

## Exploring Ready-to-Use Innovative Instructional Materials: From Newspapers to Question Papers

**Ravindra B. Tasildar, M.A., Ph.D.**

Associate Professor and Head,  
Department of English and Post-Graduate Research Centre,  
Sangamner Nagarpalika Arts, D. J. Malpani Commerce and  
B. N. Sarada Science College (Autonomous), Sangamner – 422 605  
Dist. Ahmednagar (Maharashtra State)  
[ravishmi1@gmail.com](mailto:ravishmi1@gmail.com)

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### Abstract

The teachers of English are always in search of instructional materials (IMs) suitable to the needs of their learners. The experts in the field have discussed different facets of materials development for Teaching English Language and Literature (TELL). They have sought our attention towards one of the major trends in materials design, i.e. availability of sourcebooks. Though teachers have a choice for classroom activities, the materials available in the market appear inadequate to the needs of their learners. To overcome the limitations of available IMs, in the era of emphasis on the use of ICT tools, this article attempts to explore ready-to-use innovative IMs like newspapers in English and Indian languages, note-books, T-shirts, wrappers and question papers. The article divided into two main sections – innovative materials for teaching and innovative materials for testing - tries to make a point that availability of ready-to-use *teacher-proof* materials negates the need to separately design IMs for TELL in Indian classrooms. The state and central textbook preparation boards encourage teachers to use supplementary materials in their classrooms situations. This article is an effort to support teachers and learners for self-initiative to go beyond the prescribed IMs to cater to their pedagogical needs.

**Keywords:** Innovative Instructional materials, newspapers, note-books, question papers, TELL

### Introduction

Materials development has always been a key component in English Language Teaching (ELT) across the world. In the ELT documents series of British Council, we come across a book *Projects in Materials Design* (1980), a collection of articles in which authors engaged in different projects in Hawaii, Hong Kong, Indonesia, Mexico, Saudi Arabia, Tanzania, Tunisia, the UK and Venezuela share their experiences of producing, adapting and using English for specific purposes (ESP) materials (also see Tomlinson, 2008). Reporting the origins and developments of the field

of materials development, Tomlinson (2012) has reviewed the literature on the evaluation, adaptation, production and exploitation of learning materials for English.

The teachers of English in India are always in search of innovative materials suitable to the needs of their learners. There are studies on the use of innovative materials for every aspect of language teaching – Spoken English (Chaudhary, 1996), distance education (Pillai, 1996), science and technology (Narayanaswami, 1996), to name a few. Pointing out the advantages of using authentic materials in the language classroom, Saraswathi (1996) provides samples of non-pedagogic materials like jokes, advertisements, greeting cards, visiting cards, name boards in shops and wrapper labels (medicine). In his doctoral research, Sharma (2006) focusses on developing need-based materials for first year BA class of ‘Functional English’ course. Chauhan (2008) deals with advertisements in teaching English grammar in tribal classrooms. Kushwaha (2008) shows how language learning tasks can be developed by making use of supplementary materials like medicine labels, old railway timetables and newspapers. Jadhav (2011) develops support materials to teach English through use of cartoons, newspaper middles, crossword puzzles, anecdotes, proverbs, etc. In Patil, et al. (2012) we come across use of innovative materials like greeting cards, English songs and newspapers for teaching of English. Das (2015) suggests some useful activities to develop grammar and vocabulary (synonyms and spelling) of the learners using user manual of a cell phone (Nokia 3220) as a resource for imparting language lessons in the classrooms Brahmadevara (2015) shares some creative strategies of language teaching in her empirical research dealing with various activities designed through brochures.

In the twentieth century, Indian teachers of English had to rely mainly on the ELT books written by non-Indian writers, for instance, Morgan and Rinvolutri (1986) and Sanderson (1999) published by Oxford University Press (OUP) and Cambridge University Press (CUP) respectively. However, the sourcebooks for teachers of English in India were made available in the first decade of twenty-first century by Kudchedkar (2002), Tickoo (2003) and Saraswathi (2004), to name a few. Ramadevi (2002) deals with the importance and role of IMs (here textbooks) and insists on producing *teacher-proof* materials to safeguard students from bad teaching and bad teachers (p. 205). In his sourcebook for teachers and teacher-trainers, Tickoo (2003) comments on the teachers’ reliance on textbooks and provides criteria for assessing textbooks and use of non-print teaching-learning materials. Saraswathi (2004) not only deals with the criteria for evaluating teaching materials but also provides sample examples of using non-pedagogic materials for ELT. Besides, commenting on the recent trends in materials design, she mentions that materials designers have come up with the notion of ‘sourcebook’ instead of a ‘coursebook’ (p. 121).

In the studies reviewed above, language activities designed are based on the variety of available materials whereas the present study focuses on ready-to-use innovative IMs. Newspapers in English being one of the over explored materials for TELL, this article tries to underscore the

