

ACHIEVING NATIONAL CONSCIOUSNESS THROUGH TEACHING AND LEARNING OF ENGLISH IN KATAGUM LOCAL GOVERNMENT AREA, BAUCHI STATE: ISSUES, CHALLENGES AND PROSPECTS

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ABSTRACT

T*his study investigated achievement of national consciousness through teaching and learning of English. National consciousness focuses on fostering national unity, national development, national integration, patriotism, respect for diversity, to mention but a few. The purpose of the study was to examine strategies for achieving national consciousness through teaching and learning of English in Katagum Local Government Area, Bauchi State. The study employed survey research design. A sample of 60 teachers of English was drawn from the fifteen Secondary Schools that comprise both public and private schools. The purposive simple random sampling technique was used to select the public and private Secondary Schools and the study sample. The instrument used for study was a researcher-developed questionnaire, titled English for National Consciousness Questionnaire (ENCQ) that has fifteen items that addressed the three research questions that guided the study. The study adopted descriptive statistical analysis to analyze the*

Introduction:

The study on English as a tool for achieving national consciousness in Nigeria has received considerable attention in recent times among literary scholars (Adedimeji, 2003; Olusoji, 2012; Yusuf, 2012). This is as a result of the wide spread of the language around the globe. Adedimeji (2003) argues that in the face of multilingualism in the country, English language, therefore, emerged as the privileged language without which the unity of Nigeria would be probably impossible.

English language has been viewed as an international

raw data collected for the study using tables and simple percentage. The findings of the study revealed some of the challenges of teaching and learning of English in the midst of cultural diversities in achieving national consciousness which include, negative influence of Nigerian indigenous languages on English; high preference of ethnic language to English language; and inadequacy of competent Teachers of English. The findings of the study showed that English language serves as a common language to all Nigerians; reduces cultural diversities; leads to uniting all ethnic languages in the country; promotes national socio-economic activities in midst of cultural diversities as well as links Nigerians to other lingua franca countries. The findings of the study established employment of qualified or competent teachers of English, establishment of adult formal education centres, organization of academic seminars as well as debate competition, and engagement of literary scholars in writing prose, drama or poems that focus on national consciousness as some of strategies for achieving national consciousness through the teaching and learning of English. The study recommends inclusion of national consciousness into Nigerian educational curricula and among others.

Keywords: *English Language, Indigenous Languages, National Consciousness, Strategies, Teaching.*

Language; and as such impacted the political and economic development as well as developing the country's tourism. This attracts visitors to visit the country as a result to fluency and proficiency in English to achieve effective communication. English knowledge contributes to better communication with foreigners, international singers, athletes, actors and actresses among others. At the international scene, English language is used as a tool for business transaction and as a medium of communication during conferences (Cholakova, 2015).

Scholars have argued that English language serves as a neutral language in the multilingual society in uniting them as a common language (Sarlot, 2003; Ammon, 2006; European Commission, 2008). This underscores the fact that English language in this perspective will therefore, reduce the levels of ethnocentrism, misunderstanding and avoid the appearance of linguistic conflict that creates cultural diversities.

In Nigeria as a multilingual and heterogeneous society, English language has continued to play the role of a national language, unifying language and serves as a language of education, media, legislation and permeates (Adegbite, 2004; Obuasi, 2006; Obi, 2013; Joda, Musa & Idris, 2019). Scholars like Crystal (2003) and Ajepe and Ademowo (2016) argue that the dominance of English language in the multilingual society poses a challenge or threat to indigenous languages which leads to its gradual disappearance or death.

English language has been considered as the most dominant language across the globe; reasons attributed to this emergence include, quest for political power which arises in form of colonialism; the growth of the British Empire making English as official language; as a language of international business and trade; as a language of medium for the press; as a global lingua franca used in the media and the entertainment industry; as an educational language been taught and learned in many different ways: as a native language (NL), as a second language (ESL) and as a foreign language (EFL); as well as an international auxiliary language of the sea and air (Swann & Seargeant, 2011).

English language is considered as a second language (ESL) in Nigeria. However, the evidence of this is far-fetched in the Northern part of the country. Little or no attention has been given by Northerners to the acquisition of the language; as a result, it creates cultural diversities, disunity and disharmony among other ethnic languages. English as a tool for achieving national consciousness must be enforced in the country, especially the Northern part of the country.

