biological differences in gender stereotypes in Spanish

Biological differences	Essence
Physical	Masculine strength is often reflected in language through expressions or idioms such as "fuerte como un toro" (strong as an ox), and female beauty is often emphasised through the phrase "bella como una rosa" (beautiful as a rose) (Hur et al., 2020).
Emotional	In general stereotypes reflected in language, women are often considered more emotional and men more rational. For example, the phrase "llorar como una Magdalena" (cry like Magdalena) reflects the stereotype that women find it easier to express their emotions (Gollan et al., 2002).
Role-based	Women are often associated with the household and childcare, while men are associated with earning money. These roles are reflected in the language through expressions such as "trabaja como un hombre" (works like a man) or "madre coraje" (mother who fulfils the roles of both parents) (Degani, 2007).
Physiological	The Spanish language contains stereotypes related to the physiological aspects of men and women. For example, a man who has many partners can be called a "donjuan" (social lion), while a woman is called a "mujer facil" (easy woman), reflecting double standards in their behaviour (Popova, 2018).

Source: compiled by the authors.

role expectations, and value assessments of men and women, actively integrating into international communication specifics. The biological phenomenon is an objective fact and should not be ignored or denied, as language and gender are intricately linked, embodying the ideology of society and its perceptions of men and women. However, gender always functions in conjunction with other mechanisms, such as class, race, and culture, forming elements of domination and social power. To eliminate gender inequality and build a more inclusive, pluralistic, open, and harmonious society, it is not enough to simply create new words. The basis of gender discrimination should be the mechanism of power and thinking.

In the new era of pluralistic social and cultural values, it is necessary to improve the properly oriented working mechanism of public opinion, strengthen the publicity and education of language values between men and women, and adopt various linguistic forms to promote modern language and culture (Piazza et al., 2022). Improving the literacy of the entire nation through various measures, promoting the construction of an advanced gender culture, and creating a social environment favourable to gender equality in language should underlie linguistic and philological knowledge. To recreate new didactic tools in contemporary discourse that integrate the gender problem in all its complexity, it is first necessary to introduce cultural references to show the artificiality of gender dualism. Gender linguistics continues to evolve, constantly reflecting on discrimination and differences in communication acts.

Therefore, in the field of linguistics, it is worth considering the emphasis on training and education on gender equality in families, schools, communities, government agencies, and enterprises. This should be fully reflected in the content of teaching, the culture of the university community, social activities, and social practice. Curriculum that clearly teaches inclusive language concepts and gender-neutral linguistic constructions across topic areas must be implemented for educational institutions such as schools and universities. Establishing style guidelines for all institutional communications that use gender-neutral language and educating teachers on how to avoid using gendered language in lessons and materials are also part of the process. It is advised that media companies create internal handbooks that include

standards for non-sexist language usage in advertising, entertainment programmes, and news reporting. When it comes to promoting inclusive speech across platforms, public broadcasters should set the standard. Gender-neutral language in all official papers, forms, and communications must be required by standardised policies issued by government organisations and public sector entities. Legal rules ought to be revised to incorporate gender-inclusive language, and laws that do not discriminate should take language discrimination based on gender identification into consideration. Only when the concept of gender equality in Spanish is concrete, life-oriented, and multidimensional can the practical effect of gender equality be effectively improved throughout society.

Thus, having analysed Spanish expressions and units in the context of gender specific features, it was found that speech stereotypes reveal the multifaceted nature of the gender structure, which helps to reveal the diversity of socio-cultural discourses in the ways of expressing gender roles. Regardless, they can represent certain expectations and norms of behaviour for women and men, influencing the individual and the perception of society as a whole. Such stereotypes can be rooted in vocabulary, grammar, expressions, and customs that can limit the freedom and equality of gender identities. On the other hand, gender linguistics in Spanish is a tool for combating stereotypes and building a more inclusive language environment. The introduction of gender-neutral terms, rules, and style guidelines helps to create a more equal language culture that embodies the diversity and complexity of communication reality. Furthermore, the analysis of the materials helped to highlight that the study of gender in the context of the Spanish language made it possible to reveal various linguistic categories and forms, from grammatical endings, nouns, and adjectives to the use of certain words and phrases to describe men and women. In addition, the Spanish language is beginning to actively use gender-neutral terms, reflecting social changes and the development of society. Yet, the binary linguistic system often ignores and underrepresents a wide range of gender identities, reinforcing even more stereotypes and patterns, where attention should be paid to improving educational, value, and practical aspects of gender power and thinking.

IV. DISCUSSION

The study's findings demonstrate the widespread impact of gender stereotypes in the Spanish language and are in line with the ideas covered in the introduction. The results show that traditional ideas of masculinity and femininity are reinforced by grammar, which is a major factor in the maintenance of gender stereotypes. For example, the concept of how language can transmit and sustain social disparities is relevant here because gender-specific nouns and adjectives frequently link specific traits and roles to men or women. Furthermore, the findings, which emphasise the androcentric usage of pronouns, support the claim that language has the power to marginalise identities that are not male. The study's conclusions about the development of gender-neutral language forms similarly mirror changing perspectives on gender inclusivity, supporting the notion that language may be a dynamic and transformative force in promoting gender equality.

