



Language Policy and Education Outcomes in Multilingual Malawi: An Action Research Inquiry

Chirwa Muthuri¹

¹ Lilongwe University of Agriculture and Natural Resources (LUANAR)

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Correspondence: cmuthuri@gmail.com

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Author notes

Chirwa Muthuri is affiliated with Lilongwe University of Agriculture and Natural Resources (LUANAR) and focuses on African Studies research in Africa.

Abstract

Language policies in Malawi are complex due to the country's multilingual nature, with significant linguistic diversity across different regions and ethnic groups. An action research approach was employed, involving qualitative data collection through interviews with educators and policymakers, as well as focus group discussions among students and parents. Quantitative analysis of test scores from standardised exams provided additional insights. The study revealed a positive correlation between the implementation of mother-tongue instruction in schools and improved student performance in language-based subjects, highlighting the need for more consistent policy enforcement across all regions. Language policies significantly influence educational outcomes in multilingual contexts. This research underscores the importance of equitable language use in education to foster inclusive learning environments. The government should prioritise implementing and enforcing mother-tongue instruction policies nationwide, alongside ongoing teacher training programmes focused on pedagogical approaches that accommodate diverse linguistic needs.

Keywords: *Multilingualism, Education Policy, Language Attitudes, Community Participation, Ethnography, Reflexive Research, Bilingual Education*

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