

## **INSTRUCTIONAL MATERIALS USED DURING ENGLISH READING COMPREHENSION LESSONS**

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### **ABSTRACT**

This paper assessed the use of instructional materials by teachers during English reading comprehension lessons in three selected primary schools in Nigeria using a case study design and qualitative research approach. The literature reviewed the concept of instructional materials, the benefits, types, and the problem associated with instructional materials. Purposive sampling techniques were used to select three, headmasters, and three most senior teachers in the schools as participants. The instructional theory was adopted as the theory of the study and constructivism was the paradigm used to construct themes derived from data collected with the use of two research instruments, open-ended questions, and observation. Themes derived were analysed using thematic analysis. The study concluded that teachers' use of instructional materials is bedeviled by a shortage of funds, the dearth of qualified teachers, lack of facilities, and lack of regular training of teachers. Workshops can capacitate and equip teachers to effectively use instructional materials during lessons. These can improve the learners' performance if could be taken into consideration. From the above discussion, if instructional materials are accepted as capable of creating a remarkable effect on the learners when used in a lesson in teaching English comprehension, it suffices to believe also that the use of those instructional materials can help create the expected awareness toward teaching and learning in other fields too. The study recommended among others that teachers should be well trained and that instructional materials/facilities should be made available in schools and effectively used.

**Keywords:** Instructional materials, reading comprehension, primary schools, qualified teachers, lack of facilities.

### **INTRODUCTION**

Education is made up of two components, the inputs, and the outputs. The inputs refer to the teachers and instructional materials while the outputs are the outcomes of the educational programmes (Adelodun and Asiru 2015). Adapting this laudable idea to reading in this paper will make it theorise that reading is made up of two constituents, the inputs and the outputs of reading. The inputs refer to the process of using the sense organs (the eyes) to perceive the prints and sending information to the brain for interpretation while the outputs are the oral production and responses to questions asked. Considering the importance of reading comprehension and the process required to make reading take place effort should be made to make the teaching of reading effectively in the classroom with good use of instructional materials. Supporting this view, Salam (2017) advised that learning the skills of reading must be reinforced by good use of instructional materials. Gundogmus (2018) strongly warned that reading comprehension and writing not acquired in primary school would have negative impacts on the learners, as the major aim of reading is to get information. One can also read for gist, academics, or pleasure (Stroller 2015). It is when a reader can understand the message

of the text that the reader has taken place but if it is, the mere pronunciation of words reading has not taken place. Reading involves three cognitive processes, namely: the process of recognizing sounds/phonemes in words, that is, access; the process of decoding words, that is the conversion of prints into sounds; and the process of attaching meanings to words (Santrock 2014).

The use of instructional materials in the learning process cannot be overemphasized in classroom teaching and learning experiences. In all subjects, instructional materials are usually held on the high esteem in the teaching of that subject to drive home the points being made by the teacher. In other words, instructional materials assist the pedagogical skills of the magister. This study is significant as it looked at a very topical issue that focuses on instructional materials teachers use during comprehension lessons in global, national, and South African contexts.

The study considered several ongoing debates in South Africa and across the world on what should be suitable instructional materials for teaching English comprehension. The findings of this study will, therefore, be helpful to language education policymakers and all public schools in global, national, and South Africa in particular, schools in Ondo West Local Government Area of Ondo State, Nigeria.

### **A literature search on the Concept of Instructional Materials**

Every teacher always strives to impart knowledge to learners through oral communication of ideas. In some cases, the use of oral communication proves ineffective most especially when concepts are abstract and foreign. Therefore, the use of instructional materials becomes necessary in this regard so that learning will be made concrete and real. Instructional materials enhance the learning of concepts (Adelodun and Asiru 2015). Instructional materials are the instruments used by teachers to help learners learn, increase learners' access to learning, and draw learners' attention to the learning of language (Cakir 2015).