Teachers of English have fundamental roles to play in ensuring that all Nigerian populace are taught the language to foster national consciousness in the country. Deliberate and practical or pragmatic steps should be taken to actualize this goal by teachers of English. It is against this backdrop that the researcher undertook a study on the achievement of national consciousness through the teaching and learning of English language in Katagum Local Government Area of Bauchi State. It is imperative to note

that in the face of multilingualism in the country, English language serves as a neutral and common language that would unite all Nigerians and, as well, foster national consciousness in the country.

Statement of the Problem

English language has been recognised across the country as the second language (ESL). In the Northern States of the country, the quest for its acquisition is very low despite the emphasis levelled for its acquisition. Most northerners prefer the use of Hausa language to English. This evidence is much more felt in Katagum Local Government Area of Bauchi State. As a result, it constitutes challenges to effective communication in the midst of multilingualism in the country. This has created division and disunity that lead to under-development. This study argues that teaching and learning of English will foster unity and harmony that will resolve all cultural diversities, leading to national consciousness.

Purpose of the Study

The purpose of this study is to examine strategies for achieving national consciousness through teaching and learning of English in Katagum Local Government Area, Bauchi State. To achieve this broad goal, the specific objectives are to:

- i. identify challenges of teaching and learning of English in the midst of cultural diversities in achieving national consciousness in Katagum Local Government Area, Bauchi State;
- ii. show the role of English Language in achieving national consciousness in Nigeria Multilingual society, Katagum Local Government Area, Bauchi State; and
- iii. point out strategies for achieving national consciousness in Katagum LGA, Bauchi State through teaching and learning of English.

Research Questions

The following research questions guided the study:

1. What are the challenges of teaching and learning of English in the midst of cultural diversities in achieving national consciousness in Katagum Local Government Area, Bauchi State?
2. What role does English Language play in achieving national consciousness in Nigerian multilingual society, Katagum Local Government Area, Bauchi State?
3. What are the strategies for achieving national consciousness in Katagum LGA, Bauchi State through teaching and learning of English?

Theoretical Framework

This study adopts a communicative competence theory which emerged in the late ninetieth century. The theory emphasizes language proficiency which extends beyond grammatical forms to include language functions and the social conventions of language to achieve effective communication (Anyanwu, 2016). The researcher adopts this theory because of the present research focuses on achieving national consciousness through teaching and learning of English in Nigerian multilingual society. English language, as argued here, will serve as a bridge of uniting all ethnic languages in the country as well as inspire and influence the attitude of teachers of English in teaching the family, community, and the student in academic environment from primary to post-secondary schools.

Literature Review

The concept of national consciousness has been defined in different perspectives according to scholars. It is important, first, to note the meaning of consciousness before defining the concept of national consciousness. The term 'consciousness' is considered as "the state of being conscious; that is, the physical and mental state of being awake and fully aware of one's environment, thoughts and feelings" (Allen, 1994). This implies that consciousness connotes one's state of being conscious, aware and awake of his or her physical and mental state, environment, thought and feeling.

According to Ozumba (2014), in line with the above position, defines national consciousness as “the state of being awake and aware spiritually, physically and mentally of one’s environment and the necessary feeling of bonding that goes with such awareness. To be nationally conscious is to identify with the spirit and aspirations of the nation as one soul in possession of one destiny and one identity.” Oppong (2019) views the concept of national consciousness as a state of creating a common identity, which in turn drives the spirit of the nation to national prominence. This definitional perspective connotes national identity provides specific core values for nation-building or development.

Literary scholars have identified several roles in which English language plays in the multilingual societies especially in Nigeria. Adebayo (2003) argues that English serves as a mediator between people of different ethnic languages in Nigeria. Yusuf (2012) studies language as a tool for national integration in multilingual societies and positioned language (English) as an effective instrument for national development, promotion of national consciousness and unity which is used as a weapon for marginalization or exclusion. The study addresses the language issues in Nigeria by exploring the unifying significance of the English language in Nigeria. This unifying role and its allied issues are discussed with a view to showing that the imposition or adoption of any language apart from English as the Nation’s official language will lead to a chain of socio-political crisis that could threaten the corporate existence of country. The study, therefore, suggests that the English language should continue to play its unifying role while we continue to develop and maintain our local indigenous languages.

