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Raising Awareness, Shaping Attitudes: The Effects of a Gender Awareness Intervention and National Identity on Attitudes Toward French Inclusive Language

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Resumo

Este estudo examina quantitativamente a relação entre a conscientização sobre as consequências da linguagem de gênero nas desigualdades de gênero e as atitudes dos indivíduos em relação à linguagem inclusiva. Por meio de uma intervenção projetada para aumentar a conscientização sobre esses conceitos, o estudo mediu seu impacto nas atitudes. Também explora o papel da identidade nacional como moderadora dessa relação. As hipóteses postulam que uma maior conscientização sobre as consequências da linguagem de gênero promove atitudes mais positivas em relação à linguagem inclusiva, enquanto uma identidade nacional mais forte se correlaciona com atitudes mais negativas e modera o impacto da conscientização. Para testar essas hipóteses, foi utilizado um delineamento experimental entre sujeitos, com os participantes aleatoriamente designados para a intervenção de conscientização ou para a condição controle. Um total de 169 participantes francófonos completou um questionário online medindo atitudes em relação à linguagem inclusiva, identidade nacional e variáveis de controle, como gênero, orientação política e atitudes em relação à igualdade de gênero. Resultados de testes t pareados e análises de regressão indicam que a intervenção aumentou significativamente atitudes positivas em relação à linguagem inclusiva e que a identidade nacional está negativamente associada a essas atitudes, embora nenhum efeito de moderação tenha sido encontrado. Esses achados sugerem que aumentar a conscientização sobre a linguagem de gênero pode influenciar positivamente as atitudes em relação ao seu uso, enquanto a identidade nacional pode continuar a moldar a resistência à mudança linguística inclusiva.

Palavras-chave: linguagem inclusiva, linguagem de gênero, identidade nacional, igualdade de gênero, atitudes sociais

Abstract

This study quantitatively examines the relationship between awareness of the consequences of gendered language on gender inequalities and individuals' attitudes toward inclusive language. Through an intervention designed to enhance awareness of these concepts, the study measured its impact on attitudes. It also explores the role of national identity as a moderator of this relationship. The hypotheses posit that greater awareness of gendered language's consequences fosters more positive attitudes toward inclusive language, while stronger national identity correlates with more negative attitudes and moderates the impact of awareness. To test these hypotheses, a between-subject experimental design was used, with participants randomly assigned to either an awareness intervention or a control condition. A total of 169 French-speaking participants completed an online questionnaire measuring attitudes toward inclusive language, national identity, and control variables such as gender, political orientation, and attitudes toward gender equality. Results from paired-sample t-tests and regression analyses indicate that the intervention significantly increased positive attitudes toward inclusive language and that national identity is negatively associated with these attitudes, although no moderation effect was found. These findings suggest that increasing awareness on gendered language can positively influence attitudes toward its use, while national identity may continue to shape resistance to inclusive linguistic change.

Keywords: inclusive language, gendered language, national identity, gender equality, social attitudes

Index

Introduction 17

Chapter 1: Theoretical Framework 21
1.1 Social Foundations of Gender Inequality 21
1.2 Language and Thought 22
1.3 Historical Context of French Language 23
1.4 The Impact of Gendered Languages on Gender Beliefs, Attitudes, and Behaviors 24
1.5 The Masculine Bias in Language 25
1.6 Gendered Language and Mental Representation 25
1.7 The Effects of Inclusive Language on Gender Equality 27
1.8 Resistance to Inclusive Language 28
1.9 Raising Awareness on Inclusive Language 30
1.10 Inclusive Language, Culture, and Identities 30
1.11 Study Overview and Hypotheses 32

Chapter 2: Methodology and Statistical Analyses 36
2.1 Positionality Statement 36
2.2 Pilot Study 36
2.3 Methods 36
2.3.1 Participants 36
2.3.2 Design 38
2.3.3 Materials and Measures 39
2.3.4 Procedure 41
2.4 Results 48
2.4.1 Preliminary Analyses 48
2.4.2 Main Analysis: Hypotheses Testing 48
2.4.3 Exploratory Complementary Analyses 51

Chapter 3: General Discussion.....55

3.1 Theoretical and Practical Implications 55
3.2 Limitations and Future Considerations.....60
3.3 Suggestions for Future Research 61
3.4 Conclusion.....63

References 66

Appendices 85
Appendix A 85
Appendix B 92

Introduction

"The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached ... We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation."
Edward Sapir

In November 2023, during the inauguration of the Cité des Sciences, the French President Emmanuel Macron expressed his negative opinion on a topic that has been highly controversial in recent years: the use of inclusive language in the French language. After the publication of a school book using inclusive language that sparked a heated debate, the use of inclusive language, specifically the inclusion of the "point médian", was banned from official texts in 2017 (Marianne, 2021). The medial point is a typographic sign similar to the dot, but placed above the baseline to turn a masculine word neutral, such as *chef* becomes *chef·fe·s*. This decision, receiving extensive media coverage, sheds light on the wide diversity of opinions held by people regarding its general usage (Develey, 2017; Hubert, 2017; Le Point.fr, 2023). Supporters of inclusive language argue that it helps to include and represent all genders equally in the language (Storme & Storme, 2025). Conversely, opponents contend that such changes would undermine French culture and render the language unreadable (Hubert, 2017). In his speech, Emmanuel Macron echoed these sentiments, describing inclusive language as unreadable and useless while emphasizing the important role of language in fostering national unity (Elysee, 2023). The French language is so deeply rooted in national identity that the *Académie Française* was created in 1635 and remains active up until today. Financed by the state, the *Académie Française* aims to protect the language by defining linguistic standards and shaping French culture and literature. No other institution matches the importance of the Académie Française in terms of cultural influence (Gray, 2023).

Faced with the polarization of public opinion and the passionate debates that persist around the use of inclusive language in France, fundamental questions emerge: Are French individuals aware of the consequences of gendered language for gender equality? Do they know what the role of inclusive language is in countering those impacts? Could factors such as national identity play a role in shaping French individuals' attitudes toward inclusive language?

This research aims to examine the potential effect of raising awareness about inclusive language on fostering more positive and evidence-based attitudes toward its use, while also examining how this may be shaped by individuals' sense of national identity.

The present paper is structured into three main chapters. The first chapter establishes the theoretical foundation by reviewing literature on gender inequality, language and social perception, and the development of inclusive language within the french context. It further examines socio-cultural and identity variables influencing attitudes toward inclusive language and ends by outlining the study's hypotheses. Chapter 2 introduces the empirical study and provides an in-depth description of its methodological framework, covering the experimental design, intervention procedure, participant recruitment, and measurement instruments for key variables such as attitudes toward inclusive language and national identity. This chapter also presents the statistical data analyses and results that test the study's hypotheses. Chapter 3 presents the general discussion of the study. It interprets the findings in light of the theoretical framework, highlights their implications, and addresses the study's limitations. Finally, it proposes directions for future research and emphasizes the contributions of this work to promoting gender-inclusive language practices in the French context.

CHAPTER 1

Literature Review and Theoretical Framework

1.1 Social Foundations of Gender Inequality

Of all forms of social disparity around the world, gender inequality remains one of the most persistent. It does not stem from biological differences, but from socially constructed systems of power that shape political, economic and cultural life (Irshad et al., 2025). In most societies, women continue to earn lower wages than men, assume a disproportionate share of unpaid domestic work, and are underrepresented in decision-making and leadership positions (World Economic Forum, 2025). International indicators highlight the persistence of these gaps: at the current pace, it would take over a century to close the economic gender gap (UNDP, 2022). These disparities are not only a moral issue but also an economic one, as some estimates suggest that gender-based discrimination results in a global productivity loss of up to 25% (Das & Kotikula, 2019). Beyond economic and political dimensions, gender inequality also manifests through social and psychological mechanisms. Social norms and expectations influence behavior, career choices, and self-esteem, particularly for women who may internalize limiting stereotypes (Ridgeway, 2011). Repeated experiences of discrimination or sexism can generate stress, reduce self-confidence, and limit participation in certain social or professional domains (Vivarelli et al., 2025). As both an ideology and system of practice that perpetuate gender-based inequality, sexism can be defined as discrimination based on sex or gender, or the belief that one gender is superior to another, usually with men being perceived as superior. This belief is used to justify unequal treatment and the oppression of the other group. Sexism can be manifested in various forms, such as hostile sexism characterized by overtly negative attitudes, benevolent sexism expressed through subjectively positive but ultimately harmful attitudes, and institutional sexism reflected in the systemic reinforcement of gender hierarchies (Bareket & Fiske, 2023; Barreto & Doyle, 2022; Slovska, 2022).

In France, the paradox between legal equality and lived inequalities is particularly evident. The country has a long history of feminist mobilizations and legislative reforms, ranging from regulating women's working hours in 1892 to granting the right to vote in 1944, passing the Equal Pay Act in 1972, and enshrining the principle of equality in the 1946 Constitution (Tripier, 2001). Despite these advances, inequalities persist: in 2018, women earned on average 15.2% less than

men and were much more likely to work part-time (28.8% for women vs. 7.8% for men) (INSEE, 2020). Politically, progress has been notable but incomplete, women held 36% of parliamentary seats in 2024 (Kagni, 2025). These gaps continue to fuel social mobilizations, such as the *#MeToo* and *#BalanceTonPorc* movements, which denounce the persistence of structural norms and physical and sexual violence against women (IH2EF, 2025).

Beyond economic, political, and social disparities, these persistent inequalities are also reinforced at a more subtle, symbolic level. One of the most powerful and pervasive vectors through which gender hierarchies are maintained is language (Cameron, 1998; Hellinger & Bußmann, 2001). Not only linguistic forms reflect social hierarchies but they can also reinforce and normalise them, affecting both self-image and social perceptions of gender (Boroditsky, 2011; Lakoff, 1975).

1.2 Language and Thoughts

For centuries, the relationship between language and thought has attracted the interest of numerous scientists. Although many aspects remain unclear, research showed that these two dimensions mutually influence each other, shaping human perceptions and behaviors (Lupyan & Clark, 2015; Marcelino, 2024; Thierry, 2016). One of the most influential hypotheses in this field is the linguistic relativity hypothesis, developed by Sapir and Whorf (Sapir, 1929; Whorf, 1956). According to this hypothesis, language structures the way we apprehend and perceive the world: having a word to designate a concept shapes how we think and categorize reality. Thus, linguistic differences can lead to variations in perception and cognition. The language used to describe people, directly influences social cognitions, affect, and behavior (Semin & Fiedler, 1988).

A particularly illustrative example lies in how languages mark grammatical gender, a central variable that shapes social representations differently depending on the linguistic system. Three broad categories of languages can be distinguished. First, grammatical gendered languages, such as French, Portuguese, Spanish, or Hebrew, assign gender (masculine or feminine) to most nouns, including those referring to inanimate objects, and mark gender across several grammatical categories such as articles, adjectives, and pronouns. Then we have natural gender languages, such as English, that do not mark nouns for gender but express it mainly through third-person personal pronouns (he/she, his/her). Finally, genderless languages, such as Finnish, Turkish, or Mandarin, do not mark gender on either nouns or pronouns, making gender categorization far less salient in

everyday communication. These structural differences influence not only linguistic practices but also the cognitive and social processes involved in gender perception (Boroditsky, 2011; Stahlberg et al., 2007). Grammatical gendered languages show the most pronounced linguistic and gender asymmetries (Hellinger & Bußmann, 2001; Stahlberg et al., 2007). In most of these languages, the masculine is used as the generic, or supposedly neutral form, a convention that shapes how individuals perceive and categorize men, women, and those who do not conform to the gender binary. This asymmetry contributes to reinforcing and reproducing stereotypes, social norms, and gender inequalities (Labrosse, 1999; Menegatti & Rubini, 2017; Rothermund & Strack, 2024). More broadly, gendered language fosters sexist biases by continually highlighting gender, reducing it to a binary category, and activating stereotypical representations of gender. For example, cross-linguistic studies showed that gendered languages exhibit higher levels of gender prejudice and more frequent associations of men with positive traits and women with negative or stereotypical traits, compared to genderless languages (Bigler & Leaper, 2015, DeFranza et al., 2020, Mavisakalyan, 2015).

1.3 Historical context of French Language

When French first emerged, many nouns and professional titles already had both masculine and feminine forms. What changed over time was the standardisation of the masculine as the default or "generic" form. In the mid-17th century, grammarians such as Claude Favre de Vaugelas codified the rule that "*le masculin l'emporte sur le féminin"* meaning that the masculine win over the feminine. The masculine then automatically represents both men and women because considered more noble than the feminine (Lessard & Zaccour, 2023). The suffixes in *-esse* for terms designating professions, such as *peintresse* (female painter), *poétesse* (female poet), or *philosophesse* (female philosopher) were removed, thereby erasing the visibility of women in these fields (Michaud, 2019). From then on, masculine nouns were taught as the neutral reference, while feminine forms were increasingly suppressed or treated as special-case variants. This grammatical convention was reinforced by later prescriptive grammars and by the Académie Française, turning a historical linguistic practice into an ideological bias that invisibilises women in everyday language (Pilon, 2020) . Thus, the problem of sexism in language does not stem so much from the language itself as from the intellectuals and institutions who, in a "long effort to masculinize the language, endeavored to maintain or intensify power relations"

(Rispail, 2014). Resistance to the feminization of language has therefore been more ideological and political than linguistic (Ulianitckaia, 2020). It is only after decades of resistance, in February 2019, that the Académie Française finally voted in favour of feminising professional titles, ranks and functions. The decision was reported the following day by several media outlets, which highlighted that the Académie's historical position had shifted from a categorical rejection of feminine forms to their acceptance as legitimate (Académie Française, 2019; Rérolle, 2019), marking the first time that the Académie officially approved the feminisation of titles after more than 350 years of conservatism. This demonstrates that the historical intention to masculinize the language is rooted in the aim of establishing gender hierarchies and ensuring the predominance of men in society, confirming that language is a powerful political tool.

1.4 The Impact of Gendered Languages on Gender Beliefs, Attitudes and Behaviors

Over the years, studies have explored the impact of gendered language on individuals'cognitive processes, highlighting that languages with grammatical gender have been empirically associated with greater gender inequality and more sexist attitudes compared to natural gender or genderless languages (Stahlberg et al., 2007; Wasserman & Wesley, 2009). Large-scale cross-national studies show that countries where gendered languages are spoken exhibit lower levels of gender equality, suggesting that the structure of language itself may influence societal attitudes and reinforce traditional gender roles and stereotypes (Prewitt et al., 2012). Further research demonstrates that gender-intensive languages are associated with lower female labor force participation and a higher prevalence of gender-discriminatory attitudes, indicating that the way gender is encoded in language can have real-world consequences for women's social and economic status (Mavisakalyan, 2015). Additionally, subtle linguistic cues embedded in gendered language perpetuate gender stereotypes and hierarchies, contributing to the ongoing transmission of gender inequality through everyday communication (Formanowicz & Hansen, 2021; Menegatti & Rubini, 2017). These findings show that the way gender is encoded in a language may be associated with societal gender inequality (Stahlberg et al., 2007).

1.5 The Masculine Bias in Language

In languages that have grammatical gender classes for nouns, the masculine plural is used for any group containing a masculine element, regardless of its proportion. The masculine form is considered the default or standard. For instance, the masculine term "les étudiants" is used for a class of mostly female students even if only a man is present (Eisenberg, 1985; Gygax et al., 2019). Thus, masculine superiority appears to be embedded in the grammar and structure of language. As a consequence, a masculine bias occurs. A bias refers to a systematic tendency to favor or disadvantage certain groups, ideas, or outcomes over others, often in a way that is unfair or not based on objective evidence (Johnson, 2020). In social and behavioral sciences, bias occurs when social group cues such as gender, influence beliefs, attitudes, or behaviors in a way that leads to unjust outcomes. Bias can be explicit and conscious or implicit and unconscious, and it can occur at both individual and institutional levels (Greenwald & Lai, 2020; Johnson, 2020; Traag & Waltman, 2022). The masculine bias is expressed as a tendency to favor or privilege men over women in various contexts (Cheryan & Markus, 2020). This can manifest in attitudes, perceptions, or behaviors that value what is considered "masculine" more than what is considered "feminine". For example, this bias may be salient when men are automatically perceived as more competent or suitable for leadership positions, even if women have the same qualifications. This bias is rooted in persistent stereotypes that associate leadership with masculine traits such as assertiveness and dominance, leading to a "think manager–think male" effect (Horvath, 2015; Horvath & Sczesny, 2015).This systematic privileging of masculine forms in language not only reflects societal hierarchies but also shapes and perpetuates how individuals mentally represent social groups, influencing the cognitive structures through which people perceive and interpret gender roles (Castilla & Bernard, 2010; Player et al., 2019, Smith et al., 2018; Vial & Napier, 2018).

