

**Teachers Service Commission**

**Sample Question SET [1]**

**Secondary Level Open Competitive for Written Examination 2083**

**Subject : English**

**Full Marks: 100**

**Pass Marks: 40**

**Time: 3hrs**

**Attempt all questions :-**

**Section A: (Pedagogy)**

1. What are the objectives of assessing listening skills? How do you assess oral skills in language testing? Design any three test items to administer listening skills of English language for grade 9 students. 3+3+4 =10
2. What are the difficulties of teaching writing to the secondary level students? As an English language teacher, what possible activities do you imply to improve the writing skills of students? Illustrate with example. 4+6= 10
3. What is explicit principle of teaching vocabulary? Mention some of the techniques of teaching vocabulary with examples. 3+7=10
4. Highlight the importance of planning in language pedagogy. What are the best ways of utilizing subject specific annual plan in English language pedagogy? 4+6=10
5. What is the role of test specification grid in language teaching? How do you use test specification grid? Mention some of the practical ideas of adopting specification grid in language testing? 2+3+5=10

**Section B: (Content)**

6. Why do you think the language teachers need to know language learning theories? Highlight the implication of behaviorism theory in language teaching. 5+5=10
7. What are the possible role the figurative language of literature make in language learning? How figurative use of language can promote language development in students? Illustrate with examples. 4+6= 10
8. What are the different form of teachers' professional networking? How does the teachers' professional networking help the teachers being professional English language teacher? 4+6=10
9. Discuss the main purpose of teaching mechanics of writing to the secondary level students? How can you apply the mechanics of writing as rhetorical tools in language pedagogy? Justify your answer. 4+6=10
10. What is classroom research? How can a language teacher carry out research? Mention some of the practical applications of research in ELT as foreign language context. 2+3+5=10

THE END

**Teachers Service Commission**  
**Written Examination for Secondary Level 2083**  
**Solution Set A**

**1. What are the objectives of assessing listening skills? How do you assess oral skills in language testing? Design any three test items to administer listening skills of English language for grade 9 students. 3+3+4 =10**

**Answer No.1.** Listening is an essential skill for language learners, enabling them to comprehend spoken language and communicate effectively. Assessing listening skills helps teachers understand students' ability to process spoken discourse and respond appropriately in real-life situations.

**Objectives of Assessing Listening Skills**

1. To assess how well students understand spoken language in different contexts.
2. To check if students can identify main ideas and important details.
3. To measure students' ability to listen for different reasons, such as instructions or information.
4. To assess students' understanding of stress, intonation, and rhythm in speech.
5. To determine students' ability to understand implied meanings and make inferences.

**Process of Assessing Oral Skills**

To assess oral skills, teachers can select tasks like role-plays or interviews that require students to speak naturally. He/she makes sure that students understand the task requirements before playing the audio. It is better to use only objective types of questions especially multiple-choice, true/false, gap-fill, and short-answer questions to test different levels of listening comprehension. Teacher needs to develop a scoring system that includes criteria such as clarity, fluency, accuracy, and engagement. Teacher always creates a supportive environment where students feel comfortable expressing themselves without fear of mistakes. The teacher evaluates fluency, accuracy, pronunciation, and coherence using rubrics. Oral assessments can be done through face-to-face interactions or recorded responses, with feedback provided afterward.

The following three test items can be administered to assess the listening skills of English language learners of grade 9 as;

Listen an interview with a famous athlete about their career carefully

- a. What is the athlete's favorite sport?
  - a) Football
  - b) Cricket
  - c) Basketball
  - d) Volleyball
- b. At what age did the athlete start playing professionally?
  - a) 16
  - b) 18
  - c) 20
  - d) 22

c. What advice does the athlete give to young players?

- a) Practice every day and stay disciplined
- b) Focus only on winning trophies
- c) Avoid training too much
- d) Do physical exercise besides play

In conclusion, assessing listening and oral skills helps evaluate students' ability to understand spoken language and communicate effectively. Well-designed tasks provide insight into students' comprehension, pronunciation, and speaking abilities, which are crucial for real-life communication.

