



# Language Policy and Educational Outcomes in Ghanaian Multilingual Contexts: A Qualitative Exploration

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## Abstract

Language policies in Ghana have been influenced by historical colonial legacies and contemporary socio-economic factors, leading to complex multilingual educational contexts. Qualitative data were collected through participant observation and semi-structured interviews with educators, students, and community leaders. Data analysis involved thematic coding and cross-case comparative synthesis. Interviews revealed that while some schools implement bilingual education successfully, others struggle due to resource constraints and teacher proficiency issues, particularly in less dominant languages like Ewe or Ga. The qualitative findings suggest a nuanced understanding of language policy impacts on educational success, highlighting the need for tailored support programmes in multilingual settings. Educational policymakers should prioritise professional development for teachers in minority languages and allocate resources to ensure equitable bilingual education implementation.

**Keywords:** *Multilingualism, Linguistic Rights, Ethnography, Sociolinguistics, Bilingual Education, Heritage Languages, Community Engagement*

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