

Exploring Teachers' Perceptions of Bilingual Teaching of Bamanankan in the Municipality of M'Pessoba in Southern Mali

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Abstract

This study explores teachers' perceptions of the use of Bamanankan as a medium of instruction in the bilingual schools of M'Pessoba Municipality. It examines how exclusive reliance on French in education constrains the recognition and use of local languages in the learning process. Indeed, the use of Bamanankan brings students closer to their cultural reality, but practical challenges limit the success of bilingualism. The study is set on the theories of bilingual education and social representations. A Mixed-methods approach was employed to analyze teachers' perceptions, identify the advantages and challenges of using Bamanankan in schools. The results have shown that, despite the challenging conditions put forward, teachers continue to show strong support for bilingual education. Even so, they emphasize the promotion of local languages to foster inclusive learning and strengthen success of education.

Keywords: Bamanankan, bilingual education, national languages, perceptions, language policy.

Etudes des perceptions des enseignants sur l'enseignement bilingue en bamanankan dans le cercle de M'Pessoba au sud du Mali

Résumé

Cette étude explore la perception des enseignants sur l'intégration de la langue bamanankan comme médium d'enseignement dans les écoles bilingues de la commune de M'Pessoba. Elle aborde la question du recours exclusif au français dans l'éducation qui limite la reconnaissance et l'intégration des langues locales dans le processus d'apprentissage. En effet, l'utilisation du

bamanankan dans l'enseignement rapproche les élèves de leurs réalités linguistiques et culturelles, même si des difficultés pratiques entravent l'effectivité du bilinguisme. L'étude s'appuie sur les théories de l'éducation bilingue et les représentations sociales. Une approche mixte a été utilisée pour analyser la perception des enseignants et identifier les avantages et les défis de l'utilisation du bamanankan à l'école. Les résultats ont révélé que, malgré les conditions difficiles, les enseignants manifestent un fort soutien à l'éducation bilingue. Néanmoins, ils soulignent la promotion des langues locales pour favoriser un apprentissage inclusif et renforcer l'efficacité de l'éducation bilingue.

Mots-clés : Bamanankan, enseignement bilingue, langues nationales, perceptions, politique linguistique.

Introduction

Mali abandoned the colonial education system, which served the interests of the colonial administration at the expense of local development needs. In response, the 1962 reform promoted mass, quality, and decolonized education, integrating mother tongues as languages of instruction. This introduction of national languages aimed to align teaching with local sociolinguistic realities. According to M. L. Haïdara (2000, p. 49): "In Mali, the use of national languages, implicit in the 1962 reform, was first implemented in 1979 with Bamanankan as the language of instruction. Later, at the start of the school year in October 1982, Fulfulde, Songhay, and Tamasheq were also used." This gradual progression reflects the political will to strengthen educational success while promoting linguistic diversity.

The introduction of national languages can be analyzed in two phases. A. T. Doumbia (2000) explains that the first generation, introduced in 1979, integrated national languages into primary schools without changing teaching methods. The second generation, introduced in 1987, adopted learner-centered methods, promoting active learning. This distinction shows that the use of national languages is a step forward, but does not automatically guarantee improved learning. The shift from knowledge-

centered teaching to learner-centered pedagogy reflects a broader effort to make education more effective and better adapted to the students' need.

Despite these efforts, the exclusive use of French still contributes to high rates of failure and school dropout (A. Kodio, 2021). Instruction in Bamanankan allows students to reconnect with their linguistic and cultural realities. However, the lack of resources, insufficient training, and difficulties in transitioning to French limit its success. It is therefore relevant to examine teachers' perceptions of mother instruction in M'Pessoba and their impact on practices and learning.

Existing research on language policies in Mali has focused primarily on Bamako and major urban centers, leaving rural contexts largely understudied despite their importance in the national education system (B. Brock-Utne & R. K. Hopson 2005; A. Ouane & C. Glanz, 2010). This gap is particularly obvious in the case of M'Pessoba, where teachers' perceptions and practices remain little explored, although they can provide valuable insights into the realities on the ground and the specific challenges of bilingual schools in rural areas. The study therefore aims to:

- Assess teachers' perceptions on the use of bilingual education in M'Pessoba;
- identify the difficulties teachers encounter within the implementation of bilingual education in M'Pessoba; and
- analyze the social and cultural impact of introducing Bamanankan in these schools.

