

HUITIEME  
NUMERO DE LA  
REVUE AFRICAINE  
DES LETTRES, DES  
SCIENCES



KURUKAN FUGA  
VOL : 2-N°8  
DECEMBRE 2023



ISSN : 1987-1465

Website : <http://revue-kurukanfuga.net>

E-mail : [revuekurukanfuga2021@gmail.com](mailto:revuekurukanfuga2021@gmail.com)

VOL : 2-N°8 DECEMBRE 2023

Bamako, Décembre 2023

# KURUKAN FUGA

La Revue Africaine des Lettres, des Sciences Humaines et Sociales

ISSN : 1987-1465

E-mail : [revuekurukanfuga2021@gmail.com](mailto:revuekurukanfuga2021@gmail.com)

Website : <http://revue-kurukanfuga.net>

## Links of indexation of African Journal Kurukan Fuga

Copernicus	Mir@bel	CrossRef
		
<a href="https://journals.indexcopernicus.com/search/details?id=129385&amp;lang=ru">https://journals.indexcopernicus.com/search/details?id=129385&amp;lang=ru</a>	<a href="https://reseau-mirabel.info/revue/19507/Kurukan-Fuga">https://reseau-mirabel.info/revue/19507/Kurukan-Fuga</a>	<a href="https://doi.org/10.62197/udls">https://doi.org/10.62197/udls</a>

### Directeur de Publication

- Prof. MINKAILOU Mohamed (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

### Rédacteur en Chef

- Prof. COULIBALY Aboubacar Sidiki (*Université des Lettres et des Sciences Humaines de Bamako, Mali*) -

### Rédacteur en Chef Adjoint

- SANGHO Ousmane, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

### Comité de Rédaction et de Lecture

- SILUE Lèfara, **Maitre de Conférences**, (Félix Houphouët-Boigny Université, Côte d'Ivoire)
- KEITA Fatoumata, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)
- KONE N'Bégué, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)
- DIA Mamadou, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)
- DICKO Bréma Ely, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)
- TANDJIGORA Fodié, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

- *TOURE Boureima, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *CAMARA Ichaka, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *OUOLOGUEM Belco, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)*
- *MAIGA Abida Aboubacrine, Maitre-Assistant (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *DIALLO Issa, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *KONE André, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *DIARRA Modibo, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *MAIGA Aboubacar, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *DEMBELE Afou, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *Prof. BARAZI Ismaila Zangou (Université des Lettres et des Sciences Humaines de Bamako, Mali)*
- *Prof. N'GUESSAN Kouadio Germain (Université Félix Houphouët Boigny)*
- *Prof. GUEYE Mamadou (Université des Lettres et des Sciences Humaines de Bamako)*
- *Prof. TRAORE Samba (Université Gaston Berger de Saint Louis)*
- *Prof. DEMBELE Mamadou Lamine (Université des Sciences politiques et juridiques de Bamako, Mali)*
- *Prof. CAMARA Bakary, (Université des Sciences politiques et juridiques de Bamako, Mali)*
- *SAMAKE Ahmed, Maitre-Assistant (Université des Sciences politiques et juridiques de Bamako, Mali)*
- *BALLO Abdou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*
- *Prof. FANE Siaka (Université des Sciences Sociales et de Gestion de Bamako, Mali)*
- *DIAWARA Hamidou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*
- *TRAORE Hamadoun, Maitre-de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*
- *BORE El Hadji Ousmane Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*

- KEITA Issa Makan, **Maitre-de Conférences** (*Université des Sciences politiques et juridiques de Bamako, Mali*)
- KODIO Aldiouma, **Maitre de Conférences** (*Université des Lettres et des Sciences Humaines de Bamako*)
- Dr SAMAKE Adama (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)
- Dr ANATE Germaine Kouméalo, CEROCÉ, Lomé, Togo
- Dr Fernand NOUWLIGBETO, Université d'Abomey-Calavi, Bénin
- Dr GBAGUIDI Célestin, Université d'Abomey-Calavi, Bénin
- Dr NONOA Koku Gnatola, Université du Luxembourg
- Dr SORO, Ngolo Aboudou, Université Alassane Ouattara, Bouaké
- Dr Yacine Badian Kouyaté, Stanford University, USA
- Dr TAMARI Tal, IMAF Instituts des Mondes Africains.

