

The Role of Internal Assessment in Strengthening Students' Learning

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Binod Rana Magar

Department of English Education

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu, Nepal

2024

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Declaration

I hereby declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: March 27, 2024

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This is to certify that **Mr. Binod Rana Magar** has completed his M. Ed. thesis entitled **The Role of Internal Assessment in Strengthening Students' Learning** under my guidance and supervision.

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Abstract

This thesis entitled **The Role of Internal Assessment in Strengthening Students' Learning** explores the role of internal assessment in strengthening students' learning. The study traces the experiences of the students' four- semester journey at the Department of English Education. The study adopted phenomenology as a research design. Five students of Department of English Education, University Campus, Tribhuvan University, Kirtipur were purposively selected as a sample who have already completed their four-semester examination. In-depth interviews were used as a technique to collect the data. The study showed that the triangular combination of three particular dimensions of learning i.e. classroom learning, self-access of learning, and independent learning at home played the role for the increment of students' academic development. Further, the study explored that internal assessment is taken as strength as it provides them with proper feedback. Similarly, it is considered as an opportunity for better learning as it provides the guidelines to set the students' goals for the further learning. In the same way, internal assessment works as the role for good rapport building providing regular engagement, collaboration and communication between teacher and student.

This study comprises five chapters. The first chapter, introduction, consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and definition of the key terms. Similarly, chapter two deals with the review of the theoretical and empirical literatures along with its implications and conceptual framework. Likewise, third chapter deals with the methods and procedures, which includes research design, population and sample, sampling strategy and procedures, research tool and

technique, sources of the data, data collection procedures, data analysis procedures and ethical considerations. In fourth chapter, result and discussion are comprised with findings. Finally, the fifth chapter incorporates the conclusion and implications.

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Chapter I

Introduction

This is the introductory chapter of this study on **The Role of Internal Assessment in Strengthening Students' Learning**. This introductory chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Assessment is a valuable teaching device (Heaton, 1990, p.7) which supports the teacher to diagnose the students' ability, weaknesses and difficulties for strengthening the students' performance with the better remedial. It is part of the completely educational process of teaching and learning. It is the means by which students' language learning development and achievements are monitored over time. Means here, it is based on what the student actually does. Student work and process are observed and analyzed to provide a rich view of progress, achievement, effort, strategies, and versatility. Similarly, assessment uses as the process of educational task (Harlen, 1994) of gathering information about students' responses. It is an integral part of the teaching-learning cycle. In the same way, various scholars define assessment in various ways, as a subconsciously assessing process (Brown, 2004), interacting involvement process of learning (Fulcher & Davidson, 2007), and as a scrutinizing process (Khaniya, 2005) which are highlighted in literature review section.

Internal assessment is a process of assessing the understanding of students. In this process, schools and teachers evaluate the student's performance based on their understanding of the course curriculum. This process of evaluating student does not

require the involvement of any person outside the institute. The internal assessment gives credit to the final assessment. Moreover, such periodic assessments act as a link that provides data related to students' performance. It allows students to learn continuously. In that sense, internal assessment is known as a continuous process that does not serve as a replacement for exams. The tests are prepared by subject teachers and assess various parameters in a candidate. Assessments are considered an effective technique to check the overall understanding of students. Such examinations are also helpful for teachers as they can change their teaching methods based on the performance of their students.

Therefore, in Nepalese context also has reformed such type of system. So, assessment, especially, internal assessment, we look as a concept of 'teaching one-to-one' (Harmer, 2007, p. 122) for the learners' autonomy promotion (Harmer, 2007, p. 395) in their learning which deals appropriacy to make a good impression, be well-prepared, be flexible in learning, adapt to the students, and give explanation and guidelines. Nowadays, most of the educationists advocate the process of teaching students to think critically and raise many concerns central to the field of critical pedagogy as well. Language assessment has also moved away from the traditional 'deficit' model (Taylor, 2016) based on how 'far away' someone is from the 'top of the scale'. It penalizes test takers for what they cannot do, or cannot do well; current assessment criteria and performance descriptors more often focus on what someone can do, giving credit for positive aspects of performance while acknowledging where there is scope for improvement (normally for diagnostic purposes). To this, urging all of us to open our minds and hearts so that we can know beyond the boundaries of what is acceptable, so that we can think and rethink, so that we can create new visions, we can entertain with new teaching that enables transgressions (Hooks,

2014)_a movement against and beyond the particular strict boundaries. It is that movement, which makes education the practice of freedom. So, teaching and learning must be localized (Sharma, 2019); training the people through education in knowledge-production and knowledge-application. Furthermore, higher education must foster disciplinary identity and professional development; it cannot be just transfer of knowledge (Blanton & Stylianou, 2009 as cited in Sharma, 2019). It is essential that education and teaching should be intertwined each other for approaching the knowledge-making (Sharma, 2019, p. 234) too and that should address by internal assessment. To fulfill the desire of educational expectation paradigm, teaching and assessment system also must be changed within certain period. Therefore, to address all those concerns, internal assessment system in teaching field is necessary in this era.

Statement of the Problem

Internal assessment system is highly appreciated for the diagnosis of the students' ability, which could not be done by the final few hours' examinations. It has been mostly practiced by the academicians of the developed nations, which have done revolution in the educational field. Students' behaviors, presentation skills and socio-cultural aspects are also considered in the internal system. Thus, it criticizes the rote learning and competition of memorizations. In this regard one concern always rise up, why assessment in language, especially, internal assessment? Academician and scholars seem to have strong perceptions in the implementation of internal assessment to address concerns on the new pedagogical praxis, philosophy of the classroom, offering ideas about teaching that fundamentally rethink democratic participation, new kind of education, education as the practice of freedom. These concerns are different rather than our past. So, by following the new trend in education, Tribhuvan

University has also adopted the semester system since 2070 BS with internal assessment of 40% out of hundred in each semester.

On the other hand, I myself as a student of M. Ed. Forth semester, without any bias, and still some underestimations are there in this system, think that our assessments focus only on our marks. Students are more motivated to do all their tasks for their better marks rather than the achievement of their intended learning goals. This denies the reality that learning is for self-confidence and self-awareness. I think learning is for the self and a way of gathering more and more knowledge rather than marks. Similarly, there is no fair marking due to taken as an ignorable and burden task. No any feedback is provided after assignments except in very rare case. Most of the facilitators as well as students have taken as assignments are only for the fulfillment of the requirements of the course rather than for focusing on student's practical knowledge. Students are compelled to do assignments as part of their workload. Group works/assignments are only for fulfilling their duties too.

Regard this, this thesis is an investigation of the exporting experiences of students' towards the role of internal assessment in strengthening their learning. How it has been working on the education field in strengthening the students' learning? I thought, it is still essential to find out whether the current practice of the internal assessment is moving smoothly in its intended way or not? Does it play the vital role in strengthening learning or not? What roles have it played in strengthening learning? Has the system been working effectively or not for strengthening students' learning? How do the students experience it? Existing researches have not explored on why this under representation occurs. What impact does it have? So, I thought, it would be of interest to study more to fill the gap between academicians' conceptions and students' understandings regarding the role of internal assessment in strengthening students'

learning. So, it is expected to be a milestone for the improvement of internal assessment system in semester system.

Objectives of the Study

The objectives of research study were as follows:

- to explore the students' experiences towards the role of internal assessment in strengthening their learning in semester system,
- to suggest some pedagogical implications,

Research Questions

The research study was carried out to address the following questions:

- What roles does internal assessment play in strengthening students' learning?
- What experiences do students have towards the role of internal assessment in strengthening their learning in semester system?

Significance of the Study

Doing research or to find out something means giving rationale to the learners' learning hallmark. The concern always rises up: why this research is on this area. What implication does it have? Does it provide clear guideline for the learning? Internal assessment has seemed as a living reality across the globe, in the field of language education. We think very simply however it is not easy as we think to assess students' progress. To address, it will be highly beneficial to all who are directly and indirectly involve in this tasks whether they are teacher, or student, or syllabus designer, or administrator, or other else. Mainly, it will enable teacher and language learner to recognize what they should do to be responsible for learning or language development. Similarly, this study will help to embolden the students for their other activities as well. Not only this, it is supposed to be highly beneficial for other researchers in this field. Moreover, it is important for the scholars to understand the

reality, for policy makers to plan further policies differently, for curriculum designers to design curriculum contextually or locally, for material developers accordingly. In a similar vein, the study is a contribution in the field of academia. More importantly, very little researches have been discussed by the earlier researcher in English Department, so, I do claim that this study is a next guideline, and escalator for future researcher who intend to conduct their thesis in this very field.

