



Language Policies and Educational Outcomes in Multilingual Lesotho: A Theoretical Framework

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Abstract

Language policies in multilingual Lesotho are crucial for educational outcomes, given its diverse linguistic landscape and the need to balance local languages with national education standards. The framework will draw on existing literature, qualitative research in Lesotho, and comparative studies from other multilingual African contexts. This theoretical framework will provide a structured approach to understanding language policies' role in enhancing educational outcomes for Lesotho's multilingual students. Educational policymakers should consider the specific linguistic needs of diverse student populations when designing language policies, ensuring equitable access to education across all socio-economic groups.

Keywords: *Multilingualism, Bilingual Education, Sociolinguistics, Heritage Languages, Language Planning, Cultural Competence, Discourse Analysis*

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