



Language Policies and Multilingual Practices in Primary Schools of Cameroon: A Qualitative Study

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Abstract

In Cameroon, primary schools face challenges in implementing multilingual education policies that recognise the country's linguistic diversity. A qualitative study employing semi-structured interviews with educators, administrators, and parents to understand current LOMIS implementation and challenges. Interviews revealed that while some schools integrate local languages effectively, others struggle with resources and teacher training. Current language policies lack comprehensive support structures for effective multilingual education in primary schools. Develop and implement robust professional development programmes for teachers on LOMIS implementation and advocate for increased funding to enhance educational materials availability in local languages.

Keywords: *Cameroon, Multilingualism, Linguistic Diversity, Methodology, Ethnography, Discourse Analysis, Cultural Pluralism*

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