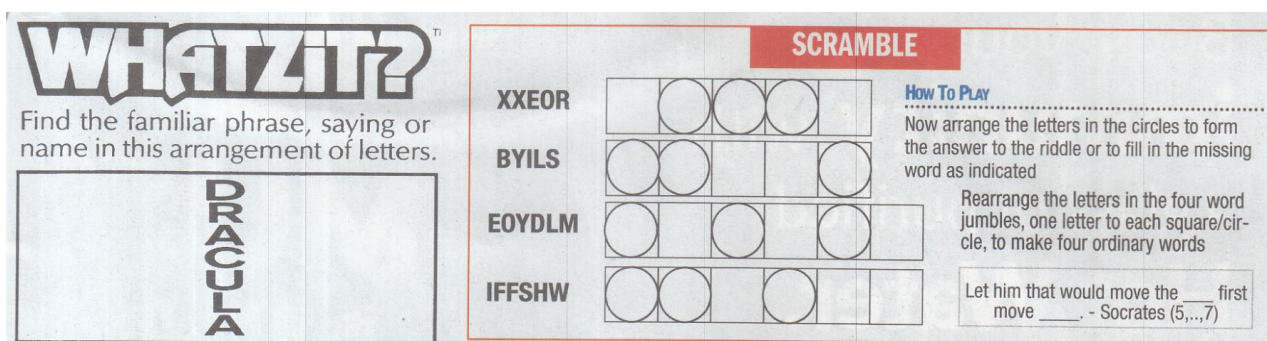
importance of newspapers in Indian languages as a reliable source of ELT materials in Indian contexts. Just like the newspapers in English and Indian languages, note-books are a rich source of IMs. This article attempts to explore the feasibility of using note-books as flexi-materials for TELL at all the levels of education. This article is divided into two main sections – innovative materials for teaching and innovative materials for testing. The first section considers newspapers in English and Indian languages, note-books and T-shirts while the second section focuses on using wrappers, cartoons and question papers as IMs. Thus, the article tries to make a point that availability of ready-to-use *teacher-proof* materials negates the need to separately design IMs for TELL in Indian classrooms.

### **Section I – Innovative Materials for Teaching**

#### **A) Newspapers in English**

##### *a) IMs for the teaching of vocabulary and grammar*

Newspapers in English can be authentic materials to teach English in India. Sedlatschek (2009) has studied extensively vocabulary and grammar of Indian English found in Indian newspapers in English. Besides, Tasildar (2019) and Parhi (2019) have explored the potential of Indian newspapers to teach English in Indian classrooms. Apart from the regularly published crossword puzzles, daily and weekly columns in English language newspapers in India like *The Times of India (TOI)*, *The Hindu* and *The Tribune*, to name a few, offer a lot of ready-to-use IMs for TELL. The following columns WHATZIT and SCRAMBLE appear daily in the *TOI*.



(June 27, 2020, *TOI*, *Pune Times*, p. 15)

The weekly column ‘Know your English’ (KYE) by S. Upendran in *The Hindu* is a treasure for vocabulary development. It deals with almost every aspect of vocabulary and grammar like words often confused, pronunciation of words and difference between use and usage. The teachers may visit the English and Foreign Languages University (EFLU) website for the previous columns of KYE. Similarly, the columns ‘Roots’ and ‘Lexicon’ from *The Tribune* are also worth exploring.

##### *b) Newspapers for note-making*

Short forms are integral to note-making (see Tasildar, 2015). The use of short forms, one of the sub-skills of note-making, saves time and space. Warsi (2017) has expressed concern over

use of abbreviations in texting while Nair and Shinde-Gole (2020) have discussed the impact of short forms used by students in answer sheets. News headlines, feature articles and advertisements in Indian newspapers in English also provide ample ready-to-use materials for one of the sub-skills of note-making - use of short forms in the following ways.

i) Short forms used in newspaper headlines -

1. Ash, daughter test –ve, home (July 28, 2020, *TOI*, Pune, p. 1)
2. Kerala CM’s ex-secy quizzed (July 28, 2020, *TOI*, Pune, p. 1)
3. 1L cases each in AP, K’taka; nat’l toll 33k (July 28, 2020, *TOI*, Pune, p. 1)
4. Oz 1<sup>st</sup> in world to make Google, FB pay for news (Aug 1, 2020, *TOI*, Pune, p. 1)
5. We must stand up to China: Fgn min (Aug 2, 2020, *STOI*, Pune, p. 1)

ii) The competition organized by newspapers –



(December 19, 2019, *TOI*, Pune, p. 19)

iii) Articles in newspapers -

**Task:** The students can be asked to read the following short forms from the article by Nair, Ardhra and Shinde-Gole, Swati (2020) ‘Leetspeak Creeps into Answer Sheets’ in *TOI*, Pune dated January 21, 2020, p. 4 and write at least **ten** more such short forms which are found in the writing of their classmates.





(January 21, 2020, *TOI*, Pune, p. 4)

### B) Newspapers in Indian Languages

Through the examples above mentioned we know how rich Indian newspapers in English are vis-à-vis TELL. Along with crossword puzzles in English, newspapers in Indian languages also provide ready-to-use IMs for the teachers of English. Some examples from a Marathi daily – *Sakal* have been considered here. The newspaper caters to needs of both the learners and teachers of English. *Sakal* regularly includes English vocabulary development activities for primary school learners in its weekly supplement *Balmitra* (Friend of Children) for about a decade. In addition, *Ingraji shika* (Learn English) by Barge Shailesh, a weekly feature (appearing on every Thursday), provides a whole range of language activities like asking questions (August 6, 2020, *Sakal*, Pune,

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p. 9), Past in the Past (June 25, 2020, *Sakal*, Pune, Nagar Today, p. 4) and complete the following sentences (May 28, 2020, *Sakal*, Pune, Nagar Today, p. 2), to cite a few. Furthermore, there are regular columns related to classroom activities. The following activity by Bedre (2016) is for class four.

**Word Formation**

इंग्रजी  
शिल्पा बेद्रे

Fill in suitable letter to form words :

F	l	o	e	r	u	t	o	w	n
w	i	t	e	L	i	f	f	n	
F	s	h	a	e	o	p	l	a	e
m	b	r	l	a	z	e	r	a	
p	t	c	m	b	e	g	i	e	
s	i	l	e	t	i	g	e		
e	l	e	h	a	t	m	u	e	
t	u	k	s	r	e	m			
t	r	t	i	s	e	s	w	e	t
s	a	r	n	e	r				

(Nov 29, 2016, *Sakal*, Pune, Nagar Today, p. 2)



Apart from support for vocabulary development and grammar, the ready-to-use IMs in *Sakal* are useful in developing reference skills. The column 'Referring to a dictionary' by Pradhan (2016) is given below.