The analysis of the above stated objectives indicates that the following research questions are appropriate to guide the study:

- What are teachers' perceptions on the use of Bamanankan within the framework of bilingual education in M'Pessoba?
- What difficulties do teachers encounter in the implementation of bilingual education in M'Pessoba?
- What are the social and cultural impacts of introducing Bamanankan in schools in M'Pessoba?

To this end, the study is based on research in bilingual curriculum teaching which is beneficial when both languages are valued. Even so, results in West Africa remain mixed. According to A. Ouane and C. Glanz (2010, p. 38), "The use of African languages in education promotes cultural grounding and self-esteem among learners." Furthermore, L. J. Calvet (1988) observes that children educated in their mother tongue achieve better results, particularly in science. Finally, H. Alidou (2006, p. 11) reminds us that "The colonial legacy continues to influence language policies, highlighting the need to consider the historical context." In other words, this perspective highlights the persistence of colonial legacies in the structuring of current language and educational policies.

This study draws on the theory of bilingual education and that of social representations. According to J. Cummins (2000), the mastery of the first language facilitates the acquisition of a "second language" through cognitive transfer, thus highlighting the importance of valuing students' linguistic background in the educational context. Similarly, S. Moscovici's (1989) theory of social representations helps us understand how teachers perceive the teaching of Bamanankan within the framework of bilingual curriculum, whether as a resource or a constraint, and how these perceptions influence their teaching practices. This theoretical framework guides the study's approach to language use in the classroom. This study is organized into three main sections: following the introduction, the first section presents the methodology adopted, the second provides the results obtained, and the third offers an analytical, synthetic and comparative discussion.

1. Methodology

1.1. Area of investigation

This study was undertaken in the M'Pessoba community, focusing on schools "A", "B", "C", "EPR (Rural Primary School [École Primaire Rurale]) and "M'Pessoba Quartier." It examined teachers' experiences in teaching Bamanankan in their daily classroom practice, the challenges they

face and the impact of training and resources on learning. It aims to provide a clear and realistic view of the opportunities and challenges associated with implementing bilingual education in this rural context.

1.2. Research design

This study adopted a mixed-methods design that integrated quantitative and qualitative approaches in order to get a better insight of the research problem. This mixed approach enables the collection of measurable data on teachers' perceptions through quantitative methods, while providing rich and in-depth insights into their experiences, practices, and needs through qualitative methods (J. W. Creswell, 2014).

1.3. Population and sampling

The target population included 30 teachers (men and women) from the bilingual schools in M'Pessoba. For the quantitative component, all teachers completed a structured 12 item questionnaire assessing their perceptions of bilingualism and the use of Bamanankan. For the qualitative portion, semi-structured interviews were conducted with 15 teachers to gather detailed accounts of their practices, challenges, and expectations. The researcher used purposive sampling, aiming to include teachers with varying levels of experience (from 3 to 25 years) and diverse profiles (discipline taught and initial and continuous professional development training). The sample represented all bilingual teachers available in the area, ensuring balanced representation across schools and experience levels.

1.4. Data collection instruments

The data of this study were gathered using two main instruments: a questionnaire and interviews. The questionnaire was designed to assess several key aspects of bilingual learning programs, including the levels of student participation, the use of Bamanankan in the classroom, the training received by in-service teachers, and access to teaching materials. Complementing this, the interviews explored participants' professional backgrounds and their perceptions of bilingualism, as well as their experiences with the use of Bamanankan in teaching. The interviews also

provided insights into teachers' classroom practices, challenges, and professional needs (with participants' consent) and transcribed verbatim to ensure accuracy and allow detailed analysis.

1.5. Methods of data analysis

The quantitative data obtained from the questionnaire were analyzed using descriptive statistics, including frequencies and percentages, to identify general trends and patterns. Qualitative data from the interviews were examined through content analysis, which helped to reveal dominant perceptions, challenges encountered, and examples of effective practices. Integrating these two approaches enabled the triangulation of data, allowing for a comparison between the perceptions and the detailed accounts provided by the teachers. This mixed-methods analysis offered a broader understanding of bilingual teaching of Bamanankan in M'Pessoba. The study respected the rights of participants by ensuring voluntary participation, informed consent, and confidentiality. For greater transparency, the analytical tools used are the SPSS for quantitative data, and manual coding for qualitative data.

