

SECONDARY SCHOOL CURRICULUM AND THE LEARNING OF MOTHER TONGUE READING IN AKWA IBOM STATE SECONDARY SCHOOLS

By

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Abstract

A well articulated curriculum is essential for the use and development of the mother-tongue in Nigeria, just as in other parts of the world. Unless the curriculum is well planned, designed and implemented, efforts at helping the learner to use the native language effectively are bound to be a failure. The present study is designed to find out to what extent elements of mother-tongue reading are implemented in Akwa Ibom State Secondary Schools. Relevant theories of language learning are applied to the study. Some of these are Krashen and Terrell's input hypothesis, acquisition learning hypothesis, monitor hypothesis and affective filter hypothesis. The study involves two schools, one public and one private among boys and girls. It employs three research questions and three null hypotheses. Issues on mother-tongue reading are discussed. Finally, suggestions and recommendations for effective implementation are made.

Introduction

Education is often seen as a process whereby learners are initiated into the culture and values of the society while mother-tongue education refers to one's ability to use the native language for teaching at formal and informal levels. It is a sine qua non for development in a wide range of contexts and for various purposes – social, economic, political, technical, and so on. As Singh has rightly observed, “Without the use of the mother-tongue, children's potentials are wasted resulting in educational failure and a lack of development (Singh, 2014:142)”.

For the educational process to make the learner achieve meaningful development, there is the need to develop a well formulated, planned and implemented curriculum. Curriculum refers to “The knowledge and skills students are expected to learn, which include the learning standards ([http://edglossary.org/learning standards](http://edglossary.org/learning_standards)) or learning objectives ([http://edglossary.org/learning objectives](http://edglossary.org/learning_objectives)) they are expected to meet; the units and lessons their teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessment (<http://edglossary.org/assessments>) and other methods used to evaluate student learning” (Abbott, S. 2014).

In the Nigerian context, the provisions of the National Policy on Education are of great importance. The policy states: “For the purposes of policy coordination and monitoring, the Federal Government instituted a Universal Basic Education (UBE) programme, with the following objectives:

- (a) developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; ...

- (e) ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral and civic values needed for the laying of a solid foundation for life-long learning” (National Policy on Education, 2008: 14–15).

For the purpose of mother-tongue reading, insights from theories of language learning can be applied to the teaching of reading as well as for the teaching of other skills – listening, speaking and writing. Chomsky (1965), for example, believes that children have an inborn capacity to learn any human language. Every child is born with what he calls ‘language acquisition device’ (LAD) which encodes the major principles of a language and its grammatical structures into the brain of the child. Through the use of the LAD, the child learns new vocabulary and applies the syntactic structures to form sentences. The LAD enables all children to become fluent users of their native language within five to six years. This applies to the four skills – listening, speaking, reading and writing. Another theory, Bandura’s Social Learning Theory (1977), states that people learn from one another through the principles of observation, imitation and modelling. In the classroom setting, these principles help learners to interact effectively with others.

The Natural Approach was produced by Krashen and Terrell (1983) who consider communication as the primary function of language which helps learners to develop communicative abilities. Some aspects of their hypotheses include the Input Hypothesis, Monitor Hypothesis and Affective Hypothesis. The Input Hypothesis for example, claims that humans acquire language in only one way, that is, by understanding messages or by receiving comprehensible input. People acquire language best by understanding input that is slightly beyond their current level of competence. According to Krashen and Terrell (1983 : 32) “An acquirer can “move” from a stage I (where I is the acquirer’s level of competence) to a stage I + 1 (where I + 1 is the stage immediately following I along some natural order) by understanding language containing I + 1”. The Monitor Hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate. The learned knowledge helps us to edit or monitor, so that we might make minor changes by publishing what the acquired system has produced. The Affective Hypothesis refers to feelings, needs, attitudes and emotional state in language learning. It is an adjustable filter which freely passes, or blocks input necessary for one to acquire language. It is desirable for one to have a low affective filter since it permits language to flow. Three kinds of affective or attitudinal variables are necessary: motivation, self-confidence and anxiety. First, it is learners with high motivation that do better; second, learners who tend to be more successful are those with self – confidence; third, better acquirers are learners with low personal anxiety and low classroom anxiety.

