

# Diversity and inclusion in Modern Foreign Languages

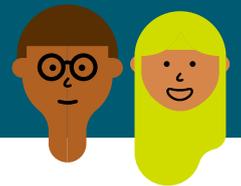


Languages are important in setting the foundations for communication across a wide variety of cultures. We want all learners to feel confident in, and inspired by, the role languages play in building relationships, enhancing understanding and sparking new dialogue across the world today.

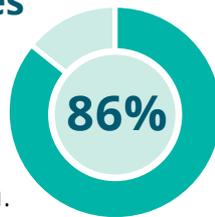
We recently surveyed 3,434 secondary school teachers across England to find out their views on diversity and inclusion within Modern Foreign Languages.

Here's what they said...

## Do you think the current Modern Languages curriculum represents a diverse student population?



Overall, **86%** of **languages teachers** think that the current MFL curriculum **does not** represent a diverse student population.



**49%** of **teachers in more affluent schools** responded that the curriculum wasn't diverse enough, rising to **59%** in more **deprived schools**.

## How important is diversifying and broadening the Modern Languages curriculum to you in comparison to other key areas of focus (e.g. GCSE reform)?



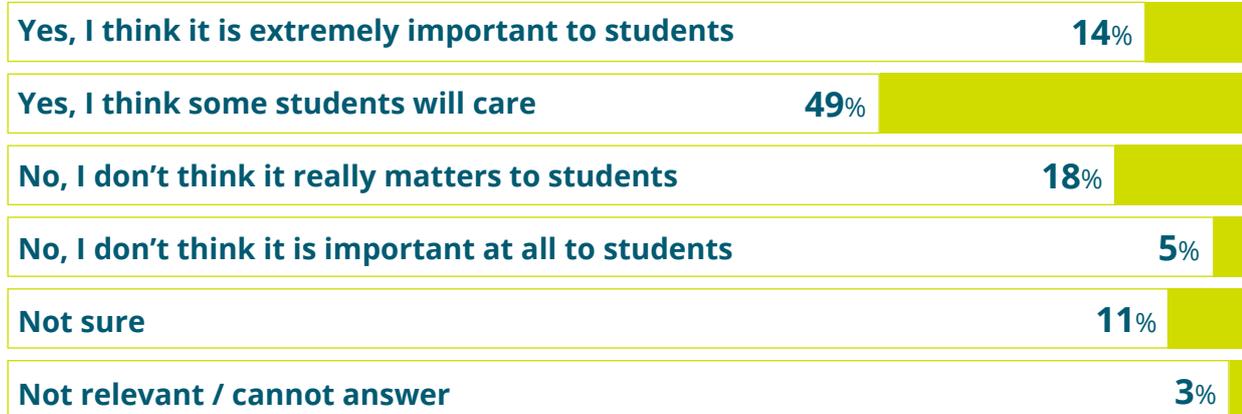
**50%** of **Languages teachers** reported that diversifying and broadening the MFL curriculum was either **somewhat** or **extremely important**.



Extremely important	12%
Somewhat important	38%
Not important	20%
Extremely not important	6%
Not sure	19%
Not relevant / cannot answer	4%

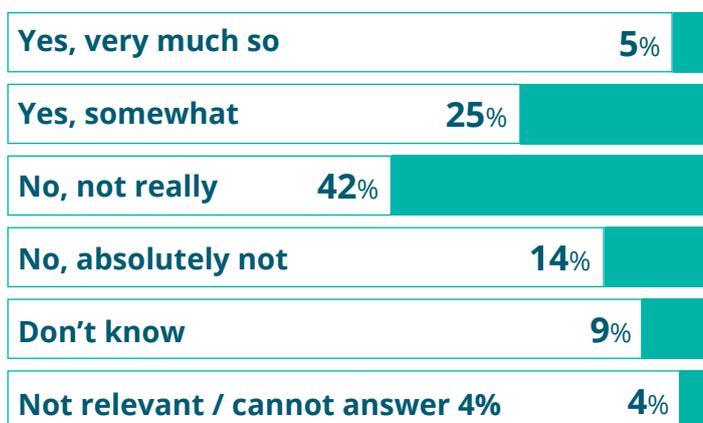
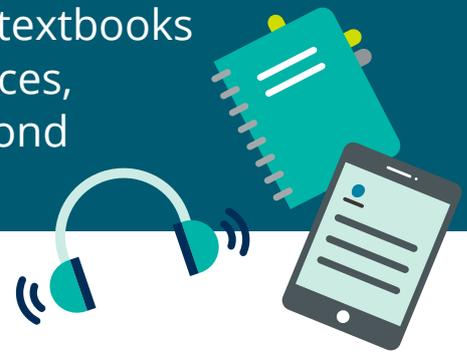
**Classroom teachers** were more likely than senior leaders to be **strongly in favour** of diversifying the curriculum. Despite only **8%** of **headteachers** thinking that this is an **extremely important** issue, around **65%** of **headteachers** reported it as **important**.