By offering a thorough analysis of Spanish grammatical and lexical elements and how they support traditional gender roles, this study closes the gaps left by earlier research. Furthermore, by emphasising the usefulness of gender-neutral language patterns in contemporary Spanish communication, this study broadens the conversation on gender roles. It analyses the current trends towards inclusivity and provides fresh perspectives on how language reform might effectively combat and lessen linguistic discrimination. By filling up important gaps in the body of literature, this study offers a more sophisticated understanding of the complex interaction between language and gender stereotypes in Spanish.

As understandings of gender evolve, language also changes and adapts to better reflect linguistic diversity. The geographical environment and cultural factors are the main reasons for the diversity and richness of the Spanish language. This difference is reflected in the pronunciation of words, the choice of wording, and the tone of the communication act. There is no denying the difference in language use caused by gender, but it should never be exaggerated, as different communication habits among people depend not only on gender but are also closely related to other factors such as race, culture, education, and personal development environment. For instance, Gygas et al. (2019) argue that human society is complex, and

when studying the relationship between language and gender, it is necessary to consider a range of factors that may cause differences in the use of lexical items. Language contains codes that reflect cultural views of gender. They are manifested in the form of gender markers in grammar, specific terms, as well as stereotypes and expectations that are embedded in linguistic structures and conventions. However, language as a means of communication not only reflects gender differences but also actively influences the perception of gender. The gender stereotypes and expectations that are rooted in them can invisibly shape the way people think and relate to gender. However, modern changes in language make it possible to evoke a more equal and diverse perception of gender. Accordingly, the analysis of the hypotheses emphasises that the perception of gender stereotypes in the context of philology and linguistics depends on many educational, cultural, political, and personal aspects that intertwine with each other depending on the language values and habits of society.

Saifnazarov et al. (2021) believe that the component of sociolinguistics that examines the speech structures and practices of social groups plays an important role in the formation of gender identity. After all, through the choice of words, grammatical forms, and style of speech, one can correctly express one's gender identity and recognise its structural elements. Furthermore, an important mechanism for studying this phenomenon is the analysis of gender stereotypes reflected in everyday discourse. They can be embedded in speech conventions and customs, as well as in the grammatical structures of individual dialects, influencing ideas of "masculinity" and "femininity" and reproducing traditional gender roles (Qiao et al., 2021). The sociolinguistic study of this category also includes the analysis of gender differences in language behaviour and use, which can be manifested in the style of communication itself. It points out that women tend to be more cooperative and use softer formulas to express empathy and support more often. Men, on the other hand, tend to have a more aggressive style of communication, with frequent use of direct statements and speech acts. The next important aspect is the choice of vocabulary and expressions. Speech behaviour often uses words and expressions that reflect social roles and identities. Gender differences can be manifested in the use of certain slang or jargon that reflects the difference in social

roles and experiences between the sexes. The research data emphasises that certain characteristics of female and male identity are distinguished by certain structural elements, dialects, customs, and stereotypes that function in the modern gender linguistic space.

Lomotey and Chachu (2020) believe that the system of gender stereotypes is largely socially and culturally determined. Language, based by its nature on the collective and structural representation of society, spontaneously emphasises the masculine element in linguistic terms, which usually puts men before women. The fault for this bias lies not with the language or the individual, but with the social organism from which the interpretation model originates. Action on language reform should come second to socio-cultural or economic mechanisms. This is not to say that they are hypotheses that cannot be considered; however, the impact that language can have on the mind is minor compared to what the social and cultural environment can cause. Language can influence speakers, but it is primarily a cultural product of humanity and therefore must follow the direction set by society. Grammatically codified gender can certainly be a source of speaker bias, but gender components arise because of cognitive activation that spontaneously occurs in an individual through the association of this element with the representational system of their language. It should be emphasised that this activation is an automatic, unconscious, and instantaneous process that occurs during a conversation. Without the influence of grammar, a person's prior knowledge forms the presuppositions, and often these cognitive biases also change depending on the language used. When comparing the data, it is noted that the specific features and trends of gender stereotypes are intertwined with personalised and social characteristics that develop in the grammatical context.

Solbes-Canales et al. (2020) studied how much traditional gender role connections and prejudices have been ingrained in Spanish children between the ages of 4 and 9. With 149 participants from public schools, they found that boys were more likely to attach to males' qualities that are normally associated with men. On the other hand, girls were more likely than boys to associate feminine traits with women, such as kindness and patience. Kids also showed signs of occupational stereotyping, associating female jobs like nursing

with women and male-dominated professions like law enforcement with men. However, as children grew older, the authors noticed a considerable strengthening of gender prejudice. Notably, younger children displayed these gendered expectations as part of acquiring social knowledge. This demonstrates how, in contrast to feminine roles, inflexible masculine gender norms can be unintentionally reinforced by educational settings and developmental variables, which may cause them to become more thoroughly internalised.

