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EDİTÖR NOTU

Disiplinlerarası Dil ve Kültür Çalışmaları dergisi 2023 yılında uluslararası e-dergi olarak yayın hayatına başlamıştır. Disiplinlerarası bir yaklaşım benimseyen dergimiz, geniş bir okuyucu kitlesine hitap ederken farklı disiplinlerden araştırmacıları bir araya getirerek bilgi paylaşımını teşvik etmeyi hedeflemektedir.

Dil ve kültür, çok boyutlu ve karmaşık bir yapıya sahiptir. Disiplinlerarası çalışmalar, farklı dilleri ve kültürleri inceleyerek küresel çeşitliliği anlamamıza yardımcı olur. Disiplinlerarası dil ve kültür çalışmaları, dilin ve kültürün karmaşıklığını ve önemini anlamak için çok değerli bir araçtır. Bu çalışmalar, insanların birbirleriyle etkileşimini ve küresel toplumların gelişimini anlamamıza yardımcı olurken, aynı zamanda farklı disiplinlerin birbirleriyle iş birliği yapmasını teşvik eder. Disiplinlerarası dil ve kültür çalışmaları, dilbilim, antropoloji, sosyoloji, tarih, edebiyat, iletişim, sanat ve diğer disiplinler arasında iş birliği yaparak dil ve kültürün anlaşılması ve analiz edilmesi için birçok fayda sağlar.

Bu bağlamda, dergimize gönderilen disiplinlerarası dil ve kültür çalışmalarının önemini vurgulayan, bu alana katkı sağlayacak kıymetli çalışmalar öncelikle alan editörlerinin kontrolünden geçmekte, değerlendirmeye uygun bulunanlar ise alanında uzman hakemlere yönlendirilmektedir. Hakemlerimizin ve yayın kurulumuzun titiz incelemelerinden ve olumlu hakemlik raporlarından sonra çalışmalar kabul sırasına göre yayın aşamasına alınmaktadır.

2024 Haziran sayımızda da bu süreçleri tamamlayan *“Türkiye ve Mali Cumhuriyeti’nde Kaynaştırma Eğitim Uygulamasında Yaşanan Güçlüklerin Karşılaştırılması”*, *“Les Voix De La Souveraineté Linguistique Au Mali”*, *“The Effect of Oral Exam Styles on Students’ Speaking Anxiety: A Case Study”*, *“Exploring Malian EFL Teachers’ Pedagogical Practices in Developing Malian EFL Learners’ Speaking Skills: Case of High Schools”* başlıklı birbirinden değerli 4 makaleyi ve *“La Face Cachée de la Lune: Pour un Coup d’Essai, Ce Fut un Véritable Coup de Maître”* başlıklı bir kitap değerlendirmesini ilginize sunuyoruz.

Bu çalışmaların Dil ve Kültür’e ilişkin önemli noktaların altını çizdiğini ve inceledikleri konularda okuyucularına yeni birer pencere açacak nitelikte olduğunu düşünüyoruz. Bu sayının ortaya çıkmasında emeği geçen yazarlarımıza, hakemlerimize, yayın kurulumuza ve alan editörlerimize teşekkür ediyor, dergimize gösterdiğiniz ilgi ve kattığınız değer için şükranlarımızı sunuyoruz.

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EDITOR'S NOTE

We are pleased to introduce the Journal of Interdisciplinary Language and Culture Studies, an international e-journal that embarked on its publication journey in 2023. Our journal adopts an interdisciplinary approach, aiming to foster knowledge sharing by bringing together researchers from diverse disciplines, while also catering to a broad readership.

Language and culture are characterized by a multidimensional and intricate structure. Through interdisciplinary studies, we gain a deeper understanding of global diversity by examining various languages and cultures. Interdisciplinary language and culture studies serve as invaluable tools for comprehending the complexity and significance of language and culture. These studies facilitate our understanding of interpersonal interactions and the development of global societies, while also fostering collaboration among different disciplines. By fostering collaboration among linguistics, anthropology, sociology, history, literature, communication, art, and other fields, interdisciplinary language and culture studies offer numerous benefits for comprehending and analysing language and culture.

In light of this, the Journal of Interdisciplinary Language and Culture Studies welcomes valuable studies that underscore the importance of interdisciplinary approaches in language and cultural studies. Submissions are initially assessed by our field editors, who ensure their relevance to the field before forwarding them to expert referees for evaluation. Following meticulous reviews by our referees and editorial board, accompanied by positive refereeing reports, accepted studies proceed to the publication stage in the order of acceptance.

In our June 2024 issue, we present to your attention 4 articles called “*Comparison of the Difficulties Experienced in Inclusive Education Implementation in the Republic of Mali and Türkiye*”, “*The Voices of Linguistic Sovereignty in Mali*”, “*The Effect of Oral Exam Styles on Students’ Speaking Anxiety: A Case Study*”, “*Exploring Malian EFL Teachers’ Pedagogical Practices in Developing Malian EFL Learners’ Speaking Skills: Case of High Schools*”, and a book review named “*La Face Cachée de la Lune : Pour un Coup D’essai, Ce Fut un Véritable Coup de Maître*”.

As journal editors, we firmly believe that these studies effectively emphasize the crucial aspects concerning Language and Culture, providing readers with fresh insights into the subjects under examination. We extend our sincere appreciation to the authors, referees, editorial board, and field editors for their valuable contributions to the successful publication of this issue. Your unwavering dedication and expertise greatly enhance the quality and impact of our journal, and we express our heartfelt gratitude for the interest you have shown and the immense value you bring to our scholarly community.

Editors

Assist. Prof. Dr. Ahmet AYCAN

Dr. Hatice DELİBAŞ

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Türkiye ve Mali Cumhuriyeti'nde Kaynaştırma Eğitim Uygulamasında Yaşanan Güçlüklerin Karşılaştırılması

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ÖZET

Türkiye Cumhuriyeti'nin, dünya tarafından gelişmekte olan ülkeler arasında yer aldığı kabul edildiği gibi, eğitimsel olarak da önemli ilerleme kaydettiği ve gelişmiş bir eğitim sistemine sahip olduğu söylemek mümkündür (Güven, 2010). Mali Cumhuriyeti ise Fransa'dan 1960'lı yıllardan bağımsızlığını kazanan diğer birçok ülkeye göre her geçen gün eğitimsel olarak daha da iyi bir eğitim sistemini edinmeye çalışmıştır. Özel gereksinimli çocuklar ve normal gelişim gösteren akranlarıyla birlikte genel eğitim okullarında ve sınıflarında eğitim almaları, 1960'lı yıllardan başlayarak çoğu ülkelerde yapılan yasal düzenlemeler sonucunda benimsendiği görülmüştür. Bu araştırma hem Türkiye hem de Mali Cumhuriyeti'nde kaynaştırma eğitim uygulamasında öğretmenlerin, okul yöneticilerinin, özel gereksinimli çocukların ve ailelerinin karşılaştıkları ve yaşadıkları güçlüklerin saptanmasına ve ortaya çıkarılmasına fırsat vereceği söylemek mümkündür. Bu çalışmada, Türkiye ve Mali Cumhuriyeti'nde kaynaştırma eğitim uygulamasında yaşanan güçlüklerin karşılaştırılması, değerlendirilmesi ve yorumlanmayı amaçlanmıştır. Bu amaç doğrultusunda hem Türkiye hem de Mali Cumhuriyeti'nin kaynaştırma eğitim uygulamasında yaşanan güçlükleri ile ilgili yazılan dokümanlar incelenmiştir. Betimsel-analitik araştırma yönteminin kullanıldığı bu araştırmanın bulgularında, Türkiye Cumhuriyeti'nde kaynaştırma eğitim uygulamasında daha çok öğretmen ve okul yöneticilerinin güçlük çektiği, Mali Cumhuriyeti'nde ise daha çok kaynaştırma öğrencisi ve ailesinin güçlük çektiği görülmüştür. Araştırma sonuçlarının, her iki ülkenin kaynaştırma eğitim sistemlerinin geliştirilmesine katkı sağlayacağı umulmaktadır.

Anahtar Sözcükler: Kaynaştırma, Kaynaştırma eğitim sistemi, Kaynaştırma öğrencisi, Türkiye, Mali

Comparison of the Difficulties Experienced in Inclusive Education Implementation in the Republic of Mali and Türkiye

ABSTRACT

The Republic of Turkey is recognized globally as a developing country that has made significant educational progress and possesses a well-developed education system (Güven, 2010). Similarly, the Republic of Mali, which gained independence from France in the 1960s, has been striving to improve its educational system continually. It is evident that since the 1960s, legal regulations in many countries have promoted the inclusion of children with special needs alongside their typically developing peers in general education schools and classrooms. This research aims to identify and reveal the challenges faced by teachers, school administrators, children with special needs, and their families in the implementation of inclusive education in both Turkey and Mali. The study seeks to compare, evaluate, and interpret the difficulties encountered in the practice of inclusive education in these two countries. To achieve this aim, documents related to the challenges experienced in the implementation of inclusive education in Turkey and Mali have been examined. The research employs a descriptive-analytical method, and the findings indicate that in Turkey, teachers and school administrators face more difficulties in inclusive education, whereas in Mali, students with special needs and their families

experience more challenges. It is hoped that the results of this research will contribute to the improvement of inclusive education systems in both countries.

Keywords: Inclusion, Inclusive Education System, Inclusive Student, Turkey, Mali

GİRİŞ

İkinci Dünya Savaşından sonra özel gereksinimli bireylerin sayısı artmıştır. Sadece savaş döneminde değil, savaştan sonraki dönemlerde de özel gereksinimli bireylerin dünyaya getirdiği evlatlarının da özel gereksinimli doğmaları sebebiyle evrensel olarak bu bireylerin hakları ile ilgili tekrar düşünölmeye, yeni önlemler ve kararlar alınmaya başlanmıştır.

Bütün dünyada olduğu gibi Türkiye ve Mali Cumhuriyeti'nde de toplumun yeniden bilinçlendirilmesi ve bir eğitim felsefesi oluşturulması noktasına büyük önem verilmiştir. Normal gelişim gösteren çocukların eğitim haklarının yerine getirilmenin yanında, özel gereksinimli ve desteğe muhtaç olan çocukların da eğitim haklarına yönelik devlet adamları tarafından yeni kararlar alınmış ve kanunlar çıkarılmıştır (Bülbül, 2006).

Özel gereksinimli çocukların sayısı arttıkça, onlar için en uygun ve verimli bir eğitim sistemi oluşturma gereğine devlet adamları tarafından farkına varılmasıyla özel gereksinimli çocukların eğitimsiz, ya da onları eğitilmesi için evde kalıp anne babaları tarafından özel bir eğitmenden destek almak yerine, özel gereksinimli çocukların normal sınıf ortamında eğitilebilmesinin, dolayısıyla normal sınıf ortamında ve normal gelişimi gösteren akranlarla birlikte eğitilmesinin mümkün olduğu görölmüştür (Sart vd., 2004; Diken ve Batu, 2013). Özel gereksinimli bir çocuğun ya da çocukların normal bir sınıf ortamında eğitilmesi sistemine Mali Cumhuriyeti'nde "**Integration**" adı verilmiş (Koulibaly, 2005) ve Türkiye Cumhuriyeti'nde ise "**Kaynaştırma**" adı altında alınmıştır (Yazıcıoğlu, 2018).

Hem Türkiye hem de Mali Cumhuriyeti'nde kaynaştırma eğitim uygulamasında yaşanan güçlüklerin olduğu, bir ülkede bu eğitim uygularken daha çok öğretmen ve okul yöneticilerinin güçlük çekerken diğer ülkede daha çok özel gereksinimli öğrencisi ve ailesinin güçlük çektiği söylemek mümkündür.

Türkiye Cumhuriyeti'nde Kaynaştırma Eğitim Uygulamasında Yaşanan Güçlükler

Türkiye Cumhuriyeti'ndeki kaynaştırma eğitim uygulamasında yaşanan güçlükler baktığımızda, daha çok öğretmen ve okul yöneticilerinin güçlük çektikleri görölmüştür. Bu yaşanan güçlüklerin çoğu öğretmen ve okul yöneticilerinin kaynaştırma eğitime yönelik tutumlarından ve kaynaştırma eğitim uygulaması hakkında bilgi sahibi olmamasından kaynaklandığı söylemek mümkündür.

Kaynaştırma eğitimde öğretmenlerin tutumlarıyla ilgili yapılan bir araştırmanın sonuçlarına göre; özel gereksinimli öğrencilerle çalışma deneyimi olan veya kaynaştırmayla ilgili eğitim alan öğretmenlerin, diğer öğretmenlere oranla kaynaştırma uygulamalarına karşı daha olumlu tutum sergiledikleri ortaya çıkmıştır (İra ve Ayan, 2016).

Yapılan başka bir araştırmanın sonuçlarına göre öğretmenlerin kaynaştırmaya yönelik tutumlarının; mezun olunan bölüm, kaynaştırma eğitimi alıp almama ve rehberlik servisinden alınan destekten etkilendiği görölmüştür. Buna göre öğretmenlerden kaynaştırma eğitimi alanların eğitim almayanlara göre ve rehberlik servisinden yardım alanların almayanlara göre kaynaştırma uygulamalarına daha olumlu bir tutum geliştirdikleri görölmüştür (İra ve Ayan, 2016).

2007 yılında okul yöneticileriyle kaynaştırma hakkında yapılan bir araştırmaların sonuçlarına baktığımızda, öğretmen ve okul yöneticilerinin kaynaştırma eğitimini destekledikleri ortaya çıkmıştır (Bilen, 2007). Okul yöneticilerinin özel gereksinimli öğrencilere karşı olan tutum ve davranışları, bu öğrencilere sağlanan eğitim hizmetlerinin kalitesini ve okul personelinin bu öğrencilere karşı tutumlarını etkilemekte olduğu söylemek mümkündür. Bu nedenle okul yönetiminin doğru tutumu, kaynaştırma uygulamalarının kalitesi ve özel gereksinimli öğrencilerin okul içindeki sosyal kabulü açısından önemli olduğu söylemek mümkündür.

Öğretmenlerin öğretim etkinlikleri sırasında yaşadıkları sorunların başında ise öğrenciyle bire bir ilgilenme, öğrencinin dikkati derse çekme, öğrenci sınıf düzeyinin altında kaldığı için zaman ayırmada zorluk çekme, problem davranışları kontrol etmede yetersizliği gibi problemleri geldiği söylemek mümkündür. Bu yetersizliklerin ya da güçlüklerin sebebi de kaynaştırma eğitiminde görev alan personellerin kaynaştırma öğrencinin ailesiyle iş birliği yapmamasından kaynaklandığı söylemek mümkündür.

İra ve Ayan'a göre (2016) kaynaştırma eğitiminde öğretmenler ve okul yöneticileri kaynaştırma öğrencisinin aileleriyle iş birliği yapamama nedenlerin yüzdesine baktığımızda;

- Zamanın olmaması: 8.57 %
- Ailelerin zamanının olmaması: 40 %
- Ailelerin isteksiz olması: 45.71 %

Kaynaştırma eğitiminde öğretmenler dışında okul yöneticilerin önemli rol oynadığı, bu eğitimde yaşayan güçlükler baktığımızda da öğretmenlerden sonraki sırada yer aldıkları kanıtlanmıştır. Buradan anlatmak istediği şey okul yöneticilerin kaynaştırma eğitim kapsamında büyük önem taşıdıklarına rağmen bu eğitim hakkında yeterli bilgi birikimine sahip olmadıkları ve yeterince destek alamadıkları için güçlük yaşadıkları ve bunun sonucunda okul yöneticilerinin de kurum olarak kaynaştırma eğitimi uygulamasının yeterli olmadığını farkında olduklarını söylemek mümkündür (İra & Ayan 2016).