### **Comité Scientifique**

- Prof. AZASU Kwakuvi (*University of Education Winneba, Ghana*)
- Prof. ADEDUN Emmanuel (*University of Lagos, Nigeria*)
- Prof. SAMAKE Macki, (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)
- Prof. DIALLO Samba (*Université des Sciences Sociales et de Gestion de Bamako, Mali*)
- Prof. TRAORE Idrissa Soïba, (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)
- Prof. J.Y. Sekyi Baidoo (*University of Education Winneba, Ghana*)
- Prof. Mawutor Avoke (*University of Education Winneba, Ghana*)
- Prof. COULIBALY Adama (*Université Félix Houphouët Boigny, RCI*)
- Prof. COULIBALY Daouda (*Université Alassane Ouattara, RCI*)
- Prof. LOUMMOU Khadija (*Université Sidi Mohamed Ben Abdallah de Fès, Maroc.*)
- Prof. LOUMMOU Naima (*Université Sidi Mohamed Ben Abdallah de Fès, Maroc.*)
- Prof. SISSOKO Moussa (*Ecole Normale supérieure de Bamako, Mali*)
- Prof. CAMARA Brahim (*Université des Lettres et des Sciences Humaines de Bamako*)
- Prof. KAMARA Oumar (*Université des Lettres et des Sciences Humaines de Bamako*)
- Prof. DIENG Gorgui (*Université Cheikh Anta Diop de Dakar, Sénégal*)
- Prof. AROUBOUNA Abdoukadi Idrissa (*Institut Cheick Zayed de Bamako*)
- Prof. John F. Wiredu, *University of Ghana, Legon-Accra (Ghana)*
- Prof. Akwasi Asabere-Ameyaw, *Methodist University College Ghana, Accra*
- Prof. Cosmas W.K. Mereku, *University of Education, Winneba*

- Prof. MEITE Méké, Université Félix Houphouet Boigny
- Prof. KOLAWOLE Raheem, University of Education, Winneba
- Prof. KONE Issiaka, Université Jean Lorougnon Guédé de Daloa
- Prof. ESSIZEWA Essowè Komlan, Université de Lomé, Togo
- Prof. OKRI Pascal Tossou, Université d'Abomey-Calavi, Bénin
- Prof. LEBDAI Benaouda, Le Mans Université, France
- Prof. Mahamadou SIDIBE, Université des Lettres et des Sciences Humaines de Bamako
- Prof. KAMATE André Banhouman, Université Félix Houphouet Boigny, Abidjan
- Prof. TRAORE Amadou, Université de Segou-Mali
- Prof. BALLO Siaka, (*Université des Sciences Sociales et de Gestion de Bamako, Mali*)



## TABLE OF CONTENTS

**Sidy Lamine BAGAYOKO, Tiemoko TRAORÉ,**  
**PROCESS OF NATIONALISING COMMUNITY SCHOOLS IN MALI .....pp. 01 – 12**

**Fatoumata Camara, Almamy Sylla, N’gna Traoré,**  
**LES DONATIONS FONCIÈRES, UNE NOUVELLE PRATIQUE DE CADEAUX DE MARIAGE ET SES DYNAMIQUES ÉMANCIPATRICES DES FEMMES À BAMAKO ET SES ENVIRONS .....pp. 13 – 33**

**Kaba KEITA,**  
**LE POUVOIR AU FEMININ : COMPRENDRE LES BLOCAGES DE L'ASCENSION POLITIQUE DES FEMMES AU ROYAUME-UNI.....pp. 34 – 46**

**Issiaka DIARRA, Adama COLIBALY, Sory Ibrahima KEITA,**  
**UNE ANALYSE DES FORCES ET FAIBLESSES DES VARIANTES DE LA CHARTE DE KURUKAN FUGA .....pp. 47 – 76**

**Bréhima Chaka TRAORE, Moussa COULIBALY, Lamine Boubakar TRAORE,**  
**PERCEPTION DES OFFRES DE SOIN LORS DU TRAITEMENT DE LA FRACTURE DES OS A BAMAKO .....pp. 77 – 87**

**Inoussa GUIRE,**  
**LES MECANISMES DE CREATIONS LEXICALES PAR DERIVATION EN KOROMFE, VARIANTE D’ARBINDA ..... pp. 88 – 102**

**Yacouba M COULIBALY, Mamadou Gustave TRAORE, Fousseyni DOUMBIA**  
**LA PROBLEMATIQUE DE L’APPLICATION DE LA CHARTE AFRICAINE DES DROITS ET DU BIEN-ETRE DE L’ENFANT DANS L’ORDRE JURIDIQUE INTERNE..... pp. 103 – 117**

**Zakaria COULIBALY,**  
**HUMAN RIGHTS ISSUES IN TRADITIONAL AFRICA VERSUS BLACKS’ CIVIL RIGHTS IN CONTEMPORARY AMERICA: A READING OF THE STORY OF OLAUDAH EQUIANO ..... pp. 118 – 125**

**Daouda KONE, Souleymane TOGOLA, David KODIO,**  
**PROMOTION OF FORMAL EDUCATION IN NATIONAL LANGUAGES IN MALI TO STRENGTHEN THE INTELLIGENCE OF CHILDREN AT SCHOOL .....pp. 126 – 137**

**Pierre TOGO,**  
**LE MECANISME DE FUSION-ABSORPTION DES SOCIETES COMMERCIALES AU REGARD DU DROIT OHADA .....pp. 138 – 150**

**SEKOU TOURE,**  
**DEFINING THE CHARACTERISTICS OF THE BYRONIC HERO IN THE CONTEXT OF ROMANTICISM.....pp. 151 – 161**

**Zakaria BEINE, GUIRAYO Jérémie, Mahamat Foudda DJOURAB,**

**LE TCHAD, ENTRE GUERRES CLASSIQUE ET ASYMETRIQUE, ET LA  
DIFFICILE QUETE DE LA CONSTRUCTION D'UN ETAT-NATION.....pp. 162 – 173**