Arguing from another angle Abdu-Raheem and Oluwagbohunmi (2015) aver that instructional materials are visual and audio-visual aids, concrete and non-concrete (abstract) materials which the teacher employed to make teaching and learning activities effective, efficient and understandable. From these arrays of definitions or descriptions, this study is of the opinion that instructional materials are working teaching implements actively employed by pedagogic to make learning appeal to the sense organs of learners for learning to be real. Similarly, Onasanya (2014) defines instructional materials as an assembly of tools that are deliberately used by the teacher to enhance teaching and learning in the class.

### **Types of Instructional Materials**

Adelodun and Asiru (2015) categorise instructional materials into three: namely, visual, audio, and audio-visual materials. Visual materials are teaching materials that appeal to learners' sense of sight. They include charts and flashcards. Audio materials such as audiotape, appeal to the sense of hearing while audio-visual materials plea both senses of hearing and sight. This called for the reason why Chiu and Churchill (2015) describe.

Cakir (2015) categorises instructional materials into prints and non-prints. Print materials audiovisual materials as multimedia because they appeal to many senses at a time. are textbooks, workbooks, and dictionaries while non-prints include videos and computers. The author also categorises instructional materials into traditional materials, audio and visual materials, and ICTs. Traditional materials include books, boards, charts, flashcards, and

teacher-made materials. Audio and visual materials consist of video players, video cameras, computers, and projectors while Information Communication Technologies (ICTs) comprise interactive boards, internet, and smartphones.

Olumorin (2014) categorizes instructional materials in terms of dimension, length, breadth, and depth/height. In this regard, 2-dimensional and 3-dimensional instructional materials are identified. 2-dimensional instructional materials are paper made opaque/transparent and light materials that have only length and width. They include a photo, posters, charts, and graphs that are common in our classrooms used for visual access to information (Alasan, 2014). 3-dimensional instructional materials refer to those instructional materials that have length, breadth, and depth/height. They are models that are a true copy or mock-up of the originals. Examples are statues, images, or objects made up of cement, clay, plaster of Paris achieved through carving, modeling, casting, and welding (Olumorin, 2014). These are objects that we can move around and see all the parts. They are round and not flat, unlike 2-dimensional.

One visual aid that is very potent in teaching reading is the picture book. Montelongo, Hernandez, and Herter (2015) aver that picture books are useful materials for building vocabulary. They are better than base words that lay emphasis on sight words and should be used with words that learners are familiar with. Such words include house, dog, and a car that reflect that socio-economic background. Ilogho (2015) further says that picture books make learners voracious develops learners socially, intellectually, personally, culturally, and aesthetically.

### **Benefits of Instructional Materials to Reading**

The benefits of instructional materials to the learners in the learning process are inestimable. Taking clues from Adelodun and Asiru (2015), the following advantages are hereby highlighted in this study.

- They enhance the memory capacity of the learners more than conventional oral teaching.
- They make concepts fixed to the memory of the learners.
- They capture the attention of learners and make lessons more interesting.
- Visual aids ground thoughts and feelings.
- Complement the inadequacies of textbooks and make learning real.
- They give room for active participation of learners
- They provide a wide range of opportunities for demonstration, practice, and feedback.

Cakir (2015) argues that instructional materials are informative by giving the required information needed by learners, instructional in the sense that they guide learners in the learning process, and experiential by providing experiences. Instructional materials are also eliciting, that is they encourage learners and they are exploratory in the sense that they lead to discoveries. In America, internet library services are used to enhance interactions among readers during reading exercises (Bess 2016). In addition to this, as reported by Stang, Barker, Perez, Ives, and Roll (2016) per class activities are always given before the class to arouse pupils' interests in reading. These approaches yielded positive results in reading comprehension. Thus, the use of instructional materials made a significant improvement in the reading ability of students in India. The relaxed atmosphere allowed the students to control the blackboard instead of the teachers. Consequently, reading was enhanced despite the fact that the infrastructural facilities were basic (Fiszben 2013). In Texas, learning strategies employed

by teachers are out of fashion which hinders learning and affecting the implementation of the curriculum content hence encourage the use of instructional materials. Teachers use teacher-centered top-down strategies. This makes a lesson to be passive as learners become discouraged and switch off completely because they are not engaged in a lesson (Nzai and Reyna 2014). This is what is happening in Nigeria where the erratic power supply is the order of the day and the use of electronic instructional materials is restricted.