1.6 Gendered Language and Mental Representation

Mental representations are defined as the internal cognitive structures or processes that allow individuals to encode, store, and manipulate information about the world, events, or concepts in their minds. They are not direct copies of reality but are constructed by the mind to interpret and interact with the environment (Berio, 2021; Piantadosi, 2020). Language plays a crucial role in shaping, augmenting, and accessing those mental representations (Croft, 1998; Lupyan & Bergen, 2016). Gendered language powerfully shapes mental representations by reinforcing and activating

gender stereotypes. When language uses masculine generics *(e.g., "the surgeon/le chirurgien" or "tous" "ils" to refer to all people)*, it leads listeners and readers to mentally represent men as the default or prototypical group, often making women less visible in these mental images (Lenhart & Heckel, 2024). The masculine bias embedded in gendered languages carries tangible consequences for women's self-perception and social opportunities. Experimental research has extensively investigated the effects of masculine generic use on mental representations, showing that individuals tend to associate masculine pronouns with traditionally "masculine" professions (Jacobson & Insko, 1985) and to assign masculine names to individuals when masculine generic forms are used (Hamilton, 1988). Such linguistic patterns subtly reinforce the association of men with competence and agency, while rendering women less visible or secondary. This bias can undermine women's self-efficacy, particularly in fields stereotypically associated with men, whereas exposure to gender-fair language has been shown to enhance women's confidence and aspirations toward these occupations (Lenhart & Heckel, 2024). More broadly, gendered language perpetuates societal power imbalances by positioning men as the unmarked "norm" and women as the "exception" across social and professional domains (Lewis & Lupyan, 2019; Menegatti & Rubini, 2017). Importantly, these effects emerge early in development: studies reveal that even primary school children internalize gendered mental representations shaped by the language they are exposed to, highlighting how deeply rooted and far-reaching the influence of masculine bias can be (Lenhart & Heckel, 2024).

As a response to this structural asymmetry, the concept of gender-fair language was introduced in the 1970s, driven by feminist scholars and activists who identified the generic use of masculine pronouns and occupational titles as both a symptom and a source of androcentrism in language (Sczesny et al., 2016; Vergoossen et al., 2020). Gender-fair language refers to the use of linguistic forms that aim to reduce masculine bias and promote gender equality (Frank, 1985). Different strategies have been proposed to achieve gender-fair language. The main strategies are based on neutralization and feminization. Neutralization replaces masculine forms with gender-unmarked forms. Feminization uses feminine forms to make female referents visible (Lindqvist et al, 2019). In French, a gendered language, there are two main meta-strategies used for inclusive language. On one hand, the syntax feminization uses duplication to mention both the masculine and feminine forms with either complete or abbreviated doublets (e.g "les professeurs et les professeur*es*" or "*un* et *une* journaliste"). On the other hand, using gender-neutral formulations or

linguistic innovations by promoting the use of collective nouns (using "la faculté de sociolinguistiques" rather than "les professeurs de sociolinguistiques"[1] which will be written in masculine in French). Thus, through this process, it is possible to include not only women but also individuals who do not identify with either end of the gender spectrum or fall outside of it (Elmiger, 2017). What is most of the time referred to as inclusive language in French is the strategy of using the abbreviated doublet ("*doublet abrégé*" and "*doublet complet")* in addition to the existing complete doublet. For instance, *"les professeurs et les professeures"* can also be written *"les professeur·e·s"* (*"les professeur·e·s"* uses the "point médian" strategy).

1.7 The effects of Inclusive Language on Gender Equality

Several experimental studies made in different languages suggest that inclusive language can positively influence individuals' gender attitudes and reduce stereotypes and discrimination. For example, a large-scale experiment demonstrated that addressing women in the feminine, rather than the masculine generic, reduced the gender gap in mathematics achievement by a third and decreased women's endorsement of the belief that "science is for men" (Kricheli-Katz & Regev, 2021). In Sweden, three survey experiments found that using gender-neutral pronouns (such as "hen") instead of masculine ones, reduced the mental salience of men and led to less bias in favor of traditional gender roles, resulting in more positive attitudes toward women and LGBT individuals (Pérez & Tavits, 2019). Additional experiments showed that using paired forms (he/she) or gender-neutral pronouns instead of traditional masculine or "neutral" forms, eliminated the male bias in mental representations of unknown social targets, and that using these in job descriptions increased the visibility of women and challenge traditional gender roles, especially when it comes to job ads for leadership or traditionally gendered jobs (e.g, nursing roles for women, competent roles for men) leading to more equal hiring decisions (Horvath, 2015; Lindqvist et al., 2018) Sczesny et al., 2016). An experiment with primary school children found that gender-fair language increased girls' cognitive representation of women in stereotypically masculine occupations and boosted their occupational self-efficacy, suggesting that even brief exposure to inclusive language can shape aspirations and self-perceptions (Lenhart & Heckel, 2024). Further, studies in French and German have shown that gender-fair forms in occupational descriptions

[1] "the faculty of sociolinguistics" instead of "the professors of sociolinguists"

increase the perceived presence of women in those roles and reduce stereotypical associations, supporting the idea that inclusive language can help challenge and reshape gendered expectations (Schunack & Binanzer, 2022; Spinelli et al., 2023; Xiao et al., 2022).

Although these studies provide robust causal evidence that gender-inclusive language can be a useful tool to reduce gender stereotyping and foster more equitable attitudes and aspirations across different languages and contexts, opposition to its use remains (Lomotey, 2018; Vergoossen et al., 2020).

1.8 Resistance to Inclusive Language

Due to the negative reactions in media and social networks, researchers sought to understand why this practice was so strongly rejected (Flood et al., 2020; Renström & Klysing, 2024; Vergoossen et al., 2020). By evaluating attitudes towards inclusive language, studies show that among people with negative attitudes, the main argument advanced was that "it doesn't matter" and therefore unnecessarily complicates the language, aligning with the reluctant discourse found in the media about the uselessness of this practice (Lindqvist et al., 2018; Tarrayo, 2024; Tibblin, 2019; Vergoossen et al., 2020). Emmanuel Macron, president of France, echoed these arguments, stating that the masculine always served as neutral in the language, and it's unnecessary to add points or hyphens that make words unreadable (Elysee, 2023).In addition to its uselessness, critics argue that texts will become unreadable, heavy, and complicated to understand (Liénardy et al., 2023). While this argument is commonly held, it has been challenged by numerous studies. Such research found that while inclusive language initially slows reading speed, this effect diminishes after the first reading, indicating that the difficulty is due to unfamiliarity, but once accustomed to it people tend to adopt it even if raised with masculine generics (Gygax & Gesto, 2007; Remsö, 2025; Sendén et al., 2021). Furthermore, inclusive language does not affect text comprehension; rather, it was shown that negative attitudes towards inclusive language were the reason for reduced readability (Friedrich & Krenz, 2025; Pabst & Kollmayer, 2023; Tibblin, 2020). These findings highlight that perceived difficulties with inclusive language are temporary and rooted in habit and attitudes rather than an intrinsic flaw in the writing style (Sczesny et al., 2015).

Taken together, these findings suggest that opposition to inclusive language cannot be explained solely by its supposed complexity, but may instead reflect deeper social and individual factors. Research has therefore examined which characteristics predict more positive or negative

attitudes toward inclusive language. In numerous studies, the same results are present in the findings: women show more positive attitudes toward inclusive language than men (Harris Interactive, 2017; Tibblin, 2020; Remsö et al., 2025; Sauteur et al., 2023). This could be explained by the fact that women are more aware of the political dimensions of inclusive language and hold more positive attitudes toward gender equality than men. Indeed, individuals who hold more positive attitudes toward gender equality tend to have more favorable views on inclusive language and are more likely to support and use it. People aware of the historical and linguistic knowledge of inclusive language, particularly those on the political left, tend to have more positive attitudes towards it (Bolzendahl & Myers, 2004; Burnett & Pozniak, 2021; Dehingia et al., 2022; Sauteur, 2023; Tibblin, 2020, Waldendorf, 2023).

Indeed, understanding what inclusive language is and the goals it seeks to achieve is also a factor that should not be overlooked. Awareness and knowledge of the political and social dimension of language play a central role in determining whether people reject or embrace its use (Burnett & Pozniak, 2021). Recent research showed that a lack of knowledge and awareness of inclusive language can directly influence attitudes towards it. This deficit concerns both understanding and familiarity with the concept, as well as preconceived ideas or prejudices about what it entails (Sauteur et al., 2023). A national survey conducted in France by Harris Interactive (2017) assessing attitudes toward inclusive language, as well as levels of awareness and understanding on the topic, confirmed this hypothesis. It revealed that before receiving information about inclusive language, 88% of respondents had heard of it but admitted they did not know its definition, while only 12% said they had a clear understanding of it. Interestingly, the survey indicated that a significant majority, 62% of respondents, initially had an unfavorable opinion of inclusive language, with 35% expressing strong opposition. However, after being informed about the concept, there was a notable change in opinion, with 75% of participants now saying they were in favor of its use (Harris Interactive, 2017). This shift in percentages suggests the impact of increased awareness and greater knowledge of inclusive language on shaping attitudes, indicating that individuals' evaluations might become more favorable once the concept and its objectives are better understood. This underscores the importance not only of improving understanding of the principles underlying inclusive language, but also of raising awareness of its importance in promoting inclusion and combating gender-based prejudice.

1.9 Raising Awareness on Inclusive Language

An effective approach to increasing knowledge and awareness of inclusive language can be through targeted interventions. Well-structured interventions, particularly those that actively engage participants, can be highly effective in shifting perspectives and promoting behavioral change (Arruzza & Chau, 2021). One particularly relevant framework for designing such interventions is the Cultural Competence Model (Sue, 2001). Originally developed to improve cultural awareness and reduce bias in cross-cultural settings, this model emphasizes three core components: awareness, knowledge, and skills. Awareness refers to recognizing one's own biases and assumptions; knowledge involves understanding the cultural, social, or gendered context of others; and skills encompass the ability to interact effectively in diverse and inclusive environments. Research has shown that interventions structured around these components can reduce prejudice, enhance empathy, and foster more equitable behavior (Neville & Dickie, 2014; Sue et al., 2009). While initially applied in multicultural education and clinical psychology, the model has been successfully adapted to address gender dynamics, helping participants critically reflect on implicit gender biases and engage with gender-fair practices (Arruzza & Chau, 2021; Eden et al., 2024; Lum, 2002; Romanova, 2019). For instance, social work education in southern Europe has incorporated feminist theory to help students recognize and challenge homonegative and transphobic attitudes, revealing that men, religious, and politically conservative individuals often hold more implicit biases, and highlighting the need for targeted training to address these issues (Álvarez-Bernardo et al., 2022). By grounding an intervention in this model, participants are encouraged to reflect on their implicit biases while gaining the necessary tools to engage with inclusive language in an informed and critical manner (Sue et al., 1982; Bennett, 1986). Developing a better understanding of inclusive language and its objectives is the initial step in forming informed opinions. However, once this awareness is established, factors such as political, cultural and social orientations can take precedence in shaping attitudes.

1.10 Inclusive Language, Culture and Identities

Language plays a crucial role in shaping group identities and fostering a sense of belonging. According to the Social Identity Theory, individuals derive part of their self-concept from their membership in social groups, such as national groups, which influences their behavior and

attitudes towards both in-group and out-group members. This membership, along with the value placed on it, constitutes their social identity (Tajfel & Turner, 1979). Elements such as language are fundamental to one's national identity (Anderson, 1983; Kahan, 2015). As Benedict Anderson (1983) describes in his concept of imagined communities, a shared language enables individuals to feel connected to others within the same national group, fostering a strong sense of belonging. As language is a key vector through which a nation expresses its history, culture, and values, this shared linguistic identity is reinforced through symbols, values, and traditions (Guibernau, 2007). Building on these foundations, contemporary developments in identity and intergroup threat theories offer further insight into the reason why language reforms such as inclusive writing may provoke resistance. When core aspects of a group's identity, such as national symbols, norms, or linguistic forms, are challenged, individuals may experience this as a social identity threat, triggering defensive reactions aimed at preserving group continuity and distinctiveness (Branscombe et al., 1999; Stephan et al., 2016; Riek et al., 2006). From this perspective, the use of inclusive language in French may not only be perceived as a linguistic innovation but as a symbolic challenge to the traditional boundaries of French national identity (Jaspal & Coyle, 2009). Such threats often elicit resistance to change, particularly among individuals for whom national identity represents a central and valued aspect of self (Cohen et al., 2012; Emerson & Murphy, 2014). France, with its profound attachment to tradition and the French language as a symbol of national identity, exemplifies this dynamic (Blanc & Kubo, 2021; Harrison, 2004). Inclusive language is often framed as a threat to the nation's cultural and linguistic heritage (Académie Française, 2019; Burnett & Pozniak, 2021; Versini, 2021), reflecting a defensive response to any change perceived as undermining established values and the integrity of the language (Loison et al., 2020). The negative reaction to inclusive language can thus be interpreted as a conservative defense against a progressive social and political movement (Mansbridge & Shames, 2008). This narrative is echoed by l'Académie Française, and media outlets suggesting that the unity of the nation is "at risk with inclusive language" (Le Figaro, 2017), while other public figures describe it as a threat to France's historical heritage (The Guardian, 2017). Similarly, the former minister of national education, Jean-Michel Blanquer, also stated: "*There is only one French language, one grammar, one Republic*", underscoring the idea that linguistic unity is integral to national unity. In other words, this perspective asserts that the French language should adhere to a specific structure,

one that is inherently gendered and its structure must not be altered for any reason or in any way whatsoever.

1.11 Study Overview and Hypotheses

Based on the above-mentioned findings, we can say that a lack of knowledge on the topic has a major influence on people's attitudes toward inclusive language (Sauteur et al., 2023"; Harris Interactive 2017). Despite the strong opinions on both sides of the debate, there is a lack of empirical research exploring how being aware of the consequences of gendered language impacts one's attitudes toward inclusive language. Moreover, there is no consensus on what effect national identity might have on this relationship, most specifically in the French context. To address this gap, the research question of this research is the following: Can an intervention based on raising awareness about gender inequality present in the French language influence the attitudes that people have toward inclusive language? And does national identity play a moderating role in this relationship?

Based on this research question, the hypotheses for this study were formulated as following:

H1: By participating in the intervention, participants' awareness of the impact of gendered language and inclusive language will raise, and will then lead to more positive attitudes towards its use.

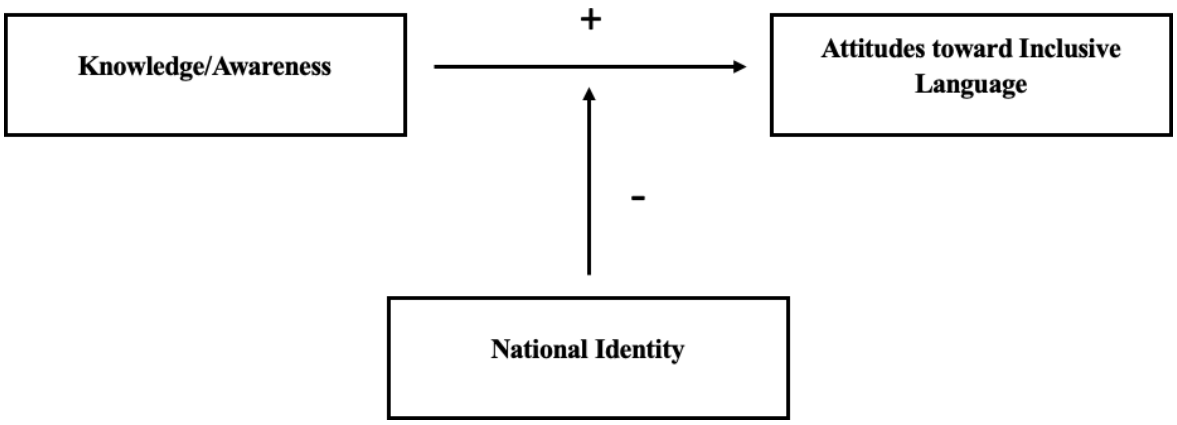
H2: National identity will moderate the relationship between knowledge/awareness and attitudes towards inclusive language, such that the positive effect of awareness on attitudes will be stronger among individuals with a weaker national identity.