The works of the authors cited above clearly show that language skills, including reading, are essential tools for language competence. The acquisition of general knowledge in terms of quality and quantity depends on efficient reading. Obanya (2002) has said: “Reading is essentially like thinking. Therefore, developing anybody’s reading skill is comparable to developing that person’s “intellectual powers.”

The present study is designed to find out to what extent students have a positive attitude to mother-tongue reading. Attitude is a predisposition or tendency to respond positively or negatively towards a certain person, objects, idea or situation.

Research Questions:

1. What is the attitude of boys and girls to reading in Efik/Ibibio in Akwa Ibom State Secondary Schools?
2. What is the attitude of students in Public and Private Schools to reading in Efik/Ibibio in Akwa Ibom State Secondary Schools?
3. What type of Efik/Ibibio materials do public and private Secondary School Students in Akwa Ibom State read?

Hypotheses:

1. There is no significant difference between boys and girls in Akwa Ibom State secondary schools with respect to their attitude to in reading Efik/Ibibio.
2. There is no significant difference between students in public and private schools with respect to their attitude to reading in Efik/Ibibio
3. There is no significant difference between students in public and private secondary schools with respect to the types of Efik/Ibibio materials they read.

Method

The researcher adopted a survey design for the study since it involved the collection and analysis of data on secondary school students' attitude to mother-tongue reading. The population comprised all students from public and private schools in Akwa Ibom State. Two intact classes were used for the study.

In all, 104 students consisting of 45 males and 59 females were used. The collection of data was done by means of a questionnaire titled Mother Tongue Reading Attitude Questionnaire (MTRAQ). The MTRAQ was developed by the researcher for the study. The questionnaire was validated by experts in the Faculty of Education, University of Port Harcourt. The questionnaire has a reliability coefficient of 0.78 and was found suitable for the study. The researcher personally administered the questionnaire. On the basis of the questionnaire provided, the Likert scale was used. Numerical values were awarded as follows:

Strongly Agree (SA – 4), Agree (A – 3), Disagree (D – 2), Strongly Disagree (SD – 1). A mean score of 2.5 and above confirmed agreement while a score below 2.5 means “Disagree.” T-test was used in analyzing the hypotheses.

Results

The findings of the study are presented below.

Research Question One: What is the attitude of boys and girls to reading in Efik/Ibibio in Akwa Ibom State Secondary Schools?

Table 1: Attitude of Boys and Girls to Reading in Efik/Ibibio in Akwa Ibom State Secondary Schools

Table 1: RESEARCH QUESTION ONE

		SRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		MEAN			REMARKS
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS COL. 1	GIRLS COL. 2	BOYS & GIRLS COL. 3	

1	I love reading books	39	51	6	8	-	-	-	-	3.86	3.86	3.86	Agree
2	I read Efik/Ibibio books voluntarily and willingly	15	20	18	17	7	12	5	10	2.95	2.79	2.86	Agree
3	I prefer watching TV in English to watching it in Efik/Ibibio	22	40	8	12	9	6	6	1	3.02	3.54	3.31	Agree
4	I hardly read Efik/Ibibio books from cover to cover	10	11	16	20	10	9	9	19	2.60	2.38	2.48	Disagree
5	I am always happy when it is time to read Efik/Ibibio books in the class	30	40	6	8	4	6	5	5	3.55	3.40	3.38	Agree
6	I love reading Efik/Ibibio books for personal development	14	22	14	23	10	5	7	9	2.77	3.18	3.09	Agree
7	I love reading Efik/Ibibio story books and folktales	21	29	11	17	4	8	9	5	2.97	3.18	3.09	Agree
8	I love reading Efik/Ibibio Bible	10	17	18	12	6	21	11	9	2.60	2.62	2.61	Agree
9	I read Efik Bible fluently	8	6	8	13	18	18	11	22	2.28	2.05	2.15	Disagree
10	My friends love reading books in Efik/Ibibio	17	23	12	11	10	10	6	15	2.88	2.71	2.78	Agree
11	I read religious books in Efik/Ibibio a lot	7	7	11	5	15	25	12	22	2.88	1.94	2.09	Disagree
12	I read Efik/Ibibio textbooks in school during free time	7	5	7	11	21	32	10	11	2.24	2.16	2.20	Disagree
13	I hardly have time to read Efik/Ibibio books at home	10	22	12	7	17	16	6	14	2.57	2.62	2.60	Agree