Mali Cumhuriyeti'nde Kaynaştırma Eğitim Uygulamasında Yaşanan Güçlükler

Mali Cumhuriyeti'nin kaynaştırma eğitim uygulamasında yaşanan güçlükler baktığımızda, daha çok özel gereksinimli öğrencisi ve ailesinin güçlük çektiği görülmüştür. Dolayısıyla, devlet tarafından özel gereksinimli çocukların ebeveynlerine verilen sorumlulukları yerine getirmede, ebeveynlerin zorluk yaşadıkları ve özel gereksinimli öğrencisinin de okulda verilen eğitimden faydalanamadığı gözlemlenmiştir. Mali Cumhuriyeti'ndeki kaynaştırma eğitim uygulamasında yaşanan bazı güçlükleri aşağıda sıralanmıştır:

Uygunsuz eğitim sistemi

Devlet tarafından belirlenen eğitim sisteminin kaynaklara öğretmenlerin ulaşamadığı ve uygun olmayan eğitim programları benimsediğinden öğretmenlerin kaynaştırma eğitimi hakkında bilgi sahibi olmadıkları söylemek mümkündür. Sınıfta kaynaştırma eğitim uygulanabilmesi için öğretim materyalleri eksik olduğundan öğretim uygulamaları da kalitesiz veya yetersiz kaldığı görülmüştür.

Kaynaştırma eğitim hakkında yeteneği olmayan öğretmenlerin olması, özel gereksinimli çocukların eğitime dâhil edilmesi ya da okula alınmasında yanlış sürecin izlenmesi, destek ve değerlendirme sistemlerinin olmaması, özel gereksinimli çocukların okula alınması için aileleri tarafından ciddi bir takip ve destek eksikliği olması, özel gereksinimli çocukların kendi eğitim ihtiyaçlarının karşılanması ve eğitimsel olarak istekleri hakkında hiçbir söze ya da seçme hakkına sahibi olmaması da söylemek mümkündür.

Kalitesiz eğitim sistemi:

Özel gereksinimli çocukların eğitim sisteminin kalitesinin düşük olduğu için eğitimsel olarak bu bireylerin üzerinde bir iz bırakmadığı dolayısıyla etkisi olmadığı, Milli Eğitim Bakanlığı tarafından bile bilinmektedir. Bu sorundan yola çıkarsak mutlaka bahsedilmesi gereken başka bir sorun da karşımıza çıkmaktadır. Özel gereksinimli çocukların resmi ya da resmi olmayan anaokulu, ilkököl ve ortaokullarda eğitim görmemesi ya da düşük kalitede eğitim almasının yanında, bu çocukların okula alınırken düşük kayıt oranıyla kabul edilmesi de temel sorunlardan biri olduğu söylemek mümkündür.

Kaynaştırma eğitim uygulaması yapılan okullar tarafından alınan birkaç özel gereksinimli çocuğun da okulu terk etmesi veya okuduğu sınıfı sürekli tekrarlaması da söz konusu olduğu söylemek mümkündür. Nedeni söylemek gerekirse, aynı okulda yeterli sayıda özel gereksinimli bireyin bulunmasının, psikolojik açıdan bu çocukların gelişimini iyi yönde etkilediğini bilinmektedir. Bir okulda yeterli sayıda özel gereksinimli çocuğun bulunduğu sürece birbirini sevmesi, etkileşim ve iletişime girmesi, sosyalleşmesi, kabullenmesi ve yardımlaşması gibi ahlak içeren davranışlar sergiledikleri görülmüştür. Bu özel gereksinimli çocukların birbirini sevip yardımlaştığı sürece, okuldaki diğer öğrenciler de bu çocukları sevip kabullendiği söylemek mümkündür.

Ulaşılamaz eğitim ortamı

Ulaşılamaz okul binaları ve altyapıları, erişilebilir ve uygun sağlık tesislerinin eksikliği, kentsel bölgelerde özel gereksinimli çocukları desteklemek için gerekli özel ekipman eksikliği, hedef kitleye ulaşım eksikliği, sınıflarda ışıklandırma eksikliği, engellilik ve eğitim ile ilgili temel konularda bilgi analizi eksikliği, iyi uygulama şeklinin paylaşılması için gerekli mekanizmaların eksikliği ve benzeri şeylerin kaynaştırma eğitim sistemi uygulaması yapılan okullarla ilgili bilinen güçlüklerin başında yer aldığı söylemek mümkündür (Corps, Ceralli & Boisseau 2012).

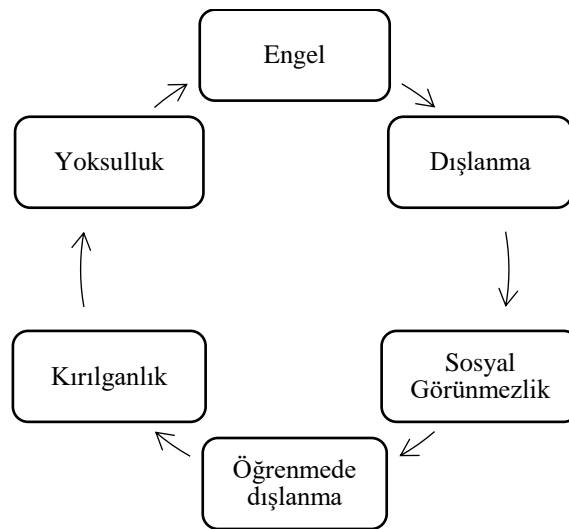
Ciddi veri eksikliği

Hangi konuda olursa olsun, Malili bilim adamları tarafından yazılan kitaplar, tezler ve makalelerin sayısı az olduğu söylemek mümkündür. Kaynaştırma eğitim sistemi, Mali Cumhuriyeti'nde eğitimsel açıdan güncel bir konu olduğu için bu eğitim sistemi ile ilgili yazılan veri ve dokümanların sayısı çok az olduğu kadar, bu dokümanlarda geçen istatistiksel bilgiler de toplum tarafından güvenilemediği söylemek mümkündür.

Mali Cumhuriyeti'ndeki bilim adamlarının güncel istatistiksel veri toplama sistemi ile ilgili bilgi sahibi olmadıkları (kız ve erkek özel gereksinimli çocukların sayısı, okula gidip gitmeyen özel gereksinimli çocukların sayısı, sınıfta bulunan özel gereksinimli çocukların sayısı, yıl boyunca verilen kaynaştırma eğitim hizmetleri) söylemek mümkündür (Corps, Ceralli & Boisseau 2012).

Engellilik ve yoksulluk:

Kaynaştırma eğitimin dışlanması (kalitesinin düşük olması), engellilik ve yoksulluğun kısır döngüsünü vurgulamaktadır (Charrière, 2014). Aşırı yoksulluk içinde yaşayan çocukların günlük hayatta temel hizmetlere bile erişmeleri çok zor ve genellikle tehlikeli yaşam koşulları ile karşı karşıya oldukları bilinmektedir. Sonuçta, özel gereksinimli çocukların yoksulluklarının, engelliliklerinin ve güvensizliklerinin nasıl daha da kötüleşebildiği aşağıdaki şemada gösterilmektedir:



Bu döngüsel tepkilere baktığımızda özel gereksinimli bireylerin eğitilememesinin ya da eğitimde yaşanan güçlüklerin sebeplerinin başında yoksulluk gelmektedir. Evrensel olarak Dünya Engellilerin Topluluğu tarafından da yapılan bir araştırmada, yoksulluk ve fakirlik yüzünden özel gereksinimli insanların sadece% 5'inin eğitimi olduğu açıklanmıştır (Charrière, 2014).

Yaşam Tarzı

Mali Cumhuriyeti'nde, bazı etnik grupların yaşam biçimleri nedeniyle çocukları ayrımcılığa maruz kalmaktadır. Mali Cumhuriyeti'ndeki göç insanların yaşam tarzlarına uygun bir eğitim sistemi olmadığı, dolayısıyla bu göç çocukların eğitilmesi için devlet tarafından onların yaşam tarzına uyarlanmış ayrı bir eğitim sistemi oluşturulması gerektiği söylemek mümkündür. Mali Cumhuriyeti'ndeki bazı etnik gruplardan ya da topluluklardan (Fulani, Bozo & Tamasheq) gelen insanlar, ekonomik geçimlerini sağlamak için seyahat faaliyetlerinde bulunan bir yaşam tarzına sahip oldukları da söylemek mümkündür.

Savaş ve terör

Malili nüfusun% 27'si çatışma bölgelerinde yaşadığı için onların çocukları da risk altında oldukları, örneğin Şubat 2018'de çatışma bölgelerinden (Mopti, Gao, Menaka ve Timbuktu) 49.771 kişi yer değiştirip Mali Cumhuriyeti'ndeki çatışma olmayan başka yerlere gitmişlerdir.

Mali Cumhuriyeti'nin kuzeyinde iç savaş olduğu için, özellikle yukarıda bahsettiğimiz 4 şehirdeki okulların çoğu zaman kapanmış durumda (çocukları korumak için), buralarda okuyan çocuklar başka bir şehre gittiklerinde de onların okula alınması oldukça zor olduğu söylemek mümkündür. Her bir okul için yılda belli bir sayıda öğrencinin okula alınması gerekliliği varken bu çocukların taşındıkları şehirlerdeki okulların yükü arttığı söylemek mümkündür.

2012 yılında Mali Cumhuriyeti'ndeki bazı bölgelerinde çatışma başladığında, Uluslararası Göç Örgütü tarafından yapılan bir araştırmaya göre çatışma olmayan şehirlerde 931 refakatçisiz (ailesiyle olmayan) küçük çocuk tespit edilmiş, bunun haricinde çoğu çocuğun da biyolojik ebeveynleriyle değil, yakın akrabaları ile güvenli bölgelerde yaşadığı tespit edilmiştir.

Utangaçlık

Kaynaştırma eğitimi dışında bile ebeveynler genellikle kendi özel gereksinimli çocuklarına karşı olumsuz tutumlar benimsediği, dolayısıyla dünyaya getirdikleri özel gereksinimli çocuğu sürekli gizli tutmaya çalışmaktadır. Bunun nedeni ise özel gereksinimli bir kişi, ailesine ayrılmış kötü bir kader olarak algılandıkları için bu kişilerin başkalarına göstermekten utanmaktadır. Aynı şekilde bu özel gereksinimli çocukların kendi başına bir şeyler yapamayan ve sonsuza dek diğerlerinin yardımına ihtiyaç duyan bir canlı olarak düşünülmemektedir.

Kaynaştırma eğitimi alan özel gereksinimli çocukların ürkek ve utangaç olmaları da kaynaştırma eğitim sisteminde güncel olarak tartışılan başka önemli bir konu olduğu, normal gelişim gösteren akranlarıyla aynı okul ve sınıf ortamında birlikte ders almaktan utandığı için bu çocukların çoğu devlet tarafından kaynaştırma eğitim sisteminden özel eğitim kurumlarına gönderdikleri bilinmektedir (Corps, Ceralli, & Boisseau 2012).

Cinsel istismar

Mali Cumhuriyeti'ndeki özel gereksinimli bireylerin özellikle kız çocukların yaşadığı ciddi problemlerden biri ise istismara uğramaları olduğu söylemek mümkündür. Eskiden Mali Cumhuriyeti'nde kızların eğitimi erkeklere oranla çok düşük olduğu, kızlar doğduklarından evlene kadar anneleriyle olup ev işlerini birlikte yaptıkları, bu ev işlerinin yanı sıra anneler tarafından ahlaki konuları ile ilgili kız çocuklarına ders verildikleri bilinmektedir (Edwards & Loucel Urquilla, 2016).

Özel gereksinimli çocukların eğitimi başladığından bu yana okula giden ve eğitimi kız çocukların sayısı erkek çocuklara oranla çok daha düşük olduğu bilinmekte, bunun sebebi de özel gereksinimli kız çocukların cinsel istismara erkelere oranla daha çok uğrayabildikleri söylemek mümkündür.

Okula gitmeyen ve sokakta dolaşan zihinsel özel gereksinimli kız çocuklarının hemen hemen hepsinin sık sık sahipsiz hamile kaldığı gözlemlenmiştir. Evde kalan ve okula gitmeyen özel gereksinimli kız çocukların çoğunun da kendi akrabaları tarafından cinsel istismara uğradıkları, üstelik kaynaştırma eğitimi açısından da özel gereksinimli kızların okula gidiş gelişleri esnasında ya da okuldayken normal gelişim gösteren diğer akranları tarafından cinsel istismara uğradıkları sadece öğretmenler ve okul yöneticileri değil devlet adamları tarafından da bilinmektedir.

Marjinalizm

Marjinalizm ve ayrımcılığın, kaynaştırma eğitimi alan özel gereksinimli çocukların belli konularda etkilemekte, özellikle ekonomik seviyesi düşük ailelerden, izole köylerden veya göç ailelerden gelen ve yaş ilerlemiş özel gereksinimli çocukların diğerleri tarafından daha da marjinalize oldukları söylemek mümkündür (Edwards & Loucel Urquilla, 2016).

TARTIŞMA, SONUÇ ve ÖNERİLER

Kaynaştırma eğitim uygulamasında yaşanan güçlükler ile ilgili yapılan araştırmalara baktığımızda, Türkiye Cumhuriyeti'nde daha çok öğretmen ve okul yöneticiler tarafından güçlük çekerken Mali Cumhuriyeti'nde ise daha çok özel gereksinimli çocuğun ve ailesi tarafından güçlük çektiği görülmüştür (Doğaroğlu & Dümenci, 2015; Koulibaly, 2005).

İspanya'da Chiner ve Cardona (2013) tarafından yapılan Bir araştırmanın bulgularına göre öğretmenlerin kaynaştırma hakkındaki düşünceleri ve tutumları dolayısıyla kaynaştırma eğitim sistemi ile ilgili bildikleri onların öğretme becerileri etkilemediği belirtmiştir. Oysaki Diler (1998) ve başka çoğu araştırmacılar tarafından Türkiye Cumhuriyeti'ndeki öğretmenler ve okul yöneticilerin kaynaştırma eğitim sistemi hakkında bilgisiz kaldıkları için bu eğitimi uygularken zorluk çektikleri desteklediği söylemek mümkündür.

Mali Cumhuriyeti'nde ise yaşam koşulu ve tarzı yüzünden özel gereksinimli çocuğun ve ailesi tarafından kaynaştırma eğitim uygulamasında zorluk çektikleri görülmüştür. İç savaş, teröristlere karşı savaş ve bazı etnik grupların takıldığı katı geleneklerinden kaynaklanarak özel gereksinimli çocuğun normal gelişim gösteren akranlarıyla eğitim almalarının zorlaştırılması ya da engellenmesi söylemek mümkündür (Nacia, 2010; Niane, 1959).

Yapılan araştırmalara göre, tüm bu iki ülke için kaynaştırma eğitimi uygulamasında kapsayıcı ve güncel bir eğitim sistemi olmadığı, dolayısıyla ebeveynler, uzmanlar ve öğretmenlerin arasında işbirliği olmadığı, kaynaştırma eğitim sistemini uygulama biçiminin de bir öğretmenden diğerine değiştiği söylemek mümkündür (Engin vd., 2014; Coulibaly, 2013).

Savaş nerede ise engellilik oradadır, iç savaşın olduğu bölgelerde bulunan özel gereksinimli çocukların sayısı, Mali Cumhuriyeti'nin başka hiçbir bölgesinde görülmesi imkânsız olduğu söylemek mümkündür. İç savaş yüzünden bu şehirlerden başka şehirlere yerleşen aileler ise sadece özel gereksinimli çocukların değil, normal gelişim gösteren çocukların bile okula alınmasında zorluk çekmektedir. Bakanlıkların ülkenin nüfusunu dikkate alarak okul açtıklarına göre, bir şehrin okulu kapandığında ve o şehirdeki çocuklar yer değiştirerek başka bir şehre gittiklerinde, oradaki okullara alınmaları gerçekten güç olduğu söylemek mümkündür (Diakit , 2000).

