



Language Policy and Education in Multilingual Senegal: A Theoretical Framework

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Abstract

Language policy in Senegal plays a crucial role in education, given its multilingual setting where Wolof, Pulaar, Serer, and Diola are also recognised languages alongside French. A qualitative content analysis of official language policy documents and secondary data from educational research studies. The theoretical framework highlights the challenges and opportunities in balancing linguistic diversity within Senegalese education systems. Future research should focus on longitudinal studies assessing long-term impacts of language policies on educational performance and student outcomes.

Keywords: *African Geography, Multilingualism, Ethnography, Discourse Analysis, Sociolinguistics, Heritage Languages, Education Policy*

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