### **Constraint against the use of Instructional Materials in Reading**

Cakir (2015) and Adegbija (2014) indicate that the use of instructional materials is bedeviled by overcrowded classrooms, poor knowledge of technology, shortage of time for preparation, the rigidity of curriculum and teachers' heavy workloads. This array of problems discourages teachers from using instructional materials (Cakir 2015). Other constraints are lack of awareness on the part of teachers, poor funding, and negative attitude of teachers towards change and the presence of quacks in the teaching profession. Obielodun (2014) added that ethnoreligious belief is another barrier as some religion might forbid the use of certain items. Summarising these constraints Nzai and Reyna (2014) say poor use of instructional materials hinders reading and vocabulary acquisition.

To overcome the problem of the dearth of instructional materials most teachers result in improvisation, which Abdu-Raheem and Oluwagbohunmi (2015) say, is a product of economic hardship, which makes a purchase of instructional materials difficult. Apart from this, this study is of the opinion that scarcity and size of the instructional materials which might be large to bring to the class. An airplane or a ship in a reading book is a good example. Real objects, like snake or lion, in some cases, might pose a great threat. Thus, this paper will contribute to the existing body of knowledge in the field of Language Education by recommending appropriate active learning strategies that will lead to a transformation in learning that can be used to enhance reading and reduce miscues in reading comprehension. The study will also assist teachers to overcome some daunting challenges in the course of teaching reading comprehension.

The world of work in the future will be radically different from what it is today. This means that the premium on non-cognitive skills is rising as more and more advanced computers do what we used to do, only faster, cheaper, and more reliably. However, it is also true that 78% of South African Grade 4's cannot read for meaning in any language in 2016 (PIRLS 2016). These statistics are from a reliable internationally set assessment that 50 countries participate in. interestingly, in the UK (where they are introducing coding in primary schools) the percentage of children that cannot read is a mere 3%. In the U.S. it is 4%, in Chile 13%, in Iran, it is 35% (note Iran has the same GDP per capita as South Africa). The South African Language in Education Policy, which, states that learners are supposed to be taught in their mother tongue from grade R to 3, influences this.

In this regard, our opinion is, in South Africa, 80% of children cannot read properly after four years of full-time schooling and we are told that we must be devoting more time and resources to teaching them to collaborate, hence, the use of instructional materials. Children who do not learn to read for meaning after three years of schooling are never going to learn these other skills or be employed in the 21<sup>st</sup> century. This is what triggered us to employ instructional materials during reading comprehension lessons to assist children to gain different skills and knowledge to become competent. Thus, learning to work collaboratively is not more important than learning to read. Learning to code is not more important than learning to read. We have yet to see any practical plans for how time and resources given to these other areas

aren't time and resources taken away from teaching reading as a skill that the majority of children are not getting. In addition to the above, we should not be introducing a *third* African language in schools where most children have not learned to read properly in their home language.

## **THEORETICAL FRAMEWORK: INSTRUCTIONAL THEORY**

This paper used an instructional theory. Bowden and Randell (2008) see this as ... " a theory that offers explicit guidance on how to better help people learn and develop." Thus, the instructional theory was used, as it is more relevant to the topic the paper is focused on. The theory focuses more on how to structure material for promoting the education of human beings, particularly, learners during reading comprehension where instructional materials were used. During the use of instructional materials when teaching reading comprehension, this theory played a very significant role as it encompasses three basic theories in educational thought such as behaviourism, the theory that helped to understand how people conform to predetermined standards; cognitivism. The theory that learning occurs through mental associations; and constructivism, the theory that explores the value of human activity as a critical function of gaining knowledge (Bowden and Randell 2008).