14	Your parents buy you Efik/Ibibio textbooks	10	14	14	19	10	8	11	18	2.51	2.49	2.50	Agree
15	Your parents buy you Efik/Ibibio story books	11	16	11	9	11	14	12	20	2.46	2.35	2.40	Disagree
16	You buy Efik/Ibibio books yourself	2	3	5	2	13	20	25	34	1.64	1.55	1.59	Disagree
17	The teacher provides you with drawings, pictures, graphs for reading in Efik/Ibibio	15	16	6	7	5	11	19	25	2.37	2.23	2.29	Disagree
18	The teacher provides you with poems for reading in Efik/Ibibio	34	33	6	13	1	6	4	7	3.55	3.22	3.36	Agree
19	The teacher provides you with riddles and proverbs for reading in Efik/Ibibio	40	40	11	11	3	2	2	6	3.48	3.44	3.46	Agree

Col = Column

Table 1 reveals that boys and girls have a positive attitude to reading Efik/Ibibio books. The joint mean scores (Col. 3) for boys and girls clearly show a positive attitude to reading Efik/Ibibio books in items 2(2.86), 5(3.38), 6(3.09), 7(3.09), 8(2.61), 10(2.78), and 14(2.50).

Similarly, the reverse score of 2.48 in item 4 showed students' positive attitude to reading Efik/Ibibio books since they "Disagreed" with the statement: "I hardly read Efik/Ibibio books from cover to cover." In item 4(Col.3), both boys and girls have shown efforts to read and digest the materials presented to them.

In Col.3 of items 2,5,6 and 7, students have a positive attitude to reading Efik/Ibibio books since they read the texts 'voluntarily and willingly', are 'always happy' to 'read Efik/Ibibio books in the class,' 'love to read Efik/Ibibio story books and folktales' and 'love to read Efik/Ibibio books for personal development.'

However, there appears to be some problem in the students' ability to read Efik/Ibibio books. In Col.3, both boys and girls, in item 8(2.61), state that they love reading Efik/Ibibio Bible but in item 9(2.15), they indicate that they cannot read the Bible fluently. *Similarly*, in Col.3 of item 13, both boys and girls state that they 'hardly have time to read Efik/Ibibio books at home.' This betrays laziness in their reading behaviour with respect to reading Efik/Ibibio books. Though students' reading behaviour is generally similar among boys and girls, there is a much higher difference

among boys in item 11(Col.1, 2.88) than girls (Col. 2, 1.94), that is, boys read religious books a lot whereas this is not the case with girls. This may appear surprising because there are usually more girls in church than boys. However, attendance at church is not the same thing as willingness to read religious books. Thus, boys are more devoted to reading religious books than girls.

Research Question Two: What is the attitude of students in Public and Private Schools to Reading in Efik/Ibibio in Akwa Ibom State Secondary Schools?

Table 2: Attitude of Students in Public and Private Schools to Reading in Efik/Ibibio in Akwa Ibom State Secondary Schools.

Table 2: RESEARCH QUESTION TWO

		STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE	MEAN	REMARKS			
		PUBLIC	PRIVATE	PUBLIC	PRIVATE	PUBLIC	PRIVATE	PUBLIC					
1	I love reading books	54	36	3	11	-	-	-	-	3.94	3.76	3.86	Agree
2	I read Efik/Ibibio books voluntarily and willingly	32	3	8	27	8	11	9	6	3.10	2.57	2.86	Agree
3	I prefer watching TV in English to watching it in Efik/Ibibio	38	24	9	11	6	9	4	3	3.42	3.19	3.31	Agree
4	I hardly read Efik/Ibibio books from cover to cover	12	9	11	25	6	13	28	-	2.12	2.91	2.48	Disagree
5	I am always happy when it is time to read Efik/Ibibio books in the class	39	31	6	8	5	5	7	3	3.35	3.42	3.38	Agree
6	I love reading Efik/Ibibio books for personal development	23	13	20	17	6	9	8	8	3.01	2.74	2.89	Agree
7	I love reading Efik/Ibibio story books and folktales	32	18	13	15	5	7	7	7	3.22	2.93	3.09	Agree
8	I love reading Efik/Ibibio Bible	18	9	13	17	15	12	11	9	2.66	2.55	2.61	Agree
9	I read Efik Bible fluently	11	3	11	10	14	22	21	1	2.21	2.08	2.15	Disagree
10	My friends love reading books in Efik/Ibibio	30	10	6	17	8	12	13	2	2.92	2.61	2.78	Agree
11	I read religious books in Efik/Ibibio a lot	12	2	6	10	21	19	18	6	2.21	1.95	2.09	Disagree
12	I read Efik/Ibibio textbooks in	6	6	9	9	29	24	13	8	2.14	2.27	2.20	Disagree