H3: National identity will be negatively associated with attitudes towards inclusive language, independently of the intervention.

Through investigating these hypotheses, the aim is to examine both the direct effect of the intervention on attitudes toward inclusive language and the moderating role of national identity in this relationship. In doing so, this research seeks to uncover the underlying mechanisms by which awareness and national identity jointly shape attitudes toward inclusive language in the French context.

Figure 1.

Conceptual Model of the Main Study



CHAPTER 2

Methodology and Statistical Analyses

2.1 Positionality Statement

As a researcher, I acknowledge that my background and experiences influence the way I approach the topic of inclusive language. My experiences of gender inequality as someone that identifies as a woman, combined with my education and socialization within the French cultural and linguistic context, may influence the direction taken in this research. My values align with inclusivity and the acceptance of differences, and my political orientation similarly favors gender equality and progressive social change, which guide my view of language as a potential tool for social change. I also value and regularly use inclusive language, which may inform the assumptions I bring to this research. While these positions inevitably shape my standpoint, I strive to ensure transparency and academic rigor by grounding my analyses in empirical evidence and established theoretical frameworks, and by avoiding the intrusion of personal judgment into my research.

2.2 Pilot Study

A small pilot study was conducted with six participants to evaluate the clarity, timing, and overall feasibility of the study. Completion time was a key concern, and the pilot allowed us to estimate the duration of the intervention and questionnaire. Based on this, several items were removed from existing scales to shorten the total participation time. Feedback from participants also led to improvements in clarity, such as reformulating instructions, adjusting certain exercises, refining socio-demographic response options, and correcting minor spelling errors. These changes ensured that the final version of the study was more concise, comprehensible, and participant-friendly.

2.3 Methods

2.3.1 Participants

Participants were required to be French adults (over 18), native French speakers, and of French nationality. Recruitment occurred both online and offline, through social media posts and

flyers in public places such as universities, coffee-shops, and malls. Prior to participation, all participants provided informed consent. The required sample size was estimated using G*Power. A power analysis indicated that 200 participants would be needed to achieve 80% statistical power with $\alpha = .05$ and a medium effect size ($f^2 = .15$). The initial sample consisted of 223 participants and were randomly assigned to either the control group ($N = 123$) or the intervention group ($N = 100$). Due to incomplete data, some participants were excluded from the analysis. After data cleaning, 169 participants remained for analysis: 96 in the control group (56.8%) and 73 in the intervention group (43.2%). Among them, 32.5% ($N = 55$) identified as men and 66.3% ($N = 112$) as women. Two participants identified as non-binary or "Other". Due to the very small group size and the quantitative approach used where gender is a key variable, these participants were excluded from inferential analyses. Most participants held at least a Bachelor's degree, and nearly half were employed. The detailed distribution of the level of education, occupation and job field across conditions is presented in Appendix A, Figure 1-3.

Table 1.

Gender distribution between Experimental Conditions

Experimental Condition	Total		Intervention Group		Control Group	
	N = 169		*N* = 73		*N* = 96	
Gender						
Women	112	66.3%	50	44.6%	62	55.4%
Men	55	32.5%	22	40.0%	33	60.0%
Non-binary	1	0,6%	1	100.0%	0	0.0%
Other	1	0,6%	0	0.0%	1	100.0%

Table 2.

Sample Demographics between Experimental Conditions

	M	*SD*	Min	Max
Political Orientation				
Intervention Group	2.47	.164	1	5
Control Group	2.67	.163	1	5
Total (n = 127)	2.57	.191	1	5

Experimental Condition	Total		Intervention Group		Control Group	
	N = 169		n = 73		n = 96	
Age						
18-24	18	10.7%	8	44.4%	10	55.6%
25-34	50	29.6%	22	44.0%	28	56.0%
35-44	25	14.8%	7	28.0%	18	72.0%
45-54	16	9.5%	8	50.0%	8	50.0%
55-64	27	16.0%	14	51.9%	13	48.1%
65+	33	19.5%	14	42.4%	19	57.6%

Note. M = mean; SD = standard deviation; Min = minimum; Max = maximum.

Sample sizes might differ across variables because participants were not required to provide all demographic information.

2.3.2 Design

This study was a two-phase, between-subjects, experimental study. The first phase consisted of an intervention designed to raise awareness on the impact of gendered language on gender equality and how inclusive language can help to reduce those inequalities. The second phase involved completing a post-intervention questionnaire. This study aimed to assess changes in attitudes toward inclusive language following the intervention. However, rather than measuring individual attitude shifts before and after the intervention, which would have increased participant burden and response fatigue, we opted for a between-subjects design where we compare attitudes between an intervention group and a control group. This design also reduces the likelihood that

participants would attempt to maintain consistency between their pre- and post-test responses, which could otherwise compromise the reliability of attitude measurement. Random assignment ensures that, on average, both groups start with comparable baseline attitudes. To further account for individual differences that might influence attitudes, several covariates were included in the analyses: age, gender, education level, political orientation, prior knowledge of inclusive language, and attitudes toward gender equality. Therefore, any significant differences observed between the two groups at the end of the study can be attributed to the intervention, allowing us to assess its impact effectively. In addition to testing the intervention effect, the study examined national identity as a potential moderator of the relation between the effect of the intervention on attitudes toward inclusive language in the post-intervention questionnaire.

2.3.3 Materials and Measures

Intervention

The intervention was created and distributed through the Qualtrics website. It was structured around three interactive activities, each designed to support a key component of attitude formation. First, participants developed an awareness of biases and challenges related to gendered language. Then they gained knowledge about how gendered language contributes to inequality and exclusion, as well as how inclusive language can help mitigate these effects, including its purpose and benefits. Finally, they built practical skills to critically assess and apply inclusive language in their own communication. By integrating these components, the intervention aims to foster a more nuanced and positive understanding of inclusive language.

The decision to implement an intervention-based approach is grounded in the Theory of Planned Behavior (Ajzen, 1991), which highlights the crucial role of beliefs in shaping attitudes and influencing behavioral change. According to this model, attitudes toward a behavior are determined by underlying beliefs about its feasibility, effectiveness, and social consequences. Targeting these beliefs is essential, as they represent the first step in the process of adopting a new behavior. In the case of inclusive language, prior research has identified several recurring beliefs about inclusive language, including its perceived lack of utility, complexity, and difficulty in reading and comprehension (Sauteur et al., 2023). These false beliefs significantly contribute to negative attitudes and resistance toward its adoption (Tibblin, 2019). By challenging and reshaping these beliefs, such as demonstrating that inclusive language is neither overly complex nor

unnecessary, attitudes can shift in a more favorable direction. This, in turn, can increase behavioral intentions and ultimately lead to greater adoption of inclusive language in the future. The intervention is designed to actively challenge these beliefs through simplified scientific explanations presented via interactive activities, such as riddles and games. These methods ensure that participants not only receive factual information but also engage with it in a meaningful and memorable way, ultimately promoting a deeper and more lasting transformation in attitudes and intentions.

After completing the intervention, participants in both groups completed a post-intervention questionnaire specifically developed for this study. The questionnaire incorporated items from previously validated scales and was designed to assess attitudes toward inclusive language and national identity. Additional items measured participants' knowledge of inclusive language, political orientation, and demographic characteristics. Participants responded to each item using a 7-point Likert scale, ranging from 1=strongly disagree to 7=strongly agree.

Attitudes toward inclusive language

To assess participants' attitudes toward inclusive language, a scale created by Tibblin (2019) was used. The scale is made of 20 items and covers different dimensions: reflexion on French language, attitudes toward inclusive language and attitudes toward gender equality (e.g. *"Nous ne devrions pas changer la manière dont la langue française a été écrite et parlée traditionnellement."; "La discrimination envers les femmes dans le travail est toujours un problème dans le monde occidental."*[2]). Two additional items assessed knowledge and use of inclusive language. Items such as *"Se soucier du langage sexiste est inutile."* or *"Nous ne devrions pas changer la manière dont la langue française a été écrite et parlée traditionnellement.*[3]*"* were reverse-coded so that higher scores consistently reflect more positive attitudes toward the construct being measured.

Although the scale was originally presented as a single measure, the subscales were analyzed separately in this study. This decision was made because the dimensions capture conceptually distinct constructs (e.g., attitudes toward inclusive language vs. attitudes toward gender equality), which allows us to directly compare their relationships with other variables of interest and also

[2] *"We shouldn't change the way the French language has traditionally been written and spoken"; "Discrimination against women in the workplace is still a problem in the Western world"*

[3] *"Concern for sexist language is useless" or "We should not change how the French language has traditionally been written"*

allow for a clearer interpretation of distinct concepts while recognizing their internal multidimensionality. To support this decision, an exploratory factor analysis was conducted for each different sub-scales independently to examine their structure and reliability. For all subscales, the Kaiser-Meyer-Olkin measure indicated good sampling adequacy (KMO values ranging from .721 to .869), and Bartlett's tests of sphericity were significant ($p < .001$), confirming factorability. Cronbach's α coefficients ranged from .691 to .886, indicating satisfactory internal consistency. No items required removal, except for the item "*Il est difficile de travailler pour une cheffe*,[4]" which showed a low corrected item-total correlation ($r = .137$) and was excluded to improve reliability ($\alpha = .803$).

National Identity

A questionnaire about National Identity developed by Lilli and Diehl (1999) was used to assess national identity. Originally including 20 items divided into five categories (Identity, Membership, Private, Public, and Comparison), we decided to use only the sub-scales related to Identity and Comparison, resulting in an 8-items scale. Items such as *"Dans l'ensemble, être français(e) n'a pas d'impact sur la façon dont je me perçois.[5]"* were reverse-coded. An exploratory factor analysis (EFA) on the 8-item scale (KMO = .685; Bartlett's $\chi^2(28) = 259.42$, $p < .001$) revealed a three-factor solution explaining 63.97% of variance. The items *"Dans l'ensemble, la France occupe une place de moins en moins importante dans le monde."* and *"En situation de concurrence, la France s'en sort généralement moins bien que d'autres nations.[6]"* showed weak item–total correlations and were removed, yielding a final 6-item version with acceptable reliability ($\alpha = .71$).

2.3.4 Procedure

After obtaining the ethical approval from ISCTE´s Ethical Committee, participants were recruited through various online platforms (such as LinkedIn, Facebook and Instagram), as well as in person recruitment, to ensure a diverse sample. Upon reading and agreeing to the Informed Consent, the participants were randomly assigned to one of the two experimental conditions:

[4] *"It's difficult to work for a woman chef"*
[5] *"Being French has little impact on how I perceive myself"*
[6] *"France occupies a less and less important place in the world" and "In competition with others my nation comes off worse"*

intervention or control group. Participants in both conditions first participated in the intervention, followed by a questionnaire that included the *Attitudes Toward Inclusive Language* scale (Tibblin, 2019) and the *National Identity* scale (Lilli & Diehl, 1999), presented in that order. All data were processed online via Qualtrics. The intervention consisted of three exercises, each available in two alternate versions. The entire participation lasted approximately 10-20 minutes per participant and was followed by a debriefing explaining the true purpose of the study, referencing the research on which the intervention was based, and providing additional sources on the topic.

Gender Inclusive Language Intervention

The intervention was presented as a group of interactive tasks aimed at raising participants' awareness about gendered language, give knowledge on inclusive language principles, their relevance to gender equality, and their potential impact on individuals' beliefs and society. More specifically, the tasks were created to challenge some of the most commonly heard beliefs against inclusive language: its perceived uselessness, its readability, and an exercise designed to make participants aware of their own masculine biases (Grinshpun, 2022; Liénardy et al., 2023; Rastier, 2020; Sauteur, 2023; Slemp, 2021; Tibblin, 2019, 2020).

Each participant in the intervention condition completed a series of three exercises, each one designed to challenge a specific belief. For each of these three exercises, two different versions were created, and participants were randomly assigned one of the two. This randomization allowed us to assess the validity of the intervention by ensuring that the observed effects were due to the belief-challenging exercises themselves rather than the specific design of a particular game. The control group engaged in an unrelated task of the same length and structure as the intervention condition, involving interactive tasks as well.

Exercise 1 - Masculine bias on mental representation. The first version of Exercise 1 was designed to uncover the masculine bias embedded in gendered language and its effect on mental representations. Participants were asked to assign a first name to a series of professional titles presented exclusively in the generic masculine form (e.g., *"Pour chaque profession indiquée ci-dessous, veuillez écrire le premier prénom qui vous vient à l'esprit d'une personne exerçant ce métier."* such as *minister*, *lawyer*, or *engineer*[7]). This task, adapted from Brauer (2018),

[7] *"For each of the professions listed below, please write the first name that comes to your mind of a person working in this occupation, such as minister, lawyer or engineer".*

encourages participants to reflect on their spontaneous associations and the extent to which these are shaped by gendered language (see Appendix B, Figure 3).

After providing their answers, participants were presented with a brief explanation, visual feedback and scientific research references. The message highlighted that, in previous studies, when professional nouns were presented in the masculine form, participants overwhelmingly generated male names. In contrast, when the same professions were introduced using inclusive forms (e.g., *avocat·e, ingénieur·e*), participants were more likely to mention female names. This pattern demonstrates that grammatical gender not only mirrors but also reinforces gender stereotypes in how individuals conceptualize social roles. The feedback concluded by emphasizing two main points: first, that gender stereotypes continue to influence how certain professions (such as minister) are mentally represented, and second, that linguistic choices themselves shape these perceptions, as the use of masculine generics tends to perpetuate gender-biased representations. The second version of the exercise presented a famous riddle *"Un père et son fils ont eu un grave accident de voiture. Le père meurt sur le coup. Le fils, entre la vie et la mort, est transporté aux urgences. Le chirurgien qui le voit dit : " Je ne peux pas l'opérer, c'est mon fils.*[8]*" Comment cela est-il possible ?"* (Morehouse et al., 2022) (see Appendix B, Figure 3).

This riddle plays on deeply ingrained assumptions about gender and professions, often leading participants to overlook the possibility that the surgeon could be the boy's mother. By engaging with this exercise, participants were encouraged to confront their own automatic and implicit biases and recognize how language shapes perception. This awareness of one's own biases serves as a crucial first step in understanding the importance of inclusive language.

After participants provided their answers, they received a feedback message revealing the solution and explaining that this oversight is common: a recent study reported that 82% of respondents failed to identify the mother as the correct answer (Morehouse et al., 2022). The feedback emphasized the same two key insights: gender stereotypes continue to shape how individuals conceptualize professional roles, and linguistic conventions reinforce these perceptions. By confronting their own automatic responses and reflecting on these explanations, participants

[8] *"A father and a son have a car accident and are both badly hurt. They are taken to separate hospitals. When the boy is takin in fora n operation, the surgeon says "I cannot do the surgery because this is my son". How is this possible?*

were encouraged to recognize how both language and social norms jointly sustain gendered perceptions, setting the stage for a deeper understanding of the role of inclusive language.

Exercise 2 - Introduction to inclusive language. The second exercise aimed to demonstrate the cognitive influence of inclusive language on mental representations by introducing the participant to Inclusive Language.

In the first version of the exercise, participants were asked to list the names of well-known personalities (e.g., actors, singers, athletes). The question was written using French inclusive language, using forms like *acteur·rice·s*, *chanteur·euse·s*, or *sportif·ve·s* instead of the traditional masculine generics *acteurs*, *chanteurs*, or *sportifs* (see Appendix B, Figure 3).

After completing their responses, participants received feedback prompting them to reflect on the possible influence of the question's phrasing on their answers ("*Pensez-vous que vous auriez répondu différemment si la question avait été formulée autrement?* [9] "). The feedback explained that empirical studies have shown that when a task is presented using the so-called "neutral" masculine form, respondents mention significantly fewer women than when inclusive forms are used.

In the second version of the exercise, participants read a job advertisement for a real estate position in a company (a deliberately chosen "neutral" profession). They then read a candidate profile written in inclusive language (e.g., "*Le·la candidat·e a 31 ans et il·elle travaille comme agent·e immobilier·ière*"). The profile briefly described the candidate's background, professional experience, and leisure activities. To avoid gender cues, the description included gender-neutral interests such as *"En dehors du travail, il·elle aime faire du sport, voyager et passer du temps avec sa famille et ses ami·e·s.*[10]*"* . The candidate's gender was, of course, not mentioned anywhere in the text. After reading the profile, participants were shown four candidate photos, two depicting generic men and two depicting generic women, and were asked to select the person they thought matched the description (options 1 to 4) (see Appendix B, Figure 3).

