



Language Policy and Education Outcomes in Multilingual Uganda

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Abstract

Language policies play a critical role in education outcomes in multilingual African contexts, particularly in Uganda where multiple languages are used for instruction and learning. The research employed a mixed-methods approach, combining quantitative surveys with qualitative interviews to explore perceptions and experiences related to language policies within Ugandan schools. A significant proportion (65%) of students reported difficulties understanding the dominant teaching language in their classrooms, leading to lower academic performance compared to those who speak the primary language at home. Language policy has a substantial impact on educational outcomes in Uganda, with disparities evident between different linguistic groups and regions. Implementing inclusive language policies that recognise multiple languages as valid teaching tools could improve student engagement and academic success.

Keywords: *Multilingualism, Bilingual Education, Heritage Languages, Language Shift, Sociolinguistics, Ethnography, Pedagogy*

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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