	school during free time													
13	I hardly have time to read Efik/Ibibio books at home	16	16	11	8	15	18	15	5	2.49	2.74	2.60	Agree	
14	Your parents buy you Efik/Ibibio textbooks	9	15	13	20	12	6	23	6	2.14	2.93	2.50	Agree	
15	Your parents buy you Efik/Ibibio story books	16	11	6	14	14	11	21	11	2.29	2.53	2.40	Disagree	
16	You buy Efik/Ibibio books yourself	3	2	4	3	17	16	33	26	1.59	1.59	1.59	Disagree	
17	The teacher provides you with drawings, pictures, graphs for reading in Efik/Ibibio	17	14	2	11	10	6	28	16	2.14	2.48	2.29	Disagree	
18	The teacher provides you with poems for reading in Efik/Ibibio	38	29	8	11	5	2	6	5	3.36	3.36	3.36	Agree	
19	The teacher provides you with riddles and proverbs for reading in Efik/Ibibio	35	34	11	11	5	-	6	2	3.31	3.63	3.46	Agree	

Col = Column

Table 2 shows that students in both public and private schools have a positive attitude to reading Efik/Ibibio books as revealed in the joint mean scores for students in public and private schools in the following items in Col.3: items 2(2.86), 5(3.38), 6(2.89), 7(3.09), 8(2.61) and 10(2.78). Similarly, as observed earlier in Research Question One, the reverse mean score of 2.48 in item 4 among students in public and private schools indicates students' positive attitude to reading Efik/Ibibio books. They read the books from cover to cover. In Col.1, items 2, 5,6,7,8 and 10 show that the mean scores among students in public schools (3.10, 3.35, 3.01, 3.22, 2.66, and 2.92 respectively) are similar to those of students in private schools; the mean scores in Col.2 are 2.57, 3.42, 2.74, 2.93, 2.55 and 2.61 respectively. This shows that generally, there is positive attitude to reading Efik/Ibibio books among students in both public and private schools.

There is however, a slight difference between students in public and private schools with respect to the degree of zeal they have in reading Efik/Ibibio books. In item 13, students in public schools (Col.1 with a mean score of 2.49) show less enthusiasm to reading Efik/Ibibio books because they hardly read these books at home whereas students in private schools (with a mean score of 2.74) state that they read these books not only in the school but also at home. One also observes that parents in private schools make Col. 2 greater investment in buying Efik/Ibibio textbooks for their children (item 14, Col. 2, with mean score of 2.93) while those in public schools hardly do so (Col. 1, mean score of 2.14). These elements are likely to bring greater degree of success for students in private schools than those in public schools with respect to their ability to read Efik/Ibibio books.

Research Question Three: What type of Efik/Ibibio materials do public and private Secondary School students in Akwa Ibom State read?

Table 3: The Type of Materials Public and Private Secondary School Students in Akwa Ibom State Read.

Table 3: RESEARCH QUESTION THREE

		STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		MEAN			REMARKS
		PUBLIC	PRIVATE	PUBLIC	PRIVATE	PUBLIC	PRIVATE	PUBLIC	PRIVATE	PUBLIC Mat/ Pub Col.1	PRIVATE Mat/ Pub Col.2	PUBLIC & PRIVATE Mat/ Pub Col.3	
7	I love reading Efik/Ibibio story books and folktales	32	18	13	15	5	7	7	7	3.22	2.93	3.09	Agree
9	I read Efik Bible fluently	11	3	11	10	14	22	21	12	2.21	2.08	2.15	Disagree
17	The teacher provides you with drawings, pictures, graphs for reading in Efik/Ibibio	17	14	2	11	10	6	28	16	2.14	2.48	2.31	Disagree
18	The teacher provides you with poems for reading in Efik/Ibibio	38	29	8	11	5	2	6	5	3.36	3.36	3.36	Agree
19	The teacher provides you with riddles and proverbs for reading in Efik/Ibibio	35	34	11	11	5	-	6	2	3.31	3.63	3.47	Agree

