Year 12 Induction Lesson

An introduction to language and gender

STARTER

- What is a 'gender stereotype'?
- How are men/boys and women/girls often stereotyped?
- How might these stereotypes have changed throughout time?

Men/boys:

Women/girls:

- How might these 'stereotypes' have shifted?
- What images might we expect to see in 2021?

True or False?

F • Women interrupt men more than vice versa.

T • Women are more communicative.

T • Men do not give verbal recognition of the contributions in the conversation made by women.

F • Women curse more than men.

T • Women gossip more than men.

T • Women talk more with one another than men do.

F • Women speak more comfortably in public than men

F • Men are more likely to use the intensifier ‘so’

Text producer: the person or people responsible (through writing or speaking) for creating a text

How has the **text producer** created a gendered advertisement?

Consider:

- *Layout*
- *Colours*
- *Typography (font)*
- *Word choices*

Task – *Part 1:* Analysis

1. You are going to be given an image which you will **analyse**, by considering how gender is being presented through the text producer's choices.

2. You will then move from table to table looking at the other images, adding and additional ideas.

3. You will return to your image and **prepare a short presentation** on your image to give to the group.

4. Presentations!

Terminology: *Can you identify these?*

Implied reader:

A constructed image of an idealised reader.

Actual reader:

Any person or groups of people who engage with, and interpret, a text.

Typographical features:

The features of fonts used in texts such as: font type, size, and colour.

Implicature:

An implied meaning that has to be inferred as a result of a conversational maxim being broken.

Embodied knowledge:

Knowledge that is associated with memories of physically experiencing something, for example the sights and smells of visiting a city.

Pragmatic assumption:

Where the writer of a text assumes that the reader already has a certain knowledge, allowing them to not explain something in depth.

OMG!
IT'S PINK!
NEW PINK LEMONADE
Lucozade
PINK LEMONADE

Protein World
PURE PERFORMANCE
ARE YOU BEACH BODY READY?
THE WEIGHT LOSS COLLECTION
MEAL REPLACEMENT & SUPPLEMENTS
EXCLUSIVELY AVAILABLE ONLINE AT PROTEINWORLD.COM
COURT