In addition, the instructional theory is heavily influenced by the 1956 work of Benjamin Bloom, a University of Chicago professor, and the results of his Objectives which one of the first modern codifications of the learning process. The study adopted this theory because it gives room for the active participation of learners using materials available for the active construction of knowledge. Corroborating this assertion, Yaboah, Asante, and Opoku-Asare (2016) posit that active learning takes place when learners are allowed to engage with the learning materials.

## **RESEARCH METHODOLOGY**

### **Research Paradigm**

The study adopted a constructivism paradigm. The constructivism paradigm was used to construct themes derived from data collected with the use of two research instruments, open-ended questions, and observation. The constructivist is whereby the learners learn by constructing meaning and through interpretative interactions with and experiences in the environment (Bereiter 1994). Thus, this was found relevant to this study as learners were expected to interact with the teacher and manipulate instructional materials during the lessons to construct new understandings and knowledge. This paper adopted the interpretivism paradigm that emphasises, construction of knowledge, critical thinking and analyses, dynamism, and practical application of knowledge. In a constructive classroom, the teacher is a facilitator (Mangram, Haddix, Ochanji, and Masingila 2015). Social Learning, Cognitive Perspectives, and Social Constructivism are incorporated into Constructivism.

### **Research Design**

A case study was adopted in this study to investigation-conceived data collected and obtain answers to research questions or problems in the qualitative approach (Maxwell 2012). This design allowed the researcher to explore the in-depth understanding of a program or one or

more individuals in a manner of gaining meaning from those involved, as well as, provided insight into a theme or issue to reveal it ( de Vos, Strydom, Fouche & Delpont 2011). Furthermore, they explain a case as objects whose behavior or characters we study. The strength of a case study concentrates on a specific activity, how it is interconnected or related (Leedy & Ormrod 2013). Thus, the case chosen for the study were teachers. The issue in this study was to explore the instructional materials during English comprehension lessons in primary schools in Nigeria.

### **Research Approaches**

The qualitative approach used to draw from the experiences of the participants, teachers. It was used because research questions and the nature of data collected were non-numerical data (Alloh 2018). This approach allowed the participants to respond in their own constructed sentences. This provided rich data from the samples from three selected primary schools in the Ondo Kingdom. Purposive sampling techniques were employed to deliberately select three willing headteachers of the selected schools who identified the most senior teachers in their respective schools to participate. These participants were selected because they are experienced enough to provide adequate information that would nourish the study.

### **Sampling**

The researcher employed purposive sampling for this study. Purposive sampling is a process used to select participants who can offer an authentic account and rich cases for in-depth information on the phenomenon under study, who share sufficient common experiences with others as to represent a group (Yin 2013). Purposive sampling was used to deliberately pick people with preferred characteristics believed to be representational (John and Christensen, 2012, Lumandi, 2015 and Sharp 2012). The researcher looked at teachers' qualifications and experiences in teaching.

The richness of purposive sampling and the nature of this study, which is a case study where sampling and theory are interdependent, provide the impetus for its use in this study (Scott and Usher 2011). For this paper, the study drew its participants from six most senior teachers of the selected schools. These participants have been teaching for at least twenty-eight years in primary schools with enough teaching experiences in all subjects taught in primary schools. All the participants were chosen to have access to knowledge, to focus on a unique issue, gather data from different sources for correlation, and have the characteristics being examined to satisfy the needs of the researcher (Cohen, Manion and Morrison 2011). In light of this, the researcher preferred these participants as they provided insight into the instructional materials by providing rich data needed based on their experiences.

### **Data Collection Methods**

Two instruments were used for data collection in this paper such as interviews and observation. Seven-item open-ended questions were designed for the headmasters and teachers to respond freely in their language. The observation was also used during the interviews to observe the behaviors of the participants while responding to the questions. These two methods for data collection were adopted to get sufficient and relevant information for this study and to elicit responses in different situations.

