TRANSFER OF LANGUAGE SKILLS FROM THE BAMBARA LANGUAGE TO THE FRENCH LANGUAGE: SOME PROBLEMS OF GRAMMATICAL STRUCTURES

Dr. DAOUDA KONE

Enseignant- Vacataire, Université des Lettres et Sciences Humaines de Bamako (ULSHB)

M. LIGBET FRANCK WILFRIED DAPLEY

Doctorant, Université Alassane Ouattara (UAO)

ABSTRACT

The paper focuses on the processes of transfer of linguistic skills from the learners' mother tongue to the discovered second language. Language transfer and acquisition promote the psychological adaptation and orientation of target learners and teachers. The acquisition of a second language uses the psychological theory which defines the mechanism of reception and production of a new language by the brain. Psychological theory is used to study, develop and implement this paper. An exploratory research method is used to arrive at the results. In this case, the qualitative approach was used to collect qualitative data and information on this subject matter. The aspiration is to describe the challenges that learners face in discovering and using the second language at school. The quality of education depends on the quality of the language of instruction at school.

Keywords: acquisition, education, language, psycholinguistics, skills, transfer.

1.0 INTRODUCTION

The ability to organize and distinguish linguistic segments and functions such as nouns, verbs, adjectives, pronouns, adverbs, prepositions and clauses are fundamentally identified in innate languages. Language is one of the innate instruments of the human being. Despite its acquisition on childhood from the environment mainly, the family and society to the children, it can be considered as the first instrument that children acquire for the organization and evolution of their lives. Children learn concepts and rules of language without clear identification. This learning is based on verbal communication where the rules of languages are not taught to children. Linguistic rules and concepts mainly grammatical, punctuation, phonological, morphological and phonetic are taught to children at school. This learning and teaching must be continuous from family and society to schools. There should be no interruption in the learning and teaching processes. Children must continue learning the family language at school. This chain learning facilitates the development and stagnation of language skills in children.

Knowledge transfer can occur in a passive and active way when there is no interruption between the language of school and the language of family and society. Changing the language of instruction at school and the language of the family leads to a negative transfer of knowledge at school. This article revolves around the case of learning and teaching the French language

in Mali. The French language is not the language used at home by Malians but it is the language used at school to discover new scientific, technological, cultural, historical, geographical and environmental knowledge in Mali. Learning and teaching become effective and active on the basis of mutual intelligibility between learners and teachers. The lack of mutual understanding between these two levels has a negative impact on the learning and teaching processes. It is from this case that the interlinguistic phenomenon can arise for the learning of a second language at school. The teacher should select an interlanguage in order to establish the mutual connection and interaction in the classroom. Linguistic transfer is the psycholinguistic phenomenon from one individual to another.

The article is structured around three questions and three objectives which are as follows. How do teachers establish mutual intelligibility in class for effective French teaching? What teaching method do teachers adopt to teach children at school in Mali? What interaction does Bamanankan create between learners and teachers at school? Identify the mutual intelligibility that exists between learners and teachers in the classroom. Describe the teaching method used by teachers to teach French to children at school. Explain the role of Bamanankan in the process of learning and teaching the French language in Mali. The three parts of this article answer these questions. It is first answered in the literature review, then in the methodological part and finally in the discussion of the results.

1. Language Skills Transfer

The power to manage and use language skills and knowledge is greater in the education system. The knowledge acquisition policy makes it possible to discover new transferable concepts. Language skills and abilities are used by learners in different contexts according to their expressive needs. The language facilitator plays the role of transferring knowledge and linguistic concepts to learners. The need for language teaching is to contextualize language learning for new learners. The exploitation and use of linguistic skills ensures their contextualization. In this case, learners must adapt to new contexts and forms. J. Moffet (2000, p. 2) states that

Language competence encompasses three types of competence: discourse, textual and linguistic competence. These skills are intertwined when producing or understanding speech. Linguistic competence relates to the knowledge of the code, to the rules of use of the language. Textual competence corresponds to knowledge of the rules of organization of a text and discursive competence, to knowledge of the linguistic means making it possible to link a text to a context or to a type of discourse.