Genel olarak yukarıda bahsettiğimiz problemlere baktığımızda, tüm bu senaryolar ulusal eğitim yasalarına ve politikalarına neden özel gereksinimli çocukların kaynaştırma eğitim sistemine dâhil edilmediğini ya da edilmesinde zorluk çekildiğini açıklamaktadır. Bu sorunları ortadan kaldırmak için ya da en aza indirmek için devletler tarafından özel gereksinimli çocukların haklarını koruyacak yeni

özel yasaların edinilmesi ve bu yasalar hakkında toplumun haberdar olması gerekmektedir. Öğretmenler ve okul yöneticilere kaynaştırma eğitim sistemi ile ilgili uzmanlar tarafından eğitim verilmesi gerekmektedir. Özel gereksinimli çocukların ve ailelerin kaynaştırma eğitim uygulamasından korkmamaları ve utanmamaları için Psikolog, Çocuk Gelişimci ya da bu konuya hâkim olan uzmanlar tarafından ders verilmesi gerekmektedir. Kaynaştırma eğitime başlamadan önce çocukların kaliteli bir tıbbi tedavi görmesi gerekmektedir. Geleneksel Malili toplumları tarafından engelliliğin devam eden bir trajedi ve anormallik olarak görülmemesi gerekmektedir, dolayısıyla geleneğin katılığından uzak durulması gerekmektedir. Toplumun özel gereksinimli bireylere karşı uygun davranışların sergilemesi ve onları olduğu gibi kabullenmesi gerekmektedir. Ebeveynlerin özel gereksinimli çocuklarının eğitimine kapsayıcı bir şekilde katılması, ebeveyn, öğretmen ve okul yöneticilerin iş birliği yapması gerekmektedir. Kaynaştırma eğitim uygulaması yapılan okulların fiziksel koşullarının düzenlenmesi ve ulaşım sorununun yok edilmesi gerekmektedir. Ne olursa olsun kaynaştırma eğitim uygulamasına mutlaka Çocuk Gelişimcilerin dâhil edilmesi gerekmektedir.

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Les Voix De La Souveraineté Linguistique Au Mali

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RÉSUMÉ

Le but de cette étude est d'examiner les changements dans les politiques linguistiques au Mali dans le cadre de la nouvelle constitution adoptée en 2023 et l'impact de ces changements sur la souveraineté linguistique nationale. Le Mali vient de connaître un fait politique majeur avec le changement intervenu dans la langue de l'Etat dans la nouvelle constitution adoptée en 2023 ; le français n'est plus la langue officielle du pays, à sa place, les 13 langues nationales ont gagné le statut de langue officielle. Cependant, le français reste la langue de travail, c'est-à-dire la langue de l'administration et de l'éducation. Même si le contexte politique actuel du pays se manifeste par une distanciation d'avec la France, ce changement trouve explication dans la revendication sociale poussée pour la montée du sentiment national de souveraineté linguistique. Les voix pour une officialisation de la langue nationale la plus parlée au Mali, le bamanankan, et son utilisation à la place du français sur la sphère publique, se sont faites de plus en plus pressantes. Le combat pour l'officialisation des langues locales date du temps de l'indépendance, diverses initiatives gouvernementales ont été prises dans le sens de la promotion des langues du pays. Cependant, ces initiatives restent très limitées, et la place obtenue aujourd'hui par les langues nationales, à leur tête le bamanankan, est dû à l'engagement d'un acteur inattendu. De jeunes « activistes » sont porteurs de la voix de la souveraineté linguistique. Leur mobilisation a joué un rôle crucial dans l'adoption de la nouvelle constitution, marquant un tournant significatif dans l'histoire contemporaine du pays. Cette étude contribue à une meilleure compréhension des changements dans les politiques linguistiques et de leur impact sur la souveraineté des langues nationales au Mali, fournissant ainsi une base importante pour la recherche sur les politiques linguistiques et l'identité Culturelle.

Mots-clés : Constitution, langues nationales, Bamanankan, Activistes, Souveraineté linguistique

The Voices of Linguistic Sovereignty in Mali

ABSTRACT

The aim of this study is to examine the changes in language policies in Mali within the framework of the new constitution adopted in 2023 and the impact of these changes on national language sovereignty. Mali has recently experienced a significant political development with the change in the state language as stipulated in the new constitution adopted in 2023; French is no longer the official language of the country, with the 13 national languages now holding official status. However, French remains the working language, particularly in administration and education. Despite the current political context showing a distancing from France, this change is rooted in a strong social demand for heightened national sentiment of linguistic sovereignty. Calls for the formalization of Mali's most widely spoken national language, Bamanankan, and its use in place of French in public spheres have grown increasingly vocal. The advocacy for official recognition of local languages dates back to independence, with various governmental initiatives aimed at promoting indigenous languages. Nevertheless, these efforts have been largely limited, and the prominence now achieved by national languages, led by Bamanankan, owes much to the unexpected engagement of a key actor. Young activists have

emerged as advocates for linguistic sovereignty, and their mobilization played a crucial role in the adoption of the new constitution, marking a significant turning point in the country's contemporary history. This study contributes to a deeper understanding of the changes in language policies and their impact on national language sovereignty in Mali, thus providing a significant foundation for research on language policies and cultural identity

Keywords: Constitution, National languages, Bamanankan, Activists, Linguistic sovereignty

Mali'de Dil Egemenliğinin Sesleri

ÖZET

Bu çalışmanın amacı, 2023 yılında kabul edilen yeni anayasa çerçevesinde Mali'de dil politikalarının değişimi ve bu değişimin ulusal dil egemenliği üzerindeki etkilerini incelemektir. Mali, yeni anayasa ile birlikte devlet dilinde önemli bir siyasi değişim yaşamıştır; artık ülkenin resmi dili Fransızca değil, 13 ulusal dil resmi statü kazanmıştır. Bununla birlikte, Fransızca özellikle idare ve eğitim alanlarında hala kullanılan bir çalışma dili olarak kalmaktadır. Günümüz siyasi ortamı, Fransa'dan uzaklaşma eğiliminde olmasına rağmen, bu değişim ulusal dil egemenliği duygularının güçlenmesine dayanmaktadır. Mali'nin en yaygın kullanılan ulusal dili olan Bamanankan'ın resmîyet kazanması ve Fransızca yerine günlük hayatta kullanılması talepleri giderek artmaktadır. Bağımsızlık dönemine dayanan çeşitli hükümet girişimleri, yerel dillerin resmi olarak tanınması için atılmıştır. Ancak bu çabalar genellikle sınırlı kalmıştır ve özellikle Bamanankan öncülüğünde ulusal dillerin kazandığı önem, beklenmedik bir aktörün katılımına bağlıdır. Genç aktivistler, dil egemenliği savunucuları olarak ortaya çıkmış ve onların harekete geçmesi yeni anayasanın kabul edilmesinde önemli bir rol oynamış, ülkenin çağdaş tarihinde önemli bir dönüm noktası oluşturmuştur. Bu çalışma, Mali'de dil politikalarının değişimi ve ulusal dil egemenliği üzerindeki etkilerinin derinlemesine anlaşılmasına katkıda bulunarak, dil politikaları ve kültürel kimlik üzerine yapılan araştırmalar için önemli bir temel sağlamaktadır.

Anahtar Sözcükler: Anayasa, Ulusal diller, Bamanankan, Aktivistler, Dil egemenliği

INTRODUCTION

Le colonisateur français avait fondé son système d'écoles sur l'enseignement du français. Celui-ci était le moyen d'assujettissement et d'asservissement par excellence des peuples autochtones. Ainsi, le système colonial s'est construit avec la langue française qui fut assimilée et instaurée même après l'indépendance dans le nouvel Etat. L'absence d'une utilisation formelle et la présence d'une multitude de langues obligent les nouveaux Etats africains à continuer à utiliser la langue du colon.

Bien qu'il y ait de nombreuses langues parlées par les peuples du pays, le français est devenu la langue de l'appareil étatique dans les pays anciennement colonisés par la France. Ces pays sont caractérisés par une multiplicité de peuples et de langues mais différent, cependant, par leur état de coexistence. Les pays s'alignent entre les extrémités du pays dont les peuples sont indépendamment répartis sur le territoire national et du pays dont un peuple a une supériorité de domination sur les autres. Un schéma similaire existe aussi pour de nombreuses langues présentes dans les pays. Pour les langues, le cas malien est proche de la deuxième extrémité ; la langue bamanankan est une langue majoritairement parlée et comprise dans le pays. Cette hégémonie du bamanankan s'étend en s'affaiblissant du Sud au Nord. Cette particularité au Mali existe dans d'autres pays de la région à l'image du wolof au Sénégal.

Un fait aussi remarquable au Mali, qui le différencie très fortement de tous les autres pays francophones, est la non-pénétration du français aux masses populaires, quelque chose qui s'assimile bien à un rejet de cette langue. Le français s'est vu confiné aux salles de classe, aux écrits administratifs et aux médias. Dans le système éducatif même, qui est son lieu d'acquisition, le français est très pauvrement établi : des élèves arrivent à décrocher le diplôme sans pouvoir former une phrase correcte. Au Mali, la langue française n'a pas pu occuper la place qu'elle détient dans les autres pays francophones (Skattum, 2010). Konaté et al. (2010), dans l'étude qu'ils ont fait de la dynamique des langues locales et de la langue française au Mali sur la période d'entre les recensements généraux de la population de 1987 et 1998, ont énuméré quelques raisons de la place limitée du français. Le passé idéologique socialiste et la volonté de reconquête d'une identité nationale en sont les premières causes ; ensuite « le développement des médias de proximité en langues nationales, dont les radios communautaires et les radios libres » et la

libération de la parole qui est intervenue avec la fin du régime militaire qui dura 23 ans. De toutes les manières, il peut être dit que le principal obstacle à la présence du français chez les masses populaires est la domination d'une langue nationale qu'est le bamanankan, qui sert à la fois de principale langue vernaculaire et véhiculaire du pays¹.

Ce rejet du français a culminé à son détronement, il perd sa place de langue officielle et devient langue de travail. Ce changement qui intervint avec l'adoption de la nouvelle constitution est corollaire de la montée du sentiment national de souveraineté linguistique. Parmi les faits sociaux marquants de la vie du Mali de ces dernières années figure la forte revendication grandissante de la valorisation pleine de la langue nationale par une couche de la population. La nature de cette couche est surprenante de par sa nature ; ce sont de "jeunes gens" qui ont porté haut la voix de la nécessité de recourir à la langue nationale. Pour remplacer le français, ces activistes estiment que le bamanankan standard, c'est-à-dire le bamanankan de Bamako, est capable d'assumer le rôle de langue officielle au Mali. Le bamanankan de Bamako est considéré comme la variante standard des différentes variantes de bamanankan au Mali. Plusieurs régions du pays, à l'instar de Ségou qui est le fief du grand royaume bambara, ont leur variété de Bamanankan. Le bamanankan de Bamako porte les caractéristiques d'un contact avec le français et la modernité. Par le biais de l'exode rural, de l'urbanisation, des fonctionnaires et des médias, cette variante s'est propagée aux différents coins du pays.

Un nom est associé à ce combat pour l'officialisation du bamanankan, il s'agit de Aziz Traoré. Ce jeune garçon est aujourd'hui connu de tous les maliens, il a commencé à être vu dans des vidéos dans lesquelles il parle de la question de langue. Il est à l'origine d'un effet d'éveil de conscience sur le peuple et même sur les autorités publiques. Ce phénomène mérite une attention particulière, d'où mon intérêt à écrire un article sur le sujet. Tout comme tout sujet, celui-ci peut aussi être traité sous plusieurs dimensions ; j'ai choisi la dimension des acteurs, qui soient actifs ou passifs, qui ont porté ce sentiment de souveraineté linguistique jusqu'à son stade actuel.

Le Cadre Théorique

Le cadre théorique du sujet de cet article rentre dans la sociolinguistique. Le sujet abordé met en rapport le fait social et le fait linguistique ; le premier est la souveraineté et le deuxième la langue. La souveraineté est un sentiment de fierté et d'indépendance nationale éprouvée par le peuple d'une nation. Elle peut avoir diverses formes, quelques exemples en sont la souveraineté politique, la souveraineté monétaire, la souveraineté militaire, la souveraineté culturelle et la souveraineté linguistique. Si les premières formes sont d'ordre politique, monétaire, militaire et culturel, la souveraineté linguistique est d'ordre de langue. Considérant la définition de la souveraineté donnée ci-dessus, la souveraineté linguistique est le sentiment de fierté et d'indépendance d'une nation par rapport à la langue ou les langues qu'elle parle ou utilise. A l'opposé, une nation est considérée dépourvue de sa souveraineté linguistique si elle parle ou utilise une langue étrangère qui lui soit imposée de force ou par contrainte.

Le sujet fait partie d'un contexte plus large qui est l'Afrique subsaharienne. Les pays d'Afrique subsaharienne sont caractérisés par la présence de plusieurs dialectes ou langues. La configuration de cette multitude de langue dans les pays fait classer ceux-ci en trois groupes (Alexandre, 1961) :

- 1) Etats relativement homogènes au point de vue linguistique : la population parle dans sa majorité des langues apparentées permettant une intercommunication facile

¹Le contraste peut être fait avec la Côte d'Ivoire, pays où le français s'est ancré dans la réalité sociolinguistique du pays et où les mêmes facteurs historiques vus au Mali ne sont pas présents (N'Guessan, 2008).

- 2) Etats linguistiquement hétérogènes, mais possédant une ou des langues dominantes, soit démographiquement soit sociologiquement
- 3) Etats linguistiquement hétérogènes.

Le Mali fait partie du deuxième groupe de pays ; des dizaines de langues parlées dans le pays le bamanankan domine fortement, aussi sociologiquement que démographiquement. Le bamanankan est à la fois une langue vernaculaire et une langue véhiculaire au Mali. Il est parlé en tant que première ou deuxième langue par la majorité de la population et sert de médium dans la communication et le commerce sur une large étendue du territoire national.

Du fait de la colonisation, ces pays ont comme langue officielle la langue du colonisateur européen (principalement le français, l'anglais, et le portugais). Ce choix de la langue de l'ex colonisateur, s'il s'expliquait lors de l'établissement de ces états par la difficulté de trouver parmi les langues locales une langue adéquate, est de plus en plus contesté, surtout dans le domaine de l'éducation. Cependant, et malheureusement, les décideurs publics, qui, eux, ont le pouvoir d'action, ne semblent pas partager cette urgence de revoir ce statu quo (Skattum, 2010). Aujourd'hui, les arguments des défenseurs de la continuité dans l'utilisation des langues étrangères en tant que langue officielle sont entre autres l'ouverture et la collaboration avec le monde extérieur, l'intégration sous régionale et l'empêchement de la baisse de niveau des élèves.

La rhétorique en faveur d'un remplacement du rôle et de la place des langues officielles étrangères en Afrique est presque inexistante sur le plan de la politique. C'est pourquoi il est intéressant d'avoir un regard sur la montée du sentiment national de souveraineté linguistique malgré cette inexistence, au Mali.

Présentation et Évolution de la Configuration Linguistique au Mali

Le Mali, tout comme les autres pays subsahariens, possède une multitude de langues parlées par diverses communautés. La réalité linguistique se façonnant sur celle sociale et géographique, connaître le Mali dans ces deux aspects sera éclairant.