## **Interviews**

Interviews are defined as interrogative talks meant to generate responses from the interviewee for analyses (Cruikshank, Jenkins and Metcalf, 2009 and Dakwa 2015). They further indicate that interviews can be written, oral, online, structured, and unstructured.

However, it is expensive; it is good at eliciting responses and personal information from a small group and flexible. Punch (2009) further highlights that interviews proved very useful in the course of data collection in the sense that personal information about the participants will be revealed to the researcher. Interviewers' opinions, construction of meanings, definitions, and perceptions were got through this means and non-verbal behavior was jettisoned because of its high level of subjectivity.

Thus, the researcher adopted interviews as they allowed the probing into the depth of some concepts by asking further questions anytime any question was not satisfactorily answered. In this paper, the researcher interviewed six most senior Primary VI teachers one from each school, because of their experiences over the years in the teaching profession and interaction with pupils. Consequently, they stood a better chance to provide information on the subject matter of the study.

## **Credibility/Trustworthiness**

This can be measured by the acceptability of the findings by those who read the study (Kosky 2010). Speaking in the same vein, Johnson and Christensen (2012) trustworthiness refers to the plausibility and defensibility of the findings of the study. The findings of the study should be true to reality through the incorporation of honesty and sincerity in reporting by supporting the findings with logical and reasonable arguments that will make findings rich, qualitative, and acceptable to readers. The contextual application of the findings is very germane here. Cruickshank, Jenkins, and Metcalf (2009) concurred with the above views by saying what to present and how to present it alongside openness and honesty are pivotal in credibility. Authenticity is required so that the reader can feel a similar situation (Cohen, Manio, and Morrison). In a simple language, credibility/trustworthiness is what the researcher does to ethically collect and analyse data (Carlson, 2010). As suggested by researchers, the research ensured credibility/trustworthiness by adhering to the under-discussed principles.

## **Confirmability**

The researcher made efforts to ensure unbiased reports in collecting and analysing the data collected. This was done by making sure that the views of the participants were taken as true and analysed in their world by not allowing the researcher's opinion or influence to interfere with the reporting. This was ensured by the verbatim quotation of the statement made without editing or comparison. To ensure anonymity, pseudo names were used instead of the real names of the participants.

Hence, Mr. A, Mr. B, MRC, Mr. D, Mr, and were used to protect the participants from any harm. In addition, the study avoided bias reporting to ensure confirmability. Vivid analyses and thorough descriptions of events were used in data analyses for thick and rich description. With this, the interest of the readers aroused. Thematic analysis was used to analyse themes derived from the data collected.

## **Data Analysis**

Data analysis refers to the process of comprehending the data collected through a thorough examination (Dana, 2013). The instruments-interviews were analysed qualitatively. Data collected written in field notes, transcribed were classified, counted, and used to form themes to address the issue of active learning strategies. Data analysis was done through the inductive approach. That is, ideas derived were used to form themes as rules. In this regard, similar items were grouped and analysed using descriptive statements and inferences to arrive at logical conclusions based on themes derived such as learning strategies, availability of instructional materials, problems of active learning, and so forth. The following strategies are used: Sorting: the researcher sorted the item separated according to their features, Coding: Items were given codes by naming them with self-made features or marks, Categorising: Items were given classes according to their features and, Conceptualising. Items were given meaning in contextual situations.

## **PRESENTATION AND DISCUSSION OF FINDINGS**

Data presentation is the process of displaying, organizing, and assembling data collected from the participants in the research (Punch, 2009). Thus, data can be displayed by individual participant's responses to issues according to the themes. Below are data presentations and discussion according to different themes for the teachers.

