Language Policy and Education Dynamics in Multilingual Ghana: A Theoretical Framework

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Abstract

Language policy in Ghana reflects its multilingual nature, characterized by over a dozen indigenous languages alongside English and some African languages. The educational system has been shaped to accommodate these linguistic differences, though challenges remain. A critical review of existing literature on language policy and education in Ghana will be employed to develop our theoretical framework. This approach involves synthesizing data from various sources including government documents, academic studies, and ethnographic research. This theoretical framework provides a nuanced understanding of how language policy influences educational practices and outcomes in Ghana's multilingual setting. It highlights areas for improvement and suggests potential solutions. Future research should focus on evaluating the effectiveness of current bilingual education programmes, particularly in under-resourced regions, to inform more equitable language policies.

Keywords: *Multilingualism, Sub-Saharan, Ethnography, Discourse Analysis, Critical Pedagogy, Linguistic Relativity, Bilingual Education*

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