



Language Policy Impacts on Education Outcomes in Multilingual Ethiopian Societies

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Abstract

Language policies in Ethiopia have been influenced by multilingual contexts where multiple official languages coexist alongside Amharic and English as primary educational mediums. A comparative study design was employed, analysing data from public schools in Oromia and Amhara regions to assess the effectiveness of different language policies on literacy rates and academic performance. Data revealed significant disparities in student achievement scores between schools implementing multilingual curricula versus those using only Amharic or English as the primary teaching medium. Language policy has a substantial influence on educational success, with mixed results depending on local language use strategies and community engagement. Policy makers should consider integrating multiple languages in education to enhance inclusivity and effectiveness, particularly in regions where linguistic diversity is pronounced. Ethiopia, Language Policy, Multilingual Education, Educational Outcomes

Keywords: *Ethiopia, Multilingualism, Language Policy, Education Outcomes, Sociolinguistics, Bilingual Education, Cross-Cultural Analysis*

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