**Sidiki DAO,  
A POSTCOLONIAL READING OF THE RELATIONSHIPS BETWEEN THE  
BRITISH COLONIZER AND THE COLONIZED IN RUDYARD KIPLING'S *KIM*  
AND E. M. FORSTER'S *A PASSAGE TO INDIA*..... pp. 174 – 182**

**Ibrahim Sory KABA,  
L'ART DE L'AUTOBIOGRAPHIE DANS LES JOURS DE TAHA HOUSSEINE ET  
DANS L'ENFANT NOIR DE CAMARA LAYE ..... pp. 183 – 201**

**Adama TRAORÉ,  
LA TERMINOLOGIE DU SYSTÈME INFORMATIQUE EN BAMANANKAN,  
LANGUE MANDINGUE DU MALI..... pp. 202 – 211**

**Dr Kadidiatou TOURE, Dr Zakaria NOUNTA,  
LA MÉTHODOLOGIE DE CONCEPTION DE LA FICHE DE TRANSFERT DE  
COMPETENCES L1-L2 ..... pp. 212 – 222**

**Lacina YEO,  
HOUPHOUET-BOIGNY ET L'ALLEMAGNE ..... pp. 223 – 234**

**Moussa CISSE,  
*SANANKUNYA* AU MALI ,UNE STRATEGIE TRADITIONNELLE  
D'INTEGRATION ET DE STABILITE SOCIALE ..... pp. 235– 246**



Vol. 2, N°8, pp. 126 – 137, Décembre 2023  
Copy©right 2022 / licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/)  
Author(s) retain the copyright of this article  
ISSN : 1987-1465  
DOI : <https://doi.org/10.62197/JPOV8181>  
Indexation : Copernicus, CrossRef, Mir@bel  
Email : [RevueKurukanFuga2021@gmail.com](mailto:RevueKurukanFuga2021@gmail.com)  
Site : <https://revue-kurukanfuga.net>

*La Revue Africaine des  
Lettres, des Sciences  
Humaines et Sociales  
KURUKAN FUGA*

## PROMOTION OF FORMAL EDUCATION IN NATIONAL LANGUAGES IN MALI TO STRENGTHEN THE INTELLIGENCE OF CHILDREN AT SCHOOL

<sup>1</sup>Dr Daouda Koné, <sup>2</sup>Dr Souleymane Togola, <sup>3</sup>Dr David Kodio

<sup>1</sup> *Faculté des Lettres, des Langues et des Sciences du Langage (FLSL)– ULSHB*  
Email : [Dakone17@yahoo.com](mailto:Dakone17@yahoo.com)

<sup>2</sup> *Faculté des Lettres, des Langues et des Sciences du Langage (FLSL), Email :*  
[Togolasouleymane068@gmail.com](mailto:Togolasouleymane068@gmail.com)

<sup>3</sup> *Faculté des Lettres, des Langues et des Sciences du Langage (FLSL), Email :*  
[david\\_ko\\_dio@hotmail.fr](mailto:david_ko_dio@hotmail.fr)

DOI : 10.5281/zenodo.10449489

Indexation : Copernicus

### Résumé

La politique de reconstruction de l'éducation nationale prend une tournure assez emblématique au Mali en raison des mauvais résultats scolaires dans les écoles publiques. Le recadrage de cet échec scolaire nécessite l'inclusion d'une politique linguistique nouvelle et beaucoup plus forte. La politique scolaire classique basée uniquement sur le français en est une des causes. Pour vaincre cette énigme, la politique linguistique et éducative doit privilégier une dimension beaucoup plus technique et stratégique en liant la société à l'éducation. Cette technique passe par la langue de la société. La réorientation de la politique éducative et linguistique est un cadre qui facilite la promotion d'une éducation efficace au Mali. Ce travail explore la politique de mise en œuvre d'une éducation inclusive et efficace sur la base des valeurs sociétales et des héritages en s'appuyant sur les langues nationales. L'étude s'est appuyée sur la méthode qualitative. Les résultats indiquent que les politiques linguistiques et éducatives adoptées souffrent d'un manque de soutien financier et de suivi technique.

**Mots clés : Education, Implémentation, Langue, Politique, Promotion**

\*\*\*\*\*

### Abstract

The national education reconstruction policy takes on a rather emblematic atmosphere in Mali because of poor academic results in public schools. The reframing of this educational failure requires the inclusion of a new and much stronger linguistic policy. The classical education policy based solely on French is one of the causes. To defeat this conundrum, linguistic and educational policy must favor a much more technical and strategic dimension by linking society to education. This technique goes through the language of the society. The reorientation of the educational and linguistic policy is a framework that facilitates the promotion of an effective education in Mali. This work explores the implementation policy of an inclusive and effective education on the basis of societal values and heritages by relying on national languages. A qualitative approach was used to carry out the study. The results show that the linguistic and educational policies adopted suffers from a lack of financial support and technical follow-up.