Delimitations of the Study

The study had the following delimitations:

- The research was confined in the area of internal assessment
- It was delimited over the students of fourth semester who have already appeared four semesters' internal assessment system.
- Similarly, the study was incorporated with five students of English Education of Tribhuvan University.
- Phenomenology research design was the research design and as the data collection technique standardized open-ended interview was applied.
- Research was conducted to explore the perceptions and experiences based on as a pedagogical resource, significance, practise, challenge, opportunity, and role.

Operational Definitions of the Key Terms

The key terms are defined as below:

Assessment

Assessment, especially, is concerned with the assessing system in English Language. It is an action of assessing someone or something for educational needs.

Internal Assessment

Internal assessment refers to the assessing process that is used to improve students' learning by providing different assignments following the guideline.

Language Assessment

As it has been taken elsewhere, language assessment refers to the assessing process of English language.

Tasks

Tasks are concerned with the works that are given by the facilitators under their supervision like presentation, group work, book review, article review, and other assignments.

Experience

Experience refers to the personal acquaintance or the judgement or feelings produced by individuals regarding internal assessment.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter deals with review of theoretical literature, review of empirical literature, implications of the review for the research and conceptual framework.

Review of Theoretical Literature

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that the researcher wishes to do.

Teaching and Language Assessment: Interlocking System

English language teaching (ELT) continues to be as dynamic and mistrusted (Hughes, 2003) today, if not more so than, it has been in the past. First, the English language itself has undergone a dramatic change in terms of its use and users across the world. It is now used by a much greater number of people around the world and far more diverse communicative purposes in different social settings. In many places in the world, it has assumed a new role as a second or official language of the country where the language is widely used in the classroom as the subject and as the medium of instruction. While there are countries in the world where English still continues to have the status of a foreign language or an additional language and has a restricted role in society, many believe that the language will soon assume a more important role in these countries.

Similarly, teaching is worthy learning and value of establishing the learning orientations to the students where teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies. Similarly, Student often needs scaffolding in their task engagement. In this

sense, teaching is known as creating the environment of co-operative learning.

Through on appropriate expectations for learning outcomes, student can get sufficient opportunities to practise and apply what they are learning. They also can get opportunities to receive improvement-oriented feedback. Thus, we can say teaching is a process of practise and application of the activities.

All these above, we can give more emphasis on the Brown's (2004, p.5) idea; teaching as a set up the practice games of language learning: the opportunities for learners to listen, think, take risks, set goals, and process feedback from the 'coach' and then recycle through the skills that they are trying to master.

The next term is assessment. Carter and Nunan (2001) say assessment is a way of collecting information on a learner's language ability or achievement (p. 137). It is an umbrella term encompassing measurement instruments administered on a 'one-off' basis such as tests, as well as qualitative methods of monitoring and recording student learning such as observation, simulations or project work (ibid). It is an integral part of the teaching-learning cycle. Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the students' performance (Brown, 2004). Of course, how well they are progressing can be assessed only in relation to their involvement with the context and the others with whom they interact in the process of learning (Fulcher & Davidson, 2007). Similarly, assessment is taken as formative way when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plans. Such assessment can also be the basis for feedback to the students (Hughes, 2003, p. 5). Bachman &

Kunnan (2005) say assessment is a process of quantifying the characteristics of an object of interest according to explicit rules and procedures.

Moreover, Hedge (2008) defines a an inclusive term; refers to the general process of monitoring or keeping track of the learners' progress (p. 376). Not only this, it is taken as a broader concept: it is part of the completely educational process of teaching and learning. Many scholars have taken as a multi-faceted concept (ibid) that links together the different issues. It is the means by which students' language learning development and achievements are monitored over time. Means here, it is based on what the child actually does. Student work and process are observed and analyzed to provide a rich view of progress, achievement, effort, strategies, and versatility. It is continuous and inseparable from instruction (Hedge, 2008, p. 295). It is an interactive and collaborative process, in which information is collected in natural classroom instructional encounters i.e. individual, small group, and whole group (ibid).

Formal and Informal Assessment

There are two perspectives regarding assessment procedure i.e. formal and informal assessment. First, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement (Brown, 2004, p. 6).

Similarly, informal assessment does not stop there. A good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student's competence (Brown, 2004). Informal assessment can take a number of forms, starting with

incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student (ibid, p.5).

Formative and Summative Assessment

In the very first term, Brown (2004) says formative assessment tries to assess the learners' achievement evaluating students in the process of 'forming' their competencies and skills with the goal of helping them to continue that growth process. They have as their primary focus the ongoing development of the learner's language. So, when you give a student a comment or a suggestion, or call attention to an error, that feedback is offered in order to improve the learner's language ability. Formative assessment almost always done by the class teacher as part of teaching process, though it may be supplemented occasionally by the student's own self-assessment (Ur, 2012). Similarly, Hedge (2008) says, it is prepared and carried out by the class teacher as a routine part of teaching and learning specifically related to what has been taught, i.e. content is in harmony with what has been taught. The information from the assessment is used diagnostically; it is focused on the individual learner's specific strengths and weaknesses, needs (Hedge, 2008, p. 277).

Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams' are examples of summative assessment (Brown, 2004). It is normally carried out either by the class teacher or by an external authority. It may be used as a basis for selection, as final school grades, or for acceptance into further education or employment (Ur, 2012, p. 168). It is not necessarily prepared and carried out by the class teacher. It does not

necessarily relate immediately to what has been taught for the judgment about a learner's performance. It is likely fed into record keeping and be used for administrative purposes. For instance, checking standards and targets is frequently externally imposed by an institution or a ministry of education (Hedge, 2008, p. 277).

Purposes of Language Assessment

Assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes; to measure language proficiency, to discover how successful students have been in achieving the objectives of a course of study. And, to diagnose students' strengths and weaknesses, to identify what they know and what they don't know. Similarly, language assessment assists to identify the appropriate stage of teaching program for the placement of their ability. Based on the Carter & Nunan, 2001, p. 138 and Green, 2014, they are presented below:

Selection. To determine whether learners have sufficient language proficiency to be able to undertake tertiary study,

Certification. To provide people with a statement of their language ability for employment purposes,

Accountability. To provide educational funding authorities with evidence that intended learning outcomes have been achieved and to justify expenditure,

Diagnosis. To identify learners' strengths and weaknesses in that very language,

Instructional decision-making. To decide what material to present next or what to revise,

Motivation. To encourage learners to study harder,

The relative emphasis given to each of these purposes is influenced to a considerable extent by the social and political context in which assessment takes place. Recently, the accountability function has become paramount in many industrialized countries, as educational policy has become increasingly driven by the need to measure outcomes and report against national standards to justify public expenditure.

Similarly, assessment is undertaken for different purposes. According to the Hedge (2008), there are three common purposes. First purpose is pedagogically motivated, i.e. formative assessment; where the teacher will use information gained from assessments about a learner's progress as the basis for further classroom work. A second purpose of assessment is to measure learner achievement. This is referred to as summative assessment. Usually it has to fit into the administrative requirements of an institution. Similarly, a third purpose for assessment is formal certification where structured tests of the paper-and-pencil variety are usually provided by an external organization (Hedge, 2008, p. 376-377).

Shifting Traditional into Alternative Assessment

Teaching always involves assessment. Whatever we teach in the classroom that subject matter must be assessed by self, teacher, or other students to ascertain the students' proficiency level. Thus, to ascertain the students' proficiency level, generally, two approaches i.e. traditional and alternative assessment (Armstrong, 1994 and Bailey, 1998: 207 as cited in Brown, 2004) have been highlighted. The very first practice assessment approach is traditional assessment; known as standardized exams which is time bounded and in multiple-choice format. This type of assessment tries to find out the right answer or focus on just norm-referenced scores. It orients to product

fostering extrinsic motivation of the students'. It is known as non-interactive in performance.

Rather traditional, nowadays, alternative assessment system in the schools, colleges, universities has been practiced more. The assessing system is in untimed: free responses are preferred. It is continuous long-term assessment system following the formative and interactive feedback techniques. It tries to explore the open-ended and creative answers by interactive performance fostering the students' intrinsic motivation. It does not orient to the product as traditional assessment rather it orients to process: how student generates the ideas on very particular subject areas and encompasses the much wider domain than tradition as well. Moreover, it implies the observation of the process of learning (ibid). Beyond that, in alternative assessment approach, we can mould up the student by maximizing the practicality and washback, assessing based on the students' performance, creating portfolios and journals, conducting conferences and interviews, observing, doing self- and peer-assessment.

Language Assessment Tools

As Heaton (1990) said assessment is a valuable and powerful teaching device, it is taken as an device to control the access to further education and high status careers reviewing affecting factors. Similarly, it can reshape curriculum and can helps the student to know how they come to see themselves. Nevertheless, obviously, to assess the language proficiency or ability; is very tough and complicate task. However, as a good assessor, he or she needs to assess the students' proficiency or ability on that very subject in particular language. There are various tools, which we can used to assess the students' language proficiency. To ascertain the students' language proficiency, based upon Ur (2012, p. 169-170) and Brown & Lee (2015), there are some major language assessment tools that are listed as below:

Test. Test can be varied; formative and summative, formal and informal, discrete point test and integrative test, objective and subjective test. However, test can be defined as a method of measuring a person's ability, knowing, or performance in a given domain.