गुरुमन्त्र अनलाइन विशेष तयारी कक्षा

# शिक्षक सेवा आयोग

द्वितीय पत्र मा.वि / नि.मा.वि **ENGLISH**

शुल्क ~~रु. २५००~~ रु. २००० मात्र

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बेलुका : ६:०० देखि १०:३० सम्म



"सफलताको एक मात्र मन्त्र"

गुरुमन्त्र एकेडेमी

नयाँ बानेश्वर, काठमाडौं



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**2. What are the difficulties of teaching writing to the secondary level students? As an English language teacher, what possible activities do you imply to improve the writing skills of students? Illustrate with example.** **4+6= 10**

**Answer 2:** Teaching writing to secondary-level students presents several challenges that require careful instructional strategies. Some common difficulties include:

- a. **Limited Vocabulary and Grammar Issues** – Many students struggle with expressing their ideas due to a lack of vocabulary and frequent grammatical errors
- b. **Lack of Organization** – Students often find it difficult to structure their writing, leading to unorganized paragraphs and unclear ideas.
- c. **Poor Spelling and Punctuation** – Many students make frequent spelling mistakes and misuse punctuation
- d. **Lack of Interest and Motivation** – Some students find writing tasks boring or challenging
- e. **Fear of Making Mistakes** – Many students hesitate to write because they fear criticism or making mistakes

To address these challenges, teachers can implement practical activities that engage students and enhance their writing abilities. Some effective activities include:

- a. **Guided Writing Exercises** – The teacher provides structured prompts and sentence starters to help students organize their ideas. For example, a teacher might ask students to write a short paragraph describing their favorite place, using provided vocabulary.
- b. **Peer Review and Feedback** – Students exchange their work with classmates for constructive feedback. This helps them identify mistakes, improve their writing, and learn from others' styles.
- c. **Picture-Based Writing** – The teacher shows an image and asks students to describe it in detail or create a short story related to the picture. This activity enhances creativity and descriptive writing skills.
- d. **Journal Writing** – Encouraging students to maintain a daily journal helps them practice writing in a stress-free manner. The teacher can assign topics such as "A Memorable Day" or "My Dream Job" to motivate students.
- e. **Sentence Expansion Activities** – The teacher gives students a short sentence and asks them to expand it with more details. For example, "The boy ran." → "The young boy ran quickly through the park to catch his dog."
- f. **Story Completion Tasks** – The teacher provides the beginning of a story, and students must complete it in their own words. This helps in improving creativity, coherence, and logical flow in writing.

**3. What is explicit principle of teaching vocabulary? Mention some of the techniques of teaching vocabulary with examples.**

**3+7=10**

**Answer:** The explicit principle of teaching vocabulary refers the way of teaching vocabulary using various techniques of teaching vocabulary directly. The explicit principle of teaching vocabulary focuses on direct instruction, where teachers deliberately introduce and explain new words to ensure students understand their meanings, usage, and context. Instead of relying on passive exposure, teachers provide clear explanations, definitions, and contextual examples, helping students actively engage with words. This method involves repetition, reinforcement, and student interaction to build a strong vocabulary foundation. Using visuals, discussions, and structured activities, teachers ensure that students retain and apply new words effectively in communication.

The different teaching techniques for Teaching Vocabulary in a Secondary-Level Classroom can be as mentioned below;

1. **Explanation** – The teacher provides a clear, detailed definition using academic language and familiar contexts. For example to teach *meticulous*, the teacher explains: "*Meticulous describes a person who pays great attention to detail and ensures everything is done perfectly.*"
2. **Translation** – The teacher provides the equivalent word in the students' native language but emphasizes its use in different contexts. For example while teaching *resilient*, the teacher gives the Nepali translation (लचिलो), then explains its figurative meaning
3. **Suffix/Prefix** – The teacher demonstrates how affixes modify meaning, helping students recognize patterns in word formation. The teacher writes *justice* on the board, then adds *in-* to make *injustice*, explaining how the prefix reverses meaning. *Example: (Un- + just + -ifiable = Not able to be justified)*
4. **Enumeration** – The teacher provides a list of related words to reinforce meaning through association. For example for teaching *sophisticated*, the teacher lists related words: *refined, cultured, polished, and elegant*, encouraging students to analyze their nuances.
5. **Antonyms/Synonyms** – The teacher introduces new words by linking them with their synonyms and antonyms. Teaching *arduous*, the teacher writes *challenging, strenuous, demanding* as synonyms and *easy, effortless* as antonyms, prompting students to use them in sentences.
6. **Guessing Meaning Through Context** – The teacher provides complex sentences where students must presume meanings from surrounding words. For example; teacher presents; "*The pernicious effects of misinformation have led to widespread confusion and distrust in media*" Students deduce *pernicious* means *harmful*.