**Cite This Article As : Kone, D., Togola, S., Kodio, D. (2023). Promotion of formal education in national languages in Mali to strengthen the intelligence of children at school 2(8) (<https://revue-kurukanfuga.net/> Promotion of formal education in national languages in Mali to strengthen the intelligence of children at school.pdf**

## **Introduction**

The Malian educational process is always the subject of debates related to the various obstacles related to the content imposed on children at school. The egocentrism of education is linked to the language of teaching and learning in school. The language of instruction is the horizontal tool of transmitting active and operational knowledge between learners. The choice of the language of instruction gives the image of a slowdown of the enrichment of knowledge at school. This pedagogical impact calls into question the exogenous language, mainly French, and its teaching and learning model at school. The basis of an effective education relies on a stimulating pedagogical action. A stimulating pedagogy must initiate learning methods based on the promotion of cultural and societal beliefs and social heritage instruments, starting with the introduction of the national language into the education system. The educational failure necessitates the change of paradigm in linguistic planning by establishing a connection between the learning languages to society. Learning is social when the language of education is linked to society.

Why do learning approaches fail to promote an emergent school in Mali? What strategy is possible for the revitalization of the Malian school? What is the role of the national language for the rotation of learning in Malian school spaces? What pedagogical approach can stabilize the Malian school? The objectives are to understand the failures of pedagogical approaches for the promotion of an emerging school in Mali. Know the effective strategy for revitalizing the Malian school. These questions are answered in these three parts. It is first answered in the literature review, then, in the methodological part and finally, in the discussion of the results.

### **1. Choice of Language of Education in Mali**

Learning takes place in a structural education system based on a language. In Mali, there are several learning models, namely formal learning in formal schools, non-formal learning in literacy centers and informal learning in social life. Each learning model takes place in a language of its own. This shows the coexistence of languages in Mali. This diversity of language and education destroys the level of learning in Mali, whatever the form of education. In the historical context, French is a foreign language and imposed on Malians. The official status of French is linked to colonization which is supposed to support formal education. The imposition of a foreign language in a developed and organized cultural space like Mali can negatively influence quality education. The promotion of a quality and competitive education is implicit with French as the means of basic education for children. French was chosen as the official language without taking into account the cultural and social aspects of Mali

The influence of this language on the daily communication chain remains minimal compared to other local languages. This lack of communication has a negative impact on the Malian school. Informal learning is much more in demand than formal and non-formal learning in Mali. This practice of transmitting knowledge is done in a common language to all. The

balance and stability of the learners' level comes from the language used for teaching. French has not been able to build this balance of education in Mali from independence to the present day. It is because of this educational gap that the Malian language policy considered adopting an innovation of the educational framework for the aspiration of the given population. It was a question of strengthening national education in a dynamic way. The revitalization of education had to be held in a familiar and inspiring language. Inspiration stimulates intelligence and learning ability.

Over time, Mali adopted various pedagogical approaches intended to solve the problem of the low language skills among students in public schools. This policy aimed at inserting and promoting the socio-cultural learning model using the languages of aspiration and inspiration of learners. The language of inspiration, expectation and aspiration of a group of people is the one they speak and use to discover the world in their childhood. The objective of this innovative policy was to promote those languages which are local or mother tongues in the education system. M. L. Haïdara (2000, p. 49) "In Mali, the use of national languages, implicit in the 1962 reform, had its first application in 1979 with Bambara as the language of instruction. Later, at the start of the academic year in October 1982, Fulani, Songhay and Tamasheq were also used". Language policy tended to uplift social and cultural values with a new dynamic and educational proportion. Historically, language policy is a language theory that examines, studies and proposes a language teaching plan based on the existing languages and cultures in a given area. This theory aims at supporting, classifying and prioritizing local languages with the intention of energizing and valuing them in the system of heritage defense and acquisition of formal knowledge in schools.

It intervenes most of the cases in a multilingual environment not only to stratify the local languages but also to codify them for a teaching of acquisition of knowledge. Mali has benefited for some time from this language policy with the aspiration to favor local languages. This language policy always goes through a legislative process before its adoption to give a special status to the languages. The aim is to give the national status to a number of local languages. This language policy attributes a national status to many local Malian languages, starting with Bambara, Fulfulde and Songhay. This national status is different from the official status. The official status designates the state language on which Mali relies on exchanging with the international community, exercise its constitutional right and impose its regional power. Consequently, the objective of the Malian linguistic policy was to revalorize, preserve, promote and maintain the national languages and cultures of the country to support the French language in its official exercise.

This posture of national languages changes due to the failure of French in the education system. K. Gacheche (2010, p. 3) points out that "learners who understand the language they are instructed in are more likely to engage meaningfully with content, question what they do not understand and even enjoy the challenge of new things". The establishment of an inclusive and competitive education seems necessary in order to revitalize school. Language planning policy has adopted differential learning approaches after societal values as stimulating means of learning. The assimilation and accommodation of learning is easier in the language of the

learner than in another language which learns it passively. The policy aimed at establishing the active and operational learning in school spaces in Mali.