Alternative assessment. There is no single definition of alternative assessment. However, it includes performance assessment, authentic assessment, portfolio assessment, informal assessment, contextualized assessment, and assessment by exhibition. It is different from traditional testing in that it actually asks students to show what they can do. Students are evaluated on what they integrate and produce rather than on what they are able to recall and response. Similarly, it is conducted to gather evidence about how students are approaching, processing, and completing real life tasks in a particular domain.

Self-assessment. It is the process of reflecting on one's own skills, strengths, weaknesses, and accomplishments. It often involves evaluating personal performance, setting goals, and identifying areas for improvement. It is used as multifaceted term; as for self-awareness, goal setting, feedback, empowerment.

Observations. Observations, however, can be an important tool through which language teachers and students take action to improve the teaching and learning in their specific contexts. It is "the bridge between the worlds of theory and practice". It is aimed to get more insights into what is happening in a specific classroom and to provide information for teachers to take action to improve their own teaching and their students' learning.

Portfolio assessment. Portfolio is a collection of documents and other items that provides information about different aspects of a teacher and student work. It serves to describe and document the students' performance, to facilitate professional

development, and to provide a basis for reflection and review. It also provides a demonstration of how a teacher and student approach his or her work and present evidence of their thinking, creativity, resourcefulness, and effectiveness. Portfolio serves as a source of review and reflection. It can promote collaboration with other teachers and students.

Journal. A journal is an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation. It enables a teacher and student to keep a record of classroom events and observations or their works.

Role of Language Assessment

Assessment can have the major role for the English language teaching and learning. Some of the major roles can be opportunity for self-assessment, learning and feedback for students. Students can avail a better understanding of subjects. It can enhance the higher classroom interaction and constant engagement between teachers and students that helps for the students' improvement of regular study habits. Less burden of the syllabus as it is divided into two halves. Development of skills and subject related knowledge in a better way.

Moreover, as Brown (2000) says, assessment should increase motivation as they serve as milestones of students' progress and encourage retention of information through the feedback they give on learner competence. It should spur learners to set goals for themselves. Similarly, assessment must encourage the students for the self-evaluation of their progress on that very language. It must promote student autonomy as they confirm areas of strength and areas needing further work.

Significance of the Language Assessment

There are various rationale of adapting the assessment system in schools, colleges, and universities. Why assessment is in teaching? Brown (2004, p. 16) has highlighted the ideas to address this question. Generally, periodic assessments, both formal and informal, can increase motivation by serving as milestones of student progress. Brown (2004) further says assessment can promote student autonomy by encouraging students' self-evaluation of their progress as well. Assessments can aid in evaluating teaching effectiveness (ibid) and sometime it aids in the reinforcement and retention of information. On the other hand, the major reasons for trying to assess the proficiency of the students' are to evaluate students' over level, progress, strengths and weaknesses. Similarly, assessment is to evaluate how well students have learnt specific materials during course (Ur, 2012, p. 167). Gardner (1990 as cited in Glaser & Silver, 1994) has called for a new model of education termed individually configured excellence to address the question why assessment.

How Semester System Redesigns Higher Education?

Education systems are made of practices that reflect different value systems: how they delegate power between the teacher and learner, what roles and relations are expected, how active and centered the learner is, what purposes assessment serves, and what education involves and prepares learners for in life and society (Froyd & Simpson, 2008 as cited in Sharma, 2019). Semester-based education is not just splitting the year in two halves; beyond the greater number and faster pace of courses, teaching/ learning and assessment practices associated with it signal much deeper, broader, and complex shifts (Sharma, 2019) in higher education. Students can pursue education “for” doing something beyond being educated, for using the knowledge, skills, and experience provided by education to pursue ambitions in the disciplines,

professions, and society. As such, the shift in the purpose and priority of higher education prevents it from increasingly becoming out of date, out of sync, and out of use. It makes education better able to adjust and respond to social change. Situating learning in the context, it has broader educational objectives of being an educated person and pursuing profession. Being as an educated person, student can get higher chances of success in the profession developing the advancement of knowledge, skill in the academic field themselves. In the same way, student cannot deny that providing practical and experiential professional skills, they shall face right out of the reality of outside the classroom.

It must be noted that a number of disciplines – such as management, engineering, natural sciences, agriculture, medicine, nursing, home science, sociology, and anthropology – have been successfully using the pedagogies being promoted across the university after the introduction of the semester system. More change is necessary and possible, including fundamental rethinking of teaching/learning and assessment practices in many fields.

Semester System in Faculty of English Education

The development of any counters depends very much on the quality of its education process and system. Education leads the society towards betterment and fulfillment. The right to education is a universal entitlement that is recognized as the most fundamentals of human right. Trend of delivering education system also has to be shifted. Thus, ensuring quality education, internationally semester system has been practiced. Tribhuvan University, unveiling its five-year strategic plan, had announced to replace the yearly system in all constituent and affiliated colleges and make entrance examinations mandatory for admission in any of its colleges from 2017. Khaniya (2014) introduces semester, as it is associated with the process of making

teachers and students regular, creative, engaged in learning doing remedial instructions for evaluation. They make presentation, do project work concentrating on specific subject, and involve in-group work. If its rectify initiative is a promise of the Tribhuvan University authority, which come with all the good intents by organizing, making interactive teaching and learning in the classroom because it emphasizes pedagogical process rather than the fixed methods. However, students must be presented regularly until the completion of the task and projects. Undoubtedly, we can say that semester system is good for quality of the education. Thus, Tribhuvan University has the objective of enhancing students' skills and capacity continuously. It is more student centered it helps students in tough with the textbook.

Provision of Internal Assessment in Tribhuvan University

According to Tribhuvan University Semester System Operational Guideline (2070, p.3), in-semester (internal) evaluation shall have a total weight of 40 percent in each course. Students have to obtain 50 percent to pass in the internal exam. Without passing internal exam, students will not be qualified to appear in semester exam. Total weight of internal exam is divided into internal assessment, project work, class attendance etc upon the recommendation of Subject Committees and approval by the Faculty Board. In case a student remains, absent in internal examination due to serious illness will given one-time opportunity to appear in the exam if he/she is able to produce an authorized medical certificate. The internal exam notice will be published by the concerned department or campus. In case, the percentage of marks obtained in internal exam exceeds the semester examination by more than 20 percent, the marks obtained in the internal exam will be reduced to 80 percent. According to Tribhuvan University Master in English Education's curriculum, internal evaluation will be conducted by course teacher based on following activities:

1	Attendance	5 points
2	Classroom participation	5 points
3	First assignment	10 points
4	Second assignment	10 points
5	Third assignment	10 points
	Total	40 points

Moreover, in Department of English Education, as classroom presentation, each student makes a class presentation on a specific theme selected or provided. First assignment and third assignment can be individual tasks. Similarly, second assignment can be group task. For the accomplishment of those assignments, the teacher can develop multiple activities for assignments, depending on the nature of the course topic and student's interests. Such activities may include book review, article review, project work, case study, field study, individual and group report writing, proposal writing, literature review, research article based on primary and secondary data, and term paper on specific issue or topic.

Power of Internal Assessment

Another important method for effecting change through the semester system is the transfer of power and responsibility of assessment to teachers, so they can use internal assessment to enhance the process of learning and teaching (Forman, 2005; Vitello & Williamson, 2017 as cited in Sharma, 2019, p. 239). However, since major problems persist with its implementation, exploiting the affordances of the semester system will first require learning to exploit the power of internal assessment. Even when colleges and teachers are given the authority of internal, formative assessment, they often decide to use it to do more written exams, using it to prepare for external exams. While exams are able to test students' understanding of subject matter, they cannot reliably assess academic abilities such as researching, presenting ideas,

interactively engaging and persuading people, or skills such as using technological applications. Even when used during the academic term as a means of observing student performance, exams take assessment out of the context where students are engaged in learning, formulating their own ideas, or developing their disciplinary and professional identities. So, when new kinds of formative assessment are introduced during the semester, teachers and institutions need ample preparation and patient implementation to realize the potentials of the new approach.

Internal assessment helps to avoid the divorce of teaching and assessment that happens with external exams. Assessment (unlike testing) includes various method of checking whether and how well students are learning the content, acquiring skills, having transformative experiences. Assignments like conducting research and writing papers, class presentations, collaborative projects, case studies, fieldwork, and so on, more naturally allow the integration of teaching with testing. For instance, when students make class presentations, teacher and fellow students provide instant feedback, helping the presenter learn while receiving credit for doing something.