### **Engagement of Instructional Materials in Teaching Reading Comprehension**

This part required to check whether participants make use of instructional materials during the lessons. The participants were expected to know the relevant instructional materials and indicate how they are used. Most of the participants agreed that they use instructional materials to teach English reading comprehension and their impact during the lessons. Thus, the instructional materials are reportedly used to arouse learners' interests. These include dictionaries and flashcards to simplify difficult words. One of the participants state,

*Yes, teachers use instructional materials for an explanation, pupils are grouped with the objects arranged on the table. This makes teaching effective as all pupils are given a chance to participate and manipulate the instructional materials.*

Similarly, posited,

*Yes, we make use of textbooks and dictionaries. We instruct the pupils to read the passage carefully and bring out the difficult words in the passage. Pupils are then instructed to read the passage for more than once while the teachers correct their mistakes. Difficult words are checked from the dictionary and questions answered.*

In agreement with the two participants above: stated,

*I normally write words, sentences on flashcards and read them aloud twice while pupils listen attentively. I also drill pupils individually and collectively to check whether they are following the text. Most essentially, I always create time for leisure reading in which improvised materials are used in the lesson.*



In addition, two teachers highlighted that they hardly use instructional materials they are insufficient to accommodate all the pupils, for example, one teacher says,

*I do not use other instructional materials except for textbooks that are not even enough for my pupils. This makes my lessons to be passive as fewer pupils participate.*

The second teacher further added,

*I do not use them, as the school does not provide them at all. In fact, the government should be blamed, as it is responsible to supply schools with instructional materials to embrace teaching and learning. This affects the learners' performance, as they do not have anything to refer to during the lessons, in particular, English comprehension. We all know that English on its own is a challenge to the type of learners we have, and it becomes problematic to teach it without any supporting materials.*

Based on the responses above, the majority of the participants highlighted that they do use instructional materials and they know them and they can use them during the lessons to activate the teaching and learning. However, the minority confessed that they do not use instructional materials except for the textbooks, which are not sufficient for the learners. Thus, the findings of this study negate the claim of Obielodun (2014) which says teachers have a negative attitude towards changes when it comes to the use of instructional materials. On the contrary, findings showed that the majority use instructional materials, such as cards during English reading comprehension lessons to explain concepts. These can also assist students by drilling them during their leisure times, except for minorities who claimed that they do not have sufficient instructional materials to enhance teaching and learning, in particular, English as the pupils' First Additional Language. Corroborating this assertion, Yaboah, Asante, and Opoku-Asare (2016) posit that active learning takes place when learners are allowed to engage with the learning materials as they make them understand better and be able to respond to any questions might come up.

### **Contributions of Instructional Materials to Learning Their Effectiveness**

This section looks at the effectiveness of instructional materials during English comprehension lessons. Teachers mentioned instructional materials such as cards and other visual materials and highlighted their effectiveness. They further indicated that instructional materials are effective during the lessons as the learners benefit immensely by being exposed to them. For example, one teacher shared her experiences as follow,

*During my lessons, instructional materials help pupils to have a thorough grasp of the subject matter as they arouse pupils' interests, make teaching easier, capture the attention of learners and make learners have sound knowledge of the topic taught.*

She furthermore, stated that,

*I always use the following instructional materials as they are very effective and my learners manipulate them: a small pad of computer, flashcards, chants, and real objects as the technology and variety of materials to engage with fascinating learners.*

In addition, the other teacher reiterated and elaborated that,

*Textbooks and dictionaries can play a significant role in English comprehension lessons if they could be sufficient as the learners can have something to refer to and get the meaning of some of the difficult words they come across when reading English comprehension.*

In addition, learners can as well have a take-home task to practice reading only if they can have enough textbooks and dictionaries. In general, the majority indicated that the availability of instructional materials make teaching and learning easier as the learners are fully engaged in the lessons and make use of the materials effectively. The minority wished for the availability and sufficient of instructional materials as this could be of assistance to learners to have something to refer on and have taken home tasks too to encourage reading in English elsewhere.

From the findings of this study, it is only visual instructional materials that are used by teachers which Cakir (2015) refers to as the traditional type. This finding confirms the view of Adelodun and Asiru, (2015) which says that the use of instructional materials enhances the learning of concepts. The implication of this is that teachers only use visual materials that can only appeal to the sense of sight while audio and audio-visual materials are not being used not to talk of ICTs. Adegbija (2014) says poor knowledge of technology hinders the use of instructional materials. Consequently, the teaching of sounds will be difficult because multi-media aids are not present.

