Effects of Inclusive Language on Reading Comprehension

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Abstract

An aspect that has received little attention, despite its importance and the tensions it has generated, is that of inclusive language within the educational process of students. Latin American students have a low level of reading comprehension and, generally, of understanding of the Spanish language. The report, presented by the OECD, based on the latest results of the PISA, draws attention to the fact that young people in these countries have serious problems in terms of language skills development, lagging European countries. This situation could worsen if the texts used by students include inclusive language, as suggested by some authors due to the confusion that could be created for the readers and the increase in the number of words in a text. In this context, the general purpose of the study to be presented at the 7th Conference of the Future of Social Sciences is to share results on the effect of the use of inclusive language on reading comprehension of ordinary or technical language. The study analyzes the implications of the incorporation of inclusive language on reading comprehension and attitudes toward this type of language in students in the final grades of their secondary education in Bogotá, Colombia. The methodological strategy being implemented is that of experimental research through a 2x2 factorial design (inclusive and noninclusive language vs. ordinary and technical text), although it includes a qualitative component. The results will be analyzed using the ANOVA statistical test for quantitative information analysis and Atlas.ti for qualitative information, and it is expected that significant progress will be made by the date of the ICFSS. Based on the findings, pedagogical guidelines will be proposed to educate students and design school texts.

Keywords: inclusive language, reading comprehension, gender ideology, school policies, high school