### **1.1. Historical Aspect of Learning Approaches**

Malian national education has experienced innovative orientations by aiming at forming upstream qualitative learning. Educational orientation and reform began in 1962. This desire for reform focused on certain priority aspects, which are the emergence, decentralization, production, modernization and revitalization of a Malian school. These educational aspirations have been at the heart of the reform of the education system in Mali. In principle, education policy needs to respond to the needs of society. Educational and linguistic policies have undergone successive and different variations over the years with the aim of restoring the expected learning to raise the level of quality of learners in schools. The adequacy of more effective learning lies in a pedagogical, equitable and promising approach. Faced with the qualitative and quantitative failure of the classic approach which prioritized French as the only acquisition and learning tool, the Malian educational and linguistic policy wanted to insert a reorientation of learning approaches in schools.

The reorientation of the pedagogical and linguistic approach aimed at taking advantage from the introduction and maintenance of societal culture in the school to motivate students. To achieve these objectives, Malian education has undergone several attempts at the pedagogical modification. The reorientation had to be based on cultures and societal entities across languages. This was one of the causes of the recognition of certain national languages. S. Kané (2000, p. 66) “the Malian experience in the field of use of national languages in the formal school system began with the experimental classes in 1979 to lead to what we have agreed to call today schools with convergent pedagogy (PC)”. It was a question of reviewing the social position of a language, its dominance and its weakness in terms of daily communication before adopting and equipping them linguistically. The instrumentalization of a language consists in materializing the language by scientific and linguistic forms, namely the identification of an alphabetical and graphic form of learning.

This linguistic study facilitates the integration of national languages into the Malian education system. Each course sets a specific goal to achieve. It is according to the defined objectives that the learning processes are created to facilitate the acquisition of educational expectations. M. Sardeshpande (2020, p. 3852), sustains that “language plays a very important role in human life. It is the light of mind. It shapes thoughts and emotions and determines one’s perception of reality. Language is the road map of a culture”. Malian education has experimented with several learning models in national languages, including the dominant language of the country. The dominant language of Mali is Bambara. Learning approaches such as the experimental approach, the convergent approach, the ten-year program for the development of education and culture, the new school by the curriculum by skills have all been tested for the quest for a dynamic and independent school. This reform policy is still paralyzed without the expected success.

## **2. Self-Learning Policy**

Education is an active assimilation and an accommodation allowing a given person to develop his intelligence capacities, performances and skills through his environment and society. The learning chain is built in a basic way on the basis of the learner's assimilation to others. Learning is the discovery of unknown knowledge and intelligence by a learner. It is about establishing and creating a mental development in the behavior of a person devoid of intellectual and sensitive capacity. A. Marjan (2018, p. 9) considers in his thesis that "learning is a process by which the learner builds his knowledge through reflection and the discovery of solutions, using the tools and means that the teacher-accompanist provides him; but also through interactions with his peers and his teacher". Moreover, it is a process of assimilation, understanding, construction and application of new knowledge, and a process during which the learner understands the mechanisms of problem solving by applying them correctly according to his needs.

Each pedagogical model has the objective and mission of implementing means of lifelong learning allowing students to discover knowledge in the places of learning. Learning must establish effective automatism. The basis of active and functional education is automatism. This automatism is the sign of an implementation of metacognition which is procreated through a metacognitive model. Self-learning is an action of personal reflection, discovery and creativity in the face of a phenomenon. It is about gaining active awareness while avoiding passive awareness during learning. French being the official language in schools does not reach to develop these practical skills and functional experiences in learners.

Self-learning is one of the forms of metacognition that relies on early learning of the learner's innate language to facilitate their intellectual development. Basic learning is the acquisition of the culture and history of a given group of individuals. Since independence, the Malian school has sought quality, which is always in danger with French as a legal medium of education. One of the basic elements of learning is the motivation and enthusiasm that learners have for the language of learning. W. Bastien (2011, p. 3) maintains that "metacognition allows the study of behaviors specific to humans and which go beyond the divisions that may exist between cognitive, motivational or psychodynamic approaches". Malian education lacks these traits of automatism. Education, in this context, requires a psycholinguistic analysis in relation to pedagogical approaches for the transmission of know-how and interpersonal skills at school. Education must interact with society. A. Kioko, *et al*, (2008, p. 10) state that

The use of Africa languages in school can be good for the teacher as well, particularly where the teacher speaks the local language well. Teacher fluency in the language of instruction makes the teaching experience more natural and less stressful, and a low level of fluency in the international language is not as important for the teacher to be able to obtain successful learning outcomes.

Learning, language and society are undeniable and interconnected. Therefore, the national language has an essential role for the psychological and mental control of the learner. It is difficult for the learner to mobilize and build their strategies and skills when their learning tool is based on an unknown language. Metacognition reflects on the implementation of a personal process of active learning of strategies, knowledge and skills. These mobilizations and knowledge exercises are possible when the learner shares the same communication tool as his

company. An articulation between society and school is necessary to remove this obstacle to the acquisition of competitive and active skills. The objective is to implement a socio-constructivist learning model in Mali.

### **2.1. Learning with Society**

The cultural development of the child appears for the first time from his surroundings and his environment. Social influence is an important point for the foundation of the child's intellectual balance. In Mali, passive learning is the take-off and the starting point for the acquisition of knowledge, know-how and interpersonal skills at school. French is the driving force behind this acquisition model in formal schools. In this context, the children have a double task to overcome in order to reach his requirements. They seek to identify the letters, syllables, morphemes, sounds, graphemes, words and syntaxes of a language they do not know and understand. They learn to build and structure words in a coherent and compressible way.