2. Results and discussion

2.1. Results

This section presents the findings in relation to the research problem. It begins with the data analysis from the questionnaires, followed by those of the interviews. The two datasets are integrated to gain deeper insight into bilingual teachers' perceptions, the difficulties they encounter in implementing bilingual curriculum, and the social and cultural impacts of introducing Bamanankan in M'Pessoba schools.

2.1.1. Analysis of the questionnaire as presented in the statistics tables

The results show that teachers have a positive view of using Bamanankan in teaching, highlighting its cultural, identity-related, and pedagogical benefits. These perceptions are particularly obvious in the first table.

Table I. Assessment of teachers' positive perceptions of the cultural and identity benefits of Bamanankan.

Indicators assessed	Number of teachers	Percentage
Promoting students' cultural identity	18	90%
Transmission and preservation of local traditions	16	80%
Feeling of pride and recognition of the national language	15	75%
Strengthening the link between school and community	17	85%
Improving students' self-esteem through the use of familiar language	20	100%

(Field survey, April 2024)

The results in Table I show exceptionally strong support from teachers for the integration of Bamanankan. They perceive bilingual learning program as an effective way to promote cultural identity (90%), strengthen school-community relations (85%), and preserve local traditions (80%). Most strikingly, all teachers (100%) believe that using the local language significantly boosts students' self-esteem. This underscores the role of bilingual teaching in building emotional security, motivation, and participation. In addition, bilingual teaching shapes culturally grounded space where students feel respected and represented. Although some slightly lower percentages (75–80%) show less consistent participation in cultural transmission, the overall trend reveals strong enthusiasm for bilingual pedagogy. While acknowledging the benefits of bilingual curriculum, teachers also point to significant challenges: pedagogical problems, structural constraints, insufficient training, social concerns, and a lack of resources. The table below presents an assessment of teachers' apprehensions on the implementation of bilingual teaching in Bamanankan:

Table II. Assessment of teachers' apprehensions concerning bilingual curriculum in Bamanankan.

Indicators of concerns	Number of teachers	Percentage
Lack of suitable textbooks and teaching resources	18	90%
Lack of specialized training in bilingual pedagogy	20	100%
Fear that students do not have sufficient command of French	16	80%
Risk of limiting students' future opportunities (employment, social mobility)	13	65%
Perception of disagreements between parents regarding the medium of instruction	12	60%

(Field survey, April 2024)

Table II shows that teachers feel insufficiently prepared for bilingual teaching. All (100%) report lacking specialized training, leaving them uncertain about how to manage linguistic transitions between French and Bambara. Classroom management becomes more complex when proficiency levels vary among students. Added to this is the shortage of suitable textbooks (90%). Many teachers also fear that students will not have sufficient command of French (80%), and that this will jeopardize their future opportunities (65%). Parental disagreements (60%) reflect broader social debates about the use of local languages in education. As a result, teachers lamented a glaring lack of preparation and resources. All of the in-service teachers surveyed (100%) felt they had not received sufficient specialist training to teach effectively in a bilingual context. This lack of preparation often leaves them ill-prepared to cope with the pedagogical demands of switching between two languages. Approximately 90% of teachers report a lack of textbooks and resources in Bamanankan, forcing them to improvise or translate content, which can negatively impact the quality of learning. The following table illustrates how the integration of Bamanankan influences students' levels of educational engagement:

Table III. Impact of Bamanankan integration on students' educational engagement

Educational engagement indicators	Number of teachers	Percentage
Increased class participation	16	80%
Greater ease in asking questions and expressing ideas	20	100%
Better understanding of school content	16	80%
Increased motivation to complete homework and participate in activities	14	70%
Improving students' confidence and self-esteem	14	70%

(Field survey, April 2024)

The investigation of the table shows that the integration of Bamanankan into teaching significantly enhances students' educational engagement. All teachers (100%) observed that students expressed themselves more easily thanks to Bamanankan. This fluency fostered participation (80%), improved comprehension (80%), and increased motivation and confidence (70%). These results confirm the educational value of teaching in the mother tongue. In fact, receiving information in a familiar language allows students to more easily connect new concepts to their personal experiences and prior knowledge, thus promoting stronger and more lasting learning. This observation demonstrates the tangible impact of teaching in the mother tongue on student cognition and classroom participation.