But, in order to exploit the potentials of the internal assessment, there is a need to train instructors, change and calibrate administrative processes, update curriculum to fit the new teaching/learning practices, and reshape the culture of higher education with new policies and programs. All of these are worth doing for harnessing the tremendous potentials of internal assessment, especially its ability to diversify and deepen learning (Vitello & Williamson, 2017).

Role of Internal Assessment in English Language Teaching

In ELT, internal assessment plays pivotal role in gauging students' language proficiency and overall language acquisition. Based on Harmer (2007), Hughes

(2003), and Brown & Lee (2015) some of the key roles of internal assessment in English Language Teaching have been stated as below:

Language Proficiency Measurement. Internal assessments provide a continuous measure of students' language proficiency, covering areas such as reading, writing, speaking, and listening. It enables a comprehensive understanding of their language capabilities as well.

Formative Feedback. Internal assessment allows teachers and students to provide formative feedback, helping students understand their strengths and areas for improvement. This interactive feedback loop enhances the learning process.

Authentic Language Use. Internal assessment often involves tasks that require authentic language use, mirroring real-life situations. This system encourages students to apply language skills in practical scenarios fostering communicative competences.

Assessment Diversity. In English Language Teaching, internal assessments encompass a variety of formats, including presentations, project works, individual works, group works, discussions, and term exams. This diversity ensures a more holistic evaluation, considering different language dimensions and catering to diverse learning styles.

Review of Empirical Literature

Bhattarai (2008) has researched on "A study on the Attitude of Teacher and Students towards Internal Assessment: A case of M. Ed in English". To accomplish the study, survey research design was employed under the students and teachers of Central Department of English Education. The study was conducted to find out the attitude of teachers and students towards internal assessment. With the help of open ended and close-ended questions, data were collected. He had used purposive non-

random sampling procedure to collect the data. His methodology of study was survey analytic, descriptive and comparative in nature. The major finding of his study was the students of 25 Central department of English education had highly positive towards internal assessment and the teachers had highly negative towards this system. He found that internal assessment made students creative and resourceful as it makes them consult libraries and other more books. Similarly, feedback and correction were necessarily provided immediately.

Joshi (2012) has researched on the topic “Wash Back effect in terminal examinations: A case of Grade Nine”. The research was conducted to identify the wash back effect in terminal examinations. Data were collected using survey research design with questionnaire following the quantitative methodology. 92 students and teachers of Kathmandu district were there as sample population. Out of 92, 40 students were represented from public community schools and 40 were represented from private school of class nine. Similarly, there were 12 teachers. Using random sampling method, data were collected. He found that internal examinations had beneficiary aspect of wash back effect on the students of private schools in comparison of students of public schools. He further found that it assisted to reduce the fear of examination develops the students’ confidence level as well.

In a similar vein, Tiwari (2015) has done research on “Perception of Students towards Internal Examination: A case of Higher Secondary level students”. 30 students from grade twelve were taken as the sample of the study to find out the perceptions of the students. The study was conducted under the higher secondary level students in Kathmandu District. Similarly, purposive non-random sampling was employed. His research was based on in terms of relevance, cost effective, and utility. From the study, researcher found that all students had positive attitude and were

benefited from internal examination. Internal examination was helpful. They did well in external examination too. She further found internal examinations helped to develop good rapport among teacher and student.

Similarly, Karki (2016) has researched on “Teachers’ and Students’ Beliefs on Practices on Internal Assessment in Semester System: A Case of University Campus” aims to find out the teachers’ and students’ beliefs on practices on internal assessment in semester system of Tribhuvan University, Kirtipur under 30 students of 1st and 3rd semester, and 10 teachers of Department of English Education. She has done research following the survey research design using questionnaire. Similarly, purposive non-random sampling procedure was a research strategy. Through the research, she found that most of the teachers and students have positive beliefs on internal assessment system. The study also found that, still there are some lacks in the well implementation of assessment system, such as, teachers’ halo effect, not conducting the test timely and teachers reluctant. Similarly, major problems encountered by the teachers while practicing internal assessment in semester system were lack of operational calendar, reluctantness in providing teachers incentive; students may not take internal assessment exam seriously like final exam, and low involvement of administration.

Bhusal (2017) has carried out the research on ‘A study of students’ perceptions towards internal assessment of semester system’. She has done this research under 30 students of second semester of TU following the non-random purposive sampling to find out the perceptions of M. Ed. English students’. Her research was conducted basis on various activities of curriculum of English Education. Similarly, survey research design was used preparing open and close-ended questionnaire.

Moreover, Dhimi (2019) conducted a research on “Students’ perceptions towards assignments and their practices in semester system”. The main objective of the study was to find out the students’ perceptions and their practices towards assignments in semester system. The research had further aimed to explore the challenges faced by the semester students. His research was conducted following the survey research design, qualitative methodology; under 40 students of 2nd semester. He had used questionnaire as a research tool and random sampling strategy as a sampling strategy. As a factor of enhancing students’ skill and build up confidence and developed critical knowledge and skill, internal assessment found as a good practice for students.

Sharma (2021) has researched on “Assessment Focus: A Case of English Language Education Tests in Tribhuvan University Semester System” to assess the assessment practices that characterize the internal evaluation as provisioned in the TU Semester System Operational Guideline (2070). He has used survey research design with questionnaire consisting of the different aspects of internal evaluation. The research was administered to 79 English education major studying in the third and fourth semester at Master’s level in four different campuses in the Kathmandu valley. Research found that the focus of the assessment under consideration evidently lies on “assessment of learning” rather than on “assessment for learning”. And the fact propped by the findings that include teachers’ reluctance to spare their time for providing detailed comments of students’ work, their tendency to take the internal assessment marks as a tool to maintain discipline in the classroom, and etc.

In the similar vein, Karki (2022) conducted the research entitled on “Students’ Experiences towards Internal Assessment of Semester System in English” to explore students’ experiences on internal assessment procedures under the semester system

and to trace the challenges faced by students in internal assessment. He has used phenomenology research design implying semi-structure interview and informal conversations with the five students of Tribhuvan University. Less satisfied with teachers' timely feedback and response to assignments, bringing halo effect in assessment were some of the major findings of the research study.

Acharya (2022) has done a research on 'An analysis of student assessment practice in Higher education of Nepal' aiming to find out the perceptions of the students and teachers on that very topic following the mixed approach. The major findings of this paper indicate that there are so many problems in the assessment system. As a result of the inappropriate assessment system, higher education quality has been deteriorating day by day compared to developed countries. It is mainly due to lack of accountability (examiner, examinee, and exam authority), time allocation, lack of digital technology to assess student progress, lack of item analysis, and lack of the alternative use of the paper-pencil test. The present assessment system is not liable for ensuring the quality of higher education. This paper explores some issues related to assessment practice, which could be the starting point for the assessment reform.

Similarly, I reviewed the book entitled 'Thesis and Dissertation Writing in a Second Language' by Paltridge & Starfield (2007). This book has emboldened me to sketch out the clear guidelines for the research study and dealt on how to write different parts of the research paper. Similarly, I have reviewed various research journal articles, unpublished theses as an empirical review. Whatever, I have reviewed here as an empirical literature review, all the research problems were clearly stated that helped me to state my central claiming. From reviewing all these above-mentioned literatures, I came to know that my research would be different from others

in a sense to make this system strong. So, I thought, debate centers on the issue is still work to be done.

