



# **Multilingualism and Language of Instruction Policy in Cameroon's Primary Schools: A Comparative Study**

**Chantal Nguiffo<sup>1</sup>**

<sup>1</sup> Institute of Medical Research and Study of Medicinal Plants (IMPM)

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**Correspondence:** [cnguiffo@aol.com](mailto:cnguiffo@aol.com)

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## **Author notes**

*Chantal Nguiffo is affiliated with Institute of Medical Research and Study of Medicinal Plants (IMPM) and focuses on Education research in Africa.*

## **Abstract**

Multilingualism is prevalent in Cameroon's diverse communities, influencing language use in various settings including primary schools. Language of instruction policies are critical in ensuring educational equity and quality. A mixed-methods approach was employed, including a quantitative survey among educators and qualitative interviews with school principals. Data were analysed using thematic content analysis for both quantitative and qualitative data. The findings indicate that while 85% of schools use English as the primary language of instruction, there is significant variation in the inclusion of local languages, particularly in rural areas where this practice is less common. Despite challenges, Cameroon's educational policies recognise the importance of multilingual education and are gradually integrating it into curricula. Further research is needed to assess long-term effectiveness and equitable implementation. Educators should be provided with training on inclusive language use in classrooms, and policy makers should consider mandating bilingual instruction for all schools.

**Keywords:** *Multilingualism, Cameroon, Bilingual Education, Sociolinguistics, Language Policy Analysis, Educational Reform, Second-Language Acquisition*

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