



# Language Policy Impacts on Education Outcomes in Multilingual Ethiopian Societies

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## Abstract

Language policies in multilingual Ethiopian societies often aim to promote national unity while respecting linguistic diversity. However, their impact on education outcomes is a subject of debate. We employed a mixed-methods approach combining qualitative interviews with quantitative data analysis from national education surveys. The sample included students, teachers, and policymakers across different linguistic regions. Our findings indicate that equitable language use in classrooms correlates with higher student achievement, particularly among minority language speakers who benefit from bilingual educational materials and support systems. Language policies can significantly impact educational outcomes by fostering inclusive learning environments. This study provides evidence for the need to integrate linguistic equity into education reform strategies. Policymakers should prioritise equitable language use in curricula and provide targeted support to ensure all students, regardless of their native tongue, have access to quality education.

**Keywords:** *Ethiopia, Multilingualism, Sociolinguistics, Bilingual Education, Policy Analysis, Language Planning, Linguistic Rights*

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