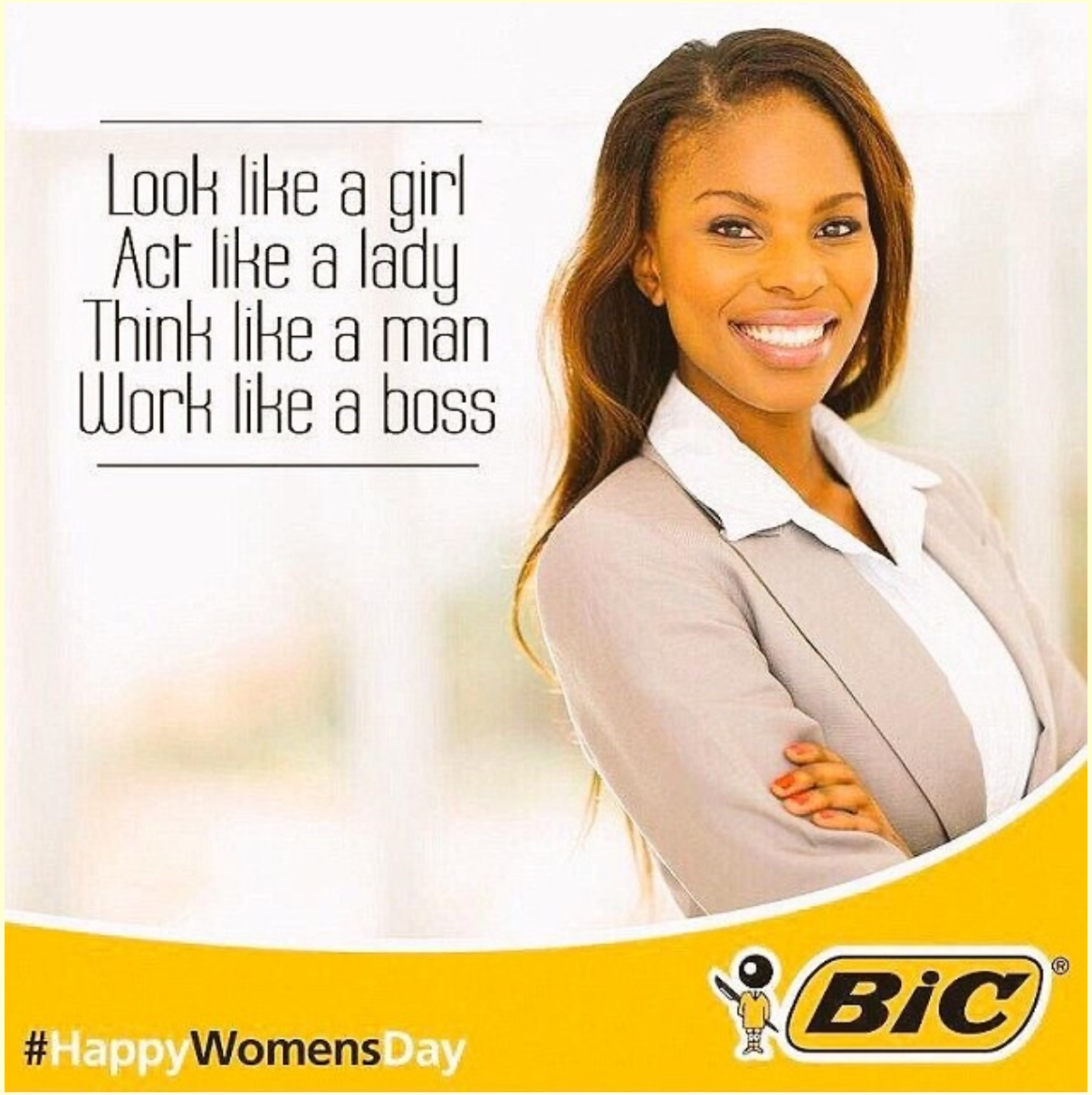
Next to shoes, men are a girl's favorite accessory.
fuel to be fabulous™
A new deliciously pink, low-cal energy drink because women need a different kind of energy.
TAB energy