### Referring to a dictionary

(Sept 09, 2016, *Sakal*, Nagar Today p.2)

These newspaper articles are not only useful as classroom activities but instructions in regional language can help teachers to consider these activities for home work as well. Two instances related to paragraph writing (Arrange the sentence in proper order) by Pradhan (2016) and exercises on homographs by Barge (2017) are on the next page.

इंग्रजी  
डॉ. उमेश वै. प्रधान

## वाक्याचा क्रम

ARRANGE THE SENTENCE IN PROPER ORDER

प्रणव धनवायला निचाला Vegetable Biryani, पण ती कमी काची ते त्याला समजात नव्हते. कारण काय तर कृतीसाठी दिलेली वाक्ये योग्य क्रमात नव्हतीच. खालील वाक्ये योग्य order मध्ये लावून तुम्ही प्रणवला मदत करा.

Prepare Vegetable Biryani in 12 minutes

Wash and soak 250 gm of Basmati rice for 15-20 minutes, then drain the water.

Warm further at 100% power for another 1-2 minutes and serve.

In a micro wave safe bowl add 2.5 cups of water (650 ml).

Garnish with cashew nuts, raisins, chopped coriander and mint leaves.

Stir occasionally.

Cook covered bowl in the microwave at 100% power/high for 10-12 minutes.

Curd, the entire contents of Vegetarian Biryani Mix, soaked rice, 250gm. of chopped Vegetables, like potato, green peas, carrot and French beans and 2 tps. Ghee.

Mix well.

वाक्य क्रमाने लक्षण्यासाठी आतस्थक असते आकलन कौशल्य. वाक्ये नोट स्मरण, शब्दांचे अर्थ नोट लावता आले, तसे क्रम टयथा घेतले. क्रम निश्चित ठरवण्यासाठी लक्ष्यम बोधालाक क्षमता विकसित होणे आवश्यक असते. वाक्य जोडणारे शब्द लक्षात घेतात या हे घ्या. शैक्षिक क्षमता आणि विचार करण्याची शक्ती विकसन करणे आवश्यक आहे. क्रम ठरवतांना दिलेली वाक्ये परत परत वाचून घ्या. अर्थाचा अर्थ समजावून घ्या. वाक्ये योग्य क्रमाने लक्षणाची अमतात, तेव्हा घटनाक्रमानुसारच लक्ष घ्यायला हवे. प्रथम काय घडले, मग काय घडले याकडे घालवला हवे. कधी काही वाक्ये जोडणारे शब्द असतात, त्यांच्याकडे लक्ष घ्या. आपण दिलेला क्रम योग्य असल्याची खात्री करून घ्यायला घ्यायला हवे.

क्रियाविशेषण अव्ययांचे प्रकार

(Aug 19, 2016, Sakal, Pune, Nagar Today, p.2)

नगर, शनिवार, १४ जानेवारी २०१७/२

# edu प्राइम

इयत्ता ८ वी

## HOMOGRAPHS

Dear friends, today we will learn something really interesting. Read the following sentences first.

I like to **read** story books. I have **read** many story books so far.

I am sure you have noticed the two bold words in the above sentences. Do they have same spellings? Yes! But, do they have same pronunciation? No! The first **read** rhymes with **lead** (read-lead) and the second **read** rhymes with **bed** (red-bed). Such pairs are called Homographs. Interesting, Right?

In Homograph, two words are spell the same but have different pronunciations and meanings.

Now here is an activity for you. Read the following sentences and write each of them in correct box and complete the sentences. Study the example first.

- 1) It was ----- mistake. One ----- is equal to 60 seconds.
- 2) The ----- was bleeding. The wire was ----- around the rod.
- 3) We use scissors to ----- paper. ----- drops are salty.
- 4) The visitors enjoyed the ----- The waves always ----- the ship.
- 5) The soldier didn't ----- the king. He used his ----- to shot the arrow.

bow  
wound  
tear  
minute  
buffet

Don't forget : Homographs are the words that have same spelling, but different pronunciation. Now find out the rhyming words for all of them. For ex : read-lead, red-bed, and all other words.

(Jan 14, 2017, Sakal, Pune, Nagar Today, p.2)

### C) IMs for English for Specific Purpose (ESP) courses

We generally prefer texts prescribed for particular classes by the school board or a university to teach a unit. Texts recommended for some lower classes can be useful for higher classes as well. For instance, the book *Go Grammar 7* by Vidyarthi and Anand (2009-10) used for class 7 in Central Board for Secondary Education (CBSE) affiliated schools can be useful in teaching figures of speech, especially simile to the students of BSc or MSc (Zoology), an ESP course. Take a look at the task given below.

**Task:** Complete the following sentences with words from the help box.

March hare, mole, church mouse, coot, elephant



1. When she saw our wealth, her eyes became as big as an \_\_\_\_\_.
2. Look at that wrestler's head. He is as bald as a \_\_\_\_\_.
3. He will not be able to find us. He is as blind as a \_\_\_\_\_ without his glasses.
4. Sometimes my daughter behaves as mad as \_\_\_\_\_.
5. After she lost all her money in Las Vegas, she became as poor as a \_\_\_\_\_.

[Source: Vidyarthi and Anand, 2009-10, pp. 25-26].