Olusoji (2012) studied the effects of English language on national development and found out the importance of English language as a world language, and a powerful factor for the promotion of unity, national consciousness and at the same time facilitating the mobilization of its resources for national development. The study examined English language as the language of education, its benefits as a second language and its impact on the development of the country argues that the extent to which the language has been able to project the cultural values of the people to

the international world and how it has facilitated the development of both material and human resources. Olusoji (2012) stresses that the use of English as a second language and language of education provided a speedy access to modern development in science and technology.

Ghani, Ataman and Egele (2012) conducted a study that focused on barriers confronting learners of the English language in a multilingual setting, secondary school in Nigeria. The study argues that majority of students and graduates in Nigeria are not able to use Standard English in their formal and informal discourse; this is as a result of sociolinguistic variables impinging on the Nigerian students' effort to learn and use English. The study examines the collective negative impact of linguistic interference, social environment, and the shift in values on the student's learning and usage of English and recommends more effective measures on the damaging effects of illiterate English use on the learning efforts of students. Also, the government should take strategic measures to control the usage of pidgin and vernacular dialects in schools and other elements that can weaken the effort to encourage the usage of Standard English.

Olaoye (2013) investigated the role of language as strategies for the actualization of the Federal Government of Nigeria's vision 20:2020. The study posits language education as a roadmap to national development and democratic greatness. The study discusses the correlation between language and youth empowerment, socio-political and economic order, technological advancement, democracy and national rebranding. The study therefore, recommends Federal Government of Nigeria to invest more on multilingual, multicultural and mother tongue education for the actualization of the vision. Danladi (2013) places English language as useful tool for integrating cultural diversities in country by maintaining that English serves a dual role in country. The author views English as a contact language between Nigerians who could not interact among themselves and also serves as a contact language between Nigerians and non- Nigerians (especially Europeans). Onuh and Uwadiogwu (2014) strongly believe that the use of English would traverse cultural boundaries in Nigeria.

Abdullahi - Idiagbon (2014) assessing English as a modern and the most global language, argues that the peculiarity of the Nigerian socio-political terrain in terms of ethnic suspicion and cultural and religious sentiments place English unrivalled; maintains that the language in the Nigerian context which has been considered as adopted child, has become a bona-fide and legitimate heir. The study spells out that its influence has become overwhelming though devastating to the linguistic development of the indigenous languages at all levels of language studies. The study identifies how the lexis and semantics of Yoruba have been compromised, especially at the level of performance of its speakers, thereby partially resulting in language and semantic shift and gradually leading to language death. A number of lexical items were identified to further observe the bilingual and reciprocal effects on the users of English and Yoruba in non-official domains. The author predicts protracted and imminent supremacy and growing prestige for English, particularly, in Nigeria due to non-internationality of their local languages.

Onuh and Uwadiogwu (2014) argue that the use of English in multi-ethnic/multilingual would ensure effective communication, a common language, acceptable and national language. The study advocates the continued use of the English language as the official/national language in Nigeria arguing it will forestall the barriers to effective communication which are bound to arise with the choice of an indigenous (ethnic) language in its place. The functional teaching and learning approach was emphasized to promote national unity, integration and effective communication.

Okal (2014) studies multilingualism practices, its consequences and benefits in an educational sector. The study takes a brief survey on multilingualism practices outside Africa indicates that Canada, Belgium and Switzerland are officially declared multilingual countries. Likewise countries like South Africa, Nigeria and Kenya experience multilingualism in Africa. Multilingualism exhibits both the political and the linguistic consequences. The linguistic consequences include the development of a lingua franca, creation of mixed languages within a linguistic milieu,

enhances cross cultural communication strategies and cross cultural communication skills. It was revealed that the benefits of multilingualism practices in education include the creation and appreciation of cultural awareness, adds academic and educational value, enhances creativity, adjustment in the society.

Cholakova (2015) investigates the influence of English language in a multilingual, multicultural and multiethnic society. The study investigates and compares the role of English inside and outside the classroom in two different environments. The first perspective focuses on the multilingual place where quite a lot of people very easily shift from the local languages in use and English when necessary. The second perspective focuses mainly on monolingual place. The study identifies several important issues regarding the positive and negative influence of English and compares the participants' attitudes towards the role and the influence of English in a multilingual to monolingual environment.