Le Mali est un pays du Sahel, il a la particularité d'être situé entre la zone désertique du Sahara au Nord et la zone du climat soudanais au Sud. La partie Nord constituant la majeure partie du territoire du pays (2/3) est peu peuplée du fait d'un relief hostile et la partie Sud, humide, a une forte densité de la population et abrite les grandes villes du pays, y compris la capitale Bamako. Les régions du Nord comptent moins de 10% de la population. Le reste de la population se concentre au centre et au sud. Le Mali comptait jusque récemment 8 régions administratives, mais le nombre a augmenté après les dernières modifications dans la décentralisation territoriale du pays. Le pays compte actuellement 19 régions plus le district Bamako ; du Nord au Sud elles sont : Taoudéni, Ménaka, Kidal, Tombouctou, Gao, Douentza, Mopti, Nara, Bandiagara, Mopti, San, Ségou, Kayes, Kita, Dioila, Koulikoro, Koutiala, Bougouni et Sikasso. La disparité Nord-Sud est aussi visible dans la répartition des ethnies sur le territoire national, la population du Nord abrite des minorités de communautés blanches telles que les Arabes, les Touaregs, les Maures. Il existe des communautés noires mais apparentées aux populations blanches, à l'image des Sonrhai et les Bella. Les Peulhs, présents un peu partout dans le pays - mais occupant principalement le centre, sont à la fois des populations blanches et noires. Le reste de la population jusqu'au Sud est constitué de peuples noirs soudanais. Il existe plusieurs groupes ethniques ; les plus grands sont les Bambara (36.5%), Les Fulani (Peuls), les Sarakolé, les Sénoufos et les Dogons. Ces groupes ethniques sont formés de plusieurs sous-groupes.

Les facteurs historiques, conjugués aux facteurs socio géographiques, expliquent la prédominance de la langue Bamanankan sur les autres langues du pays ; elle est parlée par plus de 80% de la population. Ces facteurs sont entre autres :

- Le caractère récent du royaume bambara et son élargissement sur un vaste territoire
- Le rôle prépondérant des commerçants aventuriers
- La famille dont est issu le bamanankan : la famille des langues Mandé, en ce qu'elle contient des dialectes présents dans plusieurs pays qui sont inter-intelligibles.

Elle est la principale véhiculaire au Sud et au Centre, mais est concurrencée par d'autres langues au Centre et au Nord. Cependant, même jusque dans l'extrême Nord, le Bamanankan tend à devenir la lingua franca par excellence sur toute l'étendue du territoire.

Le Bamanankan

La langue bambara ou le bamanankan est de la famille des langues Mandingues. Les linguistes parlent du continuum mandingue, il s'agit de la continuité langagière d'un territoire à l'autre avec des variations plus ou moins fortes. Le continuum des langues mandingues s'étend sur la Guinée-Bissau, le Liberia, la Sierra-Leone, Gambie, le Sénégal, la Guinée, le Mali, le Burkina Faso et la Côte d'Ivoire. Le royaume bambara fut l'un des derniers royaumes d'avant la colonisation, son règne pourrait expliquer l'hégémonie du bamanankan sur les autres langues du pays. Dans la capitale Bamako, s'est développée un bamanankan standard qui est parlé par les résidents et adopté par les nouveaux arrivants d'autres régions. D'ailleurs, ce bamanankan bamakois s'invite même dans les régions les plus reculées du pays. En plus de l'urbanisation et de l'exode, d'autres phénomènes expliquent cette expansion.

Le bamanankan est par excellence la langue de communication nationale au Mali. Avec la nouvelle constitution, il lui est assigné et à 12 autres langues nationales le statut de langue officielle.

Le Français

Le français est la langue de l'ancien colonisateur qui l'a instauré pour le dessein de son entreprise coloniale. A l'indépendance, le Mali, tout comme les autres pays colonisés par la France, a gardé le français en tant que langue officielle, c'est-à-dire langue de l'administration et de l'éducation. Aujourd'hui, le français n'est plus langue officielle mais s'est vu attribuer le statut de langue de travail. De fait, sa place n'a pas changé, il reste toujours la langue de l'administration, de l'éducation et des médias officiels.

Au niveau de la masse populaire, le Mali est l'un des pays de l'Afrique francophone avec un taux de maîtrise du français très bas. Il n'est maîtrisé que par une infime partie de la population. L'école qui est le premier lieu du français a failli à prodiguer la maîtrise de la langue à la couche même scolarisée de la population. La couche non scolarisée n'a presque aucune capacité langagière de français, même pas le niveau rudimentaire qu'on peut voir dans d'autres pays. Le français bénéficie toutefois d'un prestige de la part de toutes les couches de la société pour qui il est un moyen d'affirmation et d'élévation sociale. Par conséquent, et surtout, il est cause d'aliénation individuelle, sociale et culturelle.

Le Dynamisme des Langues à l'Échelle Étatique

Cette section traite de l'évolution de la réalité linguistique dans le domaine de l'Etat. Comme mentionné plus haut, bien qu'ayant adopté le français comme langue officielle après la décolonisation, le Mali se distingue de ces pays voisins par une considération des langues nationales, très tôt, dans la construction de l'Etat. Ainsi, dès l'indépendance les premières entreprises commencent dans ce sens. La volonté de l'Etat malien de s'engager dans la valorisation des langues nationales a commencé avec le souci

d'alphabétiser un maximum de personnes, notamment les adultes. La première réforme éducative officielle intervint en 1962 lorsque l'Etat préconisa l'utilisation des langues nationales dans l'éducation et l'administration (Konta, 2007).

L'UNESCO a trouvé au Mali un environnement réceptif à l'expérimentation de son programme d'alphabétisation fonctionnelle ; avec son concours le Mali organisa entre Février et Mars 1996 une réunion des experts en linguistique et en alphabétisation pour l'unification des systèmes de transcription des langues de l'Afrique de l'Ouest (Konta, 2007). En 1976, l'alphabet pour la transcription des langues nationales, et plus précisément les principes et règles de transcription de quelques langues nationales ont été publiés. Les autorités ont fait le choix de l'alphabet latin pour la transcription des langues nationales au détriment des systèmes d'écriture locaux du pays, pour la raison de simplification et de facilité.

En 1982, dix langues locales, à savoir le bamanankan (bambara), le fulfulde (peulh), le songayi (sonrai), le tamasheq, le soninke, le bozo, le bomu (bobo), le siyenara (senoufo), le mamara (minianka) et le dogoso (dogon), obtiennent le statut de langue nationale, le français demeurant langue officielle. La même année, la politique de la pédagogie convergente a commencé à être appliquée, qui consiste à l'emploi de la langue nationale dans les premières classes pour passer progressivement à l'utilisation du français en tant que médium d'enseignement et discipline. Pour l'application de la pédagogie convergente des écoles expérimentales sont créées. A liste des langues nationales s'ajoutent 3 autres qui sont le hassania, le maninkakan et le kassonké en 1996. Pour porter plus loin la politique de vulgarisation des langues nationales sur la sphère étatique, la loi du 1999 portant Loi d'Orientation sur l'Éducation ouvre la porte à leur utilisation généralisée dans l'enseignement.

Le symbole de l'avènement de l'ère démocratique, la constitution de 1992 avait ouvert la voie à l'officialisation des langues nationales ; ce qui dénotait d'une atmosphère sociale pour la valorisation des langues nationales. La réclamation sociale a eu gain de cause dans la toute nouvelle constitution du pays promulguée le 22 juillet 2023 ; désormais les 13 langues nationales sont les langues nationales du Mali, le Français n'est plus langue officielle mais langue de travail². Ce changement récent est un fait majeur, parce qu'il vient de mettre fin à une situation de longue durée, faisant démarquer le Mali de ses pays voisins, et avec lui la voix pour la souveraineté linguistique se trouve légitimée et renforcée.

La Voix Passive De La Souveraineté Linguistique

Elle est celle portée par des acteurs sociaux et politiques dont l'activité ne se manifeste pas à un engagement direct en faveur d'une souveraineté linguistique, mais qui, par leurs activités, contribuent au rehaussement du statut du bamanankan sur la sphère publique et nationale.

Les Initiatives Gouvernementales et Organisationnelles

Quelques années après l'indépendance, des initiatives ont été prises par l'Etat, avec l'accompagnement de l'UNESCO, dans des cadres de réflexion sur les langues nationales. Entre 1966 et 1968, à travers le financement et l'accompagnement de l'UNESCO, le Mali s'est lancé dans l'établissement d'un alphabet pour différentes langues locales et a entamé des programmes d'alphabétisation fonctionnelle en bamanankan (Galtier, 2018).

Après est venue le temps de la création d'institutions de promotion des langues nationales (principalement le bamanankan). En 1968 est créé le Centre National d'Alphabétisation (CNAF) ; en 1973 l'Institut de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée (INAFLA) qui

² La langue officielle jouit d'une reconnaissance soit implicite soit explicite par la constitution du pays, son utilisation est exigée sur tous les services officiels de celui-ci. La langue de travail est la langue de communication quotidienne utilisée par l'organe de l'Etat.

devient en 1975 la Direction Nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée (DNAFLA). La DNAFLA est remplacée par deux nouvelles institutions en 2001 : le Centre National des Ressources de l'Éducation Non-Formelle (CNR-ENF) et l'Institut des Langues Abdoulaye BARRY (ILAB) (K. Mahamadou, 2007).

Ces initiatives gouvernementales, à travers des recherches et des applications techniques, servent de cadre formel à la volonté de promotion du bamanankan. Cependant, leurs portées sont très limitées parce que cela fait des années qu'elles ont commencé et n'ont pas donné de résultats satisfaisants. Elles sont restées des tentatives restreintes et hésitantes ; cela est dû à une absence d'un engagement courageux des pouvoirs publics.

Les Instruments Culturels

Les instruments culturels sont des moyens puissants par lesquels le bamanankan trouve une dynamique lui rendant la vivacité qu'elle a au Mali. Ces instruments culturels sont entre autres la tradition d'oralité portée par certaines couches de la population (principalement les griots), les chanteurs, les acteurs du cinéma. Le Mali est un pays avec une forte tradition orale, elle se manifeste dans toutes les sphères de la vie sociale ; le bamanankan étant l'outil privilégié de cette tradition, il se trouve dynamisé auprès de la population à travers le temps.

Contrairement à certains pays voisins où la musique en langue étrangère est très fréquente, au Mali la culture de la musique est entretenue presque exclusivement en langue bamanankan. Il peut être dit que la musique est l'élément principal permettant au bamanankan d'exercer son hégémonie sur les autres langues - tout chanteur, pour être écouté, doit chanter en bamanankan qu'il soit bambara ou pas et la musique en bamanankan trouve audience chez toutes les ethnies.

En plus de ces acteurs, les acteurs du multimédia sont aussi contributeurs à l'animation du bamanankan ; ils sont les professionnels des programmes radio et télé, les acteurs du cinéma et bien tant d'autres.

Les Nouveaux Acteurs

Un autre type de média faisant son apparition récemment a été le principal canal à travers lequel la position du bamanankan s'est vivement élevée sur la sphère publique. Il s'agit des Web TV, ce nouveau type de télévision a vraiment foisonné ces dernières années au Mali. Leur apparition et leur rapide développement s'est fait en rapport avec l'évolution de la situation politique du pays.

Sous le régime d'Ibrahim Boubacar Keita IBK, un mouvement de « jeunes activistes » est né. En dénonciation du régime, certains jeunes utilisaient la voix des réseaux sociaux pour balancer des vidéos, souvent organisées en fréquence d'apparition régulière. L'un des déclencheurs de ce mouvement d'activistes « videoman » est Mouhamed Youssouf Bathily dit Ras Bath. Il mettait en face du peuple les affaires publiques en utilisant le bamanankan. Grâce à ses actions, la culture du désengagement des affaires de l'État s'est brisée petit à petit et une autre culture est née, celle d'avoir un intérêt à discuter de la chose publique chez le peuple. Les gens ont tellement pris goût aux débats publics que c'est devenu une mode. Beaucoup se sont fait un nom à travers leurs chroniques sur des sujets aussi divers que publics, mais tous en rapport avec l'État. À travers l'emploi du bamanankan, ces jeunes gens arrivent à capter l'attention et l'admiration de la partie basse du peuple, qui constitue la majorité. Le peuple se lie à ces jeunes pour s'informer des actualités du pays, il préfère ceux-ci aux médias officiels. Un état de chose causé par l'identification à la langue bambara ; les médias officiels ne parlent plus au peuple parce qu'ils emploient une langue qu'il ne comprend pas, c'est-à-dire le français.

Dans la grande plupart des cas, les Web TV sont un fait des « videoman ». Cependant, les deux acteurs opèrent côte à côte. Ces acteurs, de par leurs actions, ont beaucoup contribué au rehaussement de la

valeur du bamanankan sur la sphère publique. Néanmoins, ils ne peuvent être considérés comme des acteurs actifs pour une souveraineté linguistique.

La Voix Active De La Souveraineté Linguistique

Elle est soutenue par des acteurs qui ont une volonté manifeste de faire du bamanankan la langue officielle du pays. L'image représentative de cette voix est le jeune Aziz Traoré ; ce jeune étudiant venu de nulle part a aujourd'hui à son compte une centaine de vidéos dans lesquelles il prône les éventuels effets d'une officialisation de la langue bamanankan pour le développement du Mali. A lui seul, il a pu chauffer les esprits et les amener à croire à une possibilité de voir le bamanankan la langue de l'Etat. A côté, certaines organisations ont commencé à émerger dans la lutte active pour la cause bamanankan.

CONCLUSION

Un tournant marquant vient d'être enregistré dans l'histoire post-coloniale du Mali. A l'indépendance le Mali, tout comme les autres pays d'Afrique subsaharienne, a adopté la langue de son colonisateur comme sa langue officielle pour plusieurs raisons, parmi lesquelles la multiplicité des langues locales, l'incapacité de celles-ci à être utilisées comme langue d'administration et médium d'éducation. Après 63 ans, le changement est intervenu, le français n'est plus langue officielle du Mali, sa place est donnée aux 13 langues locales reconnues langues nationales.

Ce changement qui est intervenu avec l'adoption de la nouvelle constitution est le résultat d'un mouvement sociopolitique. Suivant l'évolution politique du pays qui est caractérisée par des revendications de changements à plusieurs niveaux, la voix pour une souveraineté linguistique s'est fait entendre. Sous la pression de cette voix, les autorités ont été obligées de poser leur marque au changement souhaité. Il est intéressant de savoir que les premières actions pour une considération des langues nationales, dominées par la langue bamanankan, ont été prises par l'Etat malien dès la veille de l'indépendance. Cependant, les décideurs publics ont toujours été mous et ont manqué de courage et de bonne volonté pour faire de la principale langue vernaculaire et véhiculaire du Mali une langue officielle.

Malgré l'officialisation des langues nationales, le français occupe toujours sa place de fait, il continue à être la langue de l'administration, des médias officiels et de l'éducation. Ce qui veut dire qu'une reconnaissance constitutionnelle ne suffit pas pour qu'une langue joue pleinement son rôle de langue de l'Etat. Un ensemble d'actions concrètes sont la seule voie de réalisation de cela ; il s'agit du travail des linguistes, des professionnels de l'éducation, des académiciens, etc. Donc, il y a du chemin à parcourir pour que le changement de jure puisse se concrétiser. La souveraineté linguistique au Mali est une démarche complexe mais essentielle pour la préservation et la valorisation des langues locales. Elle passe par l'intégration des langues nationales dans l'éducation, les médias et la culture, et nécessite un soutien continu de la part des autorités et de la société civile.

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The Effect of Oral Exam Styles on Students' Speaking Anxiety: A Case Study

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ABSTRACT

This study aims to investigate the challenges associated with speaking anxiety in language learning, particularly during oral exams, by examining its impact on students' performance and exploring concerns among teachers and students regarding the validity and impartiality of such assessments. In this sense, the study delves into the challenges associated with speaking anxiety in language learning, particularly during oral exams. Recognizing the crucial role that speaking abilities play in both everyday life and educational contexts, the study investigates the impact of speaking anxiety on students' performance. For this qualitative research, five EFL teachers and five EFL students from a preparatory school were purposefully sampled and interviewed. The findings reveal concerns from both teachers and students regarding the validity and impartiality of oral exams, especially when multiple examiners are involved. Additionally, students reported discomfort when required to work in pairs on exam day and when interacting with unfamiliar examiners. The study's limitations include its small sample size and qualitative nature, underscoring the need for mixed-method research to yield more comprehensive and generalizable results. Such an approach would enhance our understanding of speaking anxiety and its implications for English language teaching and assessment, ultimately contributing to improved pedagogical practices and student outcomes. This study emphasizes the importance of addressing speaking anxiety to foster a more effective and supportive learning environment for language learners. Further exploration in this area could provide valuable insights into effective strategies for managing and alleviating speaking anxiety among language learners.

