



Language Policy and Education Outcomes in Multilingual Namibia: A Mixed Methods Inquiry

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Abstract

Namibia is a multilingual nation where multiple indigenous languages coexist alongside English as an official language of government and education. The study employs mixed methods including quantitative surveys to gauge student performance metrics and qualitative interviews to explore policy perceptions among educators and parents. Data collection spans across urban and rural areas. Findings indicate that students taught in their mother tongue exhibit higher academic achievement, with a statistically significant average grade point improvement of 0.4 points compared to English-only instruction. The mixed methods approach reveals nuanced insights into the efficacy of language policies on educational success, underscoring the importance of bilingual education for Namibia's diverse linguistic landscape. Policy recommendations include prioritising mother-tongue-based curricula in under-resourced schools and fostering intercultural dialogue to support multilingual learning environments.

Keywords: *Multilingualism, Bantu Languages, Quantitative Research, Ethnography, Discourse Analysis, Critical Theory, Socioeconomic Indicators*

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