



Language Policy Impacts on Education Outcomes in Zimbabwe: An Action Research Study

Nehemia Mushonga¹, Chimura Ndlovu², Kurumo Nyanga^{3,4}, Gakoma Mutati⁵

¹ Department of Advanced Studies, Scientific and Industrial Research and Development Centre (SIRDC)

² Scientific and Industrial Research and Development Centre (SIRDC)

³ Midlands State University

⁴ Africa University

⁵ Department of Advanced Studies, Chinhoyi University of Technology

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Correspondence: nmushonga@hotmail.com

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Author notes

Nehemia Mushonga is affiliated with Department of Advanced Studies, Scientific and Industrial Research and Development Centre (SIRDC) and focuses on African Studies research in Africa.

Chimura Ndlovu is affiliated with Scientific and Industrial Research and Development Centre (SIRDC) and focuses on African Studies research in Africa.

Kurumo Nyanga is affiliated with Midlands State University and focuses on African Studies research in Africa.

Gakoma Mutati is affiliated with Department of Advanced Studies, Chinhoyi University of Technology and focuses on African Studies research in Africa.

Abstract

Language policy plays a crucial role in shaping educational outcomes in multilingual African contexts like Zimbabwe. The research employs action research methodology, involving direct engagement with stakeholders including teachers, students, and policy-makers. Data collection includes surveys, interviews, and observations. Findings indicate a significant positive correlation between the implementation of inclusive language policies and improved academic performance across all linguistic groups in Zimbabwean schools. The study concludes that effective language policies are pivotal for equitable education outcomes and recommends their widespread adoption to enhance educational inclusivity. Immediate policy reforms should prioritise the development and enforcement of bilingual or multilingual curricula, with regular assessments to monitor progress.

Keywords: *Africanization, Bilingual Education, Community Engagement, Discourse Analysis, Ethnography, Language Policies, Multilingualism*

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