



Language Policies and Education Outcomes in Multilingual Tanzania Context: An Exploratory Study

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Abstract

Language policies in Tanzania are influenced by multilingual contexts, raising questions about their impact on education outcomes. A qualitative study will analyse existing literature and interviews with educators and policy makers to understand current language policies and their effects. Findings indicate that the introduction of Kiswahili as the primary language of instruction in schools is leading to improved literacy rates among students from minority language backgrounds. While there are promising signs, further research is needed to fully assess the impact and identify areas for policy refinement. Policy makers should consider piloting alternative language policies that better support diverse student populations in multilingual environments.

Keywords: *Multilingualism, Bantu Languages, Swahili, Education Policy, Linguistic Plurality, Ethno-linguistics, Language Ecology*

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