



# Language Policy and Education Outcomes in Multilingual Ethiopian States: A Mixed-Methods Inquiry

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## Abstract

Language policies in multilingual African states often face challenges related to educational outcomes, particularly in Ethiopia. A mixed-methods study combining qualitative interviews with quantitative data analysis from standardised tests. The sample includes students from multilingual regions in Ethiopia, focusing on linguistic diversity and educational performance indicators. Students exposed to multiple languages showed a slight improvement in literacy scores (approximately 5%) compared to those taught in a single language, indicating the potential benefits of bilingual education programmes. The mixed-methods approach revealed nuanced insights into how language policies affect educational outcomes in multilingual settings. The study supports the efficacy of considering linguistic diversity in policy development. Future research should consider longitudinal studies to evaluate long-term impacts and implement adaptive language policies based on findings from this study. Language Policy, Education Outcomes, Multilingualism, Ethiopia, Mixed-Methods Study

**Keywords:** *Ethiopia, Multilingualism, Qualitative, Quantitative, Mixed-Methods, Sociolinguistics, Heritage Languages*

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