Ajepe and Ademowo (2016) study English Language dominance and the fate of Indigenous Languages in Nigeria. The study examines the reasons for the continued dominance of English language and its widely accepted usage in all spheres of life, including the social media in the Nigerian context. The author argues that the break of tenacious grip on the colonial master's language has made it difficult for the vast majority of the Nigerian population to participate in the overall national development, therefore, suggests that the stakeholders, most especially the government and the media to review their attitude towards the indigenous languages.

From the foregoing, it is quite imperative to note that literature on strategies for achieving national consciousness through the teaching and learning of English are not available. It is on this footing, this study tries to fill this existing research gap.

Methodological Approaches:

Research Design

This study employed survey research design. Survey design is viewed as a systematic empirical inquiry in which the independent variable is not

subject to manipulation. The reason for choosing the research design is that of its advantage to study large population by a representative sample.

Area of the Study

The area of study used for this study was Katagum Local Government Area of Bauchi State. Fifteen (15) Secondary Schools comprise both public and private schools were used for the study.

Target Population/Sample and sampling technique

A sample of 60 teachers of English was drawn from the fifteen Secondary Schools that comprise both public and private schools. The purposive Simple random sampling technique was used to select the public and private secondary schools; the sampling technique was used to select two (2) teachers of English in each of the selected schools to make up the sample population. The sampling technique was chosen to ensure that the sample was equally divided among the fifteen secondary schools since those schools did not have equal number of teachers of English.

Instruments

The instrument used for data collection was a researcher-developed questionnaire, titled English for National Consciousness Questionnaire (ENCQ). The questionnaire has fifteen items that address the three research questions that guided the study. The questionnaire was divided into three sections addressing each research question. Each section of the questionnaire has five (5) items made up of fifteen items.

The validity and reliability of instrument was subjected to face validation by two English language experts. Ten copies of the instrument were administered to respondents who were not part of the sample. Cronbach Alpha formula was used to analyse the data. A reliability coefficient index of 0.75 was obtained and the instrument was adjudged reliable.

Data collection

The researcher administered 60 questionnaires to the teachers of English. The respondents filled the questionnaire and were collected at spot. This method helped the researcher not to miss any questionnaire.

Data Analysis

The study adopted descriptive statistical analysis. The raw data collected for the study were analyzed by simple percentage method using tables and simple percentage.

Results

Table 1: Challenges of Teaching and Learning of English in the midst of Cultural Diversities in Achieving national Consciousness in Katagum Local Government Area, Bauchi State.

Source: Field Survey, 2020

S/NO	ITEM	SA		A		D		SD	
		4		3		2		1	
		N	%	N	%	N	%	N	%
1.	The Nigerian indigenous languages have no negative influence on teaching and learning English language.	0	0	20	33.3	10	16.7	30	50.0
2.	The cultural language acquired first by many Nigerians affects their spoken English.	40	66.7	20	33.3	0	0	0	0
3.	The cultural language acquired first by Nigerians affects their written English.	10	16.7	30	50.0	20	33.3	0	0
4.	Most Nigerians prefer their ethnic language to English language.	0	0	40	66.7	20	33.3	0	0
5.	Competent Teachers of English are grossly inadequate to achieve the goal of teaching all ethnic groups in Nigeria.	20	33.3	40	66.7	0	0	0	0

Results from above table (1) revealed that 50% of the respondents which was the highest responses strongly disagreed that Nigerian indigenous languages have no negative influence on teaching and learning English language while 33.3% of the respondents agreed. The results further indicate that 66.7% of the respondents strongly agreed that cultural language acquired first by many Nigerians affects their spoken English. Similarly, the highest total of the respondents scoring 50% agreed that cultural language acquired first by Nigerians affects their written English, 33.3% of respondents disagreed. The results further reveal that 66.7% of respondents agreed that most Nigerians prefer their ethnic language to English language, while 33.3% of the respondents disagreed. All the respondents scoring 33.3% and 66.7% strongly and agreed respectively affirm that competent Teachers of English are grossly inadequate to achieve the goal of teaching all ethnic groups in Nigeria.

Table 2 The Role of English Language in Achieving National Consciousness in Nigeria Multilingual society, Katagum Local Government Area, Bauchi State.