Similarly, a literary work can also be effectively used to teach communication skills in any ESP course. For instance, in a course on 'English for Tourism' an extract from Chapter 5 (pp. 61-66) of *The Guide* by R. K. Narayan (1958, rpt 2015) serves the purpose.

#### D) Note-books as flexi materials

Note-books are printed in different sizes but there are no separate note-books for different classes or levels like note-books for primary students or college students. This makes it easy to use them as ELT materials for every level of education. The inside cover pages (front and back) are printed with some general information useful for students. This information includes crossword puzzles, tips for examination, jokes, etc. Some examples for all levels of education are given below.

##### i) Primary level

**Match the animals to their young ones**

1.	Whale calf	a.	crocket
2.	Kangaroo	b.	foal
3.	Horse	c.	joey
4.	Crocodile	d.	cow
5.	Cheetah	e.	calf
6.	Deer	f.	infant
7.	Camel	g.	cub
8.	Ape	h.	fawn

Answers:

1.	d	3.	b
2.	c	4.	a
3.	e	5.	g
4.	h	6.	f
5.	a	7.	e
6.	b	8.	c

C/S/CO

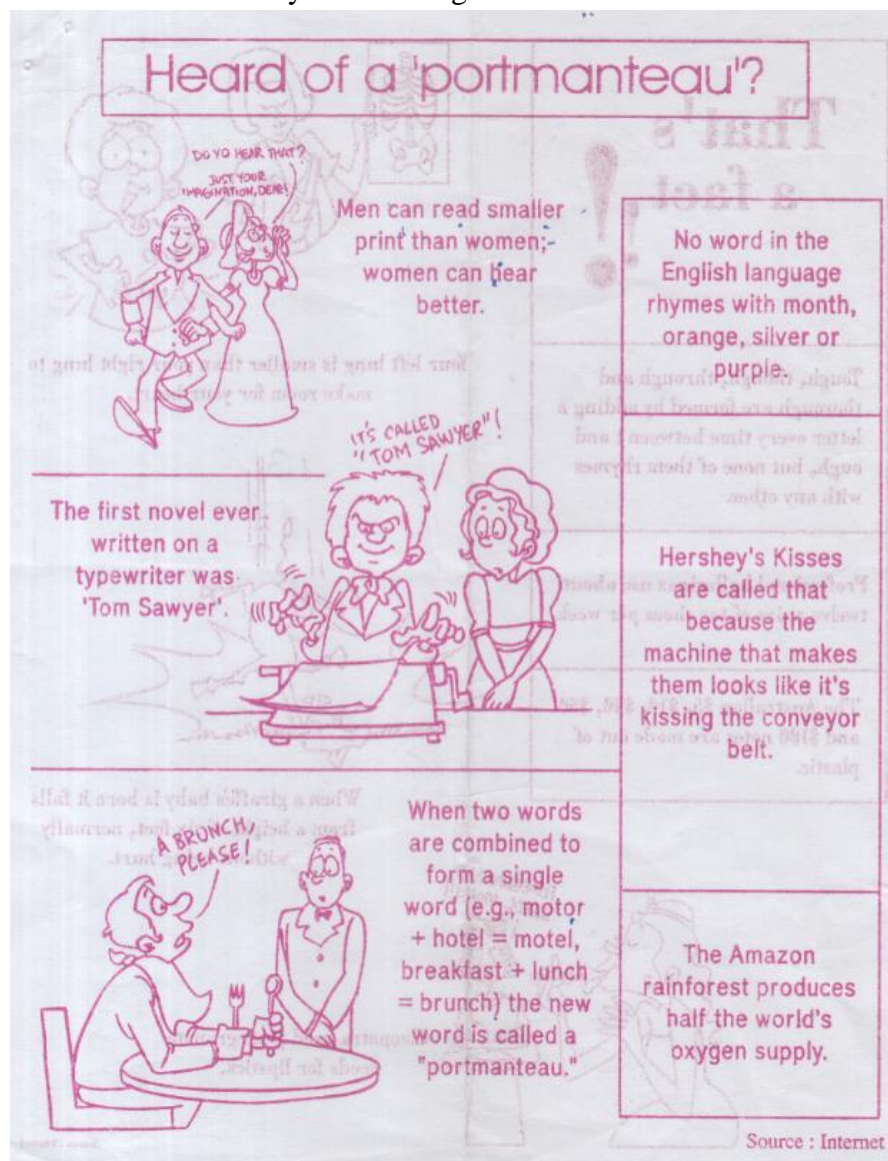
(Source: Classmate notebook inside back cover page)

ii) *School level*

Formats for time-table and bio-data are provided in note-books. For completion type activity at the school level the teachers may ask the learners to fill in the bio-data in their note-books. An example on 'Riddles' is given at the end of this section [see Complementary IMs b)].

iii) *College level*

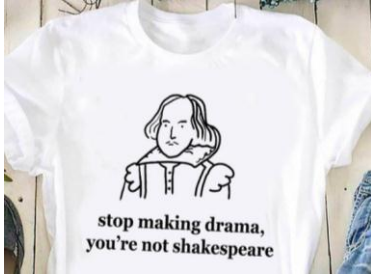
Just like the inside cover pages (front and back), pages in the initial and end part of the note-book also provide useful IMs. This information itself becomes ELT materials to provide definitions of some terms, etymological sources of popular words, develop vocabulary, reading and writing skills. The following page from a note-book can be used to acquaint English language learners with the definition of portmanteau. In such a case there would be no need for a teacher to insist learners to refer to a dictionary for meanings.