A similar feedback was following explaining that this example was adapted from a study showing that when professional titles are presented using inclusive language (e.g., with the *point médian*), gender associations are more balanced. In contrast, when the masculine form is used, people are significantly more likely to imagine a man, even in professions where women are

[9] *"Do you think you would have responded differently if the question has been worded otherwise?"*
[10] *"the candidate enjoys spending time with friends, travelling, and doing sports"*

equally or more represented, for instance, in real estate, where women made up 49% of the workforce in 2017 in the United States (U.S. Census Bureau [ACS], 2017). The explanation also clarified that the *point médian* (·) is a typographic mark used in inclusive writing to represent both masculine and feminine forms (e.g., *Bonjour à tou·te·s!*).

These two exercises introduced the participants to inclusive language in a hands-on way while also highlighting its cognitive impact. By using inclusive forms, we expected participants to notice an increased representation of women in their mental associations, helping them directly experience the representational effects of inclusive language.

Exercise 3 - Readability and comprehension of texts written in Inclusive Language. The third and final exercise explored the readability and comprehension of texts written in inclusive language. Participants were presented with simple and short texts about different topics. *Text 1* described local business leaders supporting environmental initiatives and investing in sustainable development projects that create new job opportunities. *Text 2* focused on citizens' participation in community clean-up activities organized by local associations to promote environmental awareness and collective action. *Text 3* described university students taking part in innovative projects that help them develop useful professional skills, highlighting their engagement and the pride of their teachers. *Text 4* focused on citizens involved in volunteer work within their communities, emphasizing the social value of their contributions and the recognition they receive. All texts were similar in length, tone, and structure, and were designed to reflect everyday social topics while consistently employing inclusive linguistic forms. The participants were asked to answer two multiple-choice questions for each text to assess their comprehension. The questions were also written in inclusive language (e.g., "*Que font les citoyen·nes pour aider leur communauté?*; *Qui est fier·e du dévouement des étudiant·es?*; see Appendix B, Figure 3).

This procedure was designed to challenge the widespread assumption that such texts are inherently difficult to read or excessively time-consuming. For this purpose, four different texts were developed, of which two were randomly assigned to each participant. This exercise was inspired by the methodology of Gygax & Gesto (2007), who investigated the impact of grammatical forms (masculine, feminine, and gender-inclusive language) on the reading, comprehension, and perception of professions. Similar to their study, we used short and uniformly structured texts, accompanied by comprehension questions, and controlled the presentation of the texts to each participant.

After completing the exercise, participants received feedback emphasizing that they successfully understanding the text demonstrated that inclusive language does not fundamentally hinder comprehension (see Appendix B, Figure 3). The feedback also acknowledged that, according to Gygax & Gesto (2007) such texts may initially feel less familiar or require slightly more effort to read, but that this difficulty tends to diminish with exposure and practice. By reassuring participants and reframing inclusive writing as accessible rather than complicated, this final exercise sought to reduce cognitive resistance and foster a more positive and confident attitude toward its use.

Feedback. After completing each of the three exercises, participants received positive feedback (e.g., "*C'est bien! Vous avez fait de votre mieux. Comprendre ce type de texte s'améliore avec le temps et la pratique.*" or "*Si la réponse n'a pas été évidente [...] rassurez-vous : c'est une réaction très fréquente."*[11]) to maintain motivation and engagement throughout the study. They were reminded that there were no right or wrong answers and that they should proceed at their own pace, taking the necessary time to respond. This approach has been found to reduce anxiety, encourage natural and attentive responses, and ultimately improve the quality and reliability of the data, while ensuring a participant-friendly and ethical research environment (Burgers et al., 2015; Peifer et al., 2020).

In addition to positive feedback, participants were shown a brief presentation highlighting previous research findings related to the same or similar exercises they had completed. These results were presented in a simplified manner, using a combination of graphs, percentages, and other basic numerical summaries to make the information clear and easy to understand (See Appendix, Figure 3). By providing this feedback after each exercise, participants were able to gain knowledge on the topic and reflect on their own answers and potential biases, which has been found to reinforce the impact of the learning process (Anseel et al., 2009; Sabin et al., 2022; Tal et al., 2016). This post-exercise feedback effectively functioned as a short lesson, helping participants develop a deeper insight into the topic. The use of established exercises from the literature ensured both the validity of the tasks and the possibility of comparing participants' results with previous studies. By doing so, the exercises not only reinforced the scientific evidence

[11] *"Well done! You did your best. Understanding this type of text improves with time and practice." Or "If the answer wasn't obvious* [...] *don't worry, it's a very common reaction."*

but also encouraged participants to reflect on their own performance in relation to broader research findings.

Control Group Intervention

Participants in the control condition completed a sequence of language and reasoning-based tasks intended to serve as a neutral cognitive activity. The intervention was also divided into three exercises. In the first exercise, individual words were presented alongside four possible associations, and participants were asked to select the word that most intuitively came to their mind when seeing the presented word. The second exercise involved reading two short texts, followed by four multiple-choice questions assessing comprehension and logical interpretation. Finally, participants completed a categorization exercise in which they identified the word that best corresponded to a given set based on a shared semantic relationship (see Appendix, Figure 4).

Questionnaire

After finishing the first part of the experiment, the participants answered a post-intervention questionnaire comprising several subscales and background measures, resulting in a total of 33 items (excluding the three items mentioned previously). Specifically, it included six items assessing attitudes toward inclusive language, five items on attitudes toward gender equality, and six items assessing attitudes on the French language. Participants were also asked one item about their prior knowledge and one about their use of inclusive language, as well as four items measuring the identity dimension of national identity and two items on its comparative dimension. In addition, two items assessed dyslexia-related aspects. Finally, demographic information was collected (gender, age, level of education, occupation, and job field), along with one item measuring political orientation on a 7-point Likert scale (see Appendix B).

2.4 Results

2.4.1 Preliminary Analyses

All statistical analyses were run on IBM SPSS Statistics version 28. Prior to testing hypotheses, the data were screened for missing values, outliers, and extreme scores. No score exceeded ±3 standard deviations on the main study variables, and visual inspection of boxplots, histograms, Q-Q plots, and stem-and-leaf plots did not reveal extreme outliers. All main variables showed approximate normality supporting the use of parametric tests (see Appendix A, Figure 1-6).

2.4.2 Main analysis: Hypotheses Testing

The expected results were that participants who received the intervention on inclusive language would demonstrate more positive attitudes toward inclusive language than those in the control group (H1). It was further hypothesized that this effect would be moderated by national identity, such that individuals with higher levels of national identity would show weaker positive responses to the intervention (H2). Finally, it was expected that national identity would be negatively associated with attitudes toward inclusive language, with stronger identification predicting less favorable attitudes (H3). To test the hypotheses, a series of inferential analyses were conducted.

Effect of Intervention on Attitudes toward Inclusive Language (H1)

An independent sample *t*-test was conducted to examine differences in attitudes toward inclusive language between participants in the intervention and control groups. The results revealed that attitudes toward inclusive language were significantly more positive in the intervention group ($M = 4.68$, $SD = 1.39$) than in the control group ($M = 3.94$, $SD = 1.32$), $t(167) = -3.54$, $p < .001$, Cohen's $d = 0.55$ (see Table 1).

Table 1.

Descriptives of Attitudes Toward Inclusive Language between conditions.

	N	*M*	*SD*	Min	Max
Attitudes toward Inclusive Language					
Intervention Group	73	4.68	1.39	1.38	6.88
Control Group	96	3.94	1.32	1.00	7
Total	169	4.26	1.40	1.00	7

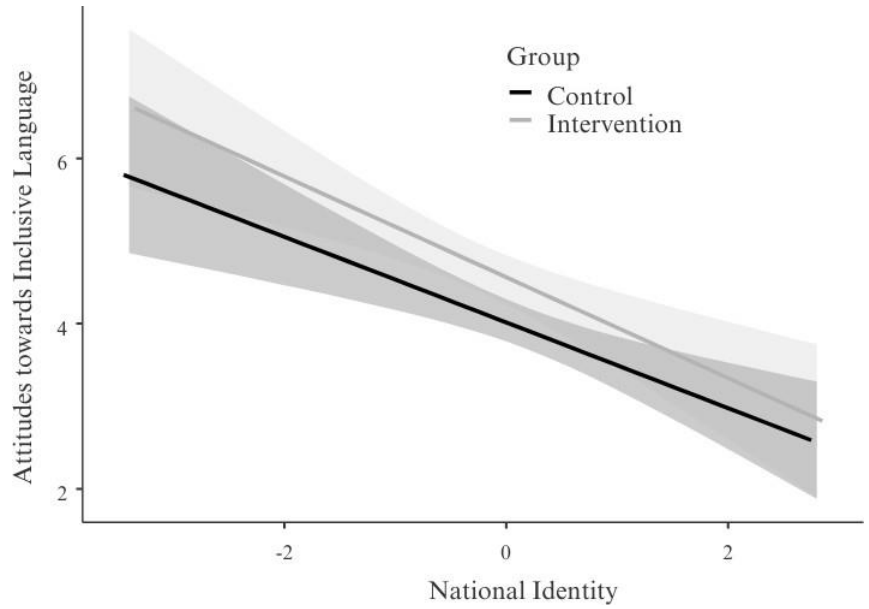
Note. N = number of participants; M = mean; SD = standard deviation; Min = minimum; Max = maximum.

Moderating Role of National Identity (H2)

A moderation analysis was conducted using PROCESS v.5 (Model 1; Hayes, 2022) to test whether national identity moderated the effect of the intervention on attitudes toward inclusive language, while controlling for age, gender, education level, political orientation, prior knowledge on the topic, and attitudes toward gender equality. National identity was mean-centered prior to analysis. The overall model accounted for 55.5% of the variance in attitudes, $F(9, 117) = 16.19$, $p < .001$. The main effect of group was not significant ($b = 0.46$, $SE = 0.78$, $p = .56$), but national identity had a significant negative effect on attitudes ($b = –0.28$, $SE = 0.13$, $p = .028$), indicating that stronger identification with the national group predicted less favorable attitudes toward inclusive language. However, the interaction term between group and national identity was not significant ($b = –0.02$, $SE = 0.18$, $p = .92$), suggesting that national identity did not moderate the effect of the intervention on attitudes.

Figure 1.

Interaction plot of the interaction between national identity and attitudes toward inclusive language across groups.



Direct Effect of National Identity on Attitudes toward Inclusive Language (H3)

A simple linear regression examined the direct effect of national identity on attitudes toward inclusive language. National identity significantly predicted attitudes toward inclusive language, $F(1, 167) = 40.79$, $p < .001$, $R^2 = .196$. Specifically, higher levels of national identity were associated with less favorable attitudes ($B = –0.61$, $SE = 0.10$, $\beta = –0.44$, $t = –6.39$, $p < .001$).

Table 2.

Descriptives for National Identity between conditions

	n	*M*	*SD*	Min	Max	Skewness	Kurtosis
National Identity							
Contrôle	96	4.42	0.99	1.00	6.67	–0.18	0.70
Intervention	73	3.98	1.00	1.67	7.00	0.19	0.23
Total	169	4.23	1.00	1.00	7.00	–0.01	0.45

Note. N = number of participants; M = mean; SD = standard deviation; Min = minimum; Max = maximum.

2.4.3 Exploratory Complementary Analyses

To further explore theoretical questions raised in the literature, several complementary analyses were conducted. To examine potential relationships among the main variables, and patterns not addressed in the main analyses, Pearson partial correlation analyses were conducted while controlling for the experimental group. Results revealed that attitudes toward inclusive language were positively associated with attitudes toward gender equality and negatively associated with both national identity and political orientation (*see Table 2*). Similar patterns emerged for attitudes toward gender equality, which were also inversely related to political orientation and national identity.

Table 2.

Partial Correlations – Controlling for Experimental Group.

Variables	1	2	3	4
1. Att. Inclusive Language	1			
2. Att. Gender Equality	.602**	1		
3. National Identity	-.458**	-.375**	1	
4. Political Orientation	-.500**	-.463**	.294**	1

*Note: **- Correlation is significant at the 0.01 level (2-tailed).*

Knowledge of Inclusive Language and Attitudes

Descriptive analyses indicated comparable levels of prior knowledge of inclusive language across conditions (control: $M = 3.40$, $SD = 1.15$; intervention: $M = 3.53$, $SD = 1.03$), suggesting that both groups were roughly equivalent before the intervention. Pearson correlations showed weak and non-significant associations between prior knowledge and attitudes in both the control ($r = .06$, $p = .565$) and intervention groups ($r = .13$, $p = .286$). A moderation analysis, controlling for age, gender, education, political orientation, national identity, beliefs about gender equality, and reflexion on french language further indicated that knowledge about inclusive language prior to manipulation did not predict attitudes toward inclusive language, and this relationship was not moderated by the condition (all $p > .75$). Both groups being roughly equivalent in their familiarity

with inclusive language before the intervention suggests that pre-existing differences are unlikely to account for subsequent attitudinal differences.

Mediation analysis of National Identity

An independent samples *t*-test revealed that participants in the control group reported higher levels of national identity ($M = 4.42$, $SD = 0.99$) compared to those in the intervention group ($M = 3.98$, $SD = 1.00$), $t(167) = 2.88$, $p = .005$, $d = 0.45$, suggesting that the intervention may have influenced participant's national identity. Given this effect, a mediation analysis was conducted using PROCESS Model 4 (Hayes, 2022) to test whether national identity mediated the relationship between the intervention and attitudes toward inclusive language. Results showed that the intervention significantly reduced national identity ($b = –0.44$, $p = .004$), and that national identity negatively predicted attitudes ($b = –0.56$, $p < .001$). The direct effect of the intervention on attitudes remained significant ($b = 0.50$, $p = .013$), indicating partial mediation. The indirect effect of the intervention through national identity was also significant.

Analysis of dyslexia

Only a small number of participants self-identified as dyslexic ($n = 9$), and among them, very few responded to the follow-up question regarding their experience reading texts written in inclusive language. Nevertheless, an exploratory descriptive analysis was conducted to examine their responses. Among the four dyslexic participants who completed this question, the mean score was 4.75 ($SD = 0.50$, on a 1–5 scale), indicating a generally very positive reading experience. These results should, however, be interpreted with caution due to the small sample size.

CHAPTER 3

General Discussion

Across many societies, including France, religious and moral norms have historically assigned leadership and authority to men. French society's history has been shaped by patriarchal and religious traditions that have contributed to enduring gender hierarchies and conservative gender norms (Cremer, 2021). This patriarchal structure has been challenged over time, but its legacy continues to influence contemporary gender relations and social expectations (Davis, 2023; Lee et al., 2020). While recent research highlights that modernization and exposure to egalitarian values can foster more inclusive gender perspectives, traditional gender norms persist, especially in societies with strong religious or cultural ties (Arik, 2025; Lee et al., 2020). In the French context, these patriarchal values are also transmitted through the French language, which has long been regarded as a cornerstone of national identity and cultural unity. The protection of linguistic "purity" is deeply embedded in France's political and cultural institutions, from the Académie Française to public discourse, often linking resistance to linguistic change with the preservation of cultural heritage and social order (Guinaudeau, 2011; Oakes, 2001). Within this historical and cultural context, it becomes essential to understand how French people perceive inclusive language and which factors influence their receptivity to such linguistic reforms. Drawing on previous findings, the present study aimed at examining the extent to which an intervention designed to raise awareness about inclusive language could influence participants' attitudes toward its use. Additionally, it aimed to assess whether national identity shaped these attitudes, and whether it moderated the effect of the intervention.

3.1 Theoretical and Practical Implications

Overall, the findings indicate that the intervention promoted more positive attitudes toward inclusive language. Participants in the intervention group reported more favorable attitudes compared to those in the control group. In addition, consistent with our hypothesis, individuals with stronger national identity generally reported less favorable attitudes toward inclusive language. However, contrary to our initial expectations, national identity did not moderate the intervention's effect, suggesting that the positive impact of the intervention was consistent across individuals, regardless of their national identity.

