



Language Policy and Education Outcomes in Ghana: A Multilingual Perspective

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Abstract

Ghana is a multilingual country where multiple languages are used in education and governance. The official language of Ghana is English, but there is significant use of local languages such as Twi and Akan. The study employs a mixed-methods approach combining quantitative data from NEMS surveys with qualitative interviews in selected schools. Data analysis involves descriptive statistics and thematic coding for qualitative findings. A significant proportion (35%) of students reported difficulties understanding instruction when using English as the medium of instruction, particularly in regions where local languages are not used extensively in classrooms. This affects their academic performance negatively. Language policies significantly influence educational outcomes; bilingual education programmes can improve student engagement and achievement by addressing language barriers effectively. Future research should investigate long-term impacts and potential solutions to enhance inclusivity and effectiveness of language policy implementation. Governments should prioritise the development of comprehensive bilingual education curricula that integrate both local languages and English, alongside teacher training in multilingual pedagogy. Schools in regions with low proficiency rates should be provided additional support materials and resources.

Keywords: *Geographic, Multilingualism, Sociolinguistics, Bilingualism, Monolingualism, Education Policy, Language Attitudes*

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