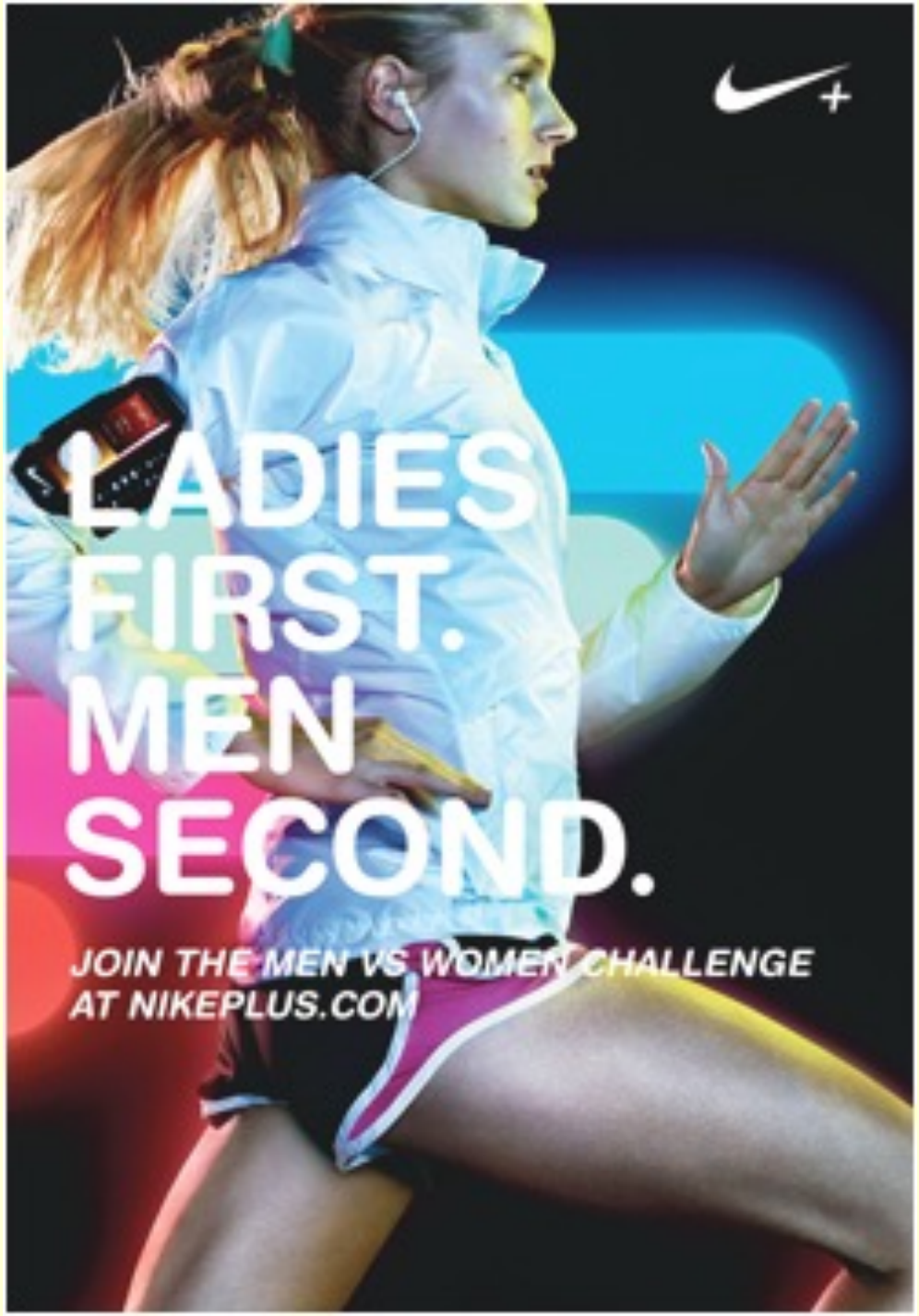
ONE MORE THING FOR MEN TO RULE.
JOIN THE MEN VS WOMEN CHALLENGE AT NIKEPLUS.COM

VERSACE
pour homme
THE NEW FRAGRANCE FOR MEN

INVICTUS

MILK
for
REAL
MEN
REAL NUTRITION WHEN YOU NEED IT
Whether you're halfway through a workout, or halfway up a mountain, if you need a quick lift on the go – grab yourself a Maxi-Milk. It's got 30g of high quality protein, it's packed with BCAAs and it's also totally fat free. So basically it's great at building lean muscles and helping you do manly things.
facebook.com/maximuscle
BUILDS
LEAN MUSCLES
HIGH PROTEIN o ZERO FAT
maximuscle
MAXI-MILK


Look like a girl
Act like a lady
Think like a man
Work like a boss
#HappyWomensDay
BiC


LADIES
FIRST.
MEN
SECOND.
JOIN THE MEN VS WOMEN CHALLENGE
AT NIKEPLUS.COM

How is this advertisement interesting?

Task – *Part 2:* Creation

1. You are going to rewrite/redesign the advertisement that you have, considering the linguistic choices, typography, colour choices, graphology (layout). This will be redesigned for a different **idealised reader.**

2. Use your language and design choices to target your audience.

3. Consider all of the ideas we discussed with the advertisement, and which ones made us feel like the original advertisement was aimed at a notable audience.

- Men
- Women
- Young boys
- Young girls
- Teenagers
- The elderly
- The LGBTQ+ community
- A religious group
- A profession
- A discourse community (*group of people who share the same interests, and therefore, the same language – for example: fishermen*)

Extra Research: *Gender Theories*

1 Deficit

- Imbalance between men and women
- Men are seen as superior to women

Jespersen, 1922

Lakoff, 1975

2 Dominance

- Language is 'man-made' and socially constructed language accentuates male superiority

Spender, 1980

3 Difference

- Asserts that women's language isn't inferior to men's, but simply different
- Men and women value different aspects of conversation

Tannen, 1990

Coates, 1988

4 Diversity

- More recent. Gender is seem as one of a range of aspects that can impact upon an individual's language

Eckhert, 1990