



Language Policy Framework and Education Outcomes in Libyan Multilingual Contexts

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Abstract

In Libya, where multiple languages coexist, language policies have played a significant role in shaping educational outcomes. This article employs qualitative research methods to explore the interplay between linguistic policies and educational success, focusing on Libyan schools. This theoretical framework provides a comprehensive understanding of how language policies can enhance or hinder educational success in multilingual settings. Educational policymakers should prioritise bilingual education programmes to ensure equitable learning outcomes for all students, particularly those from minority linguistic backgrounds.

Keywords: *Libyan, Multilingualism, Sociolinguistics, Bilingualism, LanguageMarkets, DiscourseAnalysis, Ethnography*

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