Language is used on the basis of some basic rules and functions. These rules enable to structure and clarify discourses and messages. The structuration of language relies on the grammatical notions. In the second language, the acquisition of these language competences causes some interruptions and problems. These obstructions are due to the transfer of knowledge from one point to another. The functions of languages are different, meaning that, each language has its own grammatical rules and its own functions. Most learners draw inspiration from the rules of their first language to discover the second language. These inspirations have some negative aspects over the second language. The acquisition of the second language needs the cross-

linguistic involvement. The first language of learners must be selected at first for discovering the second language.

1.1 Learning of the Active Language

The term active learning refers to the active teaching method and language in which learners are at the forefront of discovering knowledge and skills. M. Hendy (2022, p.4) sustains that "active learning is different from the traditional method of teaching in which the teacher is a lecturer and the learner is a receiver of nothing but theoretical information". Learners must be responsible for developing their own language skills. The development of self-learning and metacognition involves the use of familiar language used by learners at home. Learners must construct their knowledge with the help of the teacher. As for C. Chervase (2016, p. 127) "active learning methods are the most effective means of delivering training. Learners understand information better and retain it longer. It is a student-centered approach in which the responsibility for learning is placed upon the student, often working in collaboration with classmates". Active learning involves learners in the learning process not only to improve their skills but also to develop their language skills to become self-learners.

The acquisition of these language skills advocates the use of the first language of learners. For A. Fakhruddin (2019, p. 376) "language is one of the instruments to communicate. People use language to state or express their feeling about certain things and to communicate each other". Learners implement meaning-learning activities in the first language rather than in a language other than that of the mother tongue. This language learning policy focuses on developing reliable teaching and learning. The introduction of the mother tongue into the education system promotes and encourages the acquisition and discovery of transversal skills. Education should focus on taking into account the interests and needs of learners. The main interests and needs of most learners are the language of instruction. The choice of language of instruction represents a main key to the success of learners at school. The implementation of a transversal skill arises from the language of schooling.

1.2 Passive language learning

Passive learning attitude aims to develop learners' communicative language skills. Learners must adapt to a new form of learning a new language different from their mother tongue. Passive learning and teaching do not take into account the value of learners' prior knowledge and development. Knowledge, in this case, refers to the language skills acquired at home, which are one of the tools available to learners. The passive learning process refers to the discovery of new materials, concepts, sounds and new grammatical structure of a new language. S. Paul (2017, p. 27) terms that "passive learning is a process where students receive information from the learning environment and internalize it, and "where the learner receives no feedback from the instructor". Language learning and teaching must take place along a continuum from family to school. The lack of consideration and use of the mother tongue at school as the language of instruction harms the quality of education. This language learning can be described as passive learning because it takes passive language into account.

Passive language is the new language used at school, different from the language spoken at home. Learning this new tool requires and involves individual and collective efforts. Learners must undertake and make efforts to discover this language. Learning and teaching, in this case,

begins with morphological aspects and concepts. Teachers educate learners on how to learn and read given language graphics, such as graphemes, phonemes, morphemes, and syllables. Learning the orthographic form of the language of instruction is one of the main stages of education. H. Xingcui (2011, p. 1) analyzes that

The passive learning style can make students lose interest in studying and reduce the quality of their education. There is no doubt that effective methods should be taken to improve the enthusiasm among students and especially to encourage students to make the bast of their creativity.

These teaching and learning processes can last a long time. Learners spend more time and years learning the morphology of the second language. In a nutshell, passive language is the learners' second language that is not spoken at home. The study of semantics begins in schools once mechanisms such as morphology and phonetics of the second language begin to be mastered by students. They have to learn the sounds of the language based on the alphabets. New learners need to identify the consonants and vowels of the second language. This stage of language learning is not active learning due to the semantic barriers that exist between learners and the language.

2.0 DIFFICULTY OF THE SECOND LANGUAGE TRANSMISSION AT SCHOOL

The linguistic transfer chart advocates mastery of grammatical concepts. Linguistic transfer is a psycholinguistic phenomenon. Reception, understanding, acquisition and production arise from the mental manifestation of the given learners. This mental manifestation is psycholinguistics. Second learners must adapt their brains to constructing and layering new sounds. The relationship between language, thought and the brain is a psychological phenomenon. Psychological management allows learners to identify notions and grammatical rules of the second language that are different from the first language. Grammatical concepts promote perception, comprehension and sentence production. These grammatical language skills identify tenses from present to future. The main challenge for second language learners is above all to identify new sounds, words and sentences. They have a duty to know how the second language is produced. The process of acquiring the mother tongue promotes the involvement of the entire environment, from family to society and from society to school.