These results shed light on several important aspects of inclusive language, consistent with existing research. Previous studies have suggested that knowledge of inclusive language is relatively limited among the French population, encompassing not only its definition and principles but also the implications of gendered language for mental representations, subsequent behaviors, and, more broadly, gender equality (Harris Interactive, 2017; Montano et al., 2024). In line with these findings, the present study indicates that participants' self-reported knowledge was generally moderate across conditions, suggesting an overall average or limited familiarity with the concept of inclusive language (see Appendix A, Table 4). These observations can be understood within the broader social and media context surrounding debates on inclusive writing in France. Indeed, the role of the media in shaping and disseminating public opinions on inclusive language remains crucial. Media coverage of the topic of inclusive language plays an important role in shaping public opinion, and the way information is presented can influence individuals' attitudes as well as maintaining resistance to inclusive writing. Media are rarely neutral and are often closely linked to political ideologies, which are reflected in how they cover a subject (Khan & Ullah, 2020; Long, 2014; Müller et al., 2017; Solheim, 2019). In France, the media landscape is characterized by a strong presence of right and far-right-oriented outlets, such as *CNews*, *Le Point*, and *Le Figaro*. These actors play a significant role in public debate and contribute to framing societal issues, including inclusive writing (ARCOM, 2021; Slavitch, 2022). For example, in right-leaning media, inclusive writing is often presented as a "threat" to the French language or even a useless feminist activist initiative that seeks to impose a cultural change (Le Point.fr, 2023; Hubert, 2017; Develey, 2017). This type of emotional and polarized framing tends to favor controversy over education, contributing to the maintenance of misinformation and reinforcing existing ideological positions. By emphasizing misconceptions rather than providing neutral and educational information, these media narratives shape a biased public perception of the topic (Ekström et al., 2018; Heft et al., 2020; Schulze, 2020). Within this context, our intervention was designed to address misinformation and media-biased information by offering evidence-based knowledge. Including statistics and citing scientific research in an intervention can strengthen the perceived reliability of the content, as it relies on objectivity and accuracy. Numbers are concrete and difficult to contest, while references to studies or recognized institutions increase the perceived credibility of the intervention (Kahan, 2015).

Furthermore, the way knowledge was transmitted likely played a major role in the observed changes. Choosing to create an interactive intervention, which not only provided factual information but also included quizzes, riddles and games, helped keep participants engaged and curious to continue. Indeed, it has been shown that this approach produces greater impact than participating in a traditional lecture or watching an educational video (Chi & Wylie, 2014). The reason is that participant engagement is enhanced because they are required to reflect on their own perceptions and cognitive biases, which promotes better understanding and long-term retention (Arruzza & Chau, 2021; Behar-Horenstein & Feng, 2017; Bottenfield et al., 2024; Olson et al., 2016). Beyond interactivity, the structure of the intervention might have also played an important role in the attitude change of participants. By basing the intervention on a cultural competence model, participants were confronted with their own prejudices and preconceptions and were provided with additional knowledge on the topic. This allowed them to identify and question personal assumptions and foster deeper self-awareness. This structured approach enables individuals to recognize how their own cultural and social perspectives influence their interactions and decisions, resulting in more informed and effective interventions that dismantle systemic inequalities (Beach et al., 2005; Eden et al., 2024; Piamonte, 2024; Sue, 2001). By receiving scientific information in the feedback, participants seemed able to challenge some of their pre-existing beliefs and fill gaps in their knowledge about the topic. This process of critical reflection is likely to promote the construction of more nuanced and informed representations, and to replace initial beliefs based on misconceptions or misinformation. These cognitive changes constitute a crucial step in attitude evolution and, in the longer term, in behavior modification (Ajzen, 1991). In other words, integrating new knowledge can transform how individuals perceive inclusive writing, which may translate into more positive attitudes and potentially greater acceptance of its use in their future linguistic practices. Providing reliable, nuanced, and interactively delivered knowledge helped fill some of these informational gaps, thus promoting the formation of more informed and favorable opinions toward inclusive writing.

Nevertheless, the reception and acceptance of this information not only depends on its scientific validity but also on the compatibility between the message and the participants' values or cultural identities. Providing factual information may indeed help individuals recognize inequalities caused by gendered language, but it does not necessarily lead to a change in attitudes toward inclusive language (Allum et al., 2008; Lee & Kim, 2018; Sánchez-Rodríguez, 2024;

Toomey, 2023; Van Stekelenburg et al., 2022). Even when information is objective, if it threatens a group's core beliefs, their cultural or national identity, individuals tend to reject it regardless of its validity (Kahan, 2015). In the case of inclusive writing, this phenomenon can be explained by the fact that the French language is not perceived solely as a communication tool but as a symbolic foundation of national and cultural identity: it is associated with history, culture, and national pride (Anderson, 1983; Billig, 1995; Fishman, 1999). Particularly in the French context, the defense of linguistic "purity" often reflects the protection of national heritage and collective belonging (Bourdieu, 1991). Consequently, any linguistic change perceived as a threat to the tradition can provoke emotional resistance, even when the presented information is rational or objectively grounded (Bizer, 2000; Burnett & Pozniak, 2021; King, 1972). This interpretation aligns with Identity Threat Theories (Breakwell, 2015; Brygola, 2011; Kahan, 2015; Stephan & Stephan, 2000), which state that individuals are motivated to protect the positive image of their social group. When information is perceived as threatening this social identity, a cognitive defense process is triggered: individuals selectively accept or reject information to preserve the coherence and stability of their identity. This mechanism may explain why, despite the overall effectiveness of the intervention, some participants remained resistant to arguments in favor of inclusive writing. Attachment to national identity thus seems to act as an interpretative filter: the stronger this attachment, the more information favorable to inclusive writing may be perceived as suspicious or ideologically biased.

In the same vein, it may be interesting to analyze these results through the perspective of Social Dominance Orientation Theory (Sidanius & Pratto, 1994, 1999). Social Dominance Orientation Theory posits that individuals differ in their preference for hierarchical relationships between groups in society. Individuals high in Social Dominance Orientation (SDO) seek to maintain or reinforce existing hierarchies (hierarchy enhancement) by relying on beliefs that justify inequalities, known as legitimizing myths, such as meritocracy, tradition, or linguistic rationality (Sidanius & Pratto, 1999; Jost & Banaji, 1994). Research shows that the relationship between SDO and national identity is complex and context-dependent, with SDO generally positively correlated with nationalism, a belief in the superiority of one's nation, but can be negatively or weakly related to patriotism, which is a more affective attachment to one's homeland (Osborne et al., 2017). In high-status groups, higher SDO tends to be associated with stronger ingroup (national) identification, while in low-status groups, SDO may be negatively related to

national identity (Levin & Sidanius, 1999). Some studies also find that individuals with high SDO may support national symbols or traditions that reinforce group dominance, but this does not always overlap with high national identification. For example, subgroups with high SDO may have low national identity and vice versa, which could be interesting to investigate in future research (Van Veen et al, 2022). Within this framework, defending gendered French language and rejecting inclusive writing can be understood as the conscious expression of a preference for symbolic and social stability at the expense of equality (Cichocka et al., 2017). Studies show that gendered language contributes to rendering women invisible and reinforcing gender stereotypes, yet its maintenance is often justified in the name of clarity, tradition, or individual merit, beliefs that strengthen the legitimacy of symbolic hierarchies (Formanowicz et al., 2013; Menegatti & Rubini, 2017). Some individuals thus recognize the discriminatory effects of gendered language while consciously choosing not to modify it, expressing a conscious hierarchical rationalization rather than ignorance (Pratto et al., 2006). However, another form of resistance to inclusive writing is observed in individuals who do not express explicit hostility but simply indifference to increasing women's visibility in language. This attitude, also associated with high SDO, relies on a distinct mechanism: emotional and moral disinterest in equality issues. Research shows that individuals high in SDO demonstrate low intergroup empathy (Sidanius et al., 2013), increased tolerance for structural inequalities (Federico & Sidanius, 2002), and a tendency to minimize perceived injustices when they do not threaten their own status (Ho et al., 2015), which explains why men tend to hold more negative attitudes than women toward inclusive writing, as well as more negative attitudes toward gender equality (Remigio, 2021; Tibblin, 2020). In the case of language, this indifference reflects not so much ideological justification as hierarchical apathy (i.e., a lack of moral or symbolic investment in egalitarian reforms).

Based on this reasoning, one could have expected that participants high in national identity would resist the information presented during the intervention, leading to a moderation effect of national identity on attitudes toward inclusive language. However, this interaction effect was not observed. One likely explanation concerns the timing of measurement: because national identity was assessed after the intervention, it may have been influenced by the manipulation itself. This temporal ordering makes it less likely to function as a stable, pre-existing moderator of attitudes. Instead of shaping participants' responses to the intervention, national identity may have been partially reshaped by it. This would explain why the moderation was not significant. Yet, a

significant direct and mediated effect emerged in later analyses. This finding suggests that exposure to inclusive linguistic forms may have been perceived by participants as a challenge to cultural norms tied to national identity. Alternatively, the observed reduction in national identity could reflect a shift toward a more inclusive and less exclusive sense of belonging, one emphasizing equality and diversity rather than traditional linguistic norms. Future research should explore whether this reduction represents a defensive reaction to perceived cultural change or a genuine redefinition of identity boundaries.

3.2 Limitations and Future Considerations

The present research is undeniably not without its limitations, which should be considered when interpreting the findings and can guide future investigations. The main methodological constraint arises from the experimental design itself. Indeed, the decision to measure the moderator (National Identity) after the manipulation (intervention) instead of before may have influenced participants' responses. This temporal sequencing represents a methodological constraint, particularly for the moderation analysis. It is possible that this design choice contributed to the absence of a significant moderation effect, as measuring national identity post-intervention may have introduced reactivity or response bias. The observed reduction in national identity following the intervention should not necessarily be interpreted as a loss of national belonging, but rather as a reorientation of what "being French" signifies. Instead of weakening identification with the nation per se, the intervention may have encouraged participants to distance themselves from a more normative, exclusionary, or rigid conception of national identity. Exposure to inclusive linguistic forms could have activated a broader, more flexible sense of identity, one that emphasizes equality, diversity, and shared humanity over linguistic purity or traditional cultural norms. This interpretation aligns with the Common Ingroup Identity Model (Gaertner & Dovidio, 2000), which proposes that intergroup biases can be reduced when individuals recategorize themselves under a more inclusive, superordinate identity (e.g., "humans," "citizens," or "members of a diverse society"). Within this framework, inclusive language may symbolically signal belonging to a collective defined not by exclusionary boundaries but by egalitarian values. Thus, the intervention might have recentered participants' sense of identity from a national frame toward a more inclusive, supra-ordinate understanding of group membership, suggesting not a rejection of Frenchness, but a reinterpretation of what it means to belong.

Additionally, it is important to acknowledge that the measure of participants' knowledge of inclusive language prior to the intervention presents certain limitations. Although this variable was conceptually important to the study, it was assessed using a single item administered after the intervention. Consequently, participants' responses may not accurately reflect their actual prior knowledge but could instead be influenced by the intervention itself, potentially leading to over- or underestimation. Furthermore, the item focused solely on familiarity with inclusive writing, rather than on the broader consequences of gendered language, an aspect that was central to the intervention. This limitation may partly account for the non-significant results observed in the correlation and moderation analyses examining the relationship between knowledge and attitudes toward inclusive language. Future research should therefore assess knowledge prior to the intervention and include items that capture participants' understanding of the social and gendered impacts of language, providing a more precise evaluation of how knowledge shapes attitudes.

Finally, the sample size was relatively small and not fully representative of the broader French population, as most participants were women. This demographic imbalance may have reduced variability in responses and limited the generalizability of the findings, given that women generally exhibit more positive attitudes toward inclusive writing and other inclusive policies (Sauteur et al., 2023; Tibblin, 2020). In addition, the uneven distribution of participants across experimental conditions may have further constrained the robustness and comparability of the results.

3.3 Suggestions for Future Research

As mentioned before, SDO could potentially be an underlying factor of influence regarding individuals' resistance to inclusive language. Future research could conduct an exploratory analysis of the relationship between Social Dominance Orientation and attitudes toward inclusive language, to investigate how hierarchical social preferences interact with gender-inclusive language policies. It would be particularly interesting to measure participants' level of SDO in parallel with their attitudes toward inclusive writing, distinguishing the two facets of SDO: Dominance (SDO-D) which is defined as a preference for overt dominance of high-status groups over lower-status groups and Anti-egalitarianism (SDO-E) defined as the support for more subtle systems and ideologies that maintain intergroup inequality (Ho et al., 2015). In the context of resistance to inclusive language, SDO-D could manifest as the belief that women should remain symbolically

and linguistically subordinate. In contrast, SDO-E would manifest by defending traditional language rules or “clarity of French” as a way to indirectly preserve male dominance and resist reforms aimed at equality. Such a design would allow researchers to examine whether SDO is directly correlated with resistance to inclusive writing, or whether it functions as a moderator or mediator between awareness of linguistic inequalities and the propensity to support inclusive language reforms. Distinguishing these two dimensions might clarify whether opposition arises from a conscious desire to dominate certain groups or from a subtler ideological defense of hierarchical social structures.

Beyond individual-level factors, future research should further explore the broader social mechanisms that sustain resistance to inclusive writing. As previously discussed, the media plays a central role in shaping collective attitudes, often framing inclusive writing through ideological lenses that emphasize tradition, purity, or national cohesion. Conducting a content analysis of media discourse, particularly examining how narratives differ across media discourse, could provide valuable insights into how such representations maintain linguistic conservatism and resistance to reform. Moreover, these ideological framings may interact with individual predispositions such as SDO. Media narratives that valorize hierarchy, order, or cultural purity may resonate more strongly with individuals high in SDO, reinforcing opposition to linguistic inclusivity through appeals to symbolic stability. Investigating this interaction would help clarify how sociopolitical discourse and personality factors jointly shape resistance to progressist change. Lastly, another line of inquiry should address issues of cognitive accessibility that often emerge in media and political debates, especially regarding dyslexia. Because few dyslexic participants were included in the present sample, future research could examine whether inclusive language genuinely affects readability and comprehension among dyslexic readers, and whether their attitudes toward inclusive writing differ from non-dyslexic populations.

3.4 Conclusion

This research set out to explore the psychological and ideological foundations of resistance to inclusive language in the French context. The experimental intervention successfully fostered more positive attitudes toward inclusive language, demonstrating that raising awareness on gender inequality in language can meaningfully influence participants' attitudes toward inclusive language. At the same time, the broader pattern of results revealed an underlying mechanism: the conflict between linguistic equality and symbolic identity. Language operates not only as a tool of communication, but as a vessel of belonging and power.

The findings suggest that resistance to inclusive writing cannot be reduced to ignorance or aesthetic preference. Rather, it reflects an intricate system of ideological defences that preserve existing hierarchies under the guise of clarity, tradition, or national pride. In this sense, national identity, particularly when tied to normative ideas of linguistic purity, functions as a symbolic anchor that stabilizes social hierarchies, making linguistic change feel like cultural loss. Inclusive writing, by contrast, challenges the status quo by reconfiguring what, and who is visible in language.

This study contributes to a growing body of research showing how linguistic practices reflect and reproduce gender stereotypes, social inequalities, and systems of dominance. Reluctance to adopt inclusive forms may stem more from attachment to national values or established social hierarchies than from any actual difficulty in using or appreciating the language. The interplay between identity, ideology, and hierarchy thus emerges as a central psychological space where debates over language reform reflect broader struggles for social equality. Ultimately, promoting inclusive language is not about reforming grammar but about reimagining recognition, about who counts, who is seen, and who has the power to define the "neutral." The challenge for the future lies less in perfecting linguistic forms than in dismantling the ideological narratives that make equality seem unnatural. As long as language remains a symbolic battlefield for belonging and authority, every inclusive mark carries more than typographic weight; it carries the potential to reshape how we imagine society itself.

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Appendix

Appendix A - Descriptives analyses

Table 1.

Frequencies for Level of Education

Experimental Condition	Total		Intervention Group		Control Group	
	N = 169		*n* = 73		*n* = 96	
Level of Education						
No formal education	1	0.6%	0	0.0%	1	100.0%
Primary school	3	1.8%	1	33.3%	2	66.7%
Middle school	11	6.5%	3	27.3%	8	72.7%
High School	34	20.1%	19	55.9%	15	44.1%
Bachelor's degree	55	32.5%	24	43.6%	31	56.4%
Master's degree	59	34.9%	22	37.3%	37	62.7%
Doctorate	6	3.6%	4	66.7%	2	33.3%

Note. *N* = number of participants.

Table 2.

Frequencies for Occupation Job

Experimental Condition	Total		Intervention Group		Control Group	
	N = 169		*n* = 73		*n* = 96	
Occupation						
Student	13	7.7%	5	38.5%	8	61.5%
Employed	80	47.3%	34	42.5%	46	57.5%
Self-employed	11	6.5%	8	72.7%	3	27.3%
Unemployed	8	4.7%	6	75.0%	2	25.0%
Retired	40	23.7%	15	37.5%	25	62.5%
Other	17	10.1%	5	29.4%	12	70.6%

Note. N = number of participants.