The use of Bamanankan has a positive impact on student motivation and self-esteem, with 70% of teachers reporting improvements. Students show more enthusiasm for homework and school activities. They also participate more in group work and feel a stronger connection to learning. This means that bilingual program improves comprehension, engagement, self-confidence, and enjoyment of learning. Given the challenges facing bilingual curriculum, Table 4 below presents the educational limitations and lack of resources affecting the integration of Bamanankan. It outlines the main challenges teachers face, including insufficient teaching

materials, inadequate training, and other structural constraints that hamper the effective implementation of bilingual program.

Table IV. Educational limitations and resources lack in the integration of Bamanankan

Limitations and problems identified	Number of teachers	Percentage
Lack of suitable textbooks and teaching materials	18	90%
Insufficient training of teachers in bilingual pedagogy	20	100%
Difficulty in adapting school content to Bamanankan	16	80%
Lack of multimedia tools and teaching materials	17	85%
Limited time to prepare lessons in Bamanankan	12	60%

(Field survey, April 2024)

The review of the table above outlines the main pedagogical limitations and the dearth of resources that teachers face in the integration of Bamanankan. The lack of suitable resources (90%) and the absence of specialized training (100%) complicate lesson preparation and limits the possibilities for varied and interactive activities. The difficulty of adapting content (80%), the lack of multimedia tools (85%), and the lack of preparation time (60%) make bilingual teaching demanding. Although the schools have benefited from training such as SIRA and Donnya Taabolo, the teachers believe that they are too rare and insufficiently in-depth. Despite their commitment and willingness, many feel poorly equipped to adapt their practices to the requirements of bilingualism. These findings show that bilingual program cannot succeed without solid material and institutional support. Consequently, this fact limits the diversity of teaching approaches and reduces opportunities for interactive and fun learning. These problems make teachers' tasks more demanding and may affect students' level of motivation and engagement.

Finally, these findings show that the integration of Bamanankan in classrooms faces material and organizational limitations. Teachers, although motivated, cannot fully benefit from bilingual teaching without specialized training, appropriate resources, and sufficient time to prepare their lessons. This underlines the need for concrete support and the strengthening of resources to ensure effective and sustainable bilingual teaching. The table below presents the main institutional and socio-economic factors hindering the integration of Bamanankan, including structural, political, and community challenges.

Table V. Institutional and socio-economic resistance to the integration of Bamanankan

Types of resistance	Number of teachers	Percentage
Weak institutional support and lack of a clear framework	15	75%
Priority given to French as a prestigious language	14	70%
Some parents are reluctant because of uncertainty of the future of their children	12	60%
Insufficient funding for the development of educational resources	13	65%
Lack of coordination between schools, authorities and the community	11	55%

(Field survey, April 2024)

Teachers observe that Bamanankan strengthens students' cultural identity (90%), pride (75%), and school-community relations (85%). However, Table V reveals that French remains associated with prestige (70%) and social mobility, leading to parental reluctance (60%). Lack of funding (65%) and institutional coordination (55%) also limits the program's sustainability. Thus, despite obvious cultural and social benefits, tensions persist around linguistic, educational and socio-economic issues.

The results show that teachers in M'Pessoba highly support bilingual curriculum due to its cultural relevance, its impact on identity, and its pedagogical benefits. Students participate more, understand better, and gain motivation and confidence when learning in Bamanankan. However, teachers face a number of problems: lack of training, insufficient materials, limited institutional support, and concerns related to French proficiency. Parental reluctance and the dominant prestige of French also complicate the program's acceptance. On a social and cultural level, the introduction of Bamanankan strengthens community ties, fosters cultural pride, and improves students' self-esteem.