Involving the learners' environment facilitates and builds the development of verbal communication. They learn all the mechanisms of language, mainly phonology, diction, syntax, speech, intonation and the semantics of society. As for second language acquisition, learners approach learning verbal communication and written communication in a way that is self-productive. They discover new phonology, intonation, morpheme, phoneme, syntax, sound and grammar at school with teachers. At school, learners learn to read, write and speak. They must develop their listening skills in order to have mutual intelligibility with second language speakers and teachers.

Mastery of these four basic language skills is important for new learners. This promotes the implementation of useful language teaching theory and method. This theory and method must combat the difficulties of learning these language skills. Indeed, the different methods of recognition of teaching can bring an active result to the school. For N. Purba (2018, p. 47) "psycholinguistics covers three main points; language production, language perception and

language acquisition. Language production refers to the processes involved in creating and expressing meaning through language. Language perception refers to processes involved in interpreting and understanding both written and spoken language. Language acquisition refers to processes of acquiring a native or a second language". Psycholinguistics is the interaction between psychology and linguistics. This terminological fusion is due to the realities of language acquisition. Language is acquired through the intervention and manifestation of the brain and mind.

Psychology, as the science of human behavior, studies among human beings the manifestation and function of all mind, spirit and thinking. Spiritual and mental abilities and attitudes such as perception and production of language are psychological. Human beings think, act, learn, produce, know, speak and understand through the intervention of the mind, brain and spirit. The production and reception of language are the result of the manifestation of the mind. This linguistic behavior comes from the psychology of human beings. Language is the subject of linguistics. According to R. Fadillah (2009, p. 99) "second language acquisition is subconscious or conscious processes in picking up other language beside the mother tongue. The processes can be in a natural or tutored setting. It covers the development of phonology, lexis, grammar and pragmatic knowledge. It has been limited to morphosyntax". Linguistic behavior and skills such as grammar, phonetics, phonology, semantics, syntax and lexicology are linked to the psychology of human beings. Linguistic communication is the result of thinking from the mind, brain and spirit to the mouth and tongue.

2.1 Grammatical Structures

Language is a code of voices and sounds. The identification of these sounds and codes comes from grammatical structures. Human beings have the duty to communicate with each other on the basis of language. H. Sinaga and al., (2020, p. 29) considers that "language is a system of communication used by particular country or community".   The decoding and coding processes arise from the psychological manifestation of the speakers. It's about connecting and relating ideas, words and thoughts to convey messages. A. Mekhlafi and R. Nagaratnam (2011, p. 70) mention that "in teaching grammar, three areas have to be considered grammar as rules, grammar as form and grammar as resource". Grammar is the study of linguistic structures and their development for orderly and meaningful communication. Grammatical structures help implement certain linguistic factors such as identifying tenses, conjugations, phrases, abbreviations, idiomatic expressions and semantics. Linguistic transfer takes place through grammatical tools. Transfer of language structure relies on grammar.

In this case, second language acquisition advocates certain teaching mechanisms that take into account the interrelation between the learners' first language and the second language. Errors, errors and mistakes made by second language learners are sometimes due to the dominance and influence of the first language. As for, A. Fakhruddin (2019, p. 378) "error is caused by the competence factor. Error is systematic deviation when the learner has not yet learnt something and consistently gets it wrong. Meaning that learners have not understood yet the linguistic use of given language. Error cannot be corrected easily and quickly". The introduction of the second language as the language of instruction at school, different from the learners' family and daily language, forever destroys their intelligence, their performance and their courage to learn.

Even if errors and mistakes are arts of learning and acquisition, these errors should not persist over time among learners. In Mali, university students are unable to freely master the French language. However, linguistic similarity plays a major role in the acquisition of a second language and its transfer to new learners. When there is no similarity between the language taught and the first language, learners become insensitive to the discovery of a new communication instrument. They cover new pronunciation, phonetics, morphology and grammar. The core of the learning imbalance lies in the lack of ability to distinguish new speech and sounds. Learners must organize their own aspirations and inspirations in the language of education in order to construct their own expressions and ideas. These linguistic skills are difficult to develop in learners.