Keywords: Oral exam, English language teaching, Debilitative anxiety, Facilitative anxiety, Language assessment

Sözlü Sınav Tarzlarının Öğrencilerin Konuşma Kaygısı Üzerindeki Etkisi: Bir Durum Çalışması

ÖZET

Bu çalışma, dil öğreniminde konuşma kaygısıyla ilgili zorlukları, özellikle sözlü sınavlar sırasında, öğrencilerin performansı üzerindeki etkisini inceleyerek ve öğretmenler ile öğrenciler arasındaki geçerlilik ve tarafsızlık endişelerini araştırarak ortaya koymayı amaçlamaktadır. Buradan hareketle, çalışma, dil öğrenme sürecinde özellikle sözlü sınavlar sırasında yaşanan konuşma kaygısı ile ilgili zorlukları incelemektedir. Günlük yaşamda ve eğitim bağlamında konuşma becerilerinin oynadığı kritik rolü tanıyarak, çalışma konuşma kaygısının öğrencilerin performansı üzerindeki etkisini araştırmaktadır. Bu nitel araştırma için, bir hazırlık okulundan beş İngilizce öğretmeni ve beş İngilizce öğrencisi amaçlı örnekleme ile seçilip görüşülmüştür. Bulgular, özellikle birden fazla sınav gözetmeninin yer aldığı durumlarda sözlü sınavların geçerliliği ve tarafsızlığıyla ilgili hem öğretmenlerin hem de öğrencilerin endişelerini ortaya koymaktadır. Ayrıca, öğrenciler

sınav günü çiftler halinde çalışmaları ve tanımadıkları gözetmenlerle etkileşimde bulunmaları durumunda rahatsızlık hissettiklerini belirtmişlerdir. Çalışmanın sınırlılıkları küçük örnekleme ve nitel doğasıdır; bu durum, daha kapsamlı ve genelleştirilebilir sonuçlar elde etmek için karma yöntem araştırmalarının gerekliliğini vurgulamaktadır. Bu yaklaşım, konuşma kaygısı ve İngilizce dil öğretimi ile değerlendirmesi üzerindeki etkilerini daha iyi anlamamıza yardımcı olacaktır, sonuç olarak pedagojik uygulamaların ve öğrenci başarılarının iyileştirilmesine katkı sağlayacaktır. Bu çalışma, dil öğrencileri için daha etkili ve destekleyici bir öğrenme ortamı sağlamak amacıyla konuşma kaygısının ele alınmasının önemini vurgulamaktadır. . Bu alandaki daha ileri araştırmalar, dil öğrencileri arasında konuşma kaygısını yönetme ve hafifletme konusunda etkili stratejilere yönelik değerli içgörüler sunabilir.

Anahtar kelimeler: Sözlü sınav, İngiliz dili öğretimi, Zayıflatıcı kaygı, Kolaylaştırıcı kaygı, Dil değerlendirmesi

INTRODUCTION

In the last decades, the focal point of language teaching has altered from rule-based grammar teaching to communication-based teaching with the born of communicative teaching methods together with the Suggestopedia. As a result of prioritizing learners' needs firsthand, the content of the materials and classes' designs have been all reshaped in accordance with the communicative way of teaching and learning trends. So, language does not merely mean learning and internalizing a pre-set of rules and employing them in grammatical patterns, it requires writing, reading, listening, and speaking skills equally. On the other hand, speaking is the most difficult ability for learners to master when the studies are thoroughly examined, since speaking anxiety exacerbates the difficulty with language creation (Brown, 2003). Most people define learning a new language as speaking it, and the ability to carry on a seamless conversation is how success in the language is measured (Nunan, 2002). According to Brown (2003), speaking in an L2 or foreign language can be challenging for learners at both the elementary and advanced levels, and even native speakers may have speaking anxiety when taking an assessment. Speaking is an essential aspect of daily life, yet having to evaluate and grade something for a predetermined goal makes people nervous when they have to speak in front of others. This fear also makes pupils perform poorly on oral exams. Due to the subjectivity problem in tests, emotions, particularly speaking anxiety, were not given the proper attention until the last few decades. But the growing need of impartiality in oral exams has made fear and rapport in oral exam style equally important.

Statement of the problem

Foreign language education has witnessed some solid changes in the last decades, and according to Young (1986), language learning pedagogy has had the transference from the body to mind and emotions pointing out behaviorism, cognitive and metacognitive fields, and affective factors. Anxiety is one of the most apparent affective traits. Until recent decades, emotions especially the speaking anxiety have not been given the deserved care because of the subjectivity issue in the exams. However, the increasing significance of objectivity in oral exams has put equal importance on both anxiety and oral exam style rapport. After the acceptance of the relationship between language anxiety and oral exam style as an important construct (Horwitz, 1986), researchers began to search for some strategies to reduce students' anxiety levels. As speaking assessment requires many factors to be taken into consideration, it is the most troubled part of the assessment process at a state university prep school as well. This study aims to identify the problematic aspects of the speaking assessment procedure and its effect on students' anxiety. The work of assessing and judging students' learning is not an easy task. In order to come out with an objective assessment of students' work, teachers and instructors utilize numerous instruments, one of which is testing.

Aim and Significance of the Study

In consideration of the striking truth that oral exam styles are a very common complicated and puzzling field, it is urgent to underline the root problematic areas, such as oral exam style, and its perceived effect on students' anxiety levels, and seek the most applicable solutions which would be beneficial for both teachers and learners. This study is essentially important in two ways. Firstly, it identifies teachers' and students' ideas about the available oral exam style and reveals the experienced problems. Secondly, it helps the researchers who are interested in this area to find out some solutions for the faced problems to offer a more satisfactory oral exam style. The overall purpose is to set the most applicable oral exam style in the context of the study in order to reduce oral exam anxiety.

Research Questions

- 1) What do the instructors and students think about the existing oral exam style?
 - a) Is there a relation between oral exam style and speaking anxiety?
 - b) If so, what would be the most appropriate oral exam style to decrease the students' oral exam anxiety in the context of the study?

LITERATURE REVIEW

Speaking Anxiety and Oral Exams

Speaking anxiety, commonly known as glossophobia, is a widespread phenomenon affecting individuals across various demographics. This anxiety manifests as an intense fear or nervousness about speaking in public, which can stem from concerns about being judged, making mistakes, or facing an unresponsive audience. Symptoms often include rapid heartbeat, trembling, sweating, and a feeling of dread, which can significantly impair one's ability to communicate effectively. The prevalence of speaking anxiety is notable, with research indicating that it affects approximately 15-30% of the population to some degree. Effective management strategies include cognitive-behavioral therapy (CBT), practice and preparation, relaxation techniques, and, in some cases, medication. Studies suggest that with appropriate intervention, individuals can significantly reduce their anxiety and improve their public speaking skills (American Psychological Association, 2020; National Institute of Mental Health, 2021).

Anxiety is one of the many emotive elements that come into play when learning a second language, along with readiness to speak, self-efficacy, intelligence, and attitude. The strongest indicator of the importance of speaking anxiety in second language acquisition is the abundance of research on the topic in the literature (Philips, 1991). In countless studies, academics and language teachers have highlighted the reality of anxiety, especially speaking anxiety when learning a new language (Garcia de Blakely, 2017; Jackson, 2002; Kitano, 2001; Liu, 2006). According to them, learning a new language does not refer to memorizing numerous vocabularies or practicing pre-set rules. Language learning requires communicating by experiencing stress, encountering ambiguous situations, and maintaining communication under the effect of these parameters. So, within the effects of aforesaid various stress-evoking parameters, learners' speaking anxiety practically would increase in learning a new language. Horwitz, (1986) and MacIntyre and Gardner (1989) state that even adults who are proud of their speaking skills face challenges in presentations even in their mother tongue, so it is a very normal and expected feature of communication in the second language to have a speaking anxiety.

Cohen and Norst (1989) point out that sweating, trembling, headaches, and a pounding heart are the most encountered symptoms in the speeches of anxious students. Students are faced with those symptoms since they are not able to say what they already know and this situation makes them feel frustrated, panicky, and sometimes even outraged. Tobias (1979) agrees with Horwitz and reports that

even the most competent students in L2 are tackling in the oral exams because of their high speaking anxiety while the less competent students are not demonstrating such a higher level of speaking anxiety. That is why at the end of the day, there is not a striking gap between the competent and less competent students' oral exam scores as a result of speaking anxiety problems. Moreover, some avoidance strategies have been developed by anxious students such as not attending classes or postponing the assigned speaking tasks (Argaman & Abu-Rabia, 2002).

By backing up the aforementioned scholars' reports and related research studies' results, it is proven that there is a persistent correlation between L2 speaking anxiety and L2 proficiency (Horwitz, 1986; Liu, 2006; Philips, 1992; Young, 1991). Philips (1992) reported in one French medium study that while students with high levels of anxiety were noticed to get lower grades from exams, the less anxious students demonstrated the vice-versa version of the whole picture. Even consecutive studies were in line with the findings of the Philips's study (Aida, 1994; Kitano, 2001; Yan & Wang, 2001; Zhang, 2001).

However, in contrast to the aforementioned negative correlation, Chastain (1975) and Kleinmann (1977) report a positive correlation between higher anxiety levels and higher exam grades in their study. According to Philips (1991), there is a dilemma which is in today's '21st-century' terms are 'getting along with the students' or 'getting on with the students' (Allwright, 2009), which means that teachers and students are stuck in the border of enjoyment factor of the communicative activities or acquiring the pre-set rules of the communicative activities. A certain number of communicative activities that aim to facilitate oral proficiency can also cause anxiety at the same time together with reducing the enjoyment factor related to language learning principles (Philips, 1991). In the 21st century, it is asserted that more visual aids and inductive learning strategies are all helping to facilitate learning satisfaction and in turn increase the enjoyment of learning while decreasing speaking anxiety (Allwright, 2009). For that reason, friendly and communicative encouraging classroom settings and exam designs are always advised to set up in L2 learning.

Although speaking anxiety is generally demonstrated as the reason for the failure in the oral exam or in general terms in L2 learning, the sample situation in the study of Liu (2006) is vice-versa. Liu relies on the sample situation of Bailey in 1983 to report the vice-versa of the claim regarding the negative correlation between speaking anxiety and L2 competence in oral exams. According to the study, Bailey kept records of her daily French medium classes, and it is asserted in the dairies that while at the first step cause of competitiveness, or being humored in front of her classmates, Bailey developed avoidance strategies, even leaving the class for a long duration. However, this competitive mood and state of anxiety, evoke her willingness to learn and compete with her friends. Finally, Bailey succeeded in reversing her speaking anxiety to a positive state of willingness to communicate without any hesitation. So, it is possible to talk about also positive outcomes of speaking anxiety and oral exam relations.

The word exam always contains a kind of excitement and anxiety issues under its umbrella. Since an exam means being evaluated by someone else with a purpose and within a settled frame, being evaluated by peers or persons from higher titles may have a discouraging effect on the candidates. There are two types of speaking anxiety: debilitating and facilitative anxiety. While debilitating anxiety causes failure at the end of the learning adventure, facilitative anxiety provokes the feeling of winning and pushes individuals to study harder for better results.

Problems of Testing the Speaking Skill

Among the four basic language skills which are listening, speaking, reading and writing, speaking is the most difficult one to test (Brown, 2003). Various situations can be counted as the reasons of this situation, but the most important reason of this condition according to Brown (2003), Lumo (2004), and Yıldız (2013) is that it is hard to describe the construction of speaking. Since speaking is the combination

of intonation, stress, pronunciation, content, extent of vocabulary, fluency, and accuracy. That is why also ensuring the validity and reliability of the test apart from constructing the test itself are among the questioning issues for testing speaking in other terms oral exams. Kitao and Kitao (1996) state that speaking includes various skills under its branches which are not related to each other but at the same time hard to test themselves alone and objectively.

In the oral exams, instead of having holistic scoring, it is advised to break the speech into categories: can be categorized as pronunciation, intonation, fluency, and accuracy (Fulcher, 2003; Kito & Kitao, 1996; Yıldız, 2013). Also, Fulcher (2003) suggests discourse analysis, employment of methods of pragmatics, and ways of communication strategies as categories.

Apart from the construction of the speaking test and its categories, one another problem is fixing the strong borders between listening and speaking. Since listening is a prerequisite for speaking. While listening is counted as the receptive skill, speaking is named as a productive skill though there are opposite ideas in the literature that there is not a fixed border among the skills as they are all running in the mind cognitively without any abstract observation (Brown, 2003). However, Kitao and Kitao (1996) claim that speaking relies on comprehensible input that is provided by listening, so it is possible to mention an exchange between listening and speaking. This feature of speaking brings another challenge to assessing speaking skills, as it is not clear whether speaking is purely assessed or also listening is under discussion. Successful communication depends on first the success of listening, then speaking. Also, the listener's acquaintance with the speaker's accent affects the flow of communication (Heaton, 1990).

Speaking Tasks

Speaking exercises in language learning have drawn a lot of attention lately because of the way they affect learner confidence, accuracy, and fluency. Comparing interactive speaking activities like role-plays and group discussions to traditional approaches, studies show that learners are more engaged and use language more effectively. Students' communication skill improved significantly when they engaged in interactive speaking exercises, as demonstrated by Tavit and Karagül's (2021) findings. In a similar vein, Chen and Cheng's research from 2022 demonstrated the value of task-based language instruction in improving speaking abilities. They pointed out that these kinds of activities offer real-world scenarios that encourage students to practice more. These results highlight how crucial it is to provide varied and engaging speaking exercises in language courses in order to improve students' speaking skills and general language competency.

As a result of communicative-based teaching being the center of attention in the last decades, speaking has become the focus of language learning, so the needs of teachers, students, and teaching materials have been developed in this direction. As a natural result of this, lesson designs and exam designs have been shaped from the communicative-based teaching and learning dimension. The overall objective has been to vaccinate the consciousness of communicative L2 competence (Dörnyei, 2009). Thanks to this approach, communication among learners has gained significance. Education materials have been designed by prioritizing communicative tasks.

When language is perceived as a coin, if teaching is the one part, testing is the other part of the coin, they are inseparable. The introduction of communicative-based teaching into the field of language teaching has brought changes also in the form of testing as the new trend is communication from that time on. This shift has also affected the assessment procedure. Oral exams have been redesigned accordingly. Various task types have been included in the oral exam styles with the aim of assessing students' oral competency because each task uncovers the speaking ability from a different version and affects students' speaking anxiety levels separately. While some tasks or question types are increasing

the students' anxiety level, some others are decreasing. Also while some tasks have a debilitating effect on students, others have a facilitative. That is why, the oral exam style requires careful attention.

The task can be described as communicative language practices. According to Bachman and Palmer (1996), tasks include the speaker using the prescribed language in order to reach a defined situation. Tasks are defining the flow of the conversation, so task design is important. The appropriateness of the style, vocabulary, and content together with intonation and pronunciation regarding the tasks and teachers' expectations from students are important. There should be a harmony among them. Otherwise, it is not realistic to expect students to combine the irrelevant pieces to see the whole picture. The aim and the tasks should be all clear beforehand.