Mat = Material

Col = Column

Table 3 shows that in item 7, both students in public schools (Col.1, 3.22) and private schools (Col.2, 2.93) agree that they love reading Efik/Ibibio story books and folktales while in item 9 both public school students (Col.1, 2.21) and private school students (Col.2, 2.08) state that they cannot read Efik Bible fluently. In item 18, students in both public and private schools agree (3.36) that their teacher provides them with poems for reading in Efik/Ibibio. Similarly, in item 10, students in public (Col.1, 3.31) and private (Col.2, 3.63) schools agree that their teacher provides them with riddles and proverbs for reading in Efik/Ibibio. However, with respect to the provision of drawings, pictures and graphs for reading in Efik/Ibibio, students in public schools (Col.1, 2.14) and private schools (Col.2, 2.48) disagree that the teacher gives them such materials for reading in Efik/Ibibio. Without the provision of these materials, it is difficult for learners to achieve excellence in reading.

Hypothesis One

There is no significant difference between boys and girls in Akwa Ibom State secondary schools with respect to their attitude to reading Efik/Ibibio.

Table 4: T-test Analysis of Difference between Boys and Girls with Respect to their Attitude to Reading in Efik/Ibibio.

	Groups of Students	No. of Students	Mean Score	Standard Deviation	Calculated t – Value	d/f	Critical t - Value
1	Boys	45	52.71	7.809	0.72	102	1.98
2	Girls	59	51.72	6.091			
		104					

Table 4 shows that the calculated t-value is 0.72 while the critical value is 1.98. Since the calculated value is less than the critical value, it means that there is no significant difference and the hypothesis is therefore accepted. Male and female students are similar in their mode of reading.

Hypothesis Two

There is no significant difference between students in public and private schools with respect to their attitude to reading in Efik/Ibibio.

Table 5: T-test Analysis of Difference between Students in Public and Private Schools with Respect to their Attitude to Reading in Efik/Ibibio.

	Groups of Schools	No. of Students	Mean Score	Standard Deviation	Calculated t – Value	d/f	Critical t - Value
1	Public	57	51.92	7.35	0.36	102	1.98
2	Private	47	52.42	6.30			
		104					

Table 5 shows that the calculated t-value is 0.36 while the critical value is 1.98. As the calculated value is less than the critical value, it means that there is no significant difference and the hypothesis is therefore accepted. This shows that students in public and private schools are similar with respect to their mode of reading.

Hypothesis Three

There is no significant difference between students in public and private secondary schools with respect to the types of Efik/Ibibio materials they read.

Table 6: T-test Analysis of Difference between Public and Private Secondary Schools Students with Respect to the Types of Materials they Read.

	Groups of Schools	No. of Students	Mean Score	Standard Deviation	Calculated t – Value	d/f	Critical t - Value
1	Public	57	3.22	1.05	1.40	102	1.98
2	Private	47	2.94	1.07			
		104					

Table 6 indicates that the calculated t-value is 1.40 while the critical value is 1.98. Since the calculated value is less than the critical value, it means that there is no significant difference. The hypothesis is therefore accepted.

Discussion of Results

Efficiency in reading is achieved through the processes of skimming, scanning, preview, receptive and responsive reading (Ituen, 2004). This means that learners should carry out different types of reading in order to be good readers. This is why Dean (2001:15) places emphasis on “reading built on the combined use of three forms of pupil knowledge: (1) Semantic knowledge (what the text means/what kind of text) (2) Syntactic knowledge... (the ways the words work together/what sorts of words) which equates with grammatical knowledge; and (3) Grapho-phonological knowledge (decoding and calling on sounds to represent the letter symbols).” Mother-tongue reading is beneficial to learners because right from the early grades, it “enhances children’s ability to learn

better compared to the use of a second or foreign language” (UNESCO, 2003; Skutnabb-Kangas, 2003 as cited by Rai, Rai, Phyak and Rai, 2011). Similarly, the Ife Six-Year Project has shown that children are quicker to learn to read and acquire other academic skills when taught in their mother-tongue than taught in a foreign language (Fafunwa, 1978).