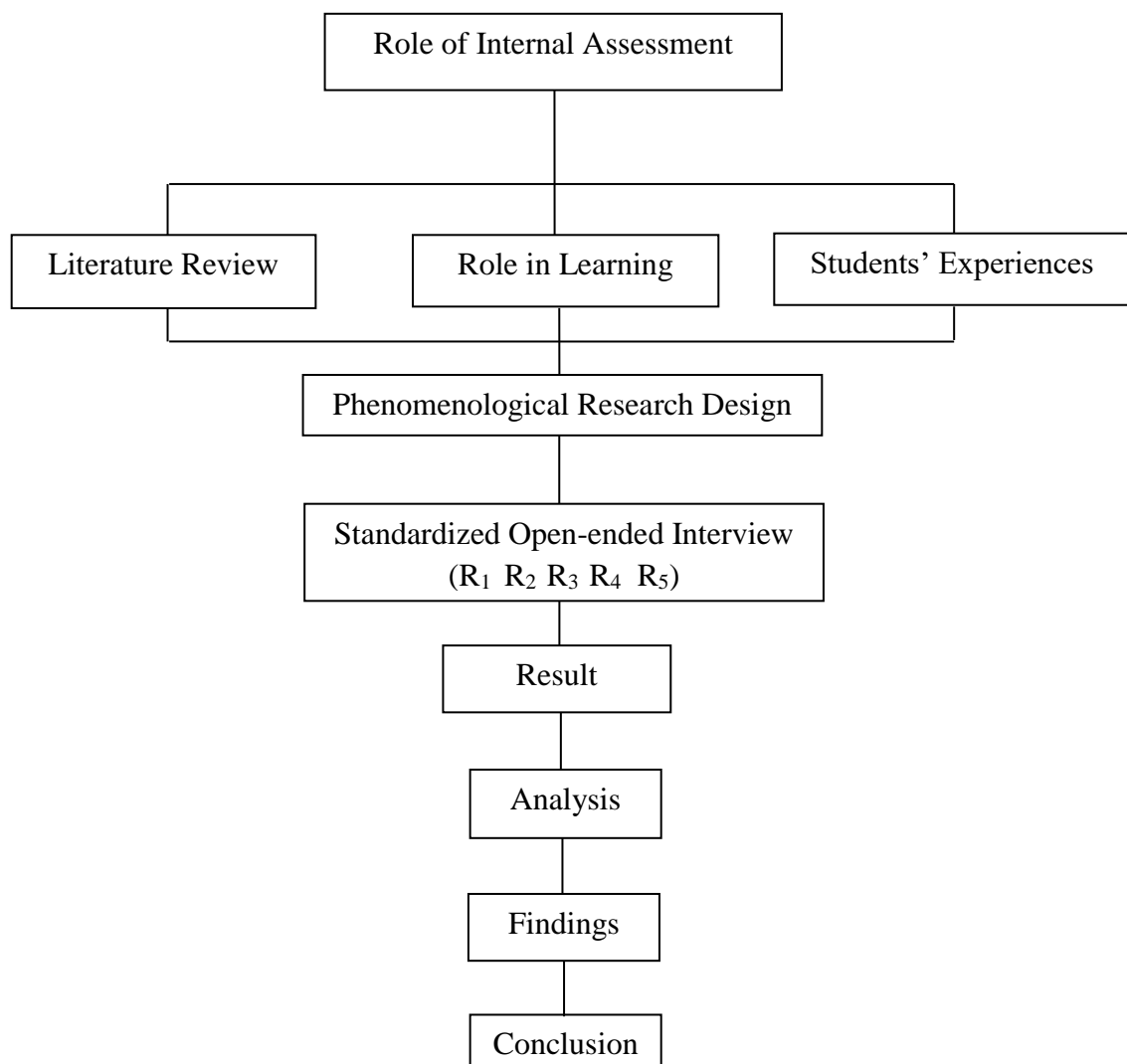
Implications of the Review for the Research

Aforementioned reviewed theoretical and empirical literatures were provided next escalator by developing another insights to bring this research study in shape. Those literatures were very benefitted to understand various research studies. Foremost, Creswell (2014), Kumar (2011), McMillan (2000), Cohen, Manion & Morrison (2005), and Paltridge & Starfield (2007) assisted me to draft the research paper and showed the blueprint for my entire research time. Similarly, Acharya (2022), Sharma (2019), and Hooks (1994) built my research concept and somehow contextualized with the Nepalese scenario too. Moreover, Bhattarai (2008), Dhimi (2019), Joshi (2012), Karki (2016), Tiwari (2015), and Karki (2022) were very much helpful me to develop the conceptual framework and to study about the earlier research on the very problem. And, Primarily, Bachman & Kunnan (2005), Brown (2004), Carter & Nunan (2001), Fulcher & Davidson (2007), Gipps (2022), Glaser & Silver (1994), Green (2014), Harlen (1994), Harmer (2007), Hedge (2008), Hughes (2003), Heaton (1990), Ur (2012) were the books that had supported me to understand the theoretical concept clearly. . All literatures further assisted me to bring my mind broaden developing knowledge in the field of assessment.

In summary, all the aforementioned literatures played very crucial role to accomplish this research study. I got wide visioning concept of research study. Similarly, I am indebted to the research by Karki (2022) where I got more enthusiasm to make the research strong on the very field.

Conceptual Framework

Conceptual framework is generally a diagrammatic representation of the study, which visualizes key concepts and their potential relationships. It is a clear and concise labeling of the research study. This study entitled “The Role of Internal Assessment in Strengthening Students’ Learning” was conducted based on the following conceptual framework.



Chapter III

Methods and Procedures

Research Design of the Study

Regarding the research study, it was based on perceptions and experiences towards the role of internal assessment in strengthening learning. In order to guide the research effectively, I have chosen phenomenology research design as a research design to understand how, through experience, all the events and objects related to the internal assessment appear to consciousness (McMillan, 2000, p. 269). Similarly, qualitative research methodology was implied as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). So, the following methodological procedures were implemented as suggested by Ary et al. (2010):

Step 1. Selection of research problem

Step 2. Developing the objectives and research questions

Step 3. Preparation for the fieldwork

Step 4. Interview or data collection (Recording)

Step 5. Coding and categorization

Step 6. Analysis and interpretation of the data

Step 7. Drawing the findings

Step 8. Conclusion

Population and Sample

The research populations were the students of English Education, Tribhuvan University that were any group of individuals that have one or more characteristics in common that are of interest to the researcher (Best & Kahn, 1999). Five students of Tribhuvan University those who have already appeared four-semester internal

assessment, were sample for the research study; as the representative proportion of the population (Koul, 2000). Two respondents were third batch students who are currently working on teaching field and three of them were sixth batch students who are working on their thesis paper as well.

Respondents' Profile

Five students of English Education were the respondent of the study. The respondents' profile has been briefly specified below denoting them R₁, R₂, R₃, R₄, and R₅.

R₁. R₁ is a student of Central Department of English Education, Kirtipur, TU. He is a third batch student of semester system. Currently, he has been teaching as an English Teacher at a community school in Kavre district.

R₂. R₂ is also a student of Central Department of English Education, Kirtipur, TU. He belongs to third batch student of semester system. Currently, he has been working on the field of teaching at a community school of Kavre district as a permanent teacher.

R₃. R₃ is a sixth batch student of semester system. He has been working on his thesis paper.

R₄. R₄ is a sixth batch student of Central Department of English Education, Kirtipur, TU. Currently, she is doing her thesis paper.

R₅. R₅ is also a sixth batch student of Central Department of English Education, Kirtipur, TU. She is working on the field of private sector at Kathmandu as well as doing her thesis paper.

Sampling Strategy and Procedures

Similarly, I used homogenous and convenient sampling strategy where researchers handpick the cases to be included in the sample based on their judgment of their typicality. In this way, researcher builds up a sample that is satisfactory to

their specific needs (Cohen, Manion & Morrison, 2005), under students of Tribhuvan University as my accessibility of the respondents for collecting the required data to fulfill the objectives of my research study.

Research Tool/Technique

Based on chosen issue, in-depth interview was used as a data collection technique, which is repeated face-to-face encounters between the researcher and informants directed towards understanding informants' perspectives on their lives, interests, and experiences, or situations as expressed in their own words (Taylor & Bogdan, 1998, p.77 as cited in Kumar, 2011). Moreover, as a data collection tool, questionnaire was prepared to allow respondents to express themselves freely, and virtually eliminate the possibility of investigator bias (Kumar, 2011).

Sources of Data

There were various sources of the data. I have clarified into two sources of the data. One is primary source of data and second is secondary source of data. Five students of Central Department of English Education were the primary sources of data. Similarly, various literatures like journals articles, scholarly published books, online sources, and unpublished theses were used as the secondary sources of data.

Data Collection Procedures

First, I prepared a set of open-ended questionnaire regarding the internal assessment. I prepared a plan for research and select the respondents. To explain the purpose and process of the study, I asked for permission building rapport with respondent. Asking for permission, with the interview protocol, I geared up to the problem with respondent. Meantime, I assisted them when they felt difficult. Moreover, I utilized a field log and audiotape the interview. At the end, taking great thanks and pleasure for their inquisitive sharing ideas, I collected the data.

Data Analysis and Interpretation Procedure

To systematically analyse the data, as given in the book written by Creswell (2014), it claims that qualitative data analysis primarily entails classifying things, persons, and events and the properties, which characterize them. Researcher seeks to identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes. As suggested by Creswell (2014) data were analysed and interpreted organizing and preparing the data for analysis, reading or looking at all the data, and coding all of the data. Similarly, data were analysed and interpreted using the coding process to generate a description of the setting or people as well as categories or themes for analysis. After that, data were advanced how the description and themes will be represented in the qualitative narrative. In a final step, data analysis involves making an interpretation in qualitative research of the findings or results.

Ethical Considerations

While understanding this study, I have followed all the ethical aspects taken into the considerations in a research. I have used the information collected from the respondents only for the study purposes. Giving credit to the earlier researchers or the scholars for their work is the first and the foremost responsibility of any researcher. So, in order to make my study original, authentic, and plagiarism free, I acknowledged to all the earlier researchers and scholars from whose works I brought the ideas. I have paid the attention to accuracy, honesty, truthfulness of data of the respondents.