The design of the tasks should be in accordance with the student's level and the purpose of the assessment (Brown, 2003). Similarly, expectations regarding coherence, fluency, accuracy, word choices, and mechanics should be introduced to the students beforehand to help to decrease their anxiety level and increase their awareness in terms of evaluation. According to Brown (2003), not only task designs, and expectations, but also evaluation criteria should be introduced to students. Ensuring variety in the oral exam is vital, as it is not reliable to ask the same task to all students. Oral exam tasks may include individual tasks, pair works, or group works. Adopting various tasks at various stages of the exam is better, as students' anxiety is different in individual tasks and pair tasks (Yıldız, 2013). In this way even if students get anxious at individual tasks, they may become successful in pair work, so teachers increase the students' success chance. As Lumo (2004) states: "if someone is good at describing, it does not automatically mean that he or she is also good at comparing things, telling stories, or justifying an opinion" (p. 32). One another advantage of adapting various tasks is collecting much data to reach the final decision. Some suggested task types by Burgess and Head (2005):

- Interview Tasks
- Presentation Tasks
- Negotiation Tasks
- Discussion Tasks

Each task type aforesaid has idiosyncratic characteristics and requirements. While interview tasks require mechanic turn taking; discussion and negotiation tasks calls for an interactive flow of speech. On the one hand presentation tasks are extensive speech parts, which are generally in the form of monologues, on the other hand, discussion tasks ask for more than two speakers, and their speech parts are not structured as in the case of interviews or presentations (Lumo, 2004). There are also descriptive and narrative tasks. Similar to interviews and presentations, narrative and descriptive tasks can be used for individual structured tasks, or in the form of discussions. Assessors, teachers, test developers, or experts can define the outline and requirements of the tasks. They can be organized as individual or group tasks. Descriptive tasks can be adopted in the form of picture descriptions in the structured or semi-structured oral exam types. Narrative tasks can be the versions of asking examinees about any events that they have been through or choosing a picture and generating a story from the picture (Luma, 2004).

METHOD

The aim of the present descriptive case study is to identify teachers' and students' ideas regarding the existing oral exam style. It also proposes a more satisfactory oral exam style (based on the problems encountered) to lower the anxiety caused by speaking exams in the context of a foreign language school in a state university in Turkey.

Oral exam anxiety and anxiety-provoking oral exam styles are one of the hot topics under discussion in recent years, especially in higher education organizations. To comprehend the root reasons for the problem, it is advised to analyze the blind points of the iceberg, which refers to examining the issue from both students' and teachers' aspects.

The following research questions guided the study:

- 1) What do the instructors /students think about the existing oral exam style?
 - a) Is there a relation between oral exam style and speaking anxiety?
 - b) If so, what would be the most appropriate speaking exam style to decrease the students' oral exam anxiety in the context of the study?

This chapter defines the setting and participants, data collection tools, research design, and data analysis.

Setting and Participants

The present qualitative case study was conducted in the mid-size Preparation department of the School of Foreign Languages situated in the east part of Turkey. The School has two different departments: the first one is the distance learning English Language Teaching department, and the second one is the English Preparation department. The study was conducted in the preparation department, this department presents English language classes to the students from the departments of Mechanical Engineering, Civil Aviation Engineering, Mechatronic Engineering, Software Engineering, English Language and Literature, and English Language and Teaching. The school's total student population is 349, and 48 of them are from foreign nations, particularly Syrian, Egyptian, and Iraqi. The objective of the School is to equip students with both daily and academic English to back them up in their English-medium departments in the adjacent years. There are a total 30 English Language teaching lecturers in the School of Foreign Languages, 23 of them are employed in the preparation department, and the rest are employed in the distance learning department. The school has 20 prep classrooms, 12 of them are engineering classes, 4 of them are English Language and Teaching classes, and 4 of them are English Language and Literature classes. Classroom sizes are around 17, and students are getting 20 hours of main course classes in addition to two hours of Computer Assisted Language Learning (C.A.L.L.) in a week. 20 hours of main course classes are shared by two co-teachers, and they are named as "main course 1" teacher and "main course 2" teacher. The only difference between them is, the main course 1 teacher is the course advisor, responsible for also managing and grading the writing portfolio process. C.A.L.L. class is managed by a third teacher. Teachers are all adopting the same course book, and teachers are beginning each lesson by continuing from which part the previous teacher has stopped.

Before starting the lessons at the beginning of the first semester, students all sit a proficiency exam at the very beginning of the academic year, and the ones who get the adequate score pass directly to their departments without attending the courses at the School of Foreign Languages. And the ones who cannot get sufficient scores begin to take the lessons at the School of Foreign Languages. According to the standards settled by The Common European Framework of Reference for Languages (CEFR), students start getting English courses from the A1 level and end the preparatory education with a B1+, if they become successful in all of the exams.

When it comes to the assessment, the school is employing one visa, one final exam, and two oral exams together with four writing tasks. Apart from those exams and tasks, students' classroom performance grade (CPG) is included in the final marks of the students. It is beneficial to underline that all these assessment instruments' percentages affect the calculation of the final mark differently to decide whether the student deserves to complete the preparatory school education or repeat the same year. The students were not trained in any speaking skill lesson, but speaking is delivered integrated.

The Oral Exam Style of the Preparatory School

There are two examiners, and the school is adopting interview-based oral exams. One examiner is taking notes, and the other is asking questions. There are warm-up questions and responsive questions in the exam. Warm-up questions are not graded, they are utilized to calm down the students. Responsive questions are only graded. Students are getting into the classroom one by one, and each interview is lasting around 8 or 10 minutes. Examiners are not the students' main course teachers, but examiners are chosen among the other teachers in order to avoid subjectivity. All prep schools have the oral exam on the same day.

Participants

For the participants, the present qualitative case study was conducted with, 2 males (one from Engineering class, one from English Language and Teaching class), 3 female students (one from engineering, one from English language and Teaching, and one from English Language and Literature class) (see Table 1).

Table 1. Demographic Information of the Student Participants.

Departments	Gender	
	Femal e	Male
Studying Engineering	1	1
Studying ELL	1	
Studying ELT	1	1
Total	3	2

In addition, 2 male, 3 female, total 5 English language teaching teachers at the preparation department of the School of Foreign Languages took part in the interviews. Teacher participants Bachelor's degree graduation media were English Language and Teaching, English Language and Literature, and Department of English Translation and Interpreting. Teachers' educational backgrounds are all different. (see Table 2 for the demographic information).

Table 2. Demographic Information of the Teacher Participants.

Academic Career	Gender	
	Female	Male
Studying MA	1	
Graduate of MA	1	1
Studying PHD	2	
Total	4	1

Data Collection Process

According to Saunders et al. (2012), convenience sampling is one of the most suitable ways of collecting data for research at any time the participants are volunteer and suitable, without concerning any criteria. Considering the elements of time and effort practicality, convenience sampling was employed. The participants took part in the study without any participant selection criteria. However, to ensure variety and richness in data, one student from each different department was chosen. The only criteria for the students were their departments. One student from each department was chosen to enable the variety.

Instruments

As also referred to in the name of qualitative study, interviews were employed in the study to collect data. Interviews were intentionally chosen as they allow researchers to receive more detailed data firsthand. Interviews enable participants to talk freely without any hesitation concerning the influence of the researcher (Dawson, 2002). Interview questions were adopted from a master's degree study (Yıldız, 2013) which was carried out in Turkey and in the same part of Turkey. Questions were converted according to the research context under the consultancy of the course coordinator.

Research Design

This study was conducted at the School of Foreign Languages at a state university in Turkey. After fixing an appropriate time with the participants, interviews were carried out. Interviews were held when all of the classes ended at the school in order to ensure silence and a research-friendly environment. Interviews were carried out at the office of the researcher. Participants' consent was taken before the interviews to record their voices and they were ensured that their names are not going to be uttered at any pace of the study (see Appendix 1). Also, student participants were ensured that their comments were not going to affect their exam scores. Interviews were held separately, and each of them lasted between 15 and 18 minutes, and later all of the recordings were transcribed to be analyzed later.

Interviews were held in the mother tongue with the student participants in order not to provoke their speaking anxiety, and to reach the most detailed data. As for the teacher participants, the interview language was English since English is the second language, and major of the teacher participants, interviews were conducted in English with teachers. After transcribing the recordings, all of the transcriptions were translated into English before the content analysis session, and transcribed versions of the recordings were cross-checked by an expert from the Department of English Language and Teaching.

Data Analysis

After all of the interviews were held with both students and teachers on different days of the same week. Interviews were held in Turkish (mother tongue) with students, but after transcribing the recordings, they were all translated into English and cross-checked by an expert in the field. Teachers' interviews had been held in English, so there was not any need to translate them. The transcribed interviews were subjected to content analysis. The process of content analysis has some steps: coding and thematization. Coding started with an iterative reading of all interviews to establish the themes and the most common and repetitive words chosen as the codes.

FINDINGS

The study was conducted based on the increasing problems with the available oral exam style held in the School of Foreign Languages at a state University in the east part of Turkey. Adopting a qualitative research design, it aimed to identify the ideas of teachers and students about the available oral exam style and to find out if there is a relationship between the available oral exam style and students' speaking

anxiety. Also, it proposes a more satisfactory oral exam style in that school's context. Findings are going to be presented in this chapter in accordance with the interview questions.

Findings with Reference to Interview Questions

The codes were classified to reach the themes. From the data obtained through the interviews with 5 teachers, 5 themes emerged at the end to answer the research questions (see Table 3). Unrelated sentences were excluded from the analysis of the interviews. Frequencies of the codes were paid attention to uncovering the hidden themes. Similar themes were reached from the interviews held with teachers and students.

Table 3

Themes and Frequencies of the Codes From Teachers' Interviews

Themes	Codes with Frequencies		
Standardization	The danger of being objective while grading students (28)	Undetailed rubrics (8)	Share of responsibility by double examiners (17)
Teaching Strategies	What we do in the classroom does not match what we do in the exam (19)		
Exam Duration	Flexible time is given for the exam (12)	Appropriate level of questions (8)	
Speech Anxiety	A positive relationship between speech anxiety and exam duration (4)	Students negatively affected by interview-based questions (6)	A positive relationship between the number of questions and speech anxiety (7)
Exam Proposal	Various question types (5) (warm-up questions / responsive questions/pair tasks)	Visual aids as prompts (flashcards, picture description)	Video/audio recording of the exams (6)

Theme 1: Standardization

All of the participant teachers pointed out their discomfort with the grading procedure in the exam though there was a common rubric for all teachers and classrooms. They complained about the subjectivity among teachers. They accepted that while some teachers were really neutral towards students, others had some positive or negative attitudes towards students. Respondent 1 (R1) cited that: *“While I grade the students according to the rubric, some other teachers do not employ rubric, they just grade students from their mind.”*

Apart from the grading procedure, teachers also complained about the rubrics. They agreed that the rubric is not detailed enough. Respondent 2 (R2) stated that:

“The rubric is not proper for our students since it is not stressing all of the important areas for us, and it also causes unfair grading”.

While Teachers complained about the grading and rubrics, they were happy with conducting the exam by double examiner in terms of ensuring objectivity in class (though not among classes), and sharing responsibilities. R2 cited that:

“Although there are subjectivity issues among classes, having a double examiner in a class is preferable for the reliability of the scores in a class. Also, it is good because one of the examiners takes notes, and the other asks questions.”

Theme 2: Teaching Strategies

Among the responses, it was seen that all of the teachers believe that there is a mismatch between exam tasks and classroom practices. They are of the opinion that students are not conducting parallel practices to exam tasks. They think that students need to get exact strategies to employ them in the exams. Respondent 3 (R3) underlined that:

“It is not realistic to expect students’ higher exam performance, because we are not teaching them the exact strategies or skills. Our expectations from students and classroom practices overlap.”

Theme 3: Exam Duration

There is a consensus among teachers in terms of the fairness and sufficiency of the time allocated for each student. Respondent 5 (R5) stated that:

“We are not strict about the time, we are trying to be flexible and wait till students finish their words.”

The teachers were all consented to the timing. They believe that they do not hurry up and push the students to answer the questions quickly. It is also stated by one of the male teachers that time is allocated in accordance with the difficulty level of the question. R5 informed that:

“I give longer time and present clarification if the question is a little bit complex, but if it is easy, I just skip to the next questions without asking any extra questions.”

Theme 4: Speech Anxiety

Speech anxiety was repetitively stressed by the teachers as the debilitating factor. According to the participant teacher, students were affected from the debilitating dimension of the speech anxiety which largely decreased their performance in the exam in turn. Respondent 4 (R4) asserted that:

“In the exam cause of consideration of being graded, students’ anxiety increases and this blocks their performance”

However, there were some teachers who believe that speech anxiety may trigger students to rehearse more before the exam, and this can be facilitative for the students. R3 claimed that:

“Since students are afraid of getting low on exams, they practice a lot before the exams. So, speech anxiety fosters their learning.”

Theme 5: Exam Proposal

Although teachers stated some positive parts of the available oral exam style, they mostly mentioned the discomfort in terms of subjectivity, mismatch of the exam tasks and classroom practices, and speech

anxiety. They had some proposals for a new oral exam style ranging from strategy teaching, adoption of visual aids, and question types to speech anxiety. R5 proposed that:

“I believe that if there is more interaction between students in the exam, students will feel less anxious. So, we should take students into the class in pairs instead of one by one, and ask them to develop a dialogue among the given topics. In this way, students may think that making mistakes is normal when they observe that their friends are also making mistakes”

Teachers approached the issue by utilizing visual aids to make students speak more with low anxiety levels. R4 cited that:

“Providing students with pictures or a piece from a movie may give students a clue about the question, and even decreases their excitement level.”

Employing different types of questions was among the suggestions of the teachers for the new oral exam style. They assured me that the exam should be more than just an interview-based exam. R3 and R4 stated that:

“Our existing exam is only one-way transmission based, like in the interviews, but we need to employ reading aloud parts, picture description, and even storytelling.” (R3)

“In addition to warm-up and interview based (responsive questions) it can be beneficial to have pair tasks.” (R4)

There were suggestions related to the subjectivity issue for the new exam style. (R5) suggested that:

“It is wise to employ a video recorder or tape recorder in order to double check and give the final score at the end of this double-check (one in the classroom immediately after the exam, the other is after watching or listening to the records.”

It was revealed that teachers were looking forward to a communicative oral exam style, as it was already studied in the classes and that would enable the students to develop a dialogue thanks to some clues and feel free. The communicative (pair task) style exam was aimed to show students that it is normal to make mistakes by observing their friends in the exams. When students see that their friends are also making mistakes, they would perceive that making mistakes is normal. So it may help students to decrease their anxiety or convert existing anxiety to facilitative anxiety. In addition to this, teachers also pointed out that assessment should be conducted for the sake of learning, not for the sake of grading (assessing for learning).

Interviews with students:

Students' interviews were coded, and four final themes were reached at the end. It is beneficial to state that students' themes were nearly parallel to the teachers' themes as shown in table 4 below (see Table 4).

Table 4. Themes and Frequencies of the Codes from Students' Interviews

Themes	Codes with Frequencies	
Standardization	Unfair Grading (12)	Fear of unfamiliar teachers (11)
Timing-Question type	Equal breakdown of questions (5)	Equal allocated time for students (8)

Anxiety	Provoked by unfamiliar teachers (10)	Increased anxiety by unhelpful and unfriendly teachers (19)
Exam Proposal	Pleased with the available questions (5)	Video / audio recording of the exams (7)

Theme 1: Standardization

In line with the teacher interviews, it was concluded from students' interviews that students also complained about the imbalanced grading. Students underlined that exam grading was unfair, while on the one hand, some classes' average scores were really high, on the other hand, another class's average exam score is really low, though the proficiency level of all the classes are same. This refers standardization problem to a large extend. Interviewee 1 (I1) said that:

“Although my friend’s proficiency level is lower than me her score is higher, also all of the students’, in the next class, exam scores are higher than our class, but their proficiency level is not better than us”

Students also stressed that unfamiliar teachers also affect the grading process. While conducting exams with unfamiliar teachers is beneficial to be neutral towards students, sometimes it is not favored by students, since teachers are not knowledgeable about the students’ classroom performance. Interviewee 3 (I3) reported that:

“Although it is good that teachers do not know anything about us, so they are neutral towards us, but sometimes it is helpful. Since teachers may try to help you speak more or knows whether you have speech handicap or not.”