**4. Highlight the importance of planning in language pedagogy. What are the best ways of utilizing subject specific annual plan in English language pedagogy?** **4+6=10**

**Answer:** Effective planning is crucial in language pedagogy as it provides direction, structure, and consistency to the teaching process. Well-thought-out planning ensures that the learning objectives are met, and it helps in delivering the content in a coherent and engaging way. The importance of planning in language pedagogy includes:

1. Planning sets clear goals and learning outcomes for each lesson, ensuring that students understand what they are expected to achieve.
2. It provides a systematic approach to teaching, where content is organized, sequenced, and tailored to students' needs.
3. Planning helps allocate time efficiently for each aspect of the lesson, ensuring balanced focus on all language skills (listening, speaking, reading, and writing).
4. Planning enables teachers to consider the diverse needs and levels of their students and incorporate differentiated strategies to accommodate different learning styles.
5. It includes ways of assessing student progress and making necessary adjustments to the teaching strategies.

An annual plan is a comprehensive roadmap for the entire academic year. In English language pedagogy, subject-specific annual plans are particularly effective in setting long-term goals, guiding daily lessons, and ensuring balanced development of all language skills. Here are some best practices for utilizing these plans:

1. **Focus on Skill Integration:** Annual plans should ensure that all four language skills (listening, speaking, reading, and writing) are evenly distributed throughout the year. This helps in developing students' overall proficiency and prevents a disproportionate focus on one skill.
2. **Adapting to Learner Progress:** Annual plans should be flexible enough to accommodate adjustments based on student progress. Teachers can track ongoing assessments and make changes to the curriculum where necessary, ensuring that no student is left behind.
3. **Incorporating Review and Reinforcement:** Regular periods for reviewing material and reinforcing learning can be built into the annual plan. This helps consolidate knowledge and allows for revision before assessments.
4. **Strategic Assessment Planning:** Annual plans should include times for both formative and summative assessments. These assessments not only gauge students' progress but also guide instructional adjustments. Having these assessments scheduled prevents stress and allows for more effective teaching strategies.
5. **Incorporating Diverse Teaching Materials:** The annual plan can outline the integration of various teaching materials such as textbooks, multimedia, real-world texts, and technology tools. This variety enriches the learning environment and caters to different learning styles.

**5. What is the role of test specification grid in language teaching? How do you use test specification grid? Mention some of the practical ideas of adopting specification grid in language testing?** **2+3+5=10**

A test specification grid plays a key role in language teaching by providing a clear framework for designing assessments that are aligned with learning objectives. It ensures that tests are balanced, fair, and cover all aspects of the language learning process, from grammar and vocabulary to the four language skills (listening, speaking, reading, and writing).

The following strategies should be considered while using Test Specification Grid consciously;

1. **Identify Objectives:** First, teacher clearly defines the learning objectives for the course or lesson.
2. **Break down Skills:** Teacher then divides language skills into categories (e.g., listening, speaking, reading, and writing) and language areas (e.g., grammar, vocabulary).
3. **Allocate Weighting:** After this teacher decides how much weight each skill or area should carry based on its importance.
4. **Design Items:** Similarly, teacher can grid to design test items that match the specifications, ensuring a variety of question types (e.g., multiple choice, short answer, essays).

**Practical Ideas for Adopting a Test Specification Grid**

1. **Ensure Comprehensive Coverage:** ELT teacher ensures that the test covers all language skills and areas that were taught during the course. For example, if the focus is on speaking and vocabulary, he/she allocates a significant portion of the test to these areas.
2. **Vary Question Types:** It's better to use different types of questions to assess various skills. For example, for listening, include short-answer questions or multiple-choice questions, while for writing, provide tasks like essays or summaries.
3. **Set Clear Criteria for Grading:** The grid can help clarify how each skill is assessed. For example, the test specification grid to clearly define how much each skill is worth in the final score.
  1. **Listening:** 10% (listening for detail and overall comprehension)
  2. **Speaking:** 15 % (fluency, pronunciation, coherence)
  3. **Reading:** 35% (understanding and analysis)
  4. **Writing:** 40 % (grammar, vocabulary, organization)

This helps maintain objectivity and transparency in grading.

4. **Review and Revise:** Regularly use the grid to review the balance and ensure that future tests remain aligned with both learning objectives and students' progress.
5. **Customization for Specific Learner Needs:** Tailor the grid to focus on areas that need more attention based on student performance. For example, if students struggle with reading comprehension, you can increase the weight of reading tasks in upcoming assessments.