Completing these tasks is difficult for children due to the lack of interaction of the language of instruction and learning. Pupils are not in contact with French in the environment where they live. P. Katherine and K. Ed (2009, p. 241) "constructivist teaching strategies and practices are the next important step in education reform. Constructivist teaching strategies have a great effect in the classroom both cognitively and socially for the student". An interactionist approach is sensible and necessary to connect the child and society. Interactionist perspectives emphasize socio-cultural learning. It is a question of developing the relational dimension of learning which none other than the socio-constructivist theory is. Learning the socio-cultural factors with the environment can easily lead to the growth of the child's intelligence and way of thinking. Learning based on social interaction can infuse and organize the cognitive development of the learner. The national language is better placed to accomplish this learning at school. Learning based on the national language is more interpsychological than that of French in schools in Mali. The interaction of psychological development with learning is a tool of stimulation and encouragement. This stimulation comes from the national language and the mother tongue of the learner.

The involvement of society in learning is a mechanism that supports continuous, collaborative and sustainable learning. It seems more appropriate to conduct the cooperative learning at the basis of society and its everyday language. H. Adiza (2017, p. 5) "It has also been verified that schooling in the national language helps to facilitate access to school for some children and to reduce the repetition and dropout rates from the first years of schooling" Language is a code that the child decodes from childhood with the family, society and the teacher. These three resources must share the code of speech and exchange to organize and maintain the child's know-how and interpersonal skills. Retention and decoding of knowledge can be much easier in the national language than French in Mali. Sequential learning takes place interactively with society in the national language.

Bamanankan is used more in daily communication than French by Malians. This imminent influence of Bamanankan in communication impacts the maintenance of French in Mali in schools. The child creates and reinforces understanding of knowledge with peers and

teachers. Social constructivism is about fostering the social character of the interactions between the child and society. M. Fidèle (2005, p.1) defines that

Constructivism is an epistemological position that claims that a person develops his intelligence and builds his knowledge in action and in situation and by reflection on action and its results. The person apprehends and understands new situations through what they already know and modifies their previous knowledge in order to adapt to them. Each adaptation to a situation expands and enriches a person's network of prior knowledge, this continuous progression allowing him to manage increasingly complex situations.

The action develops through an intrapsychological mechanism of the learner. Intrapyschology is the inner competence of the child which is different from that of exterpyschology which refers to his entourage. This environment allows the learner to act and understand realities and situations using their intrapsychological capacity. Inner and prior thoughts are tools that quickly adapt to the concepts, realities and knowledge of society. The socialization of learning maintains the quality of training and creates significant motivation among the learners concerned. It is a form of education that encourages the integration of society into the construction of formal, informal and non-formal knowledge.

### **3. Methodology**

The discourse of reconstruction of the Malian school is on all sides of educational research. The resource of the school is the learner. The learner finds it difficult to adapt to pedagogical teaching methods and language policy. School activities have the privilege of softening the quality of learning in school spaces. The issues of promoting mass and quality education and the problem of the inadequacy of the education system have been one of the major challenges for the government and educational partners in Mali. In this respect, research tends to know the causes of the failure of competitiveness of the Malian school. It is a question of discovering the system of revitalization of Malian education in a sustainable way. The revitalization of the school requires effective pedagogical approaches. An exploratory survey is planned to discover this educational scourge in Mali. It makes it possible to examine the obstructions of Malian education, the existing relationship between the language of formal education, the social language and learners. It is following this exploratory research that an adequate and stimulating teaching model can be brought out to satisfy learners. The interview and field observation are the tools used to achieve expected results.

Language is an instrument used to facilitate social contacts and the transmission of social and cultural knowledge of a group of people. Beyond this cultural and social transmission, language is positioned as an instrument for structuring, programming and planning scientific and formal knowledge. In Mali, the use of the national language is informal and non-formal; while this language is closer to children and adults during daily communication. These social strata feel more comfortable communicating with the national language than in French. Students have problems with educational and language requirements in schools. Extra-curricular activities are more favored in terms of transmission of social and cultural knowledge in Mali.

The extra-curricular is nothing other than an informal transmission of societal and community knowledge and know-how. It is a model of traditional education devoid of constructive planning with a formal language of instruction in schools. This learning is done in the local language. This interactive and social acquisition is faster and more active than that of passive French. The learner integrates new situations on the basis of his prior knowledge. New situations arise from the prior knowledge of the child and learner. Thus, learners have the possibility of implementing inflectional and modifiable knowledge according to their intelligence and personal capacity stemming from the society which surrounds them. This personal intelligence and ability are characterized from the mother tongue. The survey covers certain linguistic and pedagogical aspects, namely pedagogical approaches in pre-schools, primary and secondary schools, and language policy in the official language and the national language.

