*Compare how Emma Watson’s speech and Tony Porter's TED talk explore gender identity in order to create change.*

# Gender inequality has been a prevalent and persistent issue in past and present societies, with a growing focus on the feminist movement and the pressure felt by men to uphold a particular facade. Emma Watson, the United Nations Women's Goodwill Ambassador, presented a pivotal speech with themes of the prejudice surrounding gender differences. Watson emphasised the importance of women and men becoming involved to improve gender inequalities. An activist, Tony Porter communicates similar themes through his TED talk presentation. Porter emphasised the ways men can escape the social expectations of masculinity to develop equality. Both educational and influential speeches utilised persuasive techniques and literary forms to convey these ideas and encourage their target audiences into making the change.

Through Watson's speech she promoted the UN's campaign, 'HeForShe', a solidarity movement for the advancement of women, with the objective of engaging men to become advocates of change. Watson presented her speech at the UN's Headquarters, a global platform, in September 2014 to individuals with authority and influence. 2014 was a significant year for gender identity as positive improvements and groundbreaking initiatives were established. This included a record breaking 100 women elected to serve in the U.S. Congress and reported sexual assaults in colleges were acknowledged and handled more accordingly. Watson embraced these changes, and become a pioneer in the movement for gender equality. The UN is an ideal audience that allows Watson to initiate and influence change. Additionally, the media coverage allowed at UN presentations, provided a platform for promotion of Watson's speech to the wider community.

As the co-founder of *The National Association of Men and Women Committed to Ending*

# *Violence Against Women,* Porter's drive to develop awareness and explore gender identity landed him in the perfect position to deliver a speech on the matter, at a TEDWomen talk. This platform is devoted to promoting ideas and inspiring change on a global scale. Porter's target audience involves a variety of cultures. Different cultures come with different belief sets, so individuals within this audience would have experienced and witnessed all aspects of the gender inequality spectrum. The talk was presented during 2010, another significant year for gender equality as the Gender Equality Blueprint was launched in Australia. This blueprint sets out future reforms dedicated to promoting women in leadership and balancing paid work and family responsibilities. These advancements would have encouraged Porter to unite in the movement and with his established passion for change, join the push for equality. Thus, it is notable that the overarching purpose for both activists is to challenge gender inequalities, help individuals understand the challenges faced by women and men, and consequently put an end to these disadvantages.

Watson has a strong passion for gender equality, her didactic tone displays this throughout her speech. Watson uses the word, 'should' displaying her intention to 'teach' or instruct the audience. The more Watson uses this word in her speech, the more definitive both the word and the concept becomes. She states that, "both men and women should feel free to be sensitive. Both... should feel free to be strong." This tells the audience that gender equality for men and women needs to occur. It does not allow the listeners to think of an alternative perspective, it clearly informs the audience of what they should think. However, Porter does not utilise didactic words or deliver his speech with a didactic tone. The UN is an authoritative organisation, so in order for Watson to initiate movement towards change, a more autocratic approach could be

utilised, thus the use of the didactic technique. Comparatively, it may not be appropriate for

Porter to include this language. Porter may not to need to instruct his audience as it is likely that a TED talk community is already informed, meaning his approach is to encourage active change, not demand it.

In order to include the audience in the conversation, particularly when addressing a group Watson uses personal/second person pronouns. These came in the form of, "I am reaching out to you" and "Gender equality is your issue, too". It is notable that including the personal pronoun, 'you' is an effective language technique to further explore gender identity. It links accountability with individual action and makes the audience feel personally responsible for the gender identity issues. Additionally, through incorporating a 1st person plural, 'we', the audience can feel that it is a united change. She states, "If we stop defining each other by what we are not and start defining ourselves by what we are we can all be freer". Conclusively, the pronoun, 'we' is invoking a sense of collectivity and support, aiding the processes require to initiate change. Porter does not include personal pronouns, however, through his use of 'we' this sense of collectivity is also notable - "we really need to begin to challenge, look at it and really get in the process of deconstructing, redefining, what we come to know as manhood". In comparison to Watson, Porter includes 'we' minimally which may be a more effective use of the word as it places larger emphasis on the point being made. This may challenge, affect and influence the audience more and thus, there may be larger chance for gender identity change.

