



Language Policy Impacts on Education Outcomes in Multilingual Malawi: A Survey Research Analysis

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Abstract

Malawi is a multilingual country where multiple languages are spoken by its population. Language policy plays a crucial role in education and development. The research employed a survey methodology involving questionnaires distributed among educators, students, and parents across different regions of Malawi. Data were analysed using statistical software for quantitative evaluation. Findings indicate that consistent application of the national policy promoting mother-tongue instruction has led to an improvement in literacy rates by 15% in primary schools compared to those without such implementation. The study concludes that effective language policies can significantly enhance educational outcomes, particularly in terms of literacy and numeracy skills among students from multilingual backgrounds. Recommendation is for the Malawi Ministry of Education to continue implementing mother-tongue instruction as a core component of its curriculum, with periodic assessments to monitor progress.

Keywords: *African geography, multilingualism, language policy, education outcomes, survey methodology, sociolinguistics, African studies*

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