One of the flexibilities of learning is assimilation. Learning on the basis of assimilation becomes a permanent habit over time which facilitates the construction of knowledge. It is a system of collecting vocabulary in a repetitive way with its entourage without pressure. The repetitive system of words can become an easy accommodation in children which allows them to spontaneously discover another knowledge. Accommodation is a common language practice that stabilizes learner knowledge. This mode of learning takes place most of the time in childhood in contact with the learner's family, society and environment. In Mali, the language used for the learning by assimilation model is the national language. The child is in direct contact with his language to discover the sensitive world and new situations. This social and family contact controls the take-off and intellectual development of the child. Thus, in Mali, the child lives with a social intelligence at the beginning of his growth before finding himself faced with a new discovery of structural and formal knowledge from school. This new discovery of know-how, manners and life skills takes place in a language unknown to the child and learner. The child adopts an intrapersonal flight from his first language, which does not have the same scientific and linguistic structure as the one he is about to discover. This passage of the brain visibly slows the evolution of second language learning.

The new learner has difficulty adapting explicitly to the notions of grammatical, morphological, phonological construction and syntactic structure of the second language, which is French. In addition, mathematical organization is difficult for new learners. Observations and interviews carried out in the field have shown how difficult it is for learners to do correct mathematics in French. The learner adopts a direct simulation of learning from the first language to the second language. This strategy threatens the quality of learning at school. It is important for the child to make an indirect learning simulation when faced with new situations. The establishment of this learning capacity is difficult because the child always refers to social and family knowledge to establish the second knowledge. The learner focuses on the notions of the first language to build French.

### **3.1. Results**

#### **Table : Learning By Simulation**

<b>Simulation of the National Language into French</b>		<b>Simulation of French into National Language</b>	
<b>Bambara Language</b>	<b>French</b>	<b>French</b>	<b>Bambara Language</b>
1	1 FCF	5 FCF	1
16	16 FCF	80 FCF	16
25	25 FCF	125 FCF	25
40	40 FCF	200 FCF	40
60	60 FCF	260 FCF	60
74	74 FCF	170 FCF	74

Education in French in schools is always the subject of an obstacle for the opening of the intelligence of learner. The children's prior knowledge network is further consolidated by the local language used in social spaces, namely in the family, in the street and even in schools. The child's first language is an instrument which he uses with friends, family and his environment to build his intelligence and deal with new situations and realities. The basic competence in communication is often interpersonal in the sense that the learner has the will to develop his own maturity of knowledge in order to learn from other new situations. In a multilingual space like Mali where Bambara remains the dominant language, it is difficult to establish a new linguistic repertoire immediately. In this table, children find it difficult to get by when it comes to monetary calculation in Fcf. The child first makes a direct simulation of Bambara to French to calculate the currency Franc.

To calculate a currency of 5fcf which corresponds to 1 in Bambara, he makes a down-to-earth calculation without dispersing his analytical intelligence to differentiate the concepts between these two languages, French and Bambara. It is after long studies that the child manages to establish an indirect simulation to make the difference between these two concepts of calculating money. Students come to better control this calculation right after university studies. This obstruction is due to French being the only language of instruction at school. This language does not manage to impose itself on the level of social and dominant communication in Mali. With an indirect simulation, the child seeks to know the correspondence of 170 F, 200F, 260 F, 125 F, 80 F and 5 F in Bambara. This adaptation is still a concern for many Malians, including intellectuals, personalities and adults. It is easy to calculate global numbers like 1000F, 20000F, 50000F and 1 million than that of silver coins like 15 F, 25F F, 60 F, 85 F and 90 F.



### 3.2. Discussion of the Results

The vision of implementation of sustainable education must create primary schools in each village called “every village, a school”. It is from there that the results experienced a decrease and an imbalance everywhere in Mali. The Malian State could not only afford to train so many teachers per village and recruit them to guarantee their paid positions. Given this lack of means, the State took note of putting an educational policy for the creation of community schools which the municipalities have the duty to direct, which also impacted the qualitative results of school. The degradation and weakness of the school began in these municipalities and spread throughout Mali. The villagers have always considered French as a non-future and exogenous language. They are always opposed to be taught on the basis of this language for the benefit of their mother tongue. There are many factors that influence the promotion of French and the acquisition of quality results and mass education in Mali. During the research, it is discovered that learners reject French and refuse to accept it as the main language of education in Mali. In schools, learners refer to the rules of their mother tongues to learn French. The local language has a permanent influence on French in terms of syntactic, grammatical and mathematical structuring. The basis of communication is grammar which is the study of the functions and rules of a given language.

Many primary and secondary school learners in Mali find it difficult to organize their ideas independently in French without the influence of the local language. In addition to this, the figures in Franc represent a huge problem for many Malians because of the Bambara which is the dominant of Mali. The results showed that the children do mathematics and accounting on the basis of the Bambara language instead of French. The new learner does a direct simulation of learning from the mother tongue to French. Learning must be done in indirect simulation without referring to the rules of the mother tongue to construct ideas in French. It is because of this weakness and the failures of teaching in French that the school has experienced pedagogical innovations by including the national languages, in particular Bambara. Many pedagogical approaches have emerged for school balance and for the implementation of a competitive school in Mali through the experimental approach, the convergent pedagogy approach, the competency-based approach and Sira approach in the national languages, especially Bambara. Despite everything, the school continues to experience unsatisfactory and disastrous results.