**6. Why do you think the language teachers need to know language learning theories? Highlight the implication of behaviorism theory in language teaching. 5+5=10**

**Answer:** Language learning theories serve as the foundation for effective teaching practices. They help teachers understand how students acquire language and guide them in selecting appropriate methods and strategies. A strong knowledge of these theories enables teachers to create engaging, student-centered learning environments. Teachers need to have knowledge about different theories because;

1. Theories provide a framework for choosing effective teaching methods, such as communicative approaches, task-based learning, or direct instruction.
2. Different learners acquire language differently. Knowing theories helps teachers cater to diverse learning styles.
3. Teachers can determine when to correct errors based on theories like behaviorism (immediate correction) or communicative approaches (focus on meaning first).
4. Theories such as sociocultural learning (Vygotsky) highlight the role of interaction in motivation, guiding teachers to create engaging, interactive lessons.
5. Theories help in designing appropriate syllabi, lesson plans, and assessments that align with how students best acquire language.

Behaviorism, developed by B.F. Skinner, views language learning as habit formation through repetition, reinforcement, and conditioning. This theory emphasizes external stimuli and responses, making it highly influential in traditional language teaching methods. The implication of behaviorism theory in language teaching can be done as below;

1. **Repetition and Drills** – Teachers use audio-lingual methods where students repeat phrases and patterns to reinforce correct language use.
2. **Positive Reinforcement** – Teachers reward correct language use with praise or grades, encouraging students to repeat desired behaviors.
3. **Error Correction** – Immediate correction of errors prevents reinforcement of incorrect habits, making learning more effective.
4. **Controlled Practice** – Classroom activities focus on habit formation through structured exercises before students engage in free communication.
5. **Role of Imitation** – Learners mimic native speakers' pronunciation and grammar, following **model-based learning**.

**7. What are the possible role the figurative language of literature make in language learning? How figurative use of language can promote language development in students? Illustrate with examples.** **4+6= 10**

**Answer:** Figurative language, such as metaphors, similes, personification, and idioms, enhances language learning by enriching students' comprehension and expression. It plays the following roles:

1. **Enhances Creativity** – Exposure to figurative expressions helps learners think imaginatively and express ideas more vividly.
2. **Improves Comprehension Skills** – Understanding figurative language requires interpreting meanings beyond the literal, developing critical thinking.
3. **Encourages Cultural Awareness** – Many idioms and metaphors are culture-specific, helping learners grasp cultural nuances in language use.
4. **Aids Memory and Retention** – Unusual and imaginative phrases (e.g., “as light as a feather”) are easier to remember than literal explanations.

The figurative use of language fosters linguistic and cognitive growth in students by expanding their vocabulary, improving fluency, and enhancing expressive skills.

1. **Expanding Vocabulary** – When students encounter metaphors like “*The classroom was a zoo*”, they learn new ways to describe situations beyond direct statements, enriching their vocabulary.
2. **Developing Expressive Skills** – Using figurative expressions allows students to convey emotions effectively; for example, describing a cold-hearted person as “*having a heart of stone*” makes their language more engaging.
3. **Boosting Fluency** – Idiomatic expressions like “*break the ice*” enable students to communicate naturally and confidently in conversations.
4. **Encouraging Critical Thinking** – Understanding phrases such as “*time is a thief*” requires abstract thinking, helping students analyze deeper meanings rather than just surface-level interpretations.
5. **Enhancing Writing and Speaking** – When students use similes such as “*She was as brave as a lion*” in their writing, their descriptions become more vivid and impactful.
6. **Promoting Engagement with Texts** – Figurative language makes reading and storytelling more interesting; for instance, personification like “*The wind whispered through the trees*” captures students' imagination and keeps them engaged.

**8. What are the different form of teachers' professional networking? How does the teachers' professional networking help the teachers being professional English language teacher?**

**4+6=10**

**Answer:** Teachers' professional networking refers to the various ways educators connect, collaborate, and share knowledge to enhance their teaching skills. Some key forms include:

1. **Formal Associations and Organizations** – Membership in professional bodies like **TESOL, IATEFL, or NELTA** provides access to resources, conferences, and training.
2. **Workshops and Conferences** – Attending or presenting at educational events helps teachers stay updated on new methodologies and research.
3. **Online Professional Communities** – Platforms like LinkedIn, Facebook groups, and online forums allow teachers to discuss teaching strategies and access global resources.
4. **Collaborative Learning Groups** – Local teacher communities, peer mentoring, and school-based professional learning circles encourage shared learning and best practices.

