Language Policies and Educational Outcomes in Multilingual African States: A Theoretical Framework

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Abstract

Language policies in multilingual African states often aim to balance linguistic diversity with educational needs. In Egypt, for instance, the government has implemented bilingual education programmes where Arabic and English are used as primary languages of instruction. The study employs a qualitative analysis approach to examine existing literature and expert opinions on language policy implementation and its impact on student performance in multilingual contexts. The theoretical framework highlights the complex interplay between language policy and educational success in multilingual settings, emphasising the need for tailored approaches to support diverse linguistic communities effectively. Educators and policymakers should consider adopting a more nuanced approach that incorporates students' native languages into curricula to enhance learning outcomes across multilingual African states.

ABSTRACT-ONLY PUBLICATION

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