## Do you think creating a more diverse and inclusive Modern Languages curriculum is important to your students?



Across different regions, **teachers in London** were the most likely to think that a diverse curriculum is **extremely important**, with **22%** of teachers reporting this, and **76%** of teachers in London overall saying that it is **important**. In contrast, only **14%** of **teachers in the North West** think it would be **extremely important**.

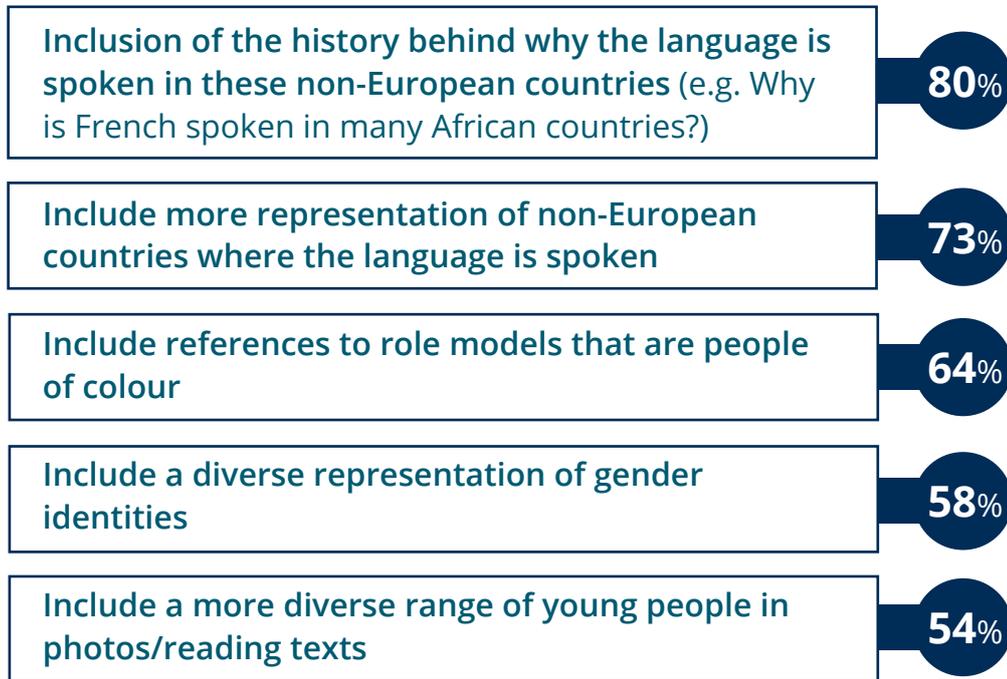
## Do you think your classroom materials (e.g. textbooks and/or digital resources) include enough voices, perspectives, and ideas that come from beyond a White and Eurocentric core?



**Classroom teachers** were more sure than other teachers that their classroom materials were **not diverse enough**, with over **15%** reporting that it was not, compared to **12%** of **senior leaders** and just **6%** of **headteachers**.

Similarly, **headteachers** were more likely to say that their classroom materials were **diverse enough**, with **36%** of heads responding that materials were diverse enough, compared to **28%** of **classroom teachers** and **31%** of **middle leaders**.

## What changes would you want to see in your Modern Languages curriculum and resources?



This Pearson survey was carried out on 3,434 secondary teachers in August 2021 by polling organisation Teacher Tapp.

# Inspire your language learners

**Explore** our range of resources that focus on diversity and inclusion within Languages.