Rhetorical questions are literary devices utilised to persuade, or subtly influence another's view and are used by both Watson and Porter. They are employed not for a direct answers, but for the effect that the question has on the audience, allowing the audience to think about the concept in question and emphasising the point that is being addressed. Watson uses this

stylistic technique to question the audience, saying that "In [her] moments of doubt, [she] told

[herself] firmly-if not [her], who?, if not now, when?" and "Why has the word become such an uncomfortable one?". It is apparent that Watson uses rhetorical questions cleverly. She states questions she has previously asked herself, allowing for the audience to reflect in the same manner that she has. Similarly, Porter uses rhetorical questions and anecdotes to evoke thought from the audience. He stated, "I asked a nine-year-old boy, "what would life be like for you, if you didn't have to adhere to this man box? He said to me, 'I would be free"'. This evoked thought within the audience, forcing them to see the situation from Porter's perspective. It encourages and assists the audience in understanding and agreeing with him, further persuading the need for change. Porter involves a rhetorical question to conclude his speech, "the world I envision for her -- how do I want men to be acting and behaving?". Such a conclusion will resonate with the viewers, provoke thought and increase the opportunity for gender identity change.

To maintain the attention of men and women of all ages, humour is a beneficial convention as it can enliven and brighten the content of the speech and further intrigue the listeners, “You might be thinking who is this Harry Potter girl?". It is evident that humour is embodied to capture the attention of the audience. With a more powerful and compelling speech comes an audience that will want to genuinely understand the ideas being conveyed. This can then lead to a higher chance of them following through with Watson's movement for change. Porter, however, does not include humour which may be due to his target audience and the suitability of humour. If Porter were to incorporate humour, it may be more difficult to persuade his audience and decrease the possibility for change.

The repetition throughout Watson's speech emphasises the theme of gender identity. She repeats, ''And to ask yourself if not me, who? If not now, when?". This reinforces the ideas in the rhetorical questions, while conveying that someone needs to change gender inequalities and

prevent these boundaries. Incorporating a rhetorical question and repetition, in a united way is particularly effective as it strengthens her argument. Porter utilises repetition, much like Watson but in a more consistent way. He repeats "that it's okay" multiple times in sentences, rather than repeating it throughout the speech. This is effective in that it places stronger emphasis on that idea, "that it's okay to not be dominating, that it's okay to have feelings and emotions, that it's okay to promote equality, that it's okay to be whole". In doing so, Porter can intensify the importance that men can do all these things, and it reassures them and the audience that it is acceptable.

Metaphors and anecdotes are effective ways to create an image for the audience. Porter incorporates this idea of the "man box" throughout this speech. He begins by describing what it is, "See this man box has in it all the ingredients of how we define what it means to be a man” and refers back to it as he develops the ideas of equality. This gives the audience context, linking the relationship between how men believe they should feel, particularly in relation to gender inequality. Importantly, masculinity is implied to share traits with the "man box", and allows the audience to draw comparisons between the two. It is a way of expressing and strengthening the ideas of gender identity and masculinity, where words would not have the same impact on the audience. Porter also utilises similes for a similar purpose as he tells a story from his younger years about a boy calling his friends to sexually assault a young girl. He says, "So now there's a living room full of guys. It was like the waiting room in the doctor's office". Evidently, likening the situation to a familiar scenario allows the audience to visualise the situation more realistically, and to accurately see the extent of gender inequalities. However, to create a similar outcome, Watson describes personal anecdotes where the audience visualises the reality of the situation. She explains, "I was 8, I was confused for being called bossy... but the boys were not" and "At 18, my male friends were unable to express their feelings". This shows the audience that the disadvantages the women and men face are not just spoken words, they are frequent occurrences and the reality for many. Both Porter and Watson display the seriousness of gender identity through genuine anecdotes, emphasising the reality of the issue and thus, challenging and persuading the audience to initiate change.

Watson utilises factual evidence to further display the reality of gender inequality, "Fifteen and a half million girls will be married in the next 16 years as children.. it won't be until 2086 before all rural African girls can have a secondary education". Evidently, reliable and accurate statistics can be used to convey the actuality of the problem and truly confront the audience. Contrastingly, Porter uses anecdotes to establish reliable content and demonstrate how men are taught to see women as objects, and mainly sexual objects. He stated, “It was way more important to me.,. and my 'man box' card than about Sheila and what was happening to her". This shows how it is relevant for Porter to create a foundation of trust though his anecdotes, rather than statistics, as his audience may not want to be overwhelmed with research. This may detract from the change Porter intends to make.

Overall, Emma Watson and Tony Porter use specific language, stylistic features and conventions to emphasise their ideas. It can be noticed that their chosen techniques are effective for their target audience and appropriate for the structure and content of their speeches. Repetition, rhetorical questions and anecdotes are used consistently throughout both presentations and are beneficial for aiding in creating gender inequality changes. Other techniques such as, use of metaphors and similes, pronouns and statistics are equally as compelling and successful. Both activists aim at initiating change, as change happens not by one person, but by a movement of people passionate about gender identity.

Performance Standards for Stage 2 English

Score 23/30 Grade B+

| - | Knowledge and Understanding | Analysis | Application |
| --- | --- | --- | --- |
| A | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| B | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| C | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| D | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| E | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |