



Actitudes lingüísticas de los maestros bogotanos hacia el lenguaje inclusivo [

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text (article)

Analítica

There are several proclamations advocating the continued use of inclusive language in classrooms in order to reduce the gaps of discrimination and intolerance to diversity in the field of education. The study is part of the qualitative approach with a descriptive scope. The sociolinguistic questionnaire and the Likert scale were used in the measurement of linguistic attitudes, instruments of the direct method. In the findings, it is observed that negative linguistic attitudes are based on language correction and the guidelines established by the Real Academia Española. In addition, some teachers consider that it is necessary to rethink the notion of inclusive language, since the current one does not involve the school context in its entirety. It is concluded that teachers assume linguistic standardization in the assessment of inclusive Language and, at the same time, they consider that the forms of inclusive language are not embedded in their linguistic variety

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