2.2 Pronouns and verbs identification

Acquiring a second language is one of the most difficult paths for students in school. The cognitive learning process is difficult, from the facilitators to the learners or students. The discovery of the new communication instrument different from the mother tongues and first languages used at home delays the quality of knowledge acquisition. Learners speak the mother tongue as an everyday language, different from the language of instruction. In this regard, the transfer of quality knowledge is annihilated over time. Identifying pronouns, primarily personal pronouns, object pronouns, reflexive pronouns, and possessive adjectives, is difficult for second language learners. Second language learners exert maximum effort and challenge to identify and differentiate those second language mechanisms different from their own.

Quality education can be difficult to achieve if the language of instruction is far from the daily communication of some learners. Learners who approach the second language may find certain characteristics more unbearable than those who learn in their mother tongue. Learners tend to transfer mechanisms from their first language into the second language to obtain the meaning of certain words and expressions. However, quality learning and acquisition is possible when learners change their habits by which they learn a second language. New learning habits must be adopted in the face of new realities, which is not easy for new learners. Learning a second language advocates the introduction of new habits. These habits must be reinforced by psychological adaptation and retraining. Students and learners need to adapt and update their psychological skills and abilities according to the rules of the second language in order to have flexible learning in school.

3.0 METHODS

The transfer of second language in the multilingual society is one of the sociolinguistic phenomena on which this paper retrieves its sources of investigation. Language in which formal education is implemented in Mali is the French language. This language does not respond to the expectation and aspiration of many learners and students because of its foreign status. The validity and flexibility of this research are from the field work and investigation. In fact, the exploratory research and descriptive research were requested to implement the field investigation. The exploratory research is used to discover the phenomena of obstruction of quality education and the lack of the French language mastery. It is in this case that the quantitative and qualitative approaches of research were requested to elicit and analyze data and information from target population under investigation. The descriptive research is used to

describe the main visible facts and bewilderment or confusion that impede the quality education in the French language. Therefore, the instruments of research, in this case, are interview and questionnaire. Primary and secondary school students have been targeted to process the responses to these questionnaires and interviews. The reason was to ask them to talk about the snags to which they deal with in the classical schools where the French language is introduced as the only mode of instruction.

3.1 Results

The surveys carried out in the field made it possible to obtain data, information and results. These data are analyzed on a unique table on the influence of the first language on the acquisition of the second language. The field investigation particularly focused on the transfer of the second language among new learners. This aims to demonstrate the difficulties encountered by the second language learners, particularly pupils in the primary and secondary schools.

Table: Lexical Structure

Personal Pronouns	Simulation	Syntactic Structures	Simulation
Bambara	Français	Bambara	Français
Ne	Je and moi	Ne na nã sisã	Moi viens maintenant
E ou i	Tu, toi, ton, tes and ta	i deh yeh Moussa yeh	Tu enfant est moussa
A ou ale	Il ou elle, sa, son and lui	Ale ni ado	Lui est avec elle
Anw,	Nous, notre and nos	Anw ŋka so yeh mble ma ye	Nous maison est rouge
Awũ	Vous, votre and nos	Awũ ŋka kalãso da tukura	Vous écoles sont fermées
Olũ ou ũ	Ils ou elles, leurs and leur	Olũ ŋka du kaɲi	Elles familles sont correctes

Phraseological structure and the distinction of pronouns are one of the major problems for new learners from primary to secondary schools. At first, the learner struggles to reach the basic notions in French, unlike Bambara. Despite the intervention of the facilitators, the child still adopts the referential learning model in their mother tongue, which is Bambara, to construct their expressions in French. Each language has its construction concepts and norms that new

learners are unaware of when they first come into contact with a new learning situation Learning French involves more complex and ordered linguistic styles and structures. It is a learning system based on the construction of an academic linguistic competence different from the learning of the mother tongue of the child who does not benefit from a structured grammatical order. In this table, the child learns on the basis of Bambara, which concepts are different from French. With personal pronouns, there is a great constructional distinction between these two languages. In this table, we rely on two pronouns in French. These two pronouns, namely the personal pronouns and adjectival pronouns that correspond to only one or two pronouns only in Bambara, make it difficult for the child to distinguish them.