### **Provision of Instructional Materials**

This section focuses on who is responsible for the instructional materials' provision. Initially, instructional materials should be provided by the government, and the teachers can as well improvise as pupils through purchasing. For example, Mr. A stated that,

*The teacher provides, at times is by improvisation. The objects may be very difficult to see, the object may be drawn on the chalkboard for more explanation or Google on it on a small computer.*

Similarly, Mr. B claimed that,

*It is the teachers' responsibility to provide the instructional materials because they are working directly with the learners during teaching and learning.*

Concurring with the above sentiments, Mr. C, said that,

*The government should provide the textbooks and the teachers and pupils buy their copy of the dictionaries and other relevant materials to enhance teaching and learning.*

Based on the statements above, all the participants have the same view on who is responsible for the provision of the instructional materials. The reason being, without using these materials, pupils may not have a full understanding of what the teacher teaches in the class and this makes teaching and learning passively due to lack of interaction. This means that the objectives of the teaching will not be achieved. Bello (1999) opined that instructional materials influence both the learners and educators during the teaching and learning process in any given environment. The findings are similar to the position Abdu-Raheem and

Oluwagbohunmi (2015) which says economic meltdown in the country makes a purchase of instructional materials difficult and most teachers to result in improvisation. Thus, the government should make sure that it provides relevant materials for the betterment of the learners' performances.

### **Training on The Use of Instructional Materials**

This section wanted to check whether teachers attended any training on the use of instructional materials. Lack of training results for incompetence during the lessons. For example, Mr. A posited that,

*I attended a workshop on instructional materials three years back. During that workshop, the official emphasised that teachers should be making use of instructional materials or they should improvise to enhance effective teaching. Since then the government has not made any arrangement or a follow up to check whether we need assistance or not.*

In addition, Mr. B echoed this,

*I also attended once in three years ago, and we discussed issues of the instructional materials, whereby we were told that the teachers should be making use of the instructional materials. The officials further highlighted that if we do not make use of these materials; teaching and learning will be affected and result in low productivity in the pedagogical endeavour of teachers.*

He further stated that,

*No, I have not been opportune to attend any seminar on the use of instructional materials in English language teaching in particular but in other seminars attended. This makes some of us struggle as we do not know what is related and to, and how to approach English comprehension lessons.*

General majority of participants highlighted that workshop/seminars are not organized regularly for teachers and they were no follow-ups thereafter. Those who attended have only done so once in their careers. In addition, the minority stated that they have never attended any work in English before. It is evident that the teachers do not get training or regular training on the use of instructional materials in teaching English reading comprehension. This finding is similar to the view of Cakir (2015) who regrets that lack of training will lead to stagnation of knowledge and unproductive teachers. The findings further revealed that the teacher does not get regular training in the art of using instructional materials in teaching English reading comprehension. A situation where teachers who have been on the job for almost thirty years have been trained once is uncalled for. This means that the teachers are not well equipped, as they do not have support from the government to improve and develop their skills and knowledge in the instructional materials during the lessons.

### **CONCLUSION**

From the findings of this study, it is hereby concluded that teachers use only visual instructional materials in teaching English reading comprehension. These materials are majorly provided by the government and improvised by teachers some of whom are not qualified and well trained

in the use of instructional materials, which is bedeviled by the problems of the paucity of funds, and lack of qualified personnel and adequate facilities/instructional materials should be provided for teaching and learning of English reading comprehension.

## **RECOMMENDATIONS**

Based on the foregoing, the study hereby recommends that adequate funds should be made available to purchase instructional materials, regular training should be organised for teachers, and the teaching profession should be rid of quackery. The teachers should get training more often and there should be follow-ups to check whether they are coping in implementing instructional materials during English comprehension lessons.

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