### E) Quotes on T-shirts

The teachers of English at school or college may plan to celebrate T-shirt day when the students are not supposed to wear school uniform. If it is possible for most of the students to wear T-shirts teachers can teach English language with the help of funny quotes on the T-shirts. The variety in materials may be a challenging one. Teachers may get T-shirt quotes in English newspapers as well. The two quotes on the T-shirts in the following pictures can help teachers to illustrate the structures of imperative sentence and comparative sentence and for an exercise on punctuation.

T-shirt A



(Source: <https://www.wish.com/>)

T-shirt B



(Source: <https://tantratshirts.com/>)

### Complementary IMs

The ready-to-use IMs are complementary in nature. See the following examples.

a) The IMs in Marathi and English newspapers complement each other by providing the necessary context. The cartoon in Marathi daily – *Sakal*, uses the term 'clean chit' (with connotative meaning) in Devanagari script with reference to the political context and the entry in KYE in *The Hindu* provides meaning of the term 'clean chit'.



(May 3, 2018, *Sakal*, Pune, p. 8)



KNOW YOUR ENGLISH

## Know your English

S. UPENDRAN

APRIL 01, 2013 21:52 IST

UPDATED: APRIL 01, 2013 21:52 IST

### What is the meaning of 'clean chit'?

(Prashant Kumar, Buxar)

Whenever a politician is accused of some wrongdoing, a committee is usually set up to look into the matter. After a lengthy process, the individual accused of taking a bribe or favouring some member of the family, is given a 'clean chit'. In India, the expression is used to mean 'cleared of any wrongdoing'. Native speakers of **English** prefer to use 'clean sheet', instead.





A person who has a 'clean sheet' at the workplace has an impeccable track record. No one can point a finger at him and accuse him of any wrongdoing. The term is also used in sports.

- b) Similarly, note-books provide answers to the questions in text-books. In the example given on the next page a text-book page on 'Riddles' contains an instruction to collect more riddles.

8. Listen and answer :

Fun time

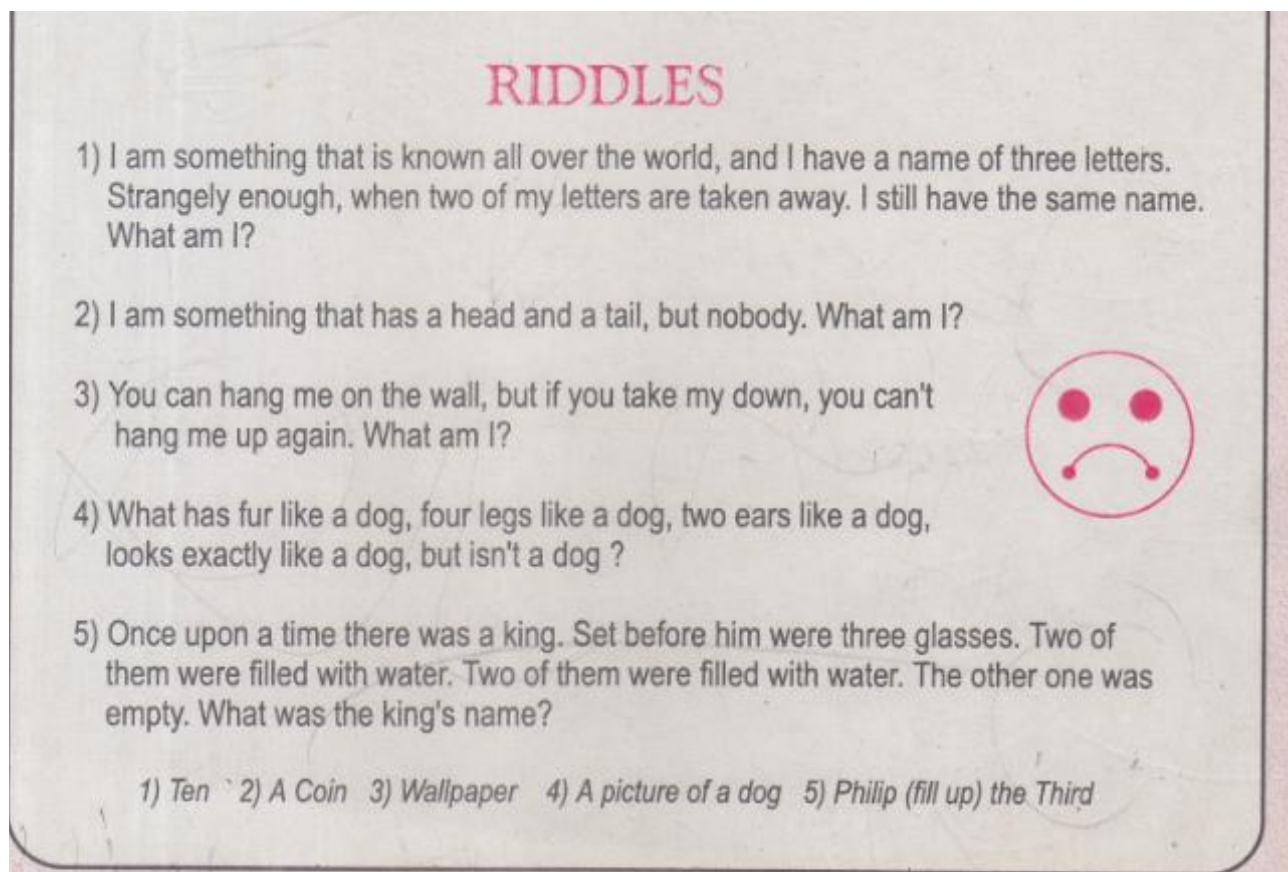
Riddles

- What gets wetter the more it dries ?  
: A towel. 
- What grows bigger the more you take from it ?  
: A hole.
- What is found in the middle of both America and Australia ?  
: The letter 'r'. 
- What goes up but never comes down ?  
: Your age.
- What travels round the world but stays in a corner ?  
: A stamp.
- What can be right, but never wrong ?  
: An angle. 
- Where do geologists go for entertainment ?  
: To rock concerts. 