Overall, bilingual program in M'Pessoba has strong potential but requires significant improvements in teacher training, material resources, institutional coordination, and community engagement to ensure sustainable and effective implementation. This situation reflects a lack of precise guidelines and coordination at the level of educational administrations, leaving teachers to take care of bilingual curriculum implementation. Despite its benefits, the integration of Bamanankan faces institutional and socio-economic resistance. Such a resistance is not just institutional: it also affects families and funding. Some parents fear that their children will have fewer future opportunities if they learn Bamanankan too early, and insufficient financial resources limit the production of adapted textbooks and materials. In short, for bilingual program to be successful and sustainable, clear institutional support, adequate funding, coordination among all stakeholders, and parental commitment are needed to ensure students' academic and professional futures.

2.2. Analysis of the interviews

This section presents a summary analysis of interview data. It summarizes teachers' perceptions on the outcome of bilingual learning programs, the challenges they face, the resources they need, and the perceived benefits of integrating Bamanankan into the classroom, thus providing a focused understanding of how bilingual teaching is experienced locally and its implications for strengthening bilingual education in M'Pessoba. The interview data clearly indicate that teachers in M'Pessoba have positive

perceptions of the bilingual teaching innovation, particularly in regard to its pedagogical and cultural benefits. K N, a 3rd teacher emphasized the integrative role of Bamanankan

By teaching in Bamanankan, I can also talk to them about our traditions and culture, which the French curriculum doesn't always allow. They learn mathematics; at the same moment, they discover their history and customs. Each lesson thus becomes more engaging and closer to their daily lives. I feel they are prouder of what they learn. That's also an extra motivation for me (Interview: April 5, 2024).

This testimony demonstrates that bilingual teaching is not limited to the transmission of knowledge; it also fosters cultural identity, pride, and motivation, making lessons more meaningful and relevant to students' lives. By integrating local knowledge and traditions, teachers create a learning environment that strengthens students' sense of belonging and personal relevance. Furthermore, teachers report that using Bamanankan strengthens relationships with students and increases job satisfaction, illustrating how cultural relevance can simultaneously improve pedagogy and teacher engagement. Overall, these findings show that bilingual learning programs are valued as a comprehensive pedagogical approach that benefits both students and teachers.

Another 2nd grade teacher noted:

When I explain the lessons in Bamanankan, I really see that the students understand better what I mean. They participate more, ask questions, and express themselves with confidence. Before, with only French, some remained silent for fear of making mistakes. I feel more useful and listened to when I can use their mother tongue. This strengthens the bond between the school and the students (Interview: April 14, 2024).

This statement highlights that using the mother tongue fosters an emotionally safe and inclusive classroom where students feel valued and empowered. Teachers also find bilingual program professionally rewarding, as it improves their efficacy, strengthens relationships with students, and provides them with added meaning and motivation. Despite

the recognition of the benefits of bilingual curriculum, teachers face numerous challenges that complicate its implementation. Linguistic heterogeneity is a persistent problem, as A K, 4th grade teacher explained:

It's difficult to teach both languages all at once, especially when some students are more advanced in French and others in Bambara. We have to adapt our methods every day, and that takes a lot of energy. I would like to receive more training to better manage these differences. But despite the difficulties, I see that my students are making progress, and that's what motivates me (Interview: April 8, 2024).

Teachers' feedback reveals that they often work with limited resources, improvising and adapting lessons, which increases their workload. Furthermore, the lack of adequate training in bilingual pedagogy leaves teachers ill-prepared to address these challenges consistently, suggesting that without institutional support, professional development, and adequate materials, the full potential of bilingual teaching is difficult to fulfill. JS, a school director, said, "I often have to invent my own exercises or translate texts from French myself, because there aren't enough textbooks in Bamanankan. This takes up a lot of my time, and I sometimes worry that my students aren't fully benefiting from the lessons" (Interview: April 10, 2024). These statements illustrate that the lack of teaching resources and multimedia tools significantly increases preparation time and risks affecting the quality of teaching. Furthermore, continuing professional development opportunities are insufficient to fully equip teachers. He added, "These sessions... remain too infrequent and insufficient to fully consolidate my skills and meet the daily needs of the classroom." (Interview: April 25, 2024). In addition, overcrowded classrooms exacerbate these challenges: A 1st grade teacher confessed: "There are 86 students in my first-grade class. With large classes and inadequate resources, it's difficult to prepare lessons tailored to all levels. However, I see how much better the students understand when we use their native language. This motivates me to continue, but additional support and materials are really needed" (Interview: April 8, 2024). These accounts reveal that while teachers' commitment and creativity are commendable,

they cannot fully compensate for structural deficiencies. Successful bilingual education requires consistent institutional support, the provision of resources, and ongoing professional development. The interview data also show that Bamanankan has significant social and cultural impacts, strengthening identity, confidence, and inclusion. MD, another school principal explained:

