



# **Multilingual Strategies in Primary Schools: An Analysis of Language Policy in Cameroon**

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## **Abstract**

In Cameroon, primary schools operate under a multilingual educational system, where instruction is predominantly in French or English, alongside local languages such as Fulfulde and Bantoid. The study employed a mixed-methods approach combining quantitative data from school records and qualitative interviews with teachers and parents to analyse policy compliance and student outcomes. A notable finding was that schools in urban areas were more likely to integrate local languages into the curriculum, whereas rural schools predominantly used French or English for instruction. The research underscores the need for a balanced language of instruction strategy that respects linguistic diversity while ensuring educational standards are maintained. Educators and policymakers should consider implementing a phased approach to gradually incorporate local languages into primary school curricula, guided by ongoing assessments of student performance and community feedback.

**Keywords:** *Multilingualism, Bantu, Tensions, Policies, Heritage Languages, Sociolinguistics, Intercultural Education*

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