



Language Policy Impacts on Education Outcomes in Senegal: A Mixed Methods Inquiry

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Abstract

Language policies in Senegal have been a subject of debate due to the country's multilingual nature and the need for effective educational outcomes. A mixed-methods approach combining surveys with in-depth interviews was employed to gather data from educators, students, and parents across Senegal's diverse linguistic landscape. Findings indicate that a balanced bilingual education model is positively correlated with improved academic performance among primary school students. The study concludes that language policies should prioritise multilingual educational curricula to enhance learning outcomes in multilingual African contexts. Recommendations include the implementation of more comprehensive language training for educators and the development of bilingual education programmes across Senegal's regions.

Keywords: *African Geography, Multilingualism, Methodology, Quantitative Analysis, Qualitative Research, Sociolinguistics, Discourse Analysis*

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