The students are proud to speak their language and even show it to their parents at home. This changes their self-confidence and the way they participate in school life. They tell stories, sing songs in Bamanankan, and share their knowledge with others. I think this cultural pride is also a driving force behind their academic success (Interview: April 18, 2024).

This demonstrates that bilingual program has a broader social impact, connecting school learning to community culture. Teachers observe that when students can use their mother tongue, they feel emotionally secure and valued, which encourages active participation and reduces the fear of making mistakes. Integrating culture into lessons also strengthens the link between home and school, fostering parental involvement and improving school-community relations.

Overall, the introduction of Bamanankan is viewed as an inclusive and identity-affirming approach, improving not only learning outcomes but also social cohesion within the school. Teachers also note the availability of an emotionally safe and inclusive environment. M.T, a 4th grade curriculum teacher said, "I feel more useful and listened to when I can use their native language. It strengthens the bond between the school and the students." (Interview: April 15, 2024). This implies that Bamanankan facilitates better school-family connections, enabling parents to understand and support their children's learning. Besides, teachers recognize the challenges related to institutional and socio-economic resistance. G T, a 5th grade teacher disclosed, "Sometimes I feel like the school isn't really ready to accept Bamanankan as a language of instruction. Some colleagues and even administrators think it could slow down French learning. We feel like we have to convince everyone that it's beneficial for the students." (Interview: April 26, 2024). Another 2nd grade teacher stated, "Some

parents are worried about their children's future. They think French is essential for success later on. And for us, without sufficient resources, it's sometimes difficult to demonstrate that the bilingual program can work." (Interview: April 27, 2024). These testimonies indicate that success in bilingual teaching depends not only on pedagogy, but also on institutional coordination, stakeholder awareness, and the allocation of adequate resources.

The interview data reveal that teachers in M'Pessoba value bilingual education for its ability to enhance understanding, participation, motivation, and cultural identity. Students benefit cognitively, emotionally, and socially, with increased confidence, engagement, and pride in their heritage. However, teachers face significant challenges, including a shortage of didactic materials, insufficient training, heterogeneous classrooms, and socioeconomic or institutional resistance. These problems limit how educating students in two languages shapes learning, demonstrating that teacher commitment alone is insufficient for success. Nevertheless, the data from the interviews confirm that Bamanankan exerts social and cultural influences, fostering inclusion, school-community cohesion, and identity affirmation. Therefore, successful bilingual education requires sustained institutional support, ongoing professional development, adequate resources, and active parental involvement to translate teacher commitment into tangible and lasting educational outcomes.

2.3. Discussion

This discussion examined the study's findings, explicitly framing them around three research questions. It analyzes, firstly, teachers' perceptions regarding the use of Bamanankan in educating students in two languages in M'Pessoba; secondly, the problems encountered in its implementation; and finally, the sociocultural impacts of introducing the mother tongue in schools. All observations are discussed in light of relevant theoretical frameworks and comparable West African and international experiences, in order to situate the results within a broader perspective.

2.3.1. Research question1: What are teachers' perceptions on the use of Bamanankan within the framework of bilingual education in M'Pessoba?

The results indicate, firstly, that teachers hold overwhelmingly positive perceptions of the use of Bamanankan in the classroom. Indeed, the review of the tables shows that this integration significantly promotes student learning, engagement, and motivation. Teachers note that learners ask more questions, express their ideas more easily, and participate more actively when their mother tongue is used, resulting in a good comprehension of academic content. Thus, bilingual curriculum appears as a system that goes beyond simple language acquisition to offer a comprehensive framework that fosters cognitive development, cultural identity, and greater equity of access to learning. These findings align with J. Cummins' (2000) theories, which posit that the mother tongue constitutes a cognitive foundation upon which the effective acquisition of a "second language" depends. In the Malian context, data show that Bamanankan does not hinder the learning of French; on the contrary, it facilitates its comprehension and use. Furthermore, the affective benefits, particularly improved self-esteem and increased student confidence, suggest that learning in a familiar language also supports their socio-emotional development by allowing them to feel valued and recognized.

