



Language Policy Impacts on Educational Outcomes in Multilingual Equatorial Guinea: A Mixed-Methods Inquiry

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Abstract

Multilingualism is a common feature in African states, including Equatorial Guinea, where multiple languages coexist within its diverse society. We employed mixed-methods approach combining survey data with ethnographic observations to assess the impact of language policy on education across different linguistic groups in Equatorial Guinea. Our analysis revealed that while English remains a dominant medium of instruction, there is significant variance in student performance based on proficiency levels in local languages such as Bubi and Fang. The findings suggest that enhancing bilingual education programmes could improve educational outcomes for students from minority linguistic groups. Policy-makers should consider developing more comprehensive language integration strategies to support multilingual educational environments effectively.

Keywords: *Multilingualism, Equatorial Guinea, Sociolinguistics, Qualitative Research, Quantitative Research, Mixed-Methods Design, Heritage Languages*

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