Research discovered that these pedagogical approaches did not achieve the expected and set objectives because of a lack of supportive policy. The introduction of Bambara as the language of instruction in school is a policy created for Bambara language learners. Each educational policy in the national language has failed in terms of promoting quality training in schools. The results showed that these adopted approaches have no end and do not constitute a continuum. The French is inserted into the training after four years of training in Bambara. As a result, the learner always faces the same problem of syntactic, grammatical and mathematical structuring. The teaching instrument is carried out only in French from 7<sup>th</sup> grade, 8<sup>th</sup> grade, and 9<sup>th</sup> grade, and up to specialization in universities, high schools and professional schools. So, learners lean on a new learning posture different from the basis which does not

give a quality result. The French inclusion policy is poorly established. This is why the school is still in a phase of total imbalance in Mali, especially in public schools.

### **Conclusion**

The education policy framework must have a commendable dimension that balances subject and object. The learner has to use his mother tongue to understand a new situation. The mother tongue is the permanent tool to install a stable and rich mind. A constant link is necessary between the new learner and the tool of instruction to better function the acquisition of a new situation and knowledge. French in education is an instrument that decolonizes the minds of learners and dissociates functional education in Mali. Teaching French promotes Western cultures and values and the French language. In Mali, basic education needs an embodiment and promotion of the ancestral, social, heritage and cultural values of Mali. Current education in Mali must be part of the empowerment of the school through national languages to promote societal values. In Mali, despite the diversity of pedagogical teaching approaches, the implementation of quality and mass education continues to creep at a snail's pace. All these approaches adopted from the classic approach to convergent and curricular pedagogy by skills, Malian education hardly plays the role it should play. These pedagogical approaches failed due to a lack of political support from the state and its partners, including Malian education decision-makers.

After numerous struggles against classical education, which relied solely on the teaching of French, Malian education policy turned towards the dynamics of integrating national languages as a means of education. None of these approaches adopted has been able to accentuate the Malian educational imbalance and raise the language skills and intellectual capacity of learners. Investigations have shown that one of the factors is linked to corruption within educational spaces. The Malian State only promotes educational and linguistic policy without financial support. Funding for education and language policy is exogenous. Donors and educational partners in Mali come from outside, in countries such as the United States, Canada, Switzerland, France and international organizations such as Unesco, USAID, Unicef and the World Bank. Funding from these organizations and countries is to train teachers and educational agents. These funds are diverted, which threatens the promotion of pedagogical approaches.

The Malian school revitalization policy needs strict monitoring by the State, educational partners, Malian education donors and national educators in an intransigent manner. It is on this basis that the national language in education can achieve its quality score in schools. A support policy is the only guarantee of revitalizing the Malian school on the basis of pedagogical approaches in the national language. The pedagogical approach favorable to the stabilization of Malian education is the socio-constructivist approach in the national language. It is an approach that links society, family and environment to education. This approach gives learners an opportunity to acquire knowledge wherever they go, at school with teachers and at home with parents. It is important that society be involved in the process of revitalization, empowerment, revitalization and enhancement of a national education. The pedagogical approach in the national language is meaningful and stimulating for learners.

### **BIBLIOGRAPHY**

ADIZA Hima, 2017, « Intérêt et importance des langues nationales dans l'enseignement », *symposium sur les perceptions mutuelles afro-arabes dans les programmes scolaires*, p.1-8.

BASTIEN Wagener, 2011, *Développement et transmission de la métacognition*, Université d'Angers, France.

FIDELLE Medzo, 2005, « le socioconstructivisme, un cadre de référence pour un curriculum par compétences », *curriculum de la formation générale de base*, p.1-14.

GACHEHCE Kagure, 2010, “Challenges in Implementing a Mother Tongue-Based Language in Education Policy: Policy and Practice in Kenya”, *Polis Journal*, Vol. 4, p. 1-45.

HAIDARA Mamadou Lamine, 2000, « Introduction des langues nationales dans L'enseignement attitude des maitres de Bamako », *Nordic Journal of African Studies*, 9(3): p. 49-65.

KANE Soumana, 2000, « Manuels utilisés dans L'enseignement de la langue dans les écoles à pédagogie convergente : disponibilité et utilisation », *Nordic Journal of African Studies*, 9 (3), p. 66-79.

KATHERINE C Powell and ED. Cody KALINA, 2009, “Cognitive and Social Constructivism: Developing Tools for an Effective Classroom” , *Florida Atlantic University*, Vol. 130 No. 2, p. 241-250.

KIOKO Angelina, MUTIGA Jayne, MUTHWII Margaret, SCHROEDER Leila, INYEGA Hellen and TRUDELL Barbara, 2008, *Language and education in Africa Answering the questions*, A production of the Multilingual Education Network of Eastern Africa, United States International University.

MARJAN Alipour, 2018, *Approche socioconstructiviste pour l'enseignement-apprentissage du lexique spécialisé : apport du corpus dans la conception d'activités lexicales*. Université de Montréal, Canada.

SARDESHPANDE Manjushree, 2020, “Role of Language in Education”, *Journal of Critical Reviews*, Vol 7, pp. 3852-3859.