Encourage students to collect more riddles, especially those based on word play. Display selected riddles in the classroom.

\* This page, picked up from the waste paper, is from the book for English medium schools produced by *Balbharati* (Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune).

The students can find riddles in their note-books. See the following inside back cover page of a note-book.



(Source: Rajashree notebook inside back cover page)

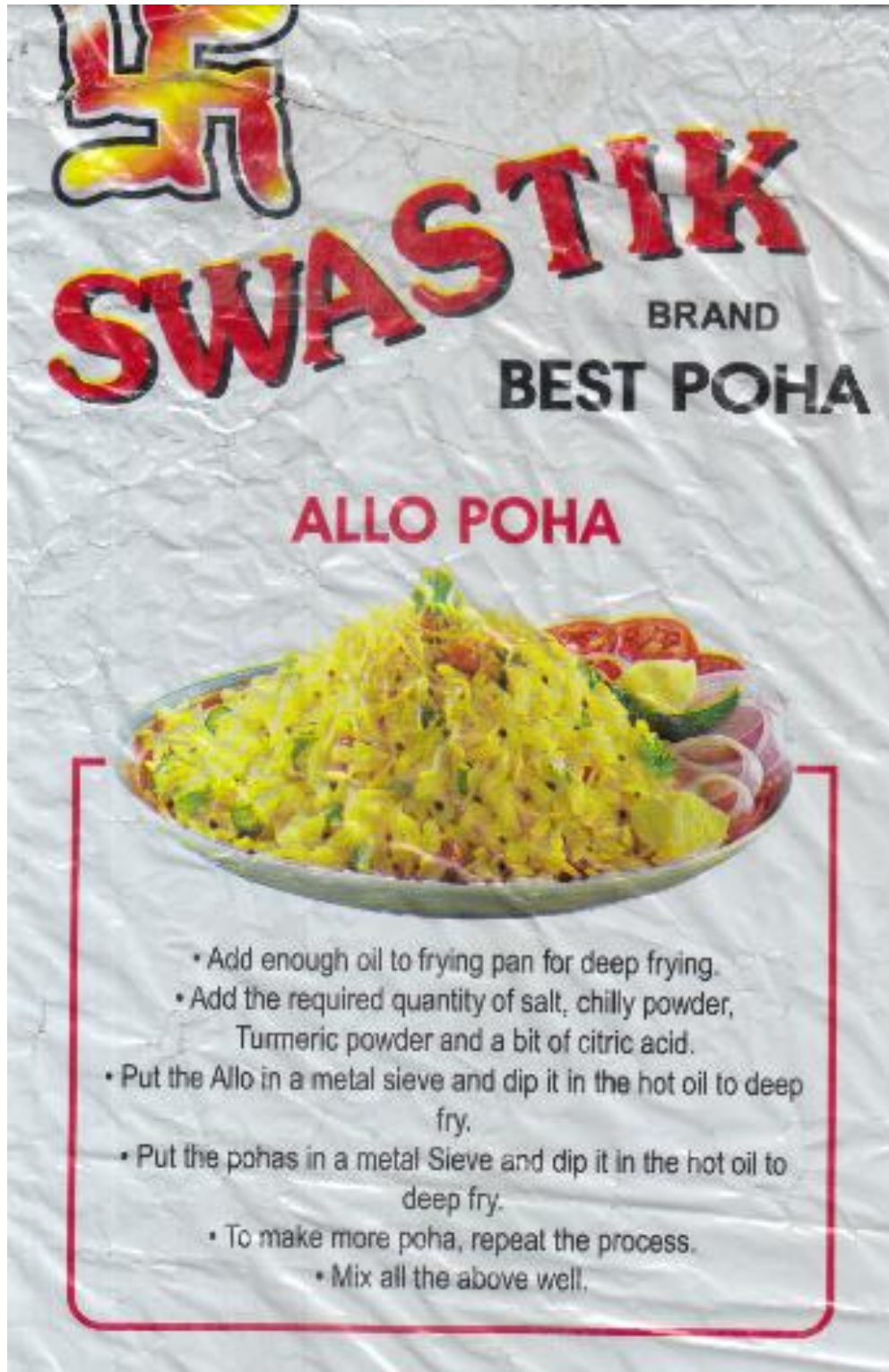
### ***Section II – Innovative Materials for Testing***

The ready-to-use innovative IMs are not only useful for teaching but also for testing. The following examples from wrappers, brochures, cartoons, jokes, newspaper headlines and previous question papers show how these IMs can be used for testing. At present, the constraints of space prevents the teachers (paper setters) from using such IMs in question papers. If used judiciously, these IMs can not only make question papers interesting but also relate the formative and summative assessments to real-life situations.



i) **Wrappers**

Question: Identify the type of sentences used on the wrapper of Swastik Poha.



## ii) Brochures

Question: Imagine yourself as the principal / librarian of your school.

Read the following order form and complete the pro-forma given below it.

**ORDER FORM**

Dear Principal / Librarian,

Please find attached a list of all **Karadi Class Packs**. The titles have been divided according to their suitability for use in a typical classroom. This division is only a suggestion. If required, you may use the books for other classes as well.

We are very pleased to offer you a **10% discount** on the total if you order 2 or 3 class packs (assorted titles) and a **20% discount** if you order 4 or more class packs (assorted titles).