Table 3.

Frequencies for Job Field

Experimental Condition	Total		Intervention Group		Control Group	
	$N = 151$		$n = 68$		$n = 83$	
Job Field						
Education and Research	20	13.2%	6	30.0%	14	70.0%
Health	15	9.9%	8	53.3%	7	46.7%
Social work	11	7.3%	4	36.4%	7	63.6%
IT and Technology	5	3.3%	4	80.0%	1	20.0%
Arts and Culture	15	9.9%	9	60.0%	6	40.0%
Media and Communication	8	5.3%	4	50.0%	4	50.0%
Business	22	14.6%	9	40.9%	13	59.1%
Law	3	2.0%	1	33.3%	2	66.7%
Finance	6	4.0%	3	50.0%	3	50.0%
Engineering	7	4.6%	2	28.6%	5	71.4%
Hospitality	10	6.6%	5	50.0%	5	50.0%
Government and Public service	13	8.6%	6	46.2%	7	53.8%
Other	16	10.6%	7	43.8%	9	56.3%

Note. N = number of participants.

Table 4.

Descriptive Statistics for Key Variables

	M	*SD*	*Skewness*	*Kurtosis*	*Shapiro–Wilk p*
Att. Inclusive Language	4.44	1.48	–0.31	–0.44	.019
Reflection on French language	4.99	0.98	–0.61	1.19	.007
Att. Gender Equality	4.94	0.76	–0.94	0.56	< .001
National Identity	4.20	1.07	0.00	0.20	.841
Political Orientation	2.57	1.30	0.46	–0.81	< .001
Prior Knowledge of Inclusive Language	3.64	1.10	–0.63	–0.07	< .001

Note. N = number of participants; M = mean; SD = standard deviation; Min = minimum; Max = maximum.

Table 5.

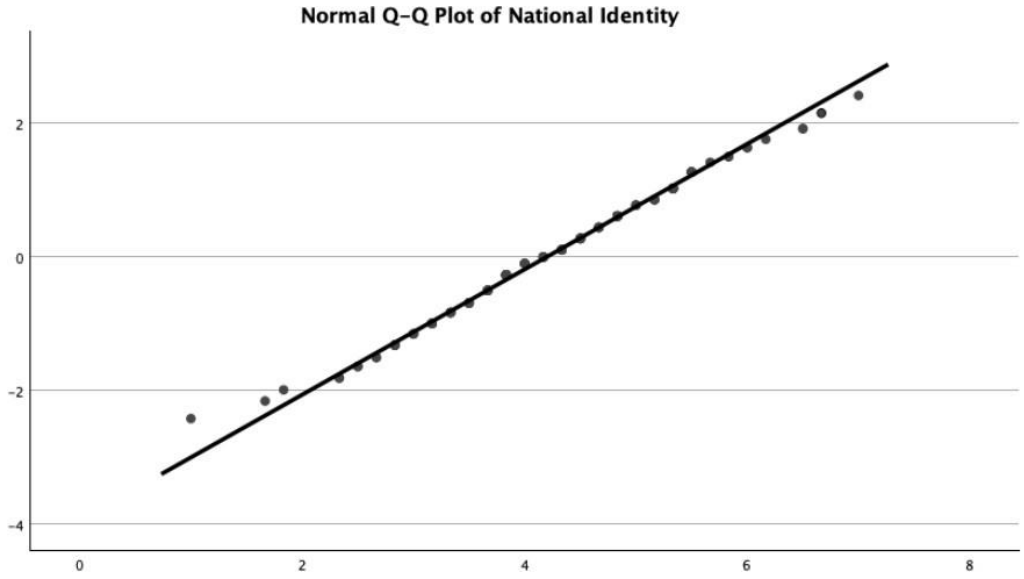
Descriptives of Knowledge of Inclusive Writing

	N	*Mean*	*SD*	*Min*	*Max*
Knowledge of Inclusive Writing					
Control	94	3.40	1.15	1	5
Intervention	72	3.53	1.03	1	5
Total	166	3.46	1.10	1	5

Note. N = number of participants; M = mean; SD = standard deviation; Min = minimum; Max = maximum.

Figure 1.

Q–Q plot of standardized residuals for National Identity



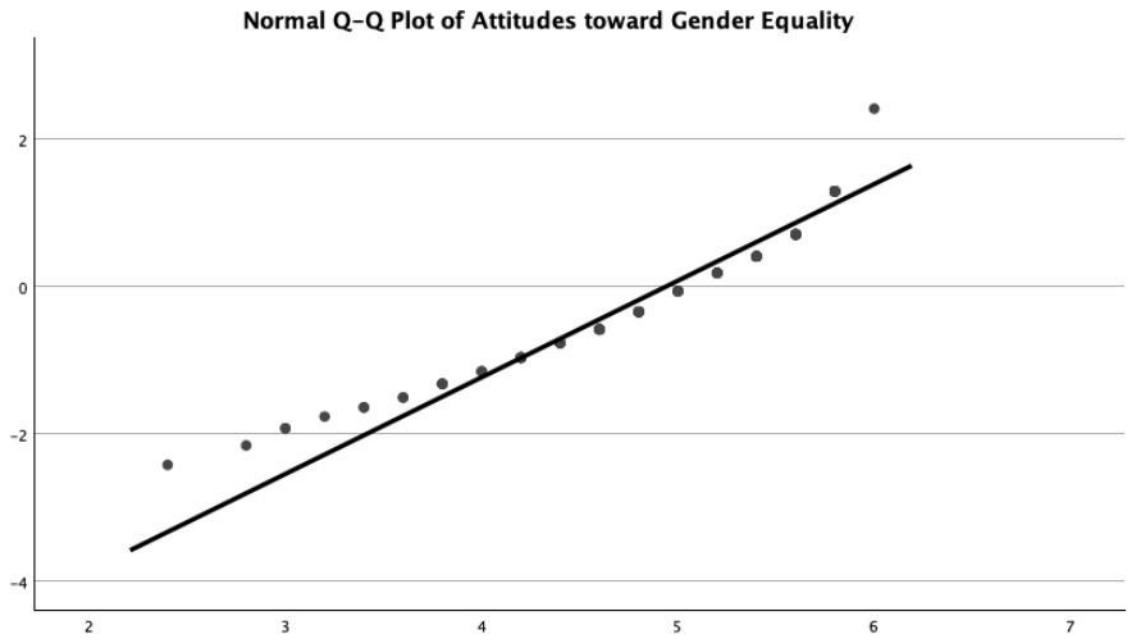


Figure 2.

Histogram: Distribution of National Identity

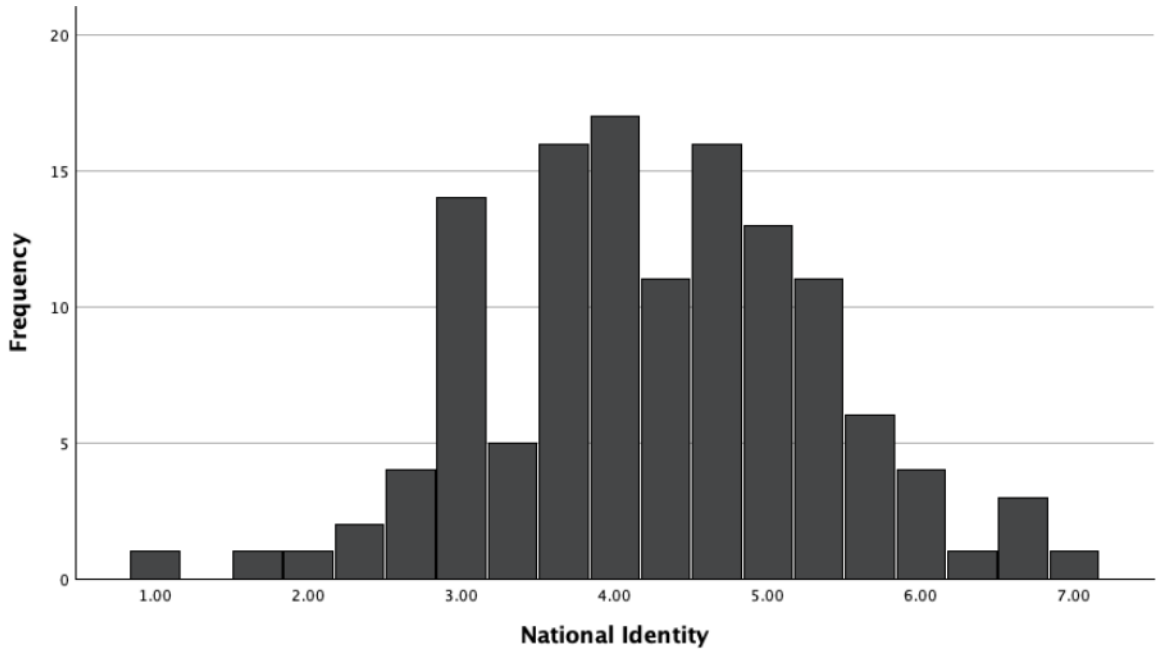


Figure 3.

Q–Q plot of standardized residuals for Attitudes toward Inclusive Language

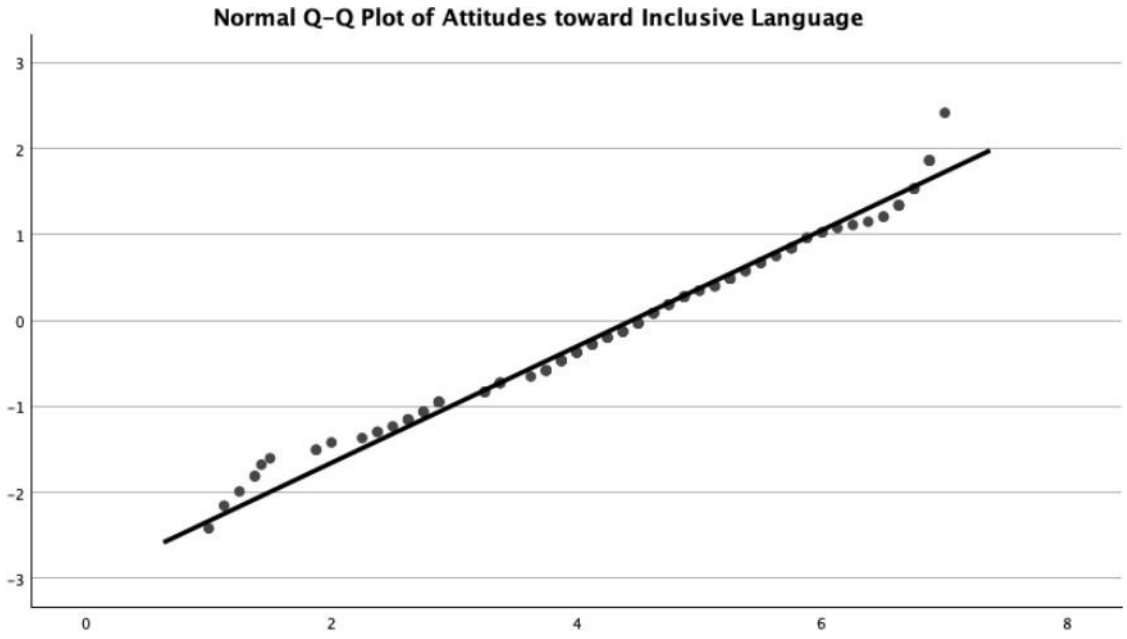


Figure 4.

Histogram: Distribution of Attitudes toward Inclusive Language

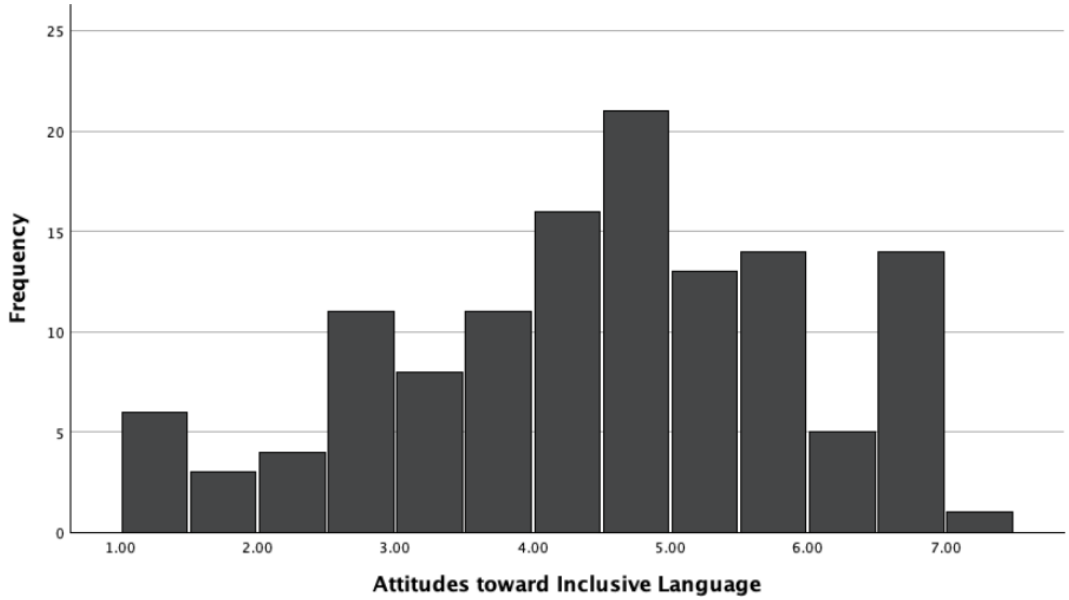


Figure 5.

Q–Q plot of standardized residuals for Reflexion on French Language

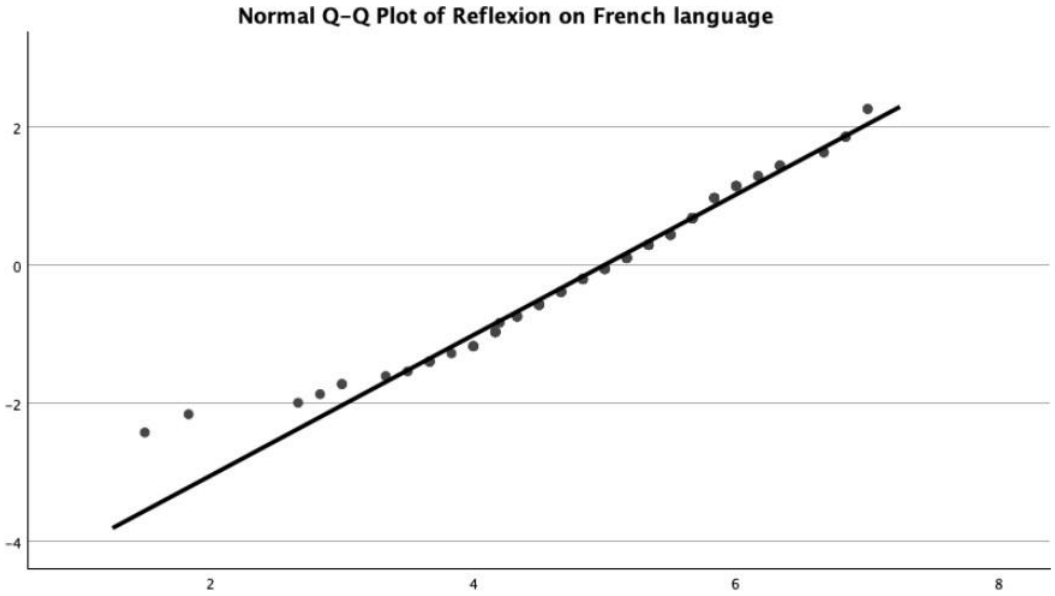
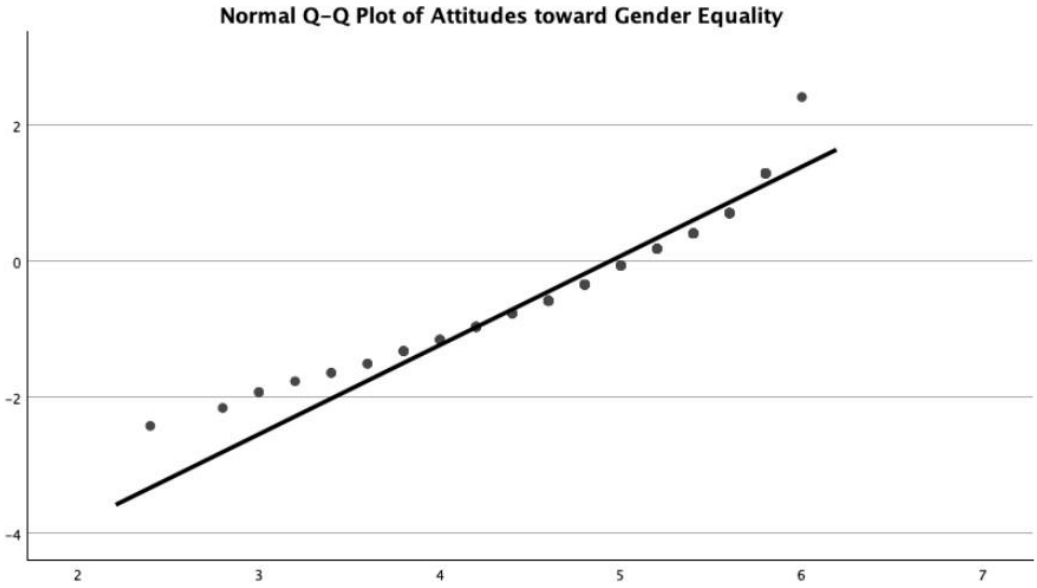


Figure 6.

