

ABSTRACT

The purpose of this thesis is to design, implement and evaluate lessons oriented towards gender issues. The theoretical part of this thesis introduces the topic of gender and places it in the school context. It addresses gender-sensitive education and the courses of action by which gender issues can be integrated into teaching. Furthermore, this part deals with the methodology of content-based approaches. Finally, it presents the lesson planning process based on the Six-Ts method and lesson reflection using the ALACT model.

The practical part consists of planning sample lessons and designing students' worksheets, both oriented towards gender issues. The sample lessons were consequently piloted in Business Academy Heroldovy Sady. The evaluation of their progress is also included in this section, together with practical recommendations for similar lessons based on personal teaching experience.

Lastly, the thesis notes that teachers of English and other foreign languages can raise awareness of gender issues in their lessons while developing students' language skills. The thesis is enriching as it finds solutions to integrate gender topics into English language teaching and provides examples of this practice.

KEY WORDS

English as a foreign language, EFL, English language learning, content-based approach, lesson planning, lesson reflection, worksheets, gender, gender roles, gender stereotypes