



# Language Policy and Education Outcomes in Multilingual Senegal: A Mixed-Methods Inquiry

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## Abstract

Language policy plays a critical role in education outcomes in multilingual African contexts, particularly in Senegal where multiple languages are spoken and used for instruction. A mixed-methods approach combining quantitative surveys with qualitative interviews was employed to gather comprehensive data on language use, educational engagement, and student achievement. Quantitative analysis revealed that students who predominantly used their primary language at school had a higher likelihood of passing exams (75% compared to 60%). The findings suggest that promoting the use of local languages in education can enhance academic performance, thereby improving educational outcomes for all linguistic groups. Educational institutions should implement bilingual or multilingual teaching methods to support students who are not fluent in the primary language of instruction.

**Keywords:** *Multilingualism, Education Policy, Qualitative Research, Quantitative Analysis, Discourse Analysis, Sociolinguistics, Ethnography*

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