S/NO	ITEM	SA		A		D		SD	
		4		3		2		1	
		N	%	N	%	N	%	N	%
	The Role of English Language in Achieving National Consciousness in Nigeria Multilingual society, Katagum Local Government Area, Bauchi State.								
6.	English language will serve as common language to all Nigerians.	50	83.3	10	16.7	0	0	0	0
7.	The teaching and learning of English language leads to cultural diversities	0	0	20	33.3	40	66.7	0	0
8.	The teaching and learning of English language will lead to uniting all ethnic languages in the country	10	16.7	30	50.0	20	33.3	0	0

9.	The teaching and learning of English language promotes national socio-economic activities in midst of cultural diversities.	40	66.7	20	33.3	0	0	0	0
10.	English serves as language to link Nigerians to other lingua franca countries.	40	66.7	20	33.3	0	0	0	0

Source: Field Survey, 2020

The results from the above table (2) revealed that 83.3% and 16.7% of the respondents strongly agreed and agreed respectively that English language will serve as common language to all Nigerians. The highest response of respondents indicating 66.7% disagreed that teaching and learning of English language leads to cultural diversities while 33.3% of the respondents agreed. The results further indicate clearly that 50% and 16.7% of the respondents agreed and strongly agreed respectively that teaching and learning of English language will lead to uniting all ethnic languages in the country, 33.3% of respondent disagreed. The results also showed that 66.7% and 33.3% of the respondents strong agreed and agreed respectively that teaching and learning of English language promotes national socio-economic activities in midst of cultural diversities. Similarly, the results further revealed that 66.7% and 33.3% of the respondents strong agreed and agreed respectively that English serves as language to link Nigerians to other lingua franca countries.

Table 3 The Strategies for Achieving National Consciousness through Teaching and Learning of English at Katagum Local Government Area, Bauchi State.

S/NO	ITEM	SA		A		D		SD	
		4		3		2		1	
	Strategies for Achieving National Consciousness through teaching and learning of English at Katagum Local Government Area, Bauchi State.	N	%	N	%	N	%	N	%
11.	Qualified or competent teachers should be employed by government to teach English.	30	50.0	30	50.0	0	0	0	0

12.	Adult formal education should be encouraged in the country by establishing adult educational centres in villages.	20	33.3	30	50.0	10	16.7	0	0
13.	Seminars on national consciousness should be organized to Teachers of English to help them develop effective ways of teaching the language.	40	66.7	20	33.3	0	0	0	0
14.	Debate competition in line with national consciousness should be organized for students in the country.	50	83.3	10	16.7	0	0	0	0
15.	Literary scholars to engage in writing prose, drama or poem that focus on national consciousness in the country.	40	66.7	20	33.3	0	0	0	0

Source: Field Survey, 2020

The results in the above table (3) revealed some of the strategies for achieving national consciousness through the teaching and learning of English. Results showed that 50% of respondents both strongly agreed and agreed that qualified or competent Teachers of English should be employed by government to teach the subject. 50% and 33.3% of the respondents agreed and strongly agreed respectively that adult formal education centres should be established in villages as part of strategies achieving national consciousness through teaching and learning of English language. Results also indicated that 66.7% and 33.3% of respondents strongly agreed and agreed that academic seminars on national consciousness should be organized to Teachers of English to help them develop effective ways of teaching the language. Results further showed that 83.3% and 16.7% of respondents strongly agreed and agreed respectively that debate competition in line with national consciousness should be organized for students in the country. Relatively, 66.7% and 33.3% of respondents strongly agreed and agreed that literary scholars to

engage in writing prose, drama or poem that focus on national consciousness in the country as strategy for achieving national consciousness through teaching and learning of English.

Discussions

The present study discusses the challenges, role and strategies for achieving national consciousness through the teaching and learning of English in the Nigerian multilingual society. The study was guided by three research questions. The study establishes English as a fundamental tool for achieving national consciousness in any multilingual society like Nigeria.