Chapter IV

Result and Discussion

This chapter comprises with results and discussion. This chapter deals with the explored experiences of five respondents of Central Department of English Education, Kirtipur, Kathmandu, via in-depth interview. Their responses reflected the perceptions and experiences over it.

Analysis and Interpretation of Result

In this section, I have analysed the data and interpreted the results making different themes. Themes have been made up based on the explored experiences of the respondents.

Students' Experiences towards the Role of Internal Assessment

As the research study aimed to explore and analyse the experiences of the students of Central Department of English Education, five students were interviewed in depth to elicit the data. So, the students' experiences towards the role of internal assessment in semester system to strengthen learning have been presented in the following themes. Moreover, themes have been developed on the basis of the responses that the respondents shared.

Internal Assessment as Strength. Internal assessment is obviously taken as strength for strengthening the students' learning. So, from the responses of five respondents, this theme has been made up. They responded, it made the students mentally resilient or it possesses advantageous attributes associating with virtues and character traits that contribute to personal well being fulfillment by strengthening their learning. Moreover, they all experienced internal assessment as strength because it always kept the learners in touch with its favor by promoting the active, energetic, continuous and critical learning habits being as a critical thinker broadening the

horizons of the minds. It also helped the student to expand their creativity, reflexivity on the very subject matter developing responsibility and accountability to their works.

Regarding the fact, one of the respondents R₁ articulated:

Yeah! Obviously, I have felt there are many positive aspects. Such type of assessment has done...(pause).It has expanded or supported for the self-exploration, creativity of the students and the development of responsibility and accountability to their works. Similarly, it has enhanced the activeness of students' as well. Such assessments have supported to promote the decision-making skill, problem-solving skill too...

In a similar vein, another respondent R₂ responded:

... . I already told you, it helps for the development of study habit and sometimes it develops the reflectivity. It develops our critical learning habits as well. Similarly, it helps to develop the creativity of the students.....

The data reveals that students are positively involving in internal assessment system at TU. It is shown that internal assessment system has supported to the students' learning habits. The given assignments can develop the students' creativity and makes them accountable and responsible towards their works. It also helps to develop the decision-making and problem solving skills and enhance the students' accountability (Carter & Nunan, 2001). Furthermore, the data reveals that student developed their study habit with an eye toward the future continuation of learning (Brown, 2004) following the critical ways. Similarly, it is also shown that internal assessment supports to the students to develop his/her creativity with the reflectivity as well.

Similarly, R₃ escorted in this regard:

In practical level, it makes the students to be energetic, to be creative, to be a critical thinker as well. So, the most prominent strength of internal assessment is to broaden the horizons of the minds. Especially, it makes the students a real researcher...

He has quite a different excerpt because it shows if we practice internal assessment in very practical way, it obviously helps to make the students energetic, creative and critical thinker. Similarly, internal assessment also broaden the horizons of the minds of the students that the assignment given by the teachers as well. Not only that but also it makes the students a real researcher too.

In a similar vein, R₄ said:

Of course, actually, I felt, it makes us more confident in terms of subject matter. It makes us more creative, confident. It helps to identify the knowledgeable strengths, decision-making skill, self-realization and knowledge about subject matter...and it made us a bit familiar with technology.

It reveals that internal assessment makes the students more confident in terms of the subject matter with promoting more creative. Similarly, it identifies the knowledgeable strengths and different types of life skills as well. In the same way, it is also shown that internal assessment system makes the students a bit more familiar with the technological applications as well.

In a similar vein, R₅ responded:

Yes, of course, there are many positive aspects in internal assessment. As it helps to enhance our different skills such as communicating skill and

presentation skill.....it also helps to know the subject matter more clearly as well as it encourage to do group activity.

The excerpt shows that internal assessment system helps to develop different types of skills. It also helps to know the subject matter more clearly. Moreover, it encourages students for the engagement in group works means as a concept of 'teaching one-to-one' (Harmer, 2007).

From the data, it can say that it helps to enhance the students' self-exploration, creativity, and critical learning habits. It also makes the student responsible and accountable towards their works broadening the horizons of the minds for the students' learning level increment.

Internal Assessment as a Challenge. Internal assessment deals with different challenges as a student while engaging in an activity. It often requires effort and determination to overcome obstacles or achieve a specific goal. While facing various challenges, it could be encountered in various aspects of learning, such as personal, professional, or academic pursuits such as related to the authentic resource, manage the accessibility of resource materials, lacking in actual-based research, subjectivity challenges, and challenge to maintaining the professional ethics. They served as opportunities for worth learning as well. Regarding this, during the internal assessment period, as escorted by my respondents. In this regard, R₁ said:

Yeah! I felt some of the challenge like time management of students because students not only have to study but also they have to work...next thing is, though the student have the time for them it is quite difficult to get the authentic resource materials. So, the challenge is to manage the accessibility of source materials. And then, sometimes, though the students perform or conduct or fulfill the assignments, assessment is lacking in actual-based

research also... another challenge is whether the assignments or the works are the practical-based or not. And then, to make the authentic work is another challenge.

As above revealed excerpt, students have faced many challenges like time management, accessibility for the authentic reading materials. Then, students have the challenge to make their work very actual-based research as well.

In this regard, R₂ said:

...different challenges are there; you also know, lack of time, to maintain the authenticity, subjectivity challenge, so on.

Similarly, R₃ articulated that:

...maintaining the right decisions regarding the giving internal number because how much capacity he/she has, what kinds of abilities and skills students have? How he/she can write or create new ideas, writing style, covering subject matter, and other specific skills should be focused. And most thing is to maintaining the professional ethics.

The data reveals the main challenge is to the student to maintain his/her accomplished works authentic one within the certain time limitation. Furthermore, subjectivity challenge is next to the students. Similarly, the respondent reveals quite differently in this regard, as the revealed data, the students and teachers have to maintain his/her professional ethics while creating new ideas, covering the subject matters in the work, and at the judgement time of the students particular abilities and skills.

In a similar vein, R₄ expressed her views:

...main challenge is to manage the authentic resources. For instance, teacher used to prescribe authentic material to consult but that is not easily available ...similarly, it is challenge to make our work practical and authentic one.

In the same question, R₅ responded:

...because all the professors give the combine assignments. So that, we cannot give more time for the single assignment. And, there is challenge for time management. Similarly,no proper assess to research there...and prescribe materials are also not easily available too.

Data reveals that the main challenge is to manage the authentic resources to make his/her work authentic one. To make the prescribed resources easily available is another challenge to the students however; items are contextualized rather than isolated. Respondent also reveals that students have challenge to manage the time to do given assignments within certain time. Though, the work has accomplished, proper assessing process and prescribe materials not easily available.

From the all above excerpts, it is claimed that internal assessment helps to encounter the challenges during and after the assignment time like time management, maintaining authenticity and professional ethics in their works. Furthermore, it has taught to make the students' work real, actual-based and practical-based.

Internal Assessment as an Opportunity. Internal assessment has also provided the hallmark to the students for their learning and exceptional career building. They all five respondents were very happy with this system because it had provided a favorable circumstances or situation that provided a chance for advancement, improvement, or success. It also represented a moment that allows individuals or entities to capitalize on possibilities and achieve positive outcomes. It

provided the opportunities to involve, engage and explore the ideas related to the work recognizing the own skills and abilities. It also helped to set the students' learning goals and make plan for further learning evaluating the previous experiences. Similarly, it was tried to be more specific in the subject matter. It also provided an opportunity to be a researcher. In this fact, R₁ articulated:

I have many experiences of that assignments....talking about the opportunity, those assignments has different opportunity I felt like, I got the opportunity to involve, engage and explore the ideas related to my work. Similarly, it has given to me to set the goals for me; I think...and then, this assessment system has given me to recognize my own skills and abilities. And opportunity to perform our own abilities and experiences also.

From the above excerpts, I can say that the students have opportunities to involve, engage and explore the new ideas related to the subject matters or on the prescribed vary area. Internal assessment has given opportunity to the students to set their goals. Similarly, it helps to recognize and provides the platform to perform his/her abilities and skills as well.

In a similar vein, R₂ responded:

Yes, your point is very well. There were so many opportunities. So many careers we accept from theget from our semester system because of in with different project work and other inside the classroom, presentation, and other given assignments under the provision. We learnt from ideas of the teacher whatever they taught and how do we well students being a creative and how do we evaluate the previous experiences. Similarly, it provides to make plan for further learning.

The above data reveals that students can get an opportunity to being a creative reader evaluating the previous experiences. Similarly, he/she gets the ideas to make plan for their further learning too.