Please indicate the titles and the number of packs you require on the order form and complete the pro-forma. To receive your books quickly, you may please calculate the amount after discount and issue a demand draft or at-par cheque for the net amount favouring **Karadi Tales Company Pvt. Ltd.** (payable at Chennai).

Please send us the order form and DD/cheque by courier. We shall courier the books to you at our cost. Your order will be processed within 10 days of realizing the DD/cheque. If you do not receive your books, please contact Mr. V. Devanath at [devanath.v@karaditales.com](mailto:devanath.v@karaditales.com).

Thank you,

Karadi Tales Company  
3A Dev Regency, 11 First Main Road,  
Gandhinagar, Adyar, Chennai 600 020  
Ph: 044 42054243

**PRO-FORMA**

Customer's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Payment:  Demand Draft  Cheque

Name of Bank: \_\_\_\_\_

Number of DD/cheque: \_\_\_\_\_

Date of DD/cheque: \_\_\_\_\_

Amount: Rs. \_\_\_\_\_

Signature: \_\_\_\_\_

**Karadi Class Packs Order Form**

**Karadi Class Packs - Product Information**

S.No.	Title - Author/Narrator	Price 20 copies*	Price 40 copies*	Qty	Total
<b>STANDARDS 1, 2 AND 3</b>					
Tick the appropriate box					
1.	Little Vinayak - Shobha Viswanath/ Vidya Balan (Book + CD)	<input type="checkbox"/> Rs. 1500	<input type="checkbox"/> Rs. 2800		
2.	The Lizard's Tail - Shobha Viswanath/ Vidya Balan (Book + CD)	<input type="checkbox"/> Rs. 1500	<input type="checkbox"/> Rs. 2800		
<b>STANDARDS 3 AND 4</b>					
3.	The Foolish Lion - Shobha Viswanath/ Naseeruddin Shah (Book + CD)	<input type="checkbox"/> Rs. 1200	<input type="checkbox"/> Rs. 1950		
4.	The Crows and The Serpent - Shobha Viswanath/ Naseeruddin Shah (Book + CD)	<input type="checkbox"/> Rs. 1200	<input type="checkbox"/> Rs. 1950		
5.	The Monkey and The Crocodile - Shobha Viswanath/ Naseeruddin Shah (Book + CD)	<input type="checkbox"/> Rs. 1200	<input type="checkbox"/> Rs. 1950		
6.	The Four Friends - Shobha Viswanath/ Saeed Jaffrey (Book + CD)	<input type="checkbox"/> Rs. 1200	<input type="checkbox"/> Rs. 1950		
7.	The Musical Donkey - Shobha Viswanath/ Saeed Jaffrey (Book + CD)	<input type="checkbox"/> Rs. 1200	<input type="checkbox"/> Rs. 1950		
<b>STANDARDS 4 AND 5</b>					
8.	The Blue Jackal - Shobha Viswanath/ Naseeruddin Shah (Book + CD)	<input type="checkbox"/> Rs. 1200	<input type="checkbox"/> Rs. 1950		



iii) **Cartoons**

Questions:

- a) Differentiate between words often confused – porn and prone in Fig. 1.



Fig. 1 (Aug 29, 2019, *TOI*, Pune, p. 9)

- b) Identify and label parts of speech of the words fast, fasting and faster in Fig. 2.

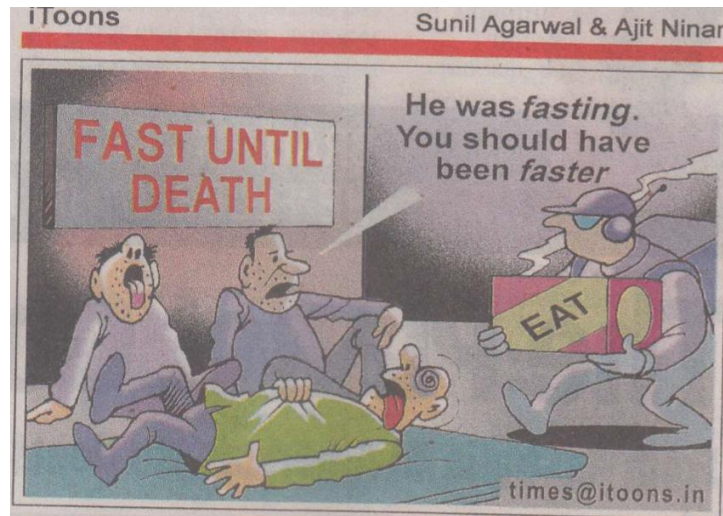


Fig. 2 (Sept 21, 2019, *TOI*, Pune, p.13)

iv) **Jokes in Indian language newspapers**

Question: Read the humour in the column *Hasara* WhatsApp from the weekly supplement (published on every Sunday) *Saptrang* (Seven colours) of Marathi newspaper - *Sakal*, Pune (June 3, 2018, p. 12) given below and write the meanings of homophones in the space provided. One example has been given for you.



बायको हुशारच असते, हे समस्त नवरेमंडळी  
जाहीरपणे मान्य करत नसली तरी मनातून ही वस्तुस्थिती  
ही मंडळी जाणून असतात. खासकरून कुठल्या शब्दाचा  
अर्थ कसा घ्यायचा हे बायकोला नेमकं कळत असतं.  
वाचाच मग 'सेल' या शब्दाचा इतरांनी स्पष्ट केलेला अर्थ  
आणि बायकोनं सांगितलेला अर्थ :-

बायॉलॉजीच्या शिक्षकांनी शिकवलं :

सेल म्हणजे 'शरीरातील पेशी'

फिजिक्सच्या शिक्षकांनी शिकवलं :

सेल म्हणजे 'बॅटरी'

इकॉनॉमिक्सच्या शिक्षकांनी शिकवलं :

सेल म्हणजे 'विक्री'

हिस्ट्रीच्या शिक्षकांनी शिकवलं :

सेल म्हणजे 'जेल'

इंग्लिशच्या शिक्षकांनी शिकवलं :

सेल म्हणजे 'मोबाइल'

ज्या शाळेत पाच शिक्षकांतच एकमत नाही अशा शाळेत

शिकून पुढं काय होणार, असा विचार करून शिक्षणच

सोडून दिलं...