Q–Q plot of standardized residuals for Attitudes toward Gender Equality



Appendix B: Main Study

Note: The full version of the experimental manipulation and questionnaire is available in English upon request from the author.

Figure 1.

Informed Consent - Main Study

Cette étude fait partie d'un projet de recherche mené à l'ISCTE – Instituto Universitário de Lisboa, dans le cadre du mémoire de Master de Serena Mongay, sous la supervision du Professeur Ricardo Borges Rodrigues. Le but de l'étude vise à explorer comment les gens réagissent à différents contenus liés à la langue française. Vous serez invité à participer à des jeux et à des tâches interactives. L'objectif est de mieux comprendre les réactions des participants après avoir été mis dans certaines situations.

L'étude est menée par Serena Mongay (smyae@iscte-iul.pt) avec la supervision de Ricardo Borges Rodrigues (ricardo.rodrigues@iscte-iul.pt), que vous pouvez contacter si vous avez des questions ou des préoccupations concernant votre participation.

Pour participer, vous devez être de nationalité française, avoir 18 ans ou plus, et avoir le français comme langue maternelle.

Votre participation à cette étude contribuera à l'avancement des connaissances dans ce domaine scientifique et sera composée de jeux et de tâches interactives liés au langage. Ces tâches consisteront en la lecture de textes, la réponse à des questions et un court questionnaire.

La durée totale de l'étude est d'environ 15 minutes.

Aucun risque significatif n'est attendu dans le cadre de cette étude. Cependant, si vous ressentez le moindre inconfort à tout moment, vous êtes libre d'interrompre immédiatement votre participation.

Votre participation à l'étude est strictement volontaire. Vous pouvez choisir de participer ou non, et si vous acceptez de participer, vous pouvez vous retirer à tout moment sans conséquences et sans fournir de justification.

En plus d'être volontaire, la participation est également complètement anonyme et confidentielle. Les données collectées sont uniquement destinées à une analyse statistique, et aucune réponse ne sera analysée ou rapportée individuellement. À aucun moment de l'étude, il ne sera nécessaire de vous identifier.

ISCTE-IUL est responsable du traitement des données collectées dans cette étude. Toutes les réponses resteront entièrement anonymes et stockées de manière sécurisée. Aucune information personnellement identifiable ne sera enregistrée, et puisque l'étude est menée via Qualtrics, les réponses sont automatiquement anonymisées pour garantir votre confidentialité. Les données seront stockées en toute sécurité pendant 3 ans avant d'être définitivement supprimées.

Vous avez le droit d'accéder à vos données, de demander des corrections si des informations sont inexactes, de retirer votre consentement à tout moment et de demander la suppression de vos données. Si vous souhaitez exercer l'un de ces droits, veuillez contacter l'équipe de recherche.

Je déclare avoir compris les objectifs de l'étude qui m'a été présentée et avoir reçu suffisamment d'informations pour prendre une décision éclairée quant à ma participation. Je comprends que je peux contacter les chercheurs pour toute demande de clarification. En cliquant sur "J'accepte", vous confirmez avoir lu et compris les informations ci-dessus, acceptez volontairement de participer et reconnaissez que vous pouvez vous retirer à tout moment sans conséquences.

À la fin de cette étude, vous aurez la possibilité de participer à un tirage au sort pour tenter de gagner un coupon de 50€ chez Lidl. Pour que votre participation au tirage au sort soit prise en compte, veuillez à répondre à toutes les questions du questionnaire.

Figure 2.

Debriefing - Main Study

Merci beaucoup d'avoir participé à cette étude!

Comme mentionné au préalable, cette étude porte sur l'utilisation de la langue française et vise à mieux comprendre comment différentes formes de langage, tel que le langage genré et l'écriture inclusive, peuvent influencer les perceptions des genres en France. Plus précisément, cette étude examine si une intervention visant à sensibiliser aux effets du langage genré et à expliquer ce qu'est l'écriture inclusive, peut influencer les opinions des participants à son sujet. Elle explore également dans quelle mesure l'attachement à l'identité nationale peut moduler cette influence. Dans le cadre de votre participation, nous ne vous avons pas révélé le but spécifique de l'étude afin d'éviter que vos résultats ne soient influencés. Dans cette étude, les participants ont été répartis aléatoirement en deux groupes. Un groupe a bénéficié d'une intervention fournissant des informations sur l'impact du langage genré sur l'égalité des sexes et introduisant l'écriture inclusive comme une solution possible. L'autre groupe a participé à une intervention neutre, qui ne portait pas sur ces thématiques, et servait de point de comparaison. En participant à cette étude, vous avez contribué à l'avancement de la recherche dans un domaine encore peu exploré en France.

Votre participation constitue une donnée précieuse pour une meilleure compréhension des mécanismes liés à l'usage de la langue et ses implications sociales. Si vous avez des questions, souhaitez partager des commentaires, ou exprimer votre volonté de recevoir des informations sur les principaux résultats et conclusions de l'étude, vous pouvez nous contacter aux adresses suivantes :

Serena Mongay – smyae@iscte-iul.pt
Ricardo Borges Rodrigues – ricardo.rodrigues@iscte-iul.pt

Pour vous remercier de votre temps, vous avez la possibilité de participer à un tirage au sort pour tenter de gagner un bon d'achat de 50 € chez Lidl!

Cliquez ici pour remplir le formulaire!

Si vous souhaitez en savoir plus sur le sujet de cette étude, vous pouvez consulter les sources suivantes :

https://www.persee.fr/doc/psy_0003-5033_2008_num_108_2_30971

Revue de cinq études sur l'influence de différentes formes grammaticales sur les représentations mentales. Les énoncés des tâches contenaient soit un générique masculin (ex: les avocats) soit une forme inclusive (ex: les avocats/ avocates). Les résultats montrent que le générique masculin active moins de représentations féminines qu'un générique inclusif.

https://www.persee.fr/doc/psy_0003-5033_2007_num_107_2_30996

Étude qui teste l'hypothèse selon laquelle la féminisation du langage alourdit le texte en analysant la vitesse de lecture de descriptions de professions. Les résultats montrent qu'après une première lecture plus lente, la lecture des formes féminisées ou épicènes retrouve rapidement un rythme normal, suggérant un effet d'habituation.

https://journals.openedition.org/discours/12636

Étude qui mesure les effets de certains dispositifs inclusifs sur la lisibilité textuelle et sur les représentations mentales. Les résultats montrent que quel que soit le dispositif linguistique utilisé (masculin à valeur générique, doublets complets ou doublets abrégés par le point médian), les lectrices et lecteurs s'habituent rapidement à la forme utilisée. Les résultats révèlent également que les textes mobilisant les dispositifs inclusifs suscitent davantage de représentations mentales de femmes que les textes rédigés au masculin.

https://journals.openedition.org/glad/6400

Étude sur les liens entre les attitudes envers l'écriture inclusive et différents facteurs tels que le niveau de connaissance linguistique, orientation politique, opinions quant à la dimension politique de la langue. Les résultats montrent que plus les personnes ont de connaissance historique de l'écriture inclusive, plus elles pensent que l'écriture inclusive répond à des injonctions politiques et que plus les personnes qui se situent à droite de l'échiquier politique, connaissent moins l'écriture inclusive (ses outils ainsi que son histoire) et plus elles la rejettent.

Experimental Manipulation - Intervention Condition

Vous allez maintenant commencer une session d'activités, suivie d'un questionnaire. Nous vous invitons à avancer à votre rythme et à prendre le temps de lire attentivement chaque étape : cela est essentiel pour bien suivre l'expérience.

Exercise 1A - Masculine Bias and Mental Representation

Essayez de trouver une explication logique à l'énigme suivante. Prenez le temps de bien réfléchir avant de répondre.

Un père et son fils ont eu un grave accident de voiture. Le père meurt sur le coup. Le fils, entre la vie et la mort, est transporté aux urgences. Le chirurgien qui le voit dit : " Je ne peux pas l'opérer, c'est mon fils." Comment cela est-il possible?

Feedback and Explanations

La réponse était : il s'agit de la mère du garçon.

Si la réponse n'a pas été évidente ou si la possibilité que le chirurgien soit la mère n'a pas été envisagée, rassurez-vous : c'est une réaction très fréquente. En effet, une étude faite en 2022 a montré que 82 % des personnes interrogées n'ont pas identifié la mère comme solution possible à cette énigme.

Ces résultats mettent en évidence deux éléments : d'une part, les stéréotypes de genre influencent nos manières de penser, certaines professions, comme celle de chirurgien, sont encore largement perçues comme masculines. D'autre part, la manière dont on écrit et nomme les choses joue un rôle : le fait qu'on emploie le mot "chirurgien" au masculin renforce ce type de stéréotype.

Exercise 1B - Masculine Bias and Mental Representation

Pour chaque profession indiquée ci-dessous, veuillez écrire le premier prénom qui vous vient à l'esprit d'une personne exerçant ce métier.

Ministre :

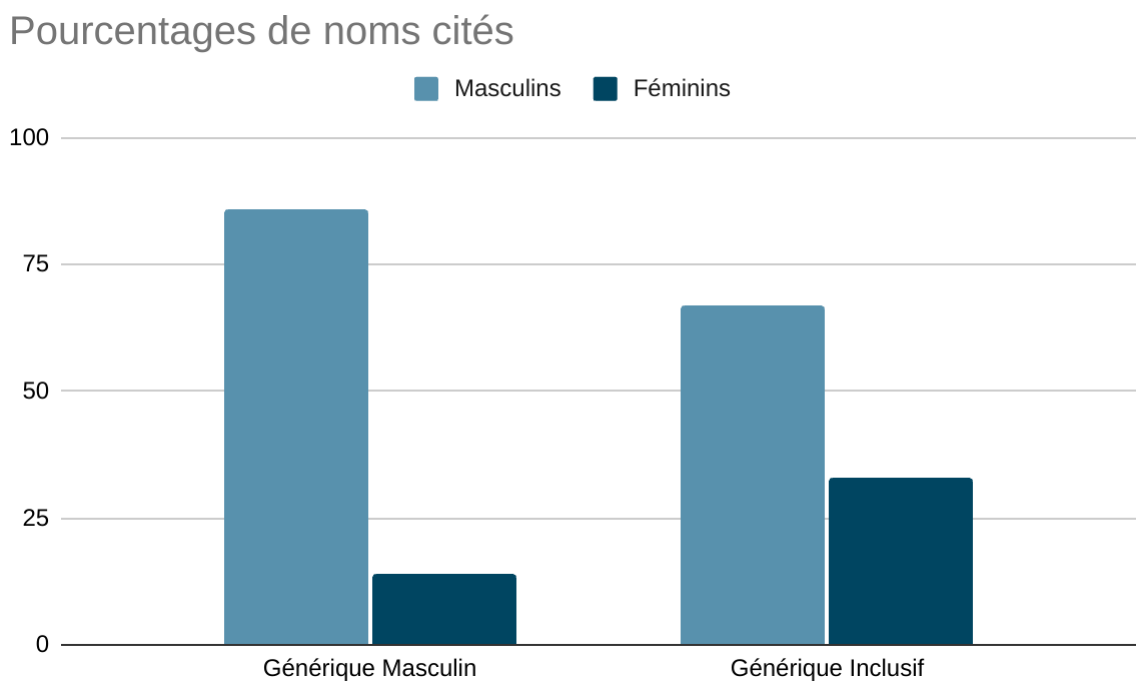
Avocat :

Ingénieur :

Feedback and Explanations

Lorsque cette question a été posée à des participants lors d'une enquête, les résultats ont montré que lorsque le métier était présenté avec un mot au masculin, comme ici, les réponses mentionnaient moins souvent de noms féminins.

En revanche, quand une forme plus inclusive était utilisée (ex: avocat·e/ingénieur·e), les personnes pensaient plus facilement à des figures féminines, montrant ainsi que le genre des mots influence la façon dont on imagine les personnes qui exercent certaines professions.



Ces résultats mettent en évidence deux éléments : d'une part, les stéréotypes de genre influencent nos manières de penser, certaines professions, comme celle d'avocat, sont encore largement perçues comme masculines. D'autre part, la manière dont on écrit et nomme les choses joue un rôle : le fait qu'on emploie le mot "avocat" au masculin renforce ce type de stéréotype.

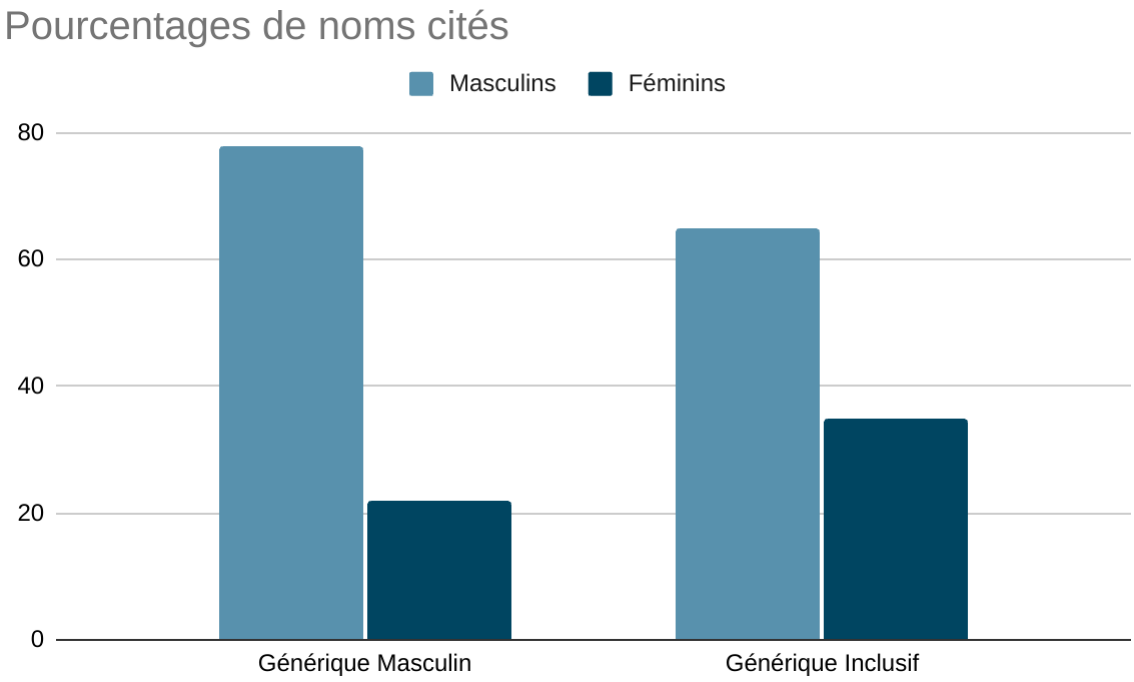
Exercise 2A - Introduction to Inclusive Language

Veuillez maintenant lister les noms de trois personnalités célèbres (par exemple, acteur·rice, chanteur·euse ou sportif·ve).

Feedback and Explanations

Pensez-vous que vous auriez répondu différemment si la question avait été formulée autrement?

Eh bien, voici ce que la science en dit: lorsque la consigne est présentée avec une formulation masculine dite "neutre", les personnes interrogées mentionnent moins souvent des femmes que lorsque l'on une forme inclusive est utilisée.



Cela suggère que la façon dont un mot est écrit peut influencer les représentations mentales que les individus se font.

Ceci entraîne une différence notable dans la reconnaissance des figures féminines dans divers domaines de la culture populaire ou de l'histoire.