In this regard, R₃ answered:

Regarding the assignments and connecting into the future or the job process, of course, it links because I did my all assignments whole-heartedly and I did as try to be a researcher. So I found where knowledge links...I really felt that yes I should go like this way and I will be create, complete this type of documents and disseminates the others.....

The excerpts reveal that students can be a good researcher from the practice of internal assessment system creating and completing all the given works. Similarly, it supports to the students to disseminate the other ideas and works as well monitoring or keeping track of the learners' progress (Hedge, 2008).

In the same question, R₄ responded:

Yeah! Of course, actually, in bachelor level, we did not have that authentic materials. We didn't study; after joining master level, we had to go through the authentic materials.....many ways helps us to be more specific in the subject matters. We came to understand so many authentic subject matters. Moreover, that can be helpful for our practical life. I mean in day-to-day life also. Because we did many research to make our real work. In addition, it promotes the students to set goals for the future.

The data reveals that internal assessment has encouraged the students to go through the authentic materials in order to find the authentic subject matters on that very area. Similarly, it can be helpful to the students to assimilate with their practical

life making the works very as well. It also promotes the students to set their goals for the future learning.

In a similar vein, R₅ responded:

...as an opportunity to know the content deeply. With the help of internal assessment, we can wider our knowledge about the subject matter. It is helpful for the external examination too. So it has very beneficiary role in the semester system.....similarly, assignments help to increase reading habits as well. It also promotes the students' learning autonomy and to engage in group activities; we can take responsibility.

The data reveals that as expressed by respondent, through the internal assessment system, students can get an opportunity to know the subject matter deeply making the wider knowledge. Similarly, it always promotes the autonomy (Harmer, 2007) of the learning. It helps to achieve the good progress in external examination by increasing the study habits and promoting the learning autonomy. It also makes students very responsible to their work.

Hence, the data revealed above showed that all the students those who were eager to study more, internal assessment has stepped out towards their next step strengthening the learning setting the goals themselves, and providing opportunity to perform our abilities and experiences.

Internal Assessment as a Roadmap. Of course, internal assessment has some major roles in teaching and learning language. As Brown (2000) said, it has a role to increase motivation as they serve as milestone of students' progress and encourage retention of information through the feedback. It should spur the learners to set the goals, promote students autonomy. Means internal assessment should have some particular roadmap of action for their learning. In this regard, I asked the respondents

what roles did the internal assessment play to strengthen your further learning? They had responded that it played the role to increase motivation to develop new insights promoting the students' autonomy. It helped to foster a deeper understanding of the subject matter. Similarly, internal assessment helped to foster open space for creative place-based teaching and learning enhancing the students' academic abilities.

Moreover, it has assessed the academic abilities such as researching, presenting ideas and interactively engaging, and persuading students. In this fact, R₁ responded that

I can say it has the role to increase motivation to develop new insights.

Similarly, such assessment system has the role of promoting students autonomy. It has the role to assess the academic abilities such as researching, presenting ideas, and interactively engaging and persuading students or skills such as using technological applications. And I can say, internal assessment has the role of providing continuous feedback to the students it has the role of fostering a deeper understanding of the subject matter. Moreover, it helps to foster open space for creative place based teaching and learning as well.

The data reveals that internal assessment provides the motivation to develop new insights of students promoting them autonomy. It also assesses the students' academic abilities such as researching, presenting new ideas, and interactively engaging and persuading students' skills. It also helps the students to gain knowledge and skills fostering a deeper understanding of the subject matter. Moreover, internal assessment helps to foster open space for creative place-based teaching and learning as well.

In a similar vein, R₂ responded:

...plays the role to tackle the challenges and problems that seems during the time of doing assignment, getting the different ideas, skills and knowledge

from the internal assessment systems and we can easily solve the problems.

Students can set their learning goals themselves too. Because they can get the strong ideas, knowledge and skill and other skills from the teachers and themselves too collecting various ideas.

In this fact, above presented data shows that internal assessment obviously helps the students to tackle the challenges and problems and also supports to jot down different ideas, skills and knowledge to overcome collecting various ideas and then we can say that internal assessment is an approach of the knowledge-making process (Sharma, 2019).

In the same question, R₃ responded:

Yes, it does and in the case of me, it did very well. It motivated me because I did it what I know. I did all the assignments very honestly and comfortably; because as said, I love creative writing and I love the collecting information from others...in case of me it did very well.

In a similar vein, R₄ responded:

Yeah! It helped us to enhance academic abilities such as researching ...how to the research, how to present ideas and to rapport building.

It reveals that internal assessment motivates to the students for their creativity.

As data reveals, it can be said internal assessment of course helps to enhance the students' academic abilities by researching.

In a similar vein, R₅ said:

Such assignments help to transfer the knowledge, experiences and how to take responsibility in many context like group work, field-work. It also helps to develop skills and knowledge in a better way...

The data reveals that given assignments motivate to transfer the knowledge and experiences among others. It emphasizes the students to be responsible towards their works. Similarly, it also helps to develop various knowledge and skills in a better way.

Thus, it has also found that internal assessment shows the students for strengthening their learning fostering a deeper understanding of the subject matter providing continuous feedback. It has also shown the road to tackle the various challenges motivating them towards that.

Internal Assessment as a Pedagogical Resource. Internal assessment involves teachers and students integrating the diverse language practice of the students in the classroom and outside the classroom to create more effective learning opportunity. As it is taken as a teaching device (Heaton (1990), it played the role as a resource for further learning. It promoted the continuous learning journey preparing the student for real world challenge. In this regard, R₁ responded:

I think, it has taken as a pedagogical resource because it plays the role of feedback and reflection and then continuous learning journey. And it is taken as a resource for the preparation for the real world challenges as well...

The above excerpt reveals that student have experienced on internal assessment as a pedagogical resource like feedback and reflection and then continuous learning journey. Similarly, it was taken as a resource for the preparation for the real world challenges.

In a similar vein, another respondent, R₂ said:

Yeah! Mostly it is the modern education system. In my opinion, this internal assessment system is taken as a pedagogical resource in school level to university level; to product the qualitative education, and practical education

and then practical learning to the students; what they know theoretically and practically in both way. In previous, more theoretical courses were there. Therefore, to address that it has practiced as a pedagogical resource for continuous learning journey and for the preparation for the real world challenge...practical based because it supports to enhance the ability of the students.

The data reveals that internal assessment always promotes to product the qualitative education and practical learning environment to the students.

Internal Assessment as a Good Practice of Rapport Building. Two of the respondents out of five have responded in this regard, as it is good to trusting and building bond relation between teacher and student. Similarly, internal assessment enhances the higher classroom interaction and active and constant engagement.

Regarding this fact, R₁ responded:

Yeah! I have faced and I have felt different roles of internal assessments like to the point, opportunity for self-assessment, learning and feedback for the students. Similarly, assessment can enhance the higher classroom interaction. And then, constant engagement between teachers and students also.

In a similar vein, R₅ responded:

It helped for active engagement to the learners developing the basic skills to the students in a different learning style as well...

The above excerpts show that students have experienced of higher classroom interaction and then constant engagement between teachers and students with interactive performance fostering the students' intrinsic motivation. It also shows that involving in internal assessment system makes the students active to develop the knowledge and skills in their own learning style.

From the above two excerpts, it was found that internal assessment would be the good practice of rapport building enhancing the higher active and constant engagement and interaction between teachers and students.

Internal Assessment for Pedagogical Purpose. Mainly, it has purpose of measuring students' achievement and pedagogical motivation (Hedge, 2008). Similarly, Carter & Nunan, 2001 and Green, 2014 have presented purpose of accountability, diagnosis and instructional decision-making. It also has purpose of understanding students' progress promoting their continuous learning by encouraging their critical learning. So, as it has those aforementioned purposes presented by the scholars, I asked a question to the participants. In this regard, R₁ responded:

Yeah! I have seen many pedagogical purposes of internal assessment like purpose of understanding students' progress, promoting continuous learning journey. And then, encourage critical learning and to enhance regular feedback for better improvement also. Similarly, I can say, to develop of self-reflection too.

The above excerpt reveals that internal assessment understands the students' progress, purpose to promote the students continuous learning journey. Similarly, it encourages the critical learning and enhances the regular feedback for the students' better improvement with self-reflection or students' own self-assessment (Ur, 2012).

In the same question, R₃ said:

...when you go to the school and college, as a teacher or professor, you can find that the system of assessment...somehow the allocated numbers...it makes easy...it makes your work extra to.