The first person of the singular 'je' and the adjective pronoun 'me' mean both in Bambara 'ne' which further complicates the learner's system of understanding. The second person singular in Bambara 'i' corresponds to the second person of the singular in French 'tu', adjective pronoun 'toi', and the possessive pronouns 'ton, ta and tes' in French. The third person of the singular in Bambara 'a or ale' corresponds to the third person of the singular 'elle and il', and the possessive pronouns 'son, sa and ses', the adjective pronoun 'lui and elle' in French. The first person of plural in French 'nous' and the possessive pronouns 'notre' and 'nos' correspond to only one pronoun in Bambara 'anw'. The possessive pronouns 'votre and vos' as well as the second person plural 'vous' corresponding to the second person of plural 'awu' in Bambara. As for the third person of plural in Bambara, 'olũ ou ũ' refers to the third person plural in French as well as to the possessive pronouns 'leur et leurs' in French. It is on this basis of the learner's mother tongue that he constructs his syntactic expressions in French. Instead of saying "I have just arrived", he prefers to play with the direct Bambara terms 'ne' which means 'moi' to construct 'je' in French which has no linguistic meaning.

There is always a sentence construction problem for the learner on the choice of words, especially pronouns. In 'Tu enfant', the choice of pronoun is incorrect; the second person of the singular replaced the possessive pronoun 'ton'. The correct phrase is your child instead of 'ton enfant'. This same choice problem of words continues on 'lui' instead of 'il'. The best way is 'il' instead of 'lui' which has no linguistic meaning in French. The first person of the plural 'nous' replaced the possessive pronoun 'notre' in this sentence. It is significant to say 'notre maison' than 'nous maison' in French. The second person 'nous' has supplanted the possessive pronoun 'vos' in this sentence 'vous écoles'. Then, the third person of the plural 'elles' replaced the possessive pronoun 'leurs'. This phenomenon of construction of sentences in French is relative to the Bambara which has a linguistic influence on French at school.

3.2 Discussion of Results

In Mali, the empowerment of basic education through the French language is unbalanced. The pedagogical approach adopted to promote exogenous culture and value has always been perceived negatively by Malians. Despite some positive results in the periods of colonization and dictatorial regime, Malian education has not been able to meet the aspiration and expectation of the objectives set as in other countries of the sub-region such as Côte d'Ivoire, Senegal and Burkina. The education system has changed since the establishment of democracy. This change in the teaching process has also had an impact on the pedagogical autonomy and the qualitative result in schools. Malian education experienced an imposition during the colonial era by the settlers where the results were of high quality. It was an education by force

with corporal punishment. Despite the rejection of French by Malians and the low level of education, the results were of good quality and satisfactory. This teaching and learning systems continued until the democratic period in Mali. Since 1990, education in Mali has undergone a number of innovations designed to make teaching more dynamic and effective, with acceptable results in schools. The school decentralization policy has been put in place for easy access to school through remote areas and villages.

The vision of decentralization of education was to create primary school 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 French represent a huge problem for many Malians because of the Bambara which is the dominant language 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 finishes and are not continuum. The French language 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 7th grade, 8th grade,

9th 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.

4.0 CONCLUSION

Language transfer is an educational phenomenon that is much more difficult to achieve in the multilingual space. Countries where the postcolonial language still dominates in the education system face controversial education due to the choice of language of instruction. The language of instruction is not, in most cases, desired by learners or students at school. The subject refers to the difficulties of language transfer in Mali among learners. The objective of the subject is to discover the main difficulties encountered by students in learning the language of instruction, mainly the French language. The result revealed that the progress of learners and students is further crippled because of the French language. The French language at school sometimes breaks the openness of learners' intelligence. The first language acquired by learners is considered the starting point for further knowledge acquisition. Each new discovery made by learners is analyzed through primary linguistic skills. Most Bambara-speaking students in primary and secondary schools are unable to defend themselves in French. The grammatical difficulties encountered by primary school students are mostly linked to the identification of pronouns, articles and the construction of syntax. The use of pronouns by learners is done on inspiration and on the basis of the skills and mechanisms of the first language.

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