Theme 2: Timing and Question Type

Students all reported their comfort with the sufficient timing of the exam. They stated that questions difficulty level and given time is balanced. According to the replies of the students, they were not in rush when replying to the questions. Interviewee 5 (I5) informed that:

“We are given enough time for each question, the time is not long or short. That is why we feel relaxed in terms of timing.”

Students also informed about their consent with the difficulty level of the questions. Interviewee 4 (I4) said that:

“Also, there is a balance among the question types. We are asked questions from easier ones to the harder ones in order”

Theme 3: Speech Anxiety

Teachers complained about unfamiliar teachers again, but from the perspective of speech anxiety in this time. Students all agreed that being examined by unfamiliar teachers provoked their anxiety. They thought that unfamiliar teacher may not understand them properly or they cannot understand the unfamiliar teachers’ pronunciation. Interviewee 3 (I3) informed that:

“I am afraid of not understanding the words of the teachers, as I did not hear their pronunciation before. This issue increase my anxiety and I generally perform worse in the exams than in the classroom tasks”

Teachers’ attitude was among the anxiety provoking factors. Students informed that most of the time teachers are not student-friendly in the exams. They do not try to decrease students’ anxiety. Interviewee 2 (I2) reported that:

“Teachers do not smile, sometimes some of the teachers even laugh at our answers. We felt that we were belittled. They should be friendlier.” (I2)

Theme 4: Exam Proposal

Teachers' and students' opinions in terms of available oral exam styles overlap. While teachers were not totally pleased with the existing oral exam style, students consented with the existing oral exam style except for standardization and anxiety-provoking items aforementioned in theme 3. Students were comfortable with the question types and interview-based oral exam styles. Interviewee 1 (I1) said that:

“Existing oral exam style is quite satisfactory. I would feel more anxious if we were examined in pairs because my partner's performance would affect me negatively. I am also a shy person, I do not want to be examined by my classmates.”

Since students were not pleased with the grading of the examinees, their suggestion was in line with the issue of bringing objectivity. They were of the opinion that the available exam style was in short of objectivity. That was why their concern was to ensure a standardized grading procedure.

“I do not believe that teachers are objective. That is why our responses should be graded twice. Video recordings or audio recordings are the best options to grade our speeches later on. Recordings can be listened to by the same examiner or another one and the immediate grading and late grading can be cross-checked.”

Students thought that adopting digital tools for recording exams and evaluating them later may bring objectivity.

OVERALL FINDINGS

It is visible that most of the teachers' responses were parallel to students' responses except for some points: available exam style and teachers' attitudes towards students. While teachers were in the opinion that double examiners bring more reliable grading conditions, students felt insecure as they were not familiar with the two teachers. From the point of teacher attitudes, the two participant groups' responses were conflicting since teachers thought that they had already been demonstrating positive attitudes towards students; while some students asserted that they have some strict teachers influencing their performance badly.

On the one hand, teachers were in favor of utilizing pair tasks to have communicative assessment to decrease the students' anxiety. On the other hand, students thought that pair tasks in the exams might cause debilitating anxiety on them.

Findings Regarding the Research Questions

1. What do the instructors /students think about the existing speaking exam process and its effects on speaking anxiety?

It was revealed from the interviews that while teachers consented to the breakdown of the questions, timing, and placing double examiner, they were not pleased with the exam style thoroughly. Since it was deprived of communicative question types. Also, teachers thought that the existing exam style had a kind of debilitating anxiety as it was interview-based (one-way transmission).

From the students' perspective, students were pleased with the exam style, as they thought communicative tasks would bring more burden on them, and might increase their anxiety. They complained about the unfairness of the grading part of the exam. They claimed that it was not objective, as in the issue of teachers' attitudes.

a) Is there a relation between oral exam style and speaking anxiety?

According to the responses of the participants, it is possible to mention a relationship between oral exam style and speaking anxiety. While teachers were of the opinion that communication (dialogue, discussion, etc.) based exam style would decrease the students' anxiety, students were in the vice-versa opinion. So, it is probable to talk about the direct relation between exam style and speaking anxiety either debilitating or facilitative depending on the participants' point of view.

b) If so, what would be the most appropriate speaking exam procedure to decrease the students' oral exam anxiety in the context of the study?

When the responses of both groups are combined, a new oral exam style that would please both parties can be reached. According to the responses of the participants, the favorable oral exam style can be communication-based but also includes responsive parts (interviews). The suggested modal is as in the following: Students would go into the classroom in pairs;

- first: have warm-up questions (not graded),
- second: responsive questions
- third: reading aloud parts (for assessing pronunciation)
- fourth: In the last part, there would be a pair task reflected on the board with prompts and pictures; and require students to develop a dialogue on it.

The first three parts would be done individually. Each student would answer the questions in turn separately. Teachers would record it through the camera, and exams would be first graded in the classroom immediately after examinees go out, and secondly would be graded after watching the records again. So, teachers would reach reliability after double grading.

- Reliability would be provided together with pair tasks
- Anxiety would decrease
- There would be both interview-based questions (warm-up and responsive questions) and communicative questions (pair tasks).
- A new detailed rubric would be prepared to include new
- aspects (communication, attitudes, etc.).

CONCLUSION AND DISCUSSION

In this chapter, a summary of the study is given at the first step and then, the results are discussed within related literature. Finally, suggestions and implications are displayed.

Summary of the Study

The oral exam style of the Prep School was chosen as the case since some problems were detected in the available oral exam style. There were complaints about the oral exam from both teachers and students sides. So the aim of the study was to understand the reasons for the discomfort with the oral exam style and share the results of the study with the oral exam commission to develop a more satisfactory version. In accordance with this, interviews were held with 5 teachers and 5 students, the content of their responses was analyzed, and findings were reached.

Discussion

Considering the subjective nature of performance assessments, the biggest obstacle to speaking skill testing is assuring reliability. Oral exams are troublesome in part because of their subjectivity, as Ur (1996) pointed out. Corresponding to these worries, recent research has emphasized the necessity of

standard operating procedures in order to enhance reliability. Sak (2008) states that rating scales and rubrics should be appropriately designed, examiners should receive sufficient training, and rater dependability should be guaranteed in order to reduce inconsistencies. Liu (2006), on the other hand, presents an alternative viewpoint, contending that because of inherent human variability, it is impractical to anticipate the same outcomes from several assessments. According to Liu, it is crucial to recognize that "reliability is not measured; it is estimated" (Sak, 2008, p. 21) even though aiming for consistency is critical. This suggests that although reaching perfect consistency in scores is unattainable, efforts should be focused on making tests more similar. This opinion is supported by recent research, which indicates that while thorough training and sound rubric design can improve speaking test reliability, perfect uniformity in results is still unachievable.

A new oral exam format that incorporates instructor and student preferences can help alleviate a number of issues with anxiety, dependability, and fairness. The significance of developing assessment environments that lessen anxiety while upholding strict evaluation standards has been highlighted by recent study (Horwitz, 2021). Exam formats that emphasize communication and include both individual and pair work can successfully strike a balance between these demands.

The suggested exam format, which starts with warm-up questions that are not assessed, can lessen test-day anxiety and provide a relaxed atmosphere (Zhou et al., 2022). While reading aloud portions might explicitly target pronunciation skills, response questions enable the examination of students' spontaneous speaking abilities, guaranteeing a thorough assessment of a variety of language competencies (Chen & Liu, 2023).

Pair projects that include pictures and prompts promote genuine conversation and teamwork, two essential elements of language use in everyday situations (Wang & Chen, 2023). Because instantaneous grading followed by a second review can eliminate biases and errors, recording and double-grading the tests improves dependability (Li et al., 2021).

Moreover, integrating both interview-based and communicative tasks aligns with recent educational trends that advocate for a more holistic approach to language assessment (Kim & Kim, 2023). The development of a detailed rubric that includes aspects like communication and attitudes will provide clearer guidelines and expectations for both examiners and students, fostering a fairer and more transparent assessment process (Zhang et al., 2022).

Administering speaking exams poses significant challenges, particularly when testing a large number of students. The logistical demands, including the time required, the need for multiple examiners, and the associated administrative costs, can be overwhelming for schools with limited teaching staff. Recent studies corroborate these issues, emphasizing the strain on resources and the impracticality of large-scale speaking assessments (Smith & Johnson, 2021; Lee et al., 2022). Moreover, to address student anxiety and improve performance, it is crucial to train students according to exam expectations and familiarize them with task descriptions and grading criteria. This preparation helps reduce anxiety and improves performance during exams (Brown et al., 2021). Additionally, teachers should be aware that even advanced speakers can experience speaking anxiety (Horwitz et al., 2023), and they should adopt a supportive and understanding approach to mitigate this issue. These findings highlight the need for efficient exam administration strategies and comprehensive student preparation to ensure effective and fair speaking assessments.

In conclusion, the suggested oral exam style reflects current best practices in language assessment research and tackles important difficulties by combining complete evaluation criteria, reduced anxiety, and reliability. To continue enhancing EFL instruction, more research may examine the model's long-term effects on confidence and performance in students.

SUGGESTIONS

The findings of this research have broad significance for both domestic and global settings, emphasizing the relevance and universality of treating speech anxiety and improving oral exam techniques. In line with Liu's (2006) findings, the study emphasizes the sensitivity of oral exam forms and their effect on speaking anxiety. From the viewpoints of the participants, the study provides helpful answers by outlining the current state of affairs and its underlying reasons. It is imperative to acknowledge the inherent limitation of generalizability that exists in case studies. This necessitates more investigation to pinpoint precise anxiety reduction techniques as well as the best oral exam formats for various educational contexts.

Institutions might use these findings to customize oral evaluation procedures to lower anxiety and improve performance in local circumstances. This could entail creating uniform and transparent grading guidelines, providing examiners with training, and incorporating student input into the exam design process. By putting these tactics into practice, assessments can become more fair and dependable, which will enhance student performance and happiness.

The study's implications hold equal significance in global situations. Global educational systems stand to gain from a better comprehension of the relationship between oral exam types and speaking anxiety. Researchers and educators can exchange best practices and create standardized methods that take language and cultural variances into account by using a global viewpoint. Working together can create a more encouraging learning atmosphere, lessen the stress associated with exams, and advance language competency generally.

The study recommends mixed-methods research as a methodological approach to validate qualitative findings using quantitative data, including self-reports. With a more thorough understanding of the connection between speaking anxiety and exam styles, this method can help with the creation of focused therapies. Expanding the sample size and diversity will help future studies produce reliable and broadly applicable results.

Through addressing these consequences, educational institutions can develop more inclusive and effective oral evaluation procedures, which will eventually improve students' global learning experiences.

LIMITATIONS

There are always limitations in a study that the researchers have little or no control over the variables. The concerned study is a descriptive case study, and the results are specific to the context of the study. Also, convenience sampling was employed in the study in order to have the economy of time and effort as the researcher is already employed in the context of the study. As a result of the aforementioned issue, the generalizability issue is the general limitation of the study. That's why it may not have a large-scale impact on the field.

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Exploring Malian EFL Teachers' Pedagogical Practices in Developing Malian EFL Learners' Speaking Skills: Case of High Schools

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ABSTRACT

The present study investigates the pedagogical practices employed by Malian EFL teachers to enhance students' speaking skills. Recognizing that a primary objective in language learning is the ability to speak the language, this research focuses on how Malian educators facilitate this aspect of language acquisition. Adopting a qualitative research methodology, the study involves the observation of thirty lessons conducted by ten Malian EFL teachers. The aim is to identify the specific strategies and activities utilized to foster speaking skills among learners. The findings reveal a significant gap in the use of activities designed to promote speaking. In 70% of the observed lessons, such activities were notably absent. Conversely, in 20% of the sessions, techniques such as role-play, discussions, and debates were employed. Additionally, information gap activities and games were incorporated in 10% of the lessons. The data further indicate a predominance of non-communicative activities, accounting for 67% of the observed practices, whereas communicative activities constituted only 33%. These results suggest that while some communicative methods are present in Malian EFL classrooms, there is a substantial reliance on non-communicative practices, which may hinder the development of effective speaking skills. This study underscores the need for a more balanced integration of communicative activities to better support language learners in achieving fluency and competence in speaking.

Keywords: Pedagogical practices, Speaking skills, EFL teachers, Mali, Communicative activities.

Mali'deki İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Pedagojik Uygulamalarının Mali EFL Öğrencilerinin Konuşma Becerilerini Geliştirmedeki Rolü: Lise Örneği

ÖZET

Bu çalışma, Mali'deki İngilizceyi yabancı dil olarak öğreten öğretmenlerin öğrencilerin konuşma becerilerini geliştirmek için kullandıkları pedagojik uygulamaları incelemektedir. Dil öğrenmenin başlıca hedeflerinden birinin dili konuşabilme yetisi olduğu göz önüne alındığında, bu araştırma, Malili eğitimcilerin dil ediniminin bu yönünü nasıl kolaylaştırdıklarına odaklanmaktadır. Nitel bir araştırma metodolojisi benimsenerek, on Malili İngilizce öğretmenin verdiği otuz ders gözlemlenmiştir. Araştırmanın amacı, öğrencilerin konuşma becerilerini geliştirmek için kullanılan belirli stratejileri ve aktiviteleri belirlemektir. Bulgular, konuşmayı teşvik eden aktivitelerin kullanımında önemli bir eksiklik olduğunu ortaya koymaktadır. Gözlemlenen derslerin %70'inde bu tür aktiviteler belirgin bir şekilde yoktu. Buna karşılık, oturumların %20'sinde rol yapma, tartışmalar ve münazaralar gibi teknikler kullanılmıştır. Ayrıca, derslerin %10'unda bilgi boşluğu aktiviteleri ve oyunlar dahil edilmiştir. Veriler ayrıca, gözlemlenen uygulamaların %67'sini iletişimsel olmayan aktivitelerin oluşturduğunu, %33'ünü ise iletişimsel aktivitelerin oluşturduğunu göstermektedir. Bu sonuçlar, Malili İngilizce sınıflarında bazı iletişimsel yöntemlerin mevcut olmasına rağmen, etkili konuşma becerilerinin gelişimini engelleyebilecek önemli ölçüde iletişimsel olmayan uygulamalara bağımlılık olduğunu

göstermektedir. Bu çalışma, dil öğrencilerinin akıcılık ve konuşma becerilerini kazanmalarını daha iyi desteklemek için iletişimsel aktivitelerin daha dengeli bir şekilde entegrasyonunun gerekliliğini vurgulamaktadır.

Keywords: Pedagogik uygulamalar, Konuşma becerileri, İngilizce öğretmenleri, Mali, İletişimsel aktiviteler

INTRODUCTION

Speaking is the oral form of language. It is the form of language that is acquired in first language acquisition. We learn to talk before we learn to write. Some factors contribute to the development of the speaking skills. It involves knowledge of pronunciation and one's ability to articulate language correctly; it also consists of the knowledge of grammar and vocabulary. Modern language teaching methodologies require the development of what Hymes referred to as communicative competence. Kurum's 2017 definition of speaking is comprehensive, suggesting it is more than just constructing sentences with correct grammar. It spans the mechanics of speech, its functions, pragmatics, and social interactions.

Experts universally agree that speaking a language is learned best through interaction. Teachers should aim to foster an environment where students engage in genuine communication through relevant tasks and activities. Doing so can help students' speaking proficiency. Activities like discussions, role-playing, simulations, and information gaps are just a few techniques to enhance communication skills.

Numerous studies have explored ways to enhance the speaking abilities of EFL students. In 2015, Afrizal conducted a study to investigate using the Information Gap Technique (I.G.T.) to improve the speaking skills of EFL students in the English Department at Almuslim University in Indonesia. The study aimed to implement I.G.T. and demonstrate its effects on students' speaking skills in the same department. The research was done during the second semester of the academic year. The results have revealed that I.G.T. implementation has had a significant impact on improving students' speaking skills.