In Table 1 of the present study, it was found that learners generally have a positive attitude to reading Efik/Ibibio books. Both boys and girls read the books voluntarily and willingly (2.86 in item 2, Col.3) and are happy when it is time to read Efik/Ibibio books in the class (3.38 in item 2, Col.3). With respect to coverage in reading the books, it is seen that both boys and girls read the books from cover to cover. Obanya (2002) identifies five levels of reading competence. The first is word/sentence recognition in which the learner associates words and sentences with sounds and acquires basic vocabulary. The second is reading along the lines whereby the learner acquires literal meaning. The third is reading between the lines, that is, reading for implied meaning. The fourth is reading across the lines which involve reading for a creative reaction to the reading material. The fifth is reading beyond the lines which is a totally lifelong self-directed pleasurable activity. Obanya has said that it is at the highest level (level 5) that reading becomes internalized as a habit, for continuous self improvement and for personal and social development.

In the present study, both boys and girls (in Col.3, item 6 with 3.09) stated that they “love reading Efik/Ibibio books for personal development.” It is important for teachers to encourage learners to reach the highest level of competence in mother-tongue reading. Unfortunately, in the present study, both the boys (item 13, boys with 2.62) and girls (with 2.60) agree that they “hardly have time to read Efik/Ibibio books at home.” Also, both boys and girls (item 9, boys 2.28 and girls 2.05) said that they cannot read Efik Bible fluently. It would appear, therefore, that many students have not achieved an adequate level of competence in reading Efik/Ibibio books. Some learners hardly read “between the lines” “across the lines” and “beyond the lines” (Obanya, 2002).

One element that is crucial for the attainment of excellence in mother-tongue reading is the provision and use of materials for reading. In Col.3, students in both public and private schools (3.36) agree that the teacher provides them with poems for reading in Efik/Ibibio. The problem, however, is that the teacher fails (item 17, 2.31) to provide learners with such materials as drawings, pictures and graphs for reading in Efik/Ibibio. Without the use of the needed materials, it is difficult for learners to achieve excellence in the reading of Efik/Ibibio. In the present study, parents in private school (2.93) provide the children with Efik/Ibibio textbooks, whereas parents in public school fail (Col.1, 2.14) to give their children the textbooks they require. This is why Arowolo (2008:133) has rightly stated that “many parents, out of ignorance, would not as much as hear of their children taking mother-tongue as a subject, not to talk of it as the language of instruction.” There is therefore, the need for leadership at different levels of government to encourage learners to read their mother-tongue with zeal.

Conclusion

The teacher’s task becomes a delight when students show a positive attitude to the books they are asked to read. In the present study, both boys and girls in both public and private schools read Efik/Ibibio books voluntarily and willingly. They show delight with the Efik/Ibibio reading processes placed at their disposal by the teachers. There are, however, areas where adjustments should be made to ensure that learners achieve excellence in mother-tongue reading. This relates

particularly to the problem of provision and use of necessary materials. It was found that public and private school teachers did not pay much attention to the provision and use of reading materials. Similarly, parents in public school failed to provide their children with textbooks. Such a neglect has a deleterious effect on the children's development. Parents should, therefore, make strenuous efforts to encourage learners to become consistent mother-tongue readers.

Recommendations

The following recommendations are made based on the findings of the study:

1. Teachers at the basic education level should be trained in the use of Efik/Ibibio for teaching. They should be given a new orientation for effective teaching of the basic skills of listening, speaking, reading and writing.
2. Experts should be commissioned to write science, technology and social science books in Efik/Ibibio for teachers and learners to use.
3. Government should mount a vigorous publicity to educate people on the need for children to use Efik/Ibibio books effectively. People should be reminded that effective use of the mother-tongue helps learners to comprehend new terms and processes in science and technology.
4. Efik/Ibibio reading competitions should be organized for effective Efik/Ibibio reading.
5. Seminars and workshops on Efik/Ibibio should be organized.
6. Functional libraries with rich stock of Efik/Ibibio books should be established.

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