



Language Policies and Educational Outcomes in Guinea: An Analytical Perspective in Multilingual African Contexts

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Abstract

Guinea is a multilingual African state where multiple languages are used in official contexts and education. An analytical approach using existing data on language use in schools and national census reports to assess the effectiveness of language policies. Language policies have contributed to more equitable educational opportunities but face challenges related to resource allocation and teacher training. Guinea should continue promoting multilingual education while prioritising investments in language teachers and materials for effective implementation of policy goals.

Keywords: *Guinean, multilingualism, pidginization, translanguaging, linguistic ecology, sociolinguistics, bilingual education*

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