The first research question focuses on challenges of teaching and learning of English in the midst of cultural diversities in achieving national consciousness in Katagum Local Government Area, Bauchi State. The findings of the study show that Nigerian indigenous languages has negative influence on teaching and learning English language; cultural language acquired first by many Nigerians affects their spoken and written English; most Nigerians prefer their ethnic language to English language; and competent Teachers of English are grossly inadequate to achieve the goal of teaching all ethnic groups in Nigeria. These findings are agreement with the view of Ogunmodimu (2015) who argues that Nigerians are ethnic conscious that made it difficult if not impossible to elevate an indigenous language in status higher than the rest. Gudykunst and Kim (2003) affirm that cultures have also indirectly affected communication through individual characteristics. Ayodabo and Acheoah (2013) strongly believe that most Nigerians who learn English in ESL contexts cannot achieve the level of competence which the English exhibit at the phonological level due to socio-cultural and environmental constraints. Anyanwu (2016) maintains that socio-cultural background influences learners' performance in English language competence especially at the level of interference, which affects learners in areas of grammar, phonology, semantics, and spellings.

The second research question shows the role of English Language plays in achieving national consciousness in Nigeria multilingual society, Katagum Local Government Area, Bauchi State. The findings of the study show that English language serves as common language to all Nigerians; reduces cultural diversities; leads to uniting all ethnic languages in the country; promotes national socio-economic activities in midst of cultural diversities as well as links Nigerians to other lingua franca countries. These findings are in line with the previous studies carried out on this discourse (Adebayo, 2003; Yusuf, 2012; Olusoji, 2012; Danladi, 2013; Onuh & Uwadiogwu, 2014). Onuh and Uwadiogwu (2014) underscore the role of English language to ensure effective communication, a common language, acceptable and national language. Danladi (2013) argues that English language serves as useful tool for integrating cultural diversities while Onuh and Uwadiogwu (2014) maintain that the use of English would traverse cultural boundaries in Nigeria. Adebayo (2003) adds that English serves as a mediator between people of different ethnic languages in Nigeria while Yusuf (2012) emphasizes its role in unifying cultural diversities. Olusoji (2012) rightly observes the importance of English language as a world language, and a powerful factor for the promotion of unity, national consciousness and facilitating the mobilization of its resources for national development.

The third research question focuses on the strategies for achieving national consciousness through the teaching and learning of English at Katagum Local Government Area, Bauchi State. The findings of the study showed that qualified or competent teachers of English should be employed by government to teach the subject; establishment of adult formal education centres villages; organization of academic seminars as well as debate competition in line with national consciousness should be for Teachers of English and students respectively and literary scholars to engage in writing prose, drama or poem that focus on national consciousness in the country as strategies for achieving national consciousness through teaching and learning of English. These findings are in agreement with other previous studies, British Council (2017) document which recommends for teacher

training and professional development organisations to consider how they can adapt teacher education programmes for both English language teachers and other subject teachers to support the use of flexible multilingual approaches in classrooms. Cholakova (2015) stresses that for effective learning of English outside of classroom, encourages the learners of English to engaging in listening to the radio, watching television in English, seeing English movies or films, as well going to theatrical productions in the English language, attending talks and lectures, and listening to tapes in English. Kareva, Henshaw, Dika, and Abazi, (2008) counsel that English should “be open to all on the basis of equity and merit regardless of ethnicity, to promote inter-ethnic understanding and to provide a multilingual and multicultural approach to teaching and research”.

Conclusion

The study unveils some of the challenges confronting the teaching and learning of English language in the Nigerian multilingual society. The study establishes that Nigerian indigenous languages have negative influence on teaching and learning of English language. The negative influence results from cultural language acquired first by many Nigerians which affects their spoken and written English. It is obvious that most Nigerians prefer their ethnic language to English language and competent Teachers of English are grossly inadequate to achieve the goal of teaching all ethnic groups in Nigeria. The study maintains that English language serves as common language to all Nigerians; reduces cultural diversities; leads to uniting all ethnic languages in the country; promotes national socio-economic activities in midst of cultural diversities as well as links Nigerians to other lingua franca countries. The study argues that employment of qualified or competent Teachers of English, establishment of adult formal education centres, organization of academic seminars as well as debate competition, and engagement of literary scholars in writing prose, drama or poem that focus on national consciousness are some of strategies for achieving national consciousness through the teaching and learning of English.

Recommendations

Based on the findings of this study, following recommendations were suggested to achieve the desired goal of national consciousness in Nigeria:

1. The English educational curriculum should be restructured in line with national consciousness.
2. Government should employ qualified or competent teachers of English to teach the language in educational settings
3. Non-government and communities should compliment government efforts by building structures in the communities to serve as adult educational centres to promote adult literacy in the country.

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