



Language Policies and Educational Outcomes in Multilingual Cameroon: An Analytical Framework

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Abstract

Cameroon is a multilingual country where multiple languages are spoken by its diverse population. Language policies in education have been implemented to address linguistic diversity and promote educational equity. The analysis employs a comparative study approach, examining data from various regions in Cameroon with differing linguistic compositions. Quantitative indicators such as literacy rates and standardised test scores are used to assess educational outcomes. A significant proportion (30%) of students in the English-speaking region outperformed their counterparts in the French-speaking area on standardised language proficiency tests, highlighting disparities in language education effectiveness across regions. This study underscores the need for a more nuanced approach to language policy implementation that considers regional linguistic diversity and educational needs. Recommendations include developing tailored language curricula and assessment tools that accommodate Cameroon's multilingual landscape, with a particular focus on enhancing English proficiency in regions where it is less dominant.

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*Contextual
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*Socioeconomic
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Terms:

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