Similarly, Defrioka (2017) conducted the same study to demonstrate the effect of using Information gap activities in teaching speaking. After data analysis, he also concluded that 'using information gap activities in speaking class for eight meetings in two cycles, [...] Information Gap activities can improve the students' speaking ability' (p.125).

Additionally, Ismaili and Bajrami (2016) conducted the same study on elementary-level students at university to see the effectiveness of I.G.T. in increasing speaking competence. He concluded that information gap activities helped his students to improve their speaking skills. He also argued that 'information activities is much more efficient than conventional techniques for teaching speaking skills to elementary level students' (p.616).

Considering the studies above, there is a consistent pattern suggesting the positive effects of the Information Gap Technique (I.G.T.) on enhancing speaking skills among EFL students at different academic levels and contexts. Afrizal (2015), Defrioka (2017), and Ismaili and Bajrami (2016) all concluded that the implementation of I.G.T. in their respective settings resulted in noticeable improvements in students' speaking abilities.

Communicative activities such as role-plays, discussions, games, and information gap activities are considered practical activities for developing speaking skills. Littlewood (1981) divides these activities into two categories: functional communication activities and social interaction activities. Functional communication activities are geared towards teaching students to convey specific communicative intents, such as invitations or apologies. On the other hand, social interaction activities delve deeper, pushing students to consider both the social and functional implications of language (Littlewood, 1981). Richards and Rodgers (1986, p.76) further elucidate:

"Functional communication activities encompass tasks like comparing picture sets, determining the sequence of events from images, identifying omissions in maps or illustrations, and one student guiding

another, separated by a barrier, in drawing or map completion. Social interaction activities span conversations, role plays, simulations, skits, and debates".

Communicative activities (role-plays, discussions, games and information gap activities) benefit EFL learners because they have fewer opportunities to use the target language outside classrooms. They are praised as practical activities for developing speaking skills. Such activities enable learners to use language that emphasises content rather than structure, encouraging authentic, practical application (Ismaili & Bajrami, 2016). Prabhu (1987, as cited in Ortiz-Neira, 2019) suggests that these tasks facilitate the transfer of specific details from one party or format to another, often necessitating data translation into or from the language.

Role-playing in language education involves students simulating different social scenarios and roles to practice language usage. It is described as an activity where students adopt diverse roles and enact situations typical of those roles (Richards & Schmidt, 2010). Role-playing has also been highlighted as a technique to foster oral fluency (Harmer, 2001). Liao (1997) elaborates that in a classroom setup, an information gap task arises when one party possesses data that another lacks, underscoring the inherently communicative nature of such exercises.

The research question guiding this investigation is: What pedagogical practices are used by Malian EFL teachers for developing speaking skills? It is hypothesised that Malian EFL teachers do not use appropriate pedagogical practices to develop speaking skills. This study aims to identify the activities used by Malian EFL teachers to develop speaking skills.

METHOD

This study employs the qualitative research method, namely the observational method, to investigate the activities used by Malian EFL teachers.

The participants of this study are Malian EFL teachers. Ten (10) teachers were observed while teaching English. In all, 30 lessons have been observed. The researcher used an observation checklist to check if the behaviour listed occurred during the instruction.

The data was then analysed quantitatively. In other words, it receives a data transformation process, "quantifying" (Dornyei, 2011) or "quantising" (Miles & Huberman, 1994). Dornyei (2011) clarifies that the prevalent integration strategy is data transformation – converting qualitative data to quantitative form or vice versa (p.269). Essentially, it is about switching one form of data to another, facilitating statistical and thematic analyses. Sandelowski (2000, p.253) further breaks down "quantitising" as the procedure wherein qualitative data undergoes quantitative processing, turning it into quantitative data. It involves converting textual or visual data into numerical items or variables, as detailed by both Sandelowski (2000, p.253) and Dornyei (2011, p.270). In brief, the study employed qualitative and quantitative analyses to evaluate the data from questionnaires, interviews, and observations.

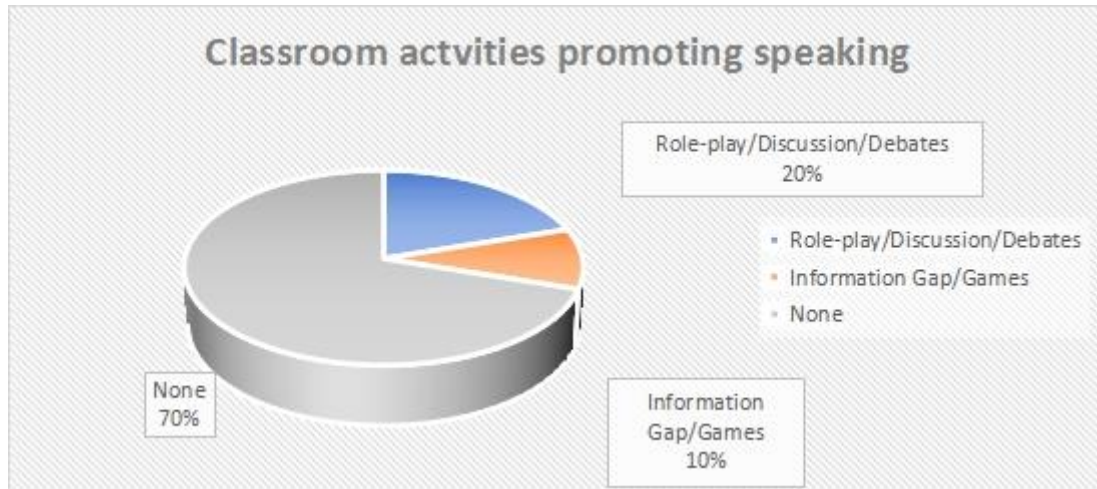
RESULTS

Activities used by Malian EFL teachers to promote speaking

Item 1: Activities promoting speaking

- a) Role-play
- b) Discussion
- c) Information gap
- d) Debates

- e) Games
- f) None



Pie-chart 1: Activities promoting speaking

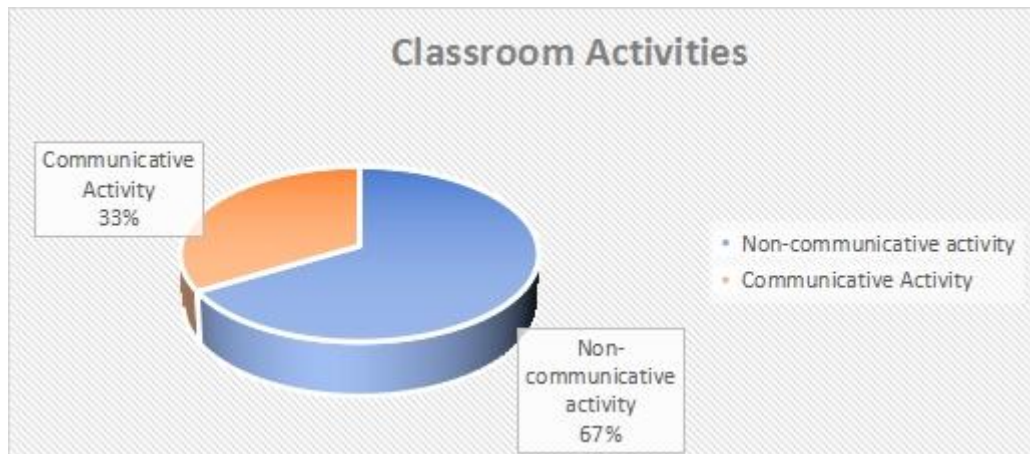
Many activities can promote speaking and help improve communication. Activities designed to reach the goal of communicative language teaching are perfect for promoting speaking. The researcher has chosen some of them to determine what teachers use in their classrooms. Teachers were observed on that basis. The pie-chart 1 indicates that in most of the lectures observed (70%), none of the activities for promoting speaking are used. In twenty (20%) of the observed lectures, role-play, discussion and debates are used in the teaching processes. Information gap activity and games are used in 10%.

It is common for teachers to modify or adapt teaching methods to suit their student's needs and learning styles. However, it is essential for teachers to understand the underlying principles and techniques of the method in use and to be mindful of how their modifications might affect the method's effectiveness. Significant departures from the method's principles and techniques may sometimes reduce effectiveness or lead to unintended consequences. In such cases, it might be necessary for the teacher to reconsider their approach and align it more closely with the method's principles and techniques.

Nature of classroom activities used by Malian EFL teachers

Item 2: Classroom activities

- a) Non-communicative activity
- b) Communicative activity



Pie-chart 2: Nature of classroom activities

In a language classroom, communicative and non-communicative activities are essential to helping students develop their language skills. Communicative activities focus on using language as a means of communication. These activities aim to provide students with opportunities to use the language in realistic, authentic situations that closely mimic real-life communication. In short, these activities help students develop their speaking, listening, and interpersonal skills and their ability to use language in various context-appropriate ways.

On the other hand, non-communicative activities focus on language structure and form rather than communication. Examples of non-communicative activities are reading comprehension exercises. These activities help students develop their language knowledge and build the skills to use language accurately and effectively in communicative situations.

The above item aimed to determine which activities are frequently used by Malian EFL teachers in their classrooms. Teachers' lectures were observed to determine which ones are frequently used. From this perspective, the results indicate that sixty-seven (67%) of the activities in the lectures observed are non-communicative, thirty-three (33%) are communicative. It is important to note that both types of activities are essential and should be balanced in the language classroom. Meanwhile, communicative activities provide opportunities for students to use language in context. Non-communicative activities provide the foundation and support students need to use language accurately and effectively.

DISCUSSION

The observation findings demonstrate that enough is not done to develop learners' speaking skills in Malian high schools at the classroom level. For example, sixty-seven of the activities (67%) done in class are non-communicative (grammar drills...) against thirty-three (33%), which are communicative. Teachers should focus more on designing and using activities that promote the development of speaking rather than focusing on the grammar structures of the language. Students could be perfect in a foreign language but unable to speak the target language due to sufficient exposure to language patterns rather than to encourage them to use the language. Furthermore, a significant part of the lectures is allotted to writing and reading skills; 72% of the classroom instruction is about them. Only twenty-eight (28%) are about the speaking and listening skills. Learners need opportunities to actively use and practice the language in real-life situations, both inside and outside of the classroom, to build their confidence and improve their language proficiency. Additionally, if learners know that teachers will explain them in French, they will not try to understand English lessons.

Overall, most of the classroom activities do not promote speaking skills. For example, seventy per cent of the activities (70%) teachers use do not promote speaking skills. Only thirty per cent of the activities

(30%) are about promoting speaking skills. Therefore, most courses are about grammar drills, vocabulary building, and translation exercises.

CONCLUSION

The findings of this study provide valuable insights into the teaching practices of Malian EFL teachers regarding activities aimed at promoting speaking skills and the balance between communicative and non-communicative activities in the classroom. The observed predominance of lectures lacking specific activities targeting speaking skills highlights a potential area for improvement in actively fostering oral communication among students. While role-play, discussions, and debates are recognised as practical tools for promoting speaking, their relatively low frequency of use suggests opportunities for greater integration into classroom instruction.

Furthermore, the significant prevalence of non-communicative activities compared to communicative ones underscores the need for a more balanced approach to classroom dynamics. While non-communicative activities build a foundation of language structure and form, communicative activities allow students to apply language skills in authentic contexts. A more equitable distribution of these activities could enhance students' language proficiency and ensure a comprehensive language learning experience.

Overall, this study emphasises the importance of reflective teaching practices and continuous professional development for EFL teachers. By aligning teaching methods with the underlying principles of communicative language teaching and striving for a balanced integration of activities that promote language accuracy and communication skills, educators can enhance the effectiveness of language instruction and better support the linguistic development of their students.

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La Face Cachée de la Lune : Pour un Coup d'Essai, Ce Fut un Véritable Coup de Maître

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« **La face cachée de la lune** » de la jeune écrivaine malienne Taki Kanté, est un captivant recueil illustré de 40 poèmes étalés sur 164 pages, publié en décembre 2023 aux éditions « La Sahélienne ». Abordant des thèmes ayant notamment trait à l'humanité, à la liberté, à l'amour, à l'éducation, à la migration, ce livre offre au lecteur un aperçu panoramique de la vie.

Cet ouvrage littéraire est un chef-d'œuvre, où Taki Kanté plonge le lecteur au cœur de son univers. « Une lune », un terrain fertile peuplé par tant de souvenirs précieusement conservés dans sa mémoire. La jeune femme a le génie d'aborder des thématiques variées dans un langage mélodieux et rempli d'émotions. J'ai été particulièrement fasciné par le poème « Kayes la belle » qui, sans doute, me renvoie à mes racines, étant donné que mes ancêtres sont originaires de la région de Kayes. Dès les premiers mots, l'auteure véhicule savamment l'identité de cette ville des rails avec des mots simples dans lesquels le lecteur se retrouve. Apparemment rien n'échappe à sa vigilance : que ce soit le crépitement des étincelles près du fourneau en passant par le majestueux fleuve Sénégal, les mouvements de la pirogue tout comme les chutes du Felou, sans oublier les parfums du Gongonlili. La lecture de ce poème a la capacité de mettre tous les sens en éveil. Souvent, on a la sensation de participer au voyage en sa compagnie. A un moment de la lecture du texte, je n'ai pu m'empêcher de rire à gorge déployée par la teneur de ces mots qui nous renvoie à notre propre enfance : « N'ga bon, nga djan, M'bé doni ba ta » (Kayes la belle, page 13). Littéralement en langue française, cette phrase décrit la représentation que les enfants du terroir se font du train et signifie : « **Je suis énorme, élancé et draine de lourds fardeaux** ».

A travers « **La face cachée de la lune** », Taki Kanté invite le lecteur à un voyage à bord de sa propre humanité, en usant d'un style parfois empreint de mystère. Le poème « Une de ces cases » (Page 35), curieusement illustré par un immeuble fiché dans un paysage urbain, au lieu d'une case ronde des campagnes africaines, est un exemple frappant du caractère ésotérique de l'œuvre. Elle y dénonce la rigidité et les diktats sociétaux du monde actuel. L'auteure nous offre une approche originale en dépeignant l'être humain moderne comme « un borgne qui adore » un « bien triste confort conforme à

des rêves aux âcres sèves ». Aussi ajoute-t-elle, « chaque jour l'on parcourt les frasques de mère monde » dans une de ces cases « de rigide phase ».

L'auteure use de détours, de rimes musicales, de passages prégnants, de non-dits et de tournures subtiles, plongeant son lecteur dans des interprétations diverses du même texte. Ce style abstrait, peut aisément perdre le lecteur, s'il n'y prend garde, dans les cryptes de « La face cachée de la lune », rendant difficile pour lui, la compréhension du sens profond des poèmes. L'auteure n'use-t-elle pas sciemment de ces métaphores pour donner du fil à retordre à ses lecteurs ? Il serait toutefois intéressant de proposer de textes plus directs pour une meilleure accessibilité.

Pour un coup d'essai, ce fut un véritable coup de maître. Véritable merveille poétique, illustré par l'auteure Taki Kanté elle-même, « La face cachée de la lune » est un ouvrage composé d'une panoplie de belles histoires que l'auteure partage avec nous de tout cœur, avec ses doutes, ses espoirs, ses craintes et ses douleurs. Au fil des pages, on se demande si ce n'est pas de la face cachée de Taki Kanté qu'il s'agit réellement. Pourtant, rien ne prédestinait cette brillante élève dans le domaine des sciences, titulaire d'un Master en Audit et Contrôle de Gestion, vers une carrière d'écrivaine, si ce n'est sa profonde sensibilité et sa passion pour les mots.

Avec le livre « La face cachée de la lune », l'auteure s'aventure dans une carrière que je devine prometteuse. Taki Kanté, fille de Sambaly et de Haoua Kanté, fait sans aucun doute partie des étoiles montantes de la littérature malienne, africaine et mondiale. Sa force est d'avoir une plume sensible qui sait décrire les faits, comme vécus. Comme dit l'autre, en parlant avec son cœur on atteint inévitablement le cœur de l'autre...

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