Engaging in professional networking enhances teachers' knowledge, teaching skills, and career development in several ways:

1. **Access to New Teaching Strategies** – Networking introduces teachers to innovative methods such as communicative language teaching, task-based learning, and digital tools like interactive apps for language learning.
2. **Continuous Professional Development (CPD)** – Participation in workshops, webinars, and online courses helps teachers stay updated with the latest trends in English language teaching.
3. **Resource Sharing and Collaboration** – Teachers can exchange lesson plans, teaching materials, and assessment techniques, reducing workload and improving classroom practices.
4. **Exposure to Global Best Practices** – Engaging with educators worldwide provides insights into different teaching methodologies and cultural perspectives on language learning.
5. **Improved Classroom Management and Student Engagement** – Networking with experienced teachers helps in understanding challenges and solutions related to student motivation, assessment, and language acquisition.
6. **Career Growth and Professional Recognition** – Being part of professional networks increases opportunities for job placements, research collaborations, and leadership roles in the field of English language teaching.

**9. Discuss the main purpose of teaching mechanics of writing to the secondary level students? How can you apply the mechanics of writing as rhetorical tools in language pedagogy? Justify your answer.** **4+6=10**

**Answer:** Writing mechanics, including spelling, punctuation, capitalization, and sentence structure, are essential for effective written communication. Teaching these mechanics at the secondary level helps students develop clarity, coherence, and professionalism in their writing. The main purposes are:

1. **To enhance clarity and accuracy** – Proper use of mechanics ensures that students communicate ideas without confusion.
2. **To develop academic and professional skills** – Mastering writing conventions prepares students for exams, research writing, and career-related documents.
3. **To improve readability and coherence** – Structured writing with correct punctuation and grammar makes texts more engaging and understandable.
4. **To build confidence in expression** – When students apply writing mechanics correctly, they feel more confident in their ability to express thoughts clearly.

Writing mechanics play a crucial role in language pedagogy by serving as rhetorical tools that enhance students' ability to communicate effectively in different contexts.

1. **Using Punctuation for Emphasis and Meaning** – For example, understanding the difference between "*Let's eat, grandma*" and "*Let's eat grandma*" helps students grasp how punctuation affects meaning and tone.
2. **Applying Sentence Structure for Stylistic Effect** – Encouraging students to use a mix of short and long sentences enhances the rhythm and flow of writing, making it more engaging.
3. **Teaching Capitalization for Persuasive Writing** – Capitalizing key words and proper nouns in persuasive essays helps in emphasizing arguments and maintaining formal tone.
4. **Enhancing Writing Cohesion with Paragraph Mechanics** – Proper paragraph indentation, transition words, and logical structuring improve the overall flow of ideas in academic writing.
5. **Encouraging Revision and Editing Skills** – Teaching students to review their work by checking punctuation, grammar, and sentence structure fosters self-correction and refinement.
6. **Integrating Mechanics with Creative and Academic Writing** – Applying writing conventions in **storytelling, essays, and research papers** helps students become more effective in expressing ideas across different writing genres.

**10. What is classroom research? How can a language teacher carry out research? Mention some of the practical applications of research in ELT as foreign language context. 2+3+5=10**

**Answer:** Classroom research is a systematic investigation conducted by teachers to analyze and improve teaching and learning practices within their own classrooms. It involves collecting data on student engagement, teaching strategies, or learning difficulties to make informed decisions. This research helps teachers reflect on their methodologies, assess their effectiveness, and adapt their teaching to meet students' needs more effectively.

A language teacher can conduct research by identifying a problem, selecting an appropriate research method, and analyzing findings to enhance language teaching. First, the teacher needs to observe challenges in students' language learning, such as difficulties in pronunciation, grammar retention, or reading comprehension. Then, they can choose research methods such as action research, surveys, classroom experiments, or case studies. Data can be collected through student feedback, test scores, classroom recordings, or reflective journals. After analyzing the data, the teacher can implement new teaching strategies and assess their impact on student performance.

**Practical Applications of Research in ELT**

1. **Developing Effective Teaching Strategies** – Research helps teachers identify the most effective approaches, such as task-based learning, communicative language teaching, or grammar-focused instruction.
2. **Enhancing Student Engagement** – By analyzing classroom participation and learning behaviors, teachers can design interactive activities like role-plays, discussions, and storytelling.
3. **Improving Assessment Techniques** – Research allows teachers to explore different assessment methods, such as formative assessments, self-assessments, and peer evaluations, to measure students' progress.
4. **Adapting to Students' Learning Needs** – Classroom research helps teachers modify lessons based on students' proficiency levels, learning styles, and cultural backgrounds.
5. **Integrating Technology in Language Learning** – Research on digital tools, such as language learning apps, AI-based feedback systems, and online platforms, enables teachers to incorporate technology effectively in language teaching.

In conclusion, by applying research findings in the ELT classroom, teachers can enhance instructional quality, improve student outcomes, and contribute to the continuous development of language education

The End