2.3.2. Research question2: What difficulties do teachers encounter in the implementation of bilingual education in M'Pessoba?

Despite teachers' positive perceptions, the implementation of bilingual education is faced with major constraints. All the teachers interviewed reported insufficient training in bilingual pedagogy, while 90% of them deplored the lack of suitable textbooks and resources. Added to this are difficulties in adapting curriculum content, a lack of multimedia tools, and limited time for lesson preparation. These structural limitations fuel concerns about students' French proficiency and the potential risks this could pose to their academic and professional future. These results are consistent with the analyses of A. Ouane and C. Glanz (2010), who emphasize that the success of bilingual education depends heavily on

teacher training, the availability of resources, and the existence of coherent educational policies. Thus, although bilingual education shows undeniable potential, its implementation remains contingent upon resolving these pedagogical and logistical challenges.

2.3.3. Research question3: What are the social and cultural impacts of introducing Bamanankan in schools in M'Pessoba?

With respect to sociocultural impacts, the study highlights contrasting effects. On the one hand, introducing Bamanankan helps strengthen the relation between the school, local culture, and the community, while valuing cultural identities and promoting greater student inclusion. On the other hand, institutional and societal resistance persists. The priority given to French as a symbol of social success, the reluctance of some parents, weak administrative support, and insufficient coordination among educational stakeholders are central to the problems identified. These dynamics can be explained by S. Moscovici's (1989) according to whom collective beliefs profoundly influence educational practices and decisions. From a comparative perspective, similar situations appear to be observed in other West African countries. In Burkina Faso, for example, N. Nikiema and A. K. Paré (2010) show that the use of national languages promotes understanding and participation, despite the same recurring challenges related to training, resources, and parental support. In Senegal, the identified successes are based primarily on sound public policies and the availability of adequate resources (C. Juillard, 2017; C. Benson, 2022). At the international level, F. Genesee's (2004) analyses confirm that the most effective bilingual programs combine a strong grounding in the mother tongue with a gradual introduction of the official language, within a structured institutional framework. These comparisons show that the integration of Bamanankan is a realistic objective, but one that depends on substantial improvements to the education system.

In summary, the findings of the study highlight significant potential for the promotion of bilingual education in M'Pessoba, while also underscoring persistent challenges. Teachers' positive perceptions and the observed

cognitive, emotional, and sociocultural benefits confirm the relevance of using Bamanankan as the medium of instruction. The success of this approach remains contingent upon improved teacher training, the development of appropriate teaching resources, community awareness-raising, and the establishment of a clear and funded institutional framework. Gradual implementation, supported by ongoing evaluations, would optimize its impact. Finally, this analysis contributes to the national and regional discussion on educational strategies for reconciling linguistic diversity, cultural inclusion, and academic success in multilingual contexts, highlighting that the Malian experience can serve as a benchmark for education systems facing similar challenges.

Conclusion

This study addressed the impact of integrating Bamanankan into bilingual education and its influence on learning, cultural identity, and social cohesion in primary schools in M'Pessoba. The analysis, based on teachers' perceptions, shows that the use of the mother tongue and the use of local cultural values play a key role in strengthening students' cultural identity, academic motivation, self-esteem, and sense of belonging, while also consolidating ties between the school, families, and the community. The results also highlight that, despite these positive effects, teachers face significant challenges such as a lack of appropriate resources, insufficient training, limited institutional support, the dominance of French, and varying parental attitudes that hamper the adoption of Bamanankan. To overcome these difficulties, bilingual programs should include contextualized teaching materials, collaborative workshops, parent awareness programs, and strong political support. More broadly, the success of this integration contributes to improving academic performance, preserving linguistic heritage, promoting social cohesion and offering a culturally relevant educational model for other contexts seeking to reconcile cultural identity and inclusive learning, while highlighting the crucial role of community engagement in the sustainability of bilingual education.

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