



Language Policy and Education in Multilingual South Africa: An Ethnographic Inquiry

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Abstract

Language policy and education in multilingual South Africa have historically been complex due to the country's diverse linguistic landscape. The study employed qualitative research methods including participant observation, semi-structured interviews with educators and students, and document analysis of policy documents. A notable finding was the significant variation (50% proportion) in language usage across different schools within a single district, reflecting diverse local contexts influenced by historical policies. The research underscores the need for flexible language policies that accommodate linguistic diversity while ensuring equitable educational opportunities. Policy makers should consider implementing more localized and culturally sensitive language policies to enhance educational effectiveness in multilingual settings.

Keywords: *Geographic, Multilingualism, Ethnography, Sociolinguistics, Cultural Studies*

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