In a similar vein, R₄ responded:

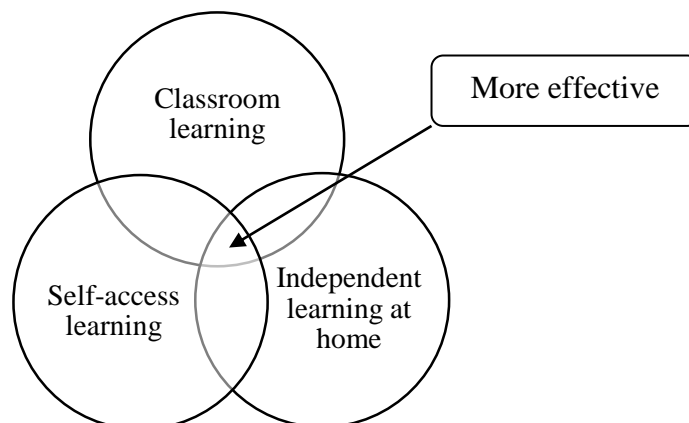
...regarding the pedagogical purpose, it helps to understand the students' progress and to promote continuous learning...umm...at the same, it encourages the critical learning environment as well. Also regular feedback is very important.

The data reveals that internal assessment obviously helps to make our works extra practicing this system. Student experienced, internal assessment helps to understand the students' progress and promote continuous learning. It encourages the critical learning environments as well.

Hence, it has some pedagogical purposes; the study was claimed that internal assessment has provided the specific purpose to the students encouraging critical and continuous learning with regular feedback for better improvement. Furthermore, it has shown the student to create open space for creative place-based teaching and learning environment as well.

Findings

From the discussed result and discussion, data revealed by the respondents, it was found, to be more effective learning, there should be triangular combination among the following three particular dimensions that are the key of the effective learning which are presented below:



Furthermore, based on the respondents' insights and experiences, I have stated some of the other findings below:

- Student had experienced internal assessment as strength, as a challenge, and as an opportunity.
- It also found that internal assessment had played the role as a good practice of rapport building with some specific pedagogical purpose.
- Likewise, internal assessment had played the role as a pedagogical resource.
- It was also found that internal assessment had played the role as a roadmap in teaching and learning.
- Internal assessment system found as a good way to create the students creative minds because all the participants were experienced it as supportive one.
- It was also found; student believed that internal assessment system could develop their personal academic growth in various ways.
- Similarly, students believed that it helped the students to make them as a researcher.
- Internal assessment system played the role to set the students' goals for the further learning and career.
- It was also found that internal assessment helped to adjust in the real world of learning motivating them with different academic knowledge, abilities and skills.
- Moreover, internal assessment also played the role to foster open space for creative place-based teaching and learning as well.
- Similarly, internal assessment system played the role to develop the horizons of the minds creating various insights on the very area.

Chapter V

Conclusions and Implications

This Chapter deals with conclusion of this study and implications for the research. The conclusion and implications have been presented based on the results and findings.

Conclusions

Internal assessment is taken as great tool and means to enhance the students' learning. Universities have been practising it giving more prior than the other means of evaluation of the students' progress. To explore the students' experiences towards the role of internal assessment for strengthening their learning, study had conducted. It has critically analysed with five different participants' responses of the Central Department of English Education. The findings show internal assessment plays the role as strength, as challenge, and as an opportunity in strengthening the students' learning. Similarly, internal assessment can use as a pedagogical resource in teaching and learning context. It has some pedagogical purposes of measuring students' achievement and pedagogical motivation too. It is taken as a good practice of rapport building creating a bond relation between teacher and student in teaching and learning. Furthermore, in academic field, it is used as a roadmap to serve as milestone of students' progress and encourage retention of information through the feedback.

In addition, internal assessment could be more effective if there were triangular combination among three dimensions of the learning circumstances. The first one is classroom learning. Second is self-access learning; and third is independent learning at home. In the combination of all these three dimensions, learning could be more effective creating students' creative minds for their personal growth. It plays the role to set the goals themselves for their learning and foster open

space for creative place-based teaching and learning with deeper understanding of subject matters. It plays the role to develop the horizons of minds and insights of the students' organizing what they should do to become increasingly responsible and accountable towards their works.

Furthermore, this research study helps to address the concerns risen-up regarding new pedagogical praxis, philosophy of the classroom, offering ideas about teaching that fundamentally rethink democratic participation, new kind of education, and education as the practice of freedom. After the completion of the study, it suggests that the greatest scope for increasing the effective implementation of the internal assessment system in TU. Further, research in this field would be of great help in the future planning of Central Department of English Education's strategies.

Recommendations

Policy Related

There are useful recommendations to be applicable in policy level. The study found that students have perceived internal assessment as a good thing to make their learning strong. So that, the policy makers should address the real world learning context in terms of language assessing system. It also should address under this provision, assessment system obviously must try to make the student as a researcher. Similarly, due to the broad practicing context, it is also mandatory to address to connect with the students real life skill such as decision-making skill and problem solving skill. Moreover, curriculum designer should analyse the context before designing the syllabus whether that could address the need and whether that has practicality or not properly.

Practice Related

In practice level, each individual who are directly and indirectly involve, should have interactive and constant collaboration and participation in this system. No single particular dimension works for learning improvement properly. Therefore, there should be managed the good execution of different dimensions. Similarly, teachers and students must have the mutual and reciprocal relationship. Proper plans and programs should devise and execute for the projection and development for the students' further learning. Furthermore, the participation, engagement and responsibilities inside and outside the classroom should be enhanced. The given assignments should have done heartedly in order to make their work real and authentic one.

Further Research Related

Research is itself incomplete. Therefore, further study is necessary to be conducted. Those who want to carry out research on this very topic, researcher can get more information and can take as a escalator for research from this study, which can helpful to bring into the next shape for the improvement of this practice.

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Appendices

Appendix I

Consent Form

Dear respondent,

I would like to invite you to take part as one of the respondents in my research entitled “**The Role of Internal Assessment in Strengthening Students’ Learning**” under the supervision of **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U., Kirtipur, Kathmandu. The purpose of my study is to explore the students’ perceptions and experiences towards the role of internal assessment for strengthening their future learning in the teaching of English Language. The expected duration of your participation will be about one hour. The research tool mainly will be in-depth interview. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it could also enrich my data and result on the very area.

Please inform me regarding your decision and hopefully your consent by responding.

See you soon!

Researcher

Binod Rana Magar

M. Ed. Fourth Semester

University Campus, Kirtipur, Kathmandu, Nepal

Note: There will not be certain risk and discomfort associated with this research. Your provided information (interview note and record) will be kept in a high confidentiality. I hope you will not leave yourself from process at any stage.

Hope for your positive consideration.

Signature

Name:

Date:

Appendix II

Questionnaire

Interview Guidelines

The following interview questionnaire was used to elicit data from the respondents. Those guidelines were primarily used to explore the perceptions and experiences of the respondents towards role of internal assessment in semester system for strengthening learning.

Objectives of the study

The objectives of research study were as follows:

- to explore the students' experiences towards the role of internal assessment in strengthening learning in semester system,
- to suggest some pedagogical implications,

Research Questions

The research study was carried out to address the following questions:

- What experiences do the students have towards the role of internal assessment in strengthening their learning?

Beside these questions, the following questions were used to interview:

- Could you please briefly introduce yourself?
- Which batch are you belonged to?
- How do you perceive the internal assessment in semester system?
- What kinds of assessments did you do?
- Specially, inside the classroom and outside the classroom, how internal assessment is being practiced in semester system?
- Did you find some positive aspects of the internal assessment, basically, in practice level?

- What do you think about the weaknesses of such type of assessment?
- What challenges did you see in internal assessment?
- What opportunities did you see in such type of assessment system?
- Do you think, does such type of assessment system strengthen the student's future learning? What roles did it play in the case of yours?
- What pedagogical purpose does internal assessment have?
- Why internal assessment is taken as a pedagogical resource?
- What impact did you find on learning outcomes?
- What kinds of policy would you expect for the internal assessment?
- What other suggestions would you want to suggest to the person those who are directly and indirectly involved?

Appendix III

Background of the Respondents

As the study was an internal assessment, respondents were interviewed in a natural setting. Five students of English Education were the respondents of this study. The background of the respondents has been briefly presented below by denoting them with R₁, R₂, R₃, R₄, and R₅.

R₁: R₁ is a student of Central Department of English Education, Kirtipur, T.U. He is a third batch student of semester system. Currently, he has been teaching as an English Teacher at a community school.

R₂: R₂ is also a student of Central Department of English Education, Kirtipur, T.U. He belongs to third batch student of semester system. Currently, he has been working on the field of teaching at community school as a permanent teacher.

R₃: R₃ is a sixth batch student of semester system. He has been working on his thesis paper.

R₄: R₄ is a sixth batch student of Central Department of English Education, Kirtipur, T.U. Currently, she is doing her thesis paper.

R₅: R₅ is also a sixth batch student of Central Department of English Education, Kirtipur, T.U. She is working on the field of private sector as well as doing her thesis paper.