



Multilingual Policies and Language of Instruction in Primary Schools: A Theoretical Framework for Cameroon Context

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Abstract

Multilingual policies and language of instruction in primary schools are crucial for inclusive education in Cameroon's diverse linguistic environment. Not applicable as this is a theoretical framework article. Theoretical insights underscore the need for tailored multilingual policies to enhance educational equity and effectiveness in Cameroon's primary schools. Policy makers should consider implementing phased bilingual education programmes and monitoring student progress to optimise outcomes.

Keywords: *Cameroonian, Multilingualism, Bilingual Education, Sociolinguistics, Cultural Competence, Discourse Analysis, Ethnography*

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