आणि

खरं ज्ञान तेव्हा मिळालं, जेव्हा बायकोनं सांगितलं :

सेल म्हणजे 'डिस्काउंट'!!

(June 3, 2018, Sakal, Saptrang, Hasara WhatsApp, Pune, p. 12)

In this humour in Marathi language different meanings of the word /sel/ as told by teachers of different subjects are given. The humour ends with meaning of the word /seil/ interpreted by the wife.

‘Cell’ as taught by the Biology teacher = \_\_\_\_\_

‘Cell’ as taught by the Physics teacher = \_\_\_\_\_

‘Sale’ as taught by the Economics teacher = \_\_\_\_\_

‘Cell’ as taught by the History teacher = \_\_\_\_\_

‘Cell’ as taught by the English teacher = \_\_\_\_\_

‘Sale’ as told by the Wife = Discount

v) **Newspaper headlines**

The newspaper headlines also provide ample ready-to-use materials for testing meanings of words, spellings, number (singular-plural), etc.

Question: Spot the errors in the following newspaper headlines.

VIJAYAWADA

## Enlist unemployed, Raghuveera tells Youth Congress leaders



SPECIAL CORRESPONDENT

VIJAYAWADA, MARCH 25, 2016 00:00 IST

UPDATED: MARCH 25, 2016 05:49 IST

# Karnata bypolls | Live updates: 6% polling in first two hours



The Hindu Net Desk

BENGALURU, NOVEMBER 03, 2018 07:33 IST

UPDATED: NOVEMBER 03, 2018 12:23 IST

THE TIMES OF INDIA

## Jaspal Rana was shortlisted but one criteria was not fulfilled: Anju Bobby George

TIMESOFINDIA.COM | Aug 18, 2019, 11:44 PM IST



(Nov 30, 2019, *TOI*, Pune, pp. 1 and 14)



(June 27, 2020, *TOI*, Pune, p.2)

### vi) Question papers

Question papers in English language (not essentially of English language) of previous examinations can also be used for a question on identification of errors. The following example illustrates how a question paper on 'Material Production and Testing' can be used as authentic materials for testing (for more examples see Tasildar, 2017).

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Question: Punctuate the following question paper.

Code No.1011/97/2-4

**POTTI SREERAMULU TELUGU UNIVERSITY  
HYDERABAD**

**M.A ENGLISH LANGUAGE TEACHING (DISTANCE EDUCATION)  
SECOND YEAR ANNUAL EXAMINATIONS – MAY, 2012**

**PAPER – 4 : MATERIAL PRODUCTION AND TESTING**

**Time : 3 hrs.**

**Marks: 100**

**Note :** **Attempt Any FIVE questions**  
***All questions carry equal marks.***

1. Define testing and different approaches to language testing design, also list a few ways of testing?
2. What are the trends and developments in ESP now and mention its types. Also describe the characteristics of an ESP course?
3. Give a note on the language issues in ESP. Describe intensive and extensive course.
4. What is meant by material adaptation? Describe various types of techniques a teacher could use for in a class?
5. What is material evaluation? State its tips and points to be considered while conducting an evaluation?
6. What is E-learning? State its importance; advantages and disadvantages in the present times?
7. Give an account of classroom dynamics in large classes; also state the recipe for success in such a large class.
8. Define classroom dynamics.
9. Describe different types of tests? Its limitations in testing, also explain the terms formative and summative tests?

**Conclusion**

The teachers of English at all the levels of education have experienced that the commercially produced ELT materials prove inadequate to the needs of their learners. No school educational board or university at the state or central level prohibits teachers from exploring IMs.

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Just like the current textbooks, this article supports teachers and learners for self-initiative to go beyond the prescribed IMs to cater to their pedagogical needs. The features of ready-to-use innovative IMs are summed up here.

Firstly, ready-to-use IMs can save time of teachers and learners as there is no need to separately design / compile their own IMs but to consider already available IMs in their teaching contexts. Secondly, practising teachers in search of IMs suitable for their classrooms may easily locate these innovative IMs. Newspapers, note-books and question papers with errors are easily available. However, the teachers should have an eye for the materials to be used from other sources like old books. Moreover, materials once spotted can be useful for years. Thirdly, these IMs are complementary in nature. Fourthly, one of the important advantages of using such IMs is that for riddles and vocabulary activities in newspapers and note-books answers are provided on the same page. The learners may also enjoy the thrill of searching answers. Fifthly, different competitions in newspapers related to vocabulary may motivate learners to develop their vocabulary as well as reading skills. Sixthly, the teachers may involve learners in materials production by asking them to collect such materials. As the teachers and learners are materials developers, they may not have the feeling that IMs have been imposed by the any board or university. Seventhly, these IMs apart from connecting learners to the real-life situations, can create and sustain their interest. Furthermore, they may experience that the joy of self-discovery is more rewarding. Eighthly, in this era of online teaching, these portable IMs can be very useful in remote areas with issues of network connectivity. Finally, the teachers can establish connection between the objectives of teaching, the IMs and fulfilment of objectives through testing, as IMs translate the objectives into learning outcomes. Thus, the ready-to-use innovative IMs are more advantages than the traditional IMs.

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