Language Policy and Education Divides in Multilingual Tanzania 2005

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Abstract

Language policies in Tanzania have influenced educational outcomes across multilingual regions since independence. The study employed a qualitative research approach, analysing interviews with educators, policymakers, and community leaders from diverse linguistic backgrounds. Interviews revealed that the dominant use of Swahili in schools often marginalized other languages like Chichewa or Kinyarwanda, leading to significant learning disparities among students who did not speak Swahili fluently. Language policies need to be more inclusive and consider linguistic diversity in educational settings to enhance equitable outcomes. Educators should incorporate local languages into the curriculum where possible, while policymakers must develop language policy frameworks that promote multilingual education effectively.

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

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