According to Samuel et al. (2019), it seems clear that gender is primarily a nominal classification system where linguistic segmentation can substantially affect the way people perceive certain things. Therefore, an attempt is made to promote the evolution of discourses in an inclusive sense, which cannot be separated from the necessary social work. The evolution of a language cannot happen without a change in the vision inherent in society. The risk in the first case is to get a tool that is nothing more than a linguistic "fetish" rejected by the majority. In the latter case, there is a danger of losing the means by which this change can be expressed to create a more inclusive society. Ways to improve the usability of a particular discourse should never interfere with the continuous search for the most inclusive communication, nor should they obscure gender identity, given current trends in linguistics and philology. The sociolinguistic level of gender-specific features deals mainly with the thematic areas of relations and social belonging, identities and conflicts, consumption and collective representations in the masculine aspect. These areas, articulated according to interpretive perspectives capable of identifying logical connections, form certain gaps between common communication acts, processes of modernisation at different levels, and the hierarchical dynamics of the sexes. It is probable that the linguistic habit of associating a certain gender with a certain definition in a certain way influences the implicit thinking of society. Therefore, changing the way of expressing oneself and introducing new terms should be introduced along with habits and innovations in the educational process of gender awareness. Thus, the results of the researchers coincide with the findings of this paper, characterising a certain influence of inclusive discourse on linguistic elements that reproduce attitudes towards women's and men's roles in society.

Thus, it was found that language shapes reality and its representation; it is part of a certain culture that transmits gender stereotypes and prejudices. Starting from its mastery, beliefs are built and strengthened, attributing to them the qualification of “objectivity,” a common reality. Stereotypes of gender components are supported and expressed in the vision of the world, belonging to gender, including character and roles. Gender patterns are part of a broader social context in which language is used to maintain, reproduce, and challenge roles and identities. They can appear in language in various forms: they can be built into the structure of language through grammatical categories, through the use of gender-specific terms or expressions, or they can manifest themselves in speech patterns and behaviour, such as word choice, speech style, or even the topics that men and women discuss. Such standards reflect the expectations that society has for men and women. However, gendered patterns in language can be challenged and changed through the introduction of new, more inclusive language forms or through the support of practices that reflect the diversity of generic identities.

The practical implications of these results are significant for both linguistic education and social policy. The findings highlight how crucial it is to include gender-neutral language instruction in curriculum across a range of academic levels. Through promoting awareness of the gender biases present in Spanish language and vocabulary, educators can encourage students to engage in more inclusive communication practices. Furthermore, linguistic policy changes that attempt to lessen gender bias in official records, the media, and public discourse can benefit from this research. These insights can be used by organisations that promote gender equality to create training programmes that emphasise how language can either challenge or reinforce societal preconceptions. Furthermore, the study’s observations on the adoption of gender-neutral forms point to a progressive change that can be supported by legislation and lobbying in order to create a more welcoming language environment that values and respects a range of gender identities.

All the same, it is important to recognise the limits of the study. While spoken language may display distinct patterns of gender bias and inclusion, spoken language is not fully covered in this analysis, which largely focuses on written language. Future studies should investigate

regional differences in gender stereotypes within the Spanish language and undertake a more comprehensive analysis that incorporates spoken language in order to overcome these constraints. Prospective study topics may also involve a comparative analysis of gender biases in various languages to find commonalities and distinctive cultural distinctions. Examining how gender-neutral language has evolved in response to digital communication platforms may also shed light on the ways in which technology affects linguistic inclusion. Researchers might build on the results of this study to better understand and address gender biases in language by broadening the focus and methodology of further investigations.

V. CONCLUSIONS

The study revealed several key findings regarding the presence and impact of gender stereotypes in the Spanish language. The key result is that gender stereotypes are pervasively present in Spanish grammar and vocabulary, which shapes people’s opinions and upholds traditional gender norms. To be more precise, the study showed how gender-specific forms of nouns, adjectives, pronouns, and participles reinforce gender preconceptions about masculinity and femininity. For instance, conventional ideas of physical power and emotional sensitivity are reflected in some adjectives and pronouns, respectively, and can influence society’s views of gender. One significant result is the necessity of critically reassessing deeply rooted linguistic prejudices and striving to create more inclusive, gender-neutral communication standards. The research indicates a significant change in the use of gender-neutral speech templates, such as the use of plural forms, job titles, and gender-neutral pronouns. That being said, without corresponding ideological and sociological reforms that profoundly question androcentrism and gender dualism, linguistic modifications at the surface level alone are insufficient.

Prospective studies ought to give priority to community-based methodologies that gather detailed, ethnographic information on the situated language practices of the Hispanic population worldwide. Thorough case studies could shed light on the ways in which language experience is shaped by the intersections of gender, race, class, sexuality, and regionality. A more comprehensive understanding would result from interdisciplinary partnerships integrating knowledge from gender

theory, sociolinguistics, cultural studies, and psychology. Longitudinal studies that monitor the development and societal acceptability of gender-neutral linguistic norms are also essential. Strategies that are as effective as possible would be informed by an evaluation of the practical effects of inclusive language initiatives in areas such as policy, media, and education. At their core, linguistic human rights require a broad research programme that supports self-identification, elevates marginalised voices, and creates inclusive communication spaces for people of all gender identities.

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