



Language Policy Implications in Equatorial Guinea's Multilingual Educational Landscape

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Abstract

Language policy in Equatorial Guinea's education system is a critical aspect of its multicultural society, where multiple indigenous languages and Spanish coexist. The review synthesizes existing literature on language policy implementation in Equatorial Guinea's education sector. A key finding is the mixed results of language immersion programmes, with some schools showing improved academic performance while others struggle with linguistic diversity challenges. While language policies aim to promote inclusivity and educational equity, their effectiveness varies widely across different schools in the region. Future research should focus on evaluating the long-term impact of various language teaching approaches and consider cultural adaptation strategies for diverse student populations.

Keywords: *Equatorial, Bilingualism, Multilingualism, Linguistic, Policy Analysis, Ethnography, Discourse Analysis*

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