



Language Policy Dynamics and Educational Outputs in Multilingual African States: A Theoretical Framework

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Abstract

Language policy dynamics play a critical role in shaping educational outputs in multilingual African states, particularly South Africa. Theoretical synthesis using existing literature on language policy, education systems, and multilingual contexts within African studies. The theoretical framework underscores the multifaceted impact of language policies on educational outputs and suggests avenues for policy reform to enhance inclusivity and quality education across multilingual African states. Recommendation includes a call for more research into specific policy mechanisms that could promote equitable access to education in multilingual settings, particularly focusing on STEM subjects where language disparities are most pronounced.

Keywords: *Pan-Africanism, Multilingualism, Bilingual Education, Socio-Political Dynamics, Discourse Analysis, Heritage Languages, Linguistic Pluralism*

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