

ABSTRACT

The thesis examines the issue of gender in textbooks. The aim of the thesis is to analyse three sets of Czech language secondary school textbooks and ascertain, whether these textbooks contribute to the propagation of gender stereotypes in the society or whether they do not. The thesis is divided into a theoretical section and an empirical section.

The theoretical section firstly explicates the fundamental concepts of gender, secondly focuses on the discrimination of women via language and on other topics from the field of gender linguistics. The last chapter of the theoretical section focuses on how gender stereotypes influence schooling. The empirical section encompasses the aforementioned analysis of the selected Czech language textbook sets. The analysis further investigates the manner in which men and women are represented in the curriculum, how men and women are portrayed in the illustrations, if the linguistic means are gender-balanced, and also whether the textbooks include any gender linguistics topics.

The results of the analysis show that in all textbook sets, men are the dominant gender in illustrations, as well as among significant figures and authors of literary excerpts. In terms of roles, employment and character traits that are attached to individual characters, the sets of textbooks do not represent men or women exclusively stereotypically, but gender stereotypes predominate.

KEYWORDS

gender, gender stereotypes, gender correctness, Czech language secondary school textbooks, gender linguistics