Autrement dit, la forme grammaticale utilisée a un impact réel sur la visibilité des femmes.

En conséquence, adopter des formulations plus inclusives pourrait contribuer à une meilleure accessibilité pour les femmes dans certains milieux, en particulier ceux où elles sont traditionnellement sous-représentées.

Exercise 2B

Un recruteur poste une annonce afin d'embaucher un nouvel élément pour travailler dans leur agence immobilière. Vous allez maintenant lire la description d'un des candidats qui ont postulés à l'annonce. A la suite de cette lecture, plusieurs photos vous seront présentées, à vous de choisir quelle personne vous pensez correspondre au profil décrit:

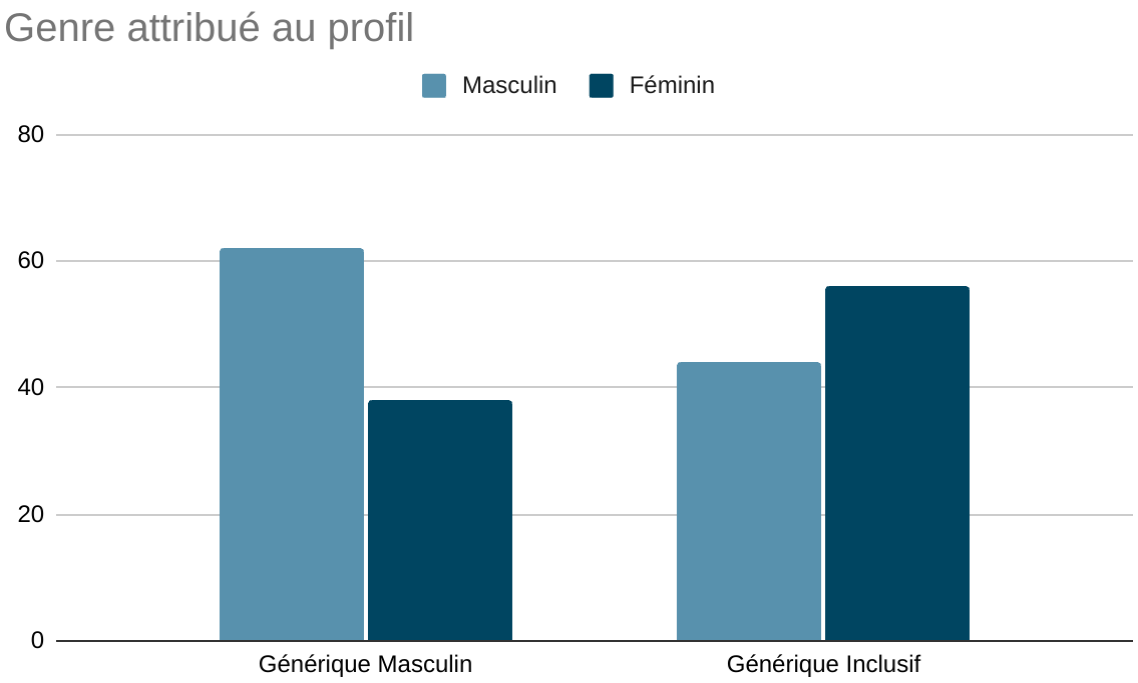
"Le·la candidat·e a 31 ans et est titulaire d'une licence en administration des affaires. Il·elle travaille comme agent·e immobilier·ière, vendant des propriétés privées et commerciales. Le·la candidat·e travaille comme agent·e immobilier·ière dans l'entreprise depuis quelques années et a précédemment occupé le poste d'assistant·e au sein de la même entreprise. Le·la candidat·e habite un appartement avec un·e partenaire. En dehors du travail, il·elle aime faire du sport, voyager et passer du temps avec sa famille et ses ami·e·s. Le·la candidat·e affirme également aimer collaborer avec les autres et s'impliquer dans de nouveaux défis.

1.  2. 

3.  4. 

Feedback and Explanations

Pensez-vous que vous auriez répondu différemment si la question avait été formulée autrement ? Cet exemple a été utilisé dans le cadre d'une étude, et les résultats montrent que lorsque l'annonce est rédigée en écriture inclusive (utilisant le point médian*), on observe un renversement des tendances observées avec une formulation utilisant le masculin dit "neutre". En effet, comme on peut le voir sur ce graphique, les résultats suggèrent que de nombreuses personnes ont plutôt tendance à choisir la photo d'un homme, même dans une profession où les femmes représentent 49% du personnel immobilier en 2017 aux Etats-Unis.



* Le point médian est un signe typographique semblable au point mais, contrairement à ce dernier, il figure au milieu de la ligne d'écriture et est utilisé dans l'écriture inclusive :
"*Bonjour à tous·tes* !"

Exercise 3A - Readability and Understanding of Inclusive Language

Nous allons maintenant vous présenter deux courts textes. Après avoir lu chaque texte, nous vous poserons quelques questions simples. Veuillez prendre le temps et lire à votre propre rythme.

Text 1

Les étudiant·es de cette université participent chaque année à des projets innovants. Ces initiatives permettent aux futur·es professionnel·les de développer des compétences utiles dans leurs carrières. Les enseignant·es sont fier·ères de leur engagement.

A quoi participent les étudiant·es chaque année?

- ☐ Des compétitions de sport

- ☐ Des projets innovants
- ☐ Des échanges linguistiques

Qui est fier·e du dévouement des étudiant·es?

- ☐ Les enseignant·es
- ☐ Les étudiant·es
- ☐ Les futur·es étudiant·es

Très bien, continuez comme ça!

Text 2

De nombreux·ses citoyen·nes choisissent de s'impliquer dans des actions bénévoles pour aider leur communauté. Les volontaires, qu'ils ou elles travaillent dans des associations locales ou participent à des projets internationaux, jouent un rôle essentiel. Leurs contributions sont souvent saluées par les dirigeant·es et les bénéficiaires.

Que font les citoyen·nes pour aider leur communauté?

- ☐ Ils/Elles participent à des activités sportives
- ☐ Ils/Elles s'impliquent dans des actions bénévoles
- ☐ Ils/Elles organisent des évènements culturels

Qui apprécie les contributions des volontaires ?

- ☐ Les associations locales
- ☐ Les dirigeant·es et les bénéficiaires
- ☐ Les citoyen·nes

Feedback and Explanations

Bravo! Vous avez bien compris le texte. L'usage de l'écriture inclusive n'a pas entravé votre compréhension globale du texte.

Or

C'est bien! Vous avez fait de votre mieux. Comprendre ce type de texte s'améliore avec le temps et la pratique. L'écriture inclusive ne rend pas les choses plus compliquées, mais il est très probable que les premières lectures vous semblent peu familières, et que vous ayez donc plus de mal à lire que d'habitude.

Exercise 3B

Nous allons maintenant vous présenter deux courts textes. Après avoir lu chaque texte, nous vous poserons quelques questions simples. Veuillez prendre le temps et lire à votre propre rythme.

Text 1

Les chef·fes d'entreprise de cette région soutiennent activement les initiatives écologiques. Grâce à leurs investissements, des projets de développement durable ont été mis en place, offrant ainsi de nouvelles opportunités pour l'emploi. Les habitant·es de la région sont reconnaissant·es de ces efforts.

Que soutiennent activement les chef·es d'entreprises de cette région ?

- ☐ Des programmes éducatifs
- ☐ Des initiatives écologiques
- ☐ Des évènements culturels

Qui est reconnaissant·es des efforts des chef·fes d'entreprises ?

- ☐ Le gouvernement
- ☐ Les habitant·es de la région
- ☐ Les entreprises elles-mêmes

Très bien, continuez comme ça!

Text 2

Chaque année, de nombreux·ses citoyen·nes participent à des actions de nettoyage dans les espaces naturels. Ces initiatives sont souvent organisées par des associations locales et permettent de sensibiliser les participant·es à l'importance de préserver l'environnement. En plus de contribuer concrètement, les bénévoles repartent souvent avec un sentiment de fierté et de solidarité.

Qui participe aux actions de nettoyage dans les espaces naturels ?

- ☐ Des entreprises privées
- ☐ Des citoyen·nes bénévoles
- ☐ Des élu·es

Quel est l'un des effets de ces actions sur les participant·es ?

- ☐ Un sentiment de fierté et de solidarité
- ☐ Une récompense financière
- ☐ Un accès prioritaire aux parcs naturels

Feedback and Explanations

Bravo! Vous avez bien compris le texte. L'usage de l'écriture inclusive n'a pas entravé votre compréhension globale du texte.

Or

C'est bien! Vous avez fait de votre mieux. Comprendre ce type de texte s'améliore avec le temps et la pratique. L'écriture inclusive ne rend pas les choses plus compliquées, mais il est très probable que les premières lectures vous semblent peu familières, et que vous ayez donc plus de mal à lire que d'habitude.

Experimental Manipulation - Control Condition

Vous allez maintenant commencer une session d'activités, suivie d'un questionnaire. Nous vous invitons à avancer à votre rythme et à prendre le temps de lire attentivement chaque étape: cela est essentiel pour bien suivre l'expérience.

Exercise 1 - Word Association Matching

Nous allons vous présenter un mot ainsi que quatre associations possibles. Pour chaque mot affiché, sélectionnez le premier mot qui vous vient en tête. Il n'y a pas de bonne ou de mauvaise réponse; suivez votre intuition !

SOLEIL

- ☐ Chaud
- ☐ Grand
- ☐ Obscurité
- ☐ Bruit

PAPIER

- ☐ Écriture
- ☐ Bois
- ☐ Air
- ☐ Vitesse

FRUIT

- ☐ Matin
- ☐ Pomme
- ☐ Mains
- ☐ Blanc

Exercise 2

Nous allons maintenant vous présenter un texte. Veuillez lire le texte attentivement. Vous répondrez ensuite à quelques questions à choix multiples. Laissez parler votre interprétation logique!

Text

Marie adore la randonnée. Chaque week-end, elle part à la montagne avec ses amis. Elle emporte toujours un petit sac à dos avec de l'eau, des en-cas et une carte. Parfois, ils trouvent des chemins cachés et découvrent des paysages magnifiques. Dimanche dernier, ils ont vu un cerf dans la forêt et ont fait une pause près d'une cascade avant de rentrer chez eux.

Marie part chaque week-end en randonnée. Que peut-on en déduire ?

- ☐ Elle a probablement une bonne condition physique
- ☐ Elle travaille en montagne
- ☐ Elle n'aime pas marcher longtemps
- ☐ Elle adore se baigner dans des lacs

Pourquoi emporte-t-elle une carte avec elle ?

- ☐ Pour se repérer en cas de besoin
- ☐ Pour faire un puzzle dans la forêt
- ☐ Parce qu'elle n'a pas de téléphone

Quel animal a-t-elle vu dimanche dernier?

- ☐ Un renard
- ☐ Un cerf
- ☐ Un lapin
- ☐ Un écureuil

Pourquoi font-ils une pause près de la cascade ?

- ☐ C'est joli et probablement agréable
- ☐ Ils avaient rendez-vous avec d'autres personnes
- ☐ Il n'y avait pas d'autre endroit pour s'arrêter

Exercise 3: Pattern Recognition Game

Chaque famille de mots suit une même logique. Veuillez sélectionner le mot qui vous semble correspondre à la famille.

Orange – Jaune – Rouge

- ☐ Chaud
- ☐ Couleur
- ☐ Vert
- ☐ Lent

Livre – Journal – Magazine

- ☐ Radio
- ☐ Ordinateur
- ☐ Roman
- ☐ Tasse

Chaleur - Soleil - Eau

- ☐ Neige
- ☐ Froid
- ☐ Hiver
- ☐ Plage

Full Questionnaire Post-Intervention

Merci pour votre participation à cette intervention! Nous vous remercions sincèrement pour le temps et l'attention que vous y avez consacrés.
Vous allez maintenant répondre à un court questionnaire. Celui-ci nous permettra de mieux comprendre vos impressions et réflexions à la suite de cette expérience. Prenez votre temps, il n'y a pas de bonne ou de mauvaise réponse. Vos réponses resteront bien entendu confidentielles et anonymes.

Socio-demographic questions

Quel est votre âge?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-64
- ☐ 65+

Quel est votre genre?

- ☐ Homme
- ☐ Femme
- ☐ Non-binaire
- ☐ Préfère ne pas dire
- ☐ Autre

Niveau d'éducation

- ☐ Pas d'éducation formelle
- ☐ Ecole primaire
- ☐ Brevet des collèges
- ☐ Bac
- ☐ Licence (Bac +3) ou équivalent

- ☐ Master (Bac +5)
- ☐ Doctorat (Bac +8)
- ☐ *Occupation*
- ☐ Étudiant(e)
- ☐ Employé(e)
- ☐ Auto-entrepeneur(e)
- ☐ Sans emploi
- ☐ Retraité(e)
- ☐ Autre

Secteur professionnel (si employé ou auto-entrepreneur)

- ☐ Education et Recherche
- ☐ Santé
- ☐ Social
- ☐ Informatique et Technologie
- ☐ Arts et Culture
- ☐ Médias et Communication
- ☐ Commerce
- ☐ Droit
- ☐ Finance
- ☐ Ingénierie
- ☐ Hôtellerie-Restauration
- ☐ Gouvernement et Service Public
- ☐ Autre

Indiquez dans quelle mesure vous êtes d'accord ou en désaccord avec chaque affirmation, 1 correspondant à " Pas du tout d'accord" et 7 à " Tout à fait d'accord".

Identité Nationale - Identité

Dans l'ensemble, être français(e) n'a pas d'impact sur la façon dont je me perçois.

La nation française reflète de manière importante qui je suis.
La France n'a que peu d'importance dans la perception que j'ai de moi-même.
D'une manière générale, appartenir à la nation française est une part importante de mon identité personnelle.

Identité Nationale - Comparaison
La France est supérieure à d'autres nations sur de nombreux aspects.
Dans l'ensemble, la France occupe une place de moins en moins importante dans le monde.
De manière générale, la France joue un rôle plus important que d'autres pays.
En situation de concurrence, la France s'en sort généralement moins bien que d'autres nations.

Réflexion sur la langue française
Les difficultés de la grammaire et de l'orthographe françaises contribuent aux inégalités dans la société.
Tout type de texte doit être clair et accessible à tout le monde.
C'est une bonne chose que l'orthographe en français soit compliquée.
Toute réforme qui diminue le nombre d'exceptions dans l'orthographe est souhaitée.
Faciliter l'apprentissage de la lecture en français n'est pas important.
L'essentiel dans le langage, c'est que tout le monde se comprenne.

Attitudes envers l'égalité des genres
La discrimination envers les femmes dans le travail est toujours un problème dans le monde occidental.
Je considère le système d'emploi, tel qu'il est aujourd'hui, injuste aux femmes.
Les femmes ne devraient pas s'imposer là où elles ne sont pas souhaitées.
Les femmes vont faire plus de progrès en étant patientes et en ne demandant pas le changement trop fermement.
Il est difficile de travailler pour une cheffe.
Les demandes des femmes en termes d'égalité entre les sexes sont justes.

Attitudes envers l'écriture inclusive

Nous ne devrions pas changer la manière dont la langue française a été écrite et parlée traditionnellement.
Se soucier du langage sexiste est inutile.
La langue française ne sera jamais changée, car elle est trop profondément enracinée dans la culture.
Bien que le changement soit difficile, nous devrions quand même essayer d'appliquer le langage inclusif.
Personnellement, il m'est important d'utiliser un langage inclusive.
Le langage inclusif présente des avantages par rapport au masculin générique.
L'usage du masculin dit "neutre" est une propriété de la langue française et n'a rien à voir avec les inégalités entre les sexes dans la société.
Nous n'allons jamais nous débarrasser des préjugés de genre tant qu'ils sont incorporés dans notre langue.

Ici vous pouvez, si vous le souhaitez, donner des réponses plus longues et expliquer plus précisément vos réponses. Pensez au fait que le terme langage inclusif renvoie à plusieurs usages. C’est-à-dire que si vous écrivez parfois cher(e)s collègues, par exemple, vous le pratiquez de temps en temps.

Connaissance et Usage du Langage inclusif
Avant ce questionnaire, connaissiez-vous le langage inclusif?
Utilisez-vous le langage inclusif?

Dyslexie
Êtes-vous dyslexique ?
Si oui, comment vous êtes-vous senti·e lors de la lecture des textes rédigés en écriture inclusive présentés plus tôt ?

Orientation Politique
Sur une échelle de 1 à 5, où vous situez-vous politiquement ? (1 = tout à fait à gauche, 5 = tout à fait à droite)