

**Internal Assessment for Learning English: Teachers' Experiences and Students'  
Perceptions**

**A Thesis Submitted to Department of English Education  
In the Partial Fulfillment for the Master of Education in English**

**Submitted By  
Sujata Phuyel**

**Faculty of Education  
Tribhuvan University, Kirtipur,  
Kathmandu, Nepal  
2024**

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Date of Submission: 05 / 05/2024**

## Declaration

I, hereby, declare that this thesis is my original work and has been completed under the supervision of **Mr. Resham Acharya** at Tribhuvan University. I affirm that all data, tables and findings presented in this thesis are accurate to the best of my knowledge and have not been manipulated and falsified.

Date: 05/ 05 /2024

.....

**Sujata Phuyel**

## **Recommendation for Acceptations**

This is to certify that **Miss. Sujata Phuyel** has prepared this thesis entitled **Internal Assessment for Learning English: Teachers' Experiences and Students' Perceptions** under my guidance and supervision.

Date: 05/ 05 /2024

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The following Research Guidance Committee has evaluated and approved this proposal:

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## Evaluation and Approval

This thesis has been evaluated and approved by the following research evaluation and approval committee.

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Date: 12/05/2024

## **Dedication**

This thesis is dedicated to my loving family, respected gurus and colleagues because of whom I am here today.

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## Abstract

Internal assessment is for the improvement of a learner's diverse ability, teachers teaching strategies as well as improvement of entire education system. The present study entitled **Internal Assessment for Learning English: Teachers' Experiences and Students' Perceptions**. The main objective of this study was to explore the teachers' experiences towards internal assessment system at secondary level and to find out the perception of English students in terms of tools, opportunity, challenges, and benefits towards the practice of internal assessment system at secondary level. It was based on survey research design. Simple random sampling strategy was used to select sample for the study. Five secondary level English teachers and their fifty students were selected from the five community schools of Kirtipur Municipality. The main tool used for data collection was questionnaire and interview. Both, primary and secondary sources of data were used. After analysis and interpretation of the data, it was found that majority of the students and teachers had positive perceptions on the practice of internal assessment for learning English. They viewed that assessment system enabled them for in-depth learning and active interaction developed their confidence level. Regarding the tools used in secondary level they viewed that attendance, project work, group work, mid-term exam, and individual assignment are constructive for them. However, less number of students perceived that the practice of internal assessment system was not systematic. They said that scoring system and counting attendance were not transparent. There was halo effect in scoring.

This research study consists of five different chapters along with references and appendices. The first chapter is related with the introductory part that inserts background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and definition of key terms. The second chapter presents about the review of related literature, theoretical literature and conceptual framework. The third chapter deals with method and procedure of the study which includes design and method of the study, sources of data, population, sample and sampling of the study, tools for data collection, procedure for the data collection, data analysis and interpretation procedure and ethical consideration. The fourth chapter depicts analysis and interpretation of results. The last chapter includes the findings, conclusion and recommendations prepared after analyzing and interpreting data.

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## Chapter 1

### Introduction

The present study is on **Internal Assessment for Learning English: Teachers' Experiences and Students' Perceptions**. This 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 definition of the key terms.

#### Background of the Study

Assessment is one of the key components of any educational program. It is a continuous process for determining knowledge and competencies of learners with an aim of making improvement in their current learning status. The procedures and techniques of determining students' achievement are understood as assessment. The evidence obtained from different types of tests or examinations are the sources for decision making regarding the effectiveness of classroom instruction. (Brown, 2004 p.20) explains formative assessment is way which helps students to develop their competencies and skills aims to support their ongoing growth. Formative assessment is the continuous process that takes place throughout the learning activities

Assessments are excellent vehicles to prepare students for the routine and demands of college/school work. While designing and carrying out assessment it is important that both students and staff are clear on what students are expected to do enhancing student learning through assessment. Sah (2021) mentioned an assessment as a systematic, rigorous and meticulous application of scientific method to assess their student and improvement or outcomes of program. Thus, assessment can be understood as the process of collecting, reviewing and using data, for the purpose of improvement in the current performance. Assessment is administered to find out the information about learners for making decision on them. Before making the decisions on the learner performance, we should first collect the information about their language ability. In this regards, Bachman (2004) defines students' assessment as "a process of collecting information and something that we are interested in according to procedures that are systematic and substantially grounded." In other words, assessment process in collecting the information what is our main motto we

investigate in systematic way. Assessment measures how students are learning .Assessment includes a full range of information teachers gather about their pupils, instruction and classroom atmosphere. It includes interpreting and synthesizing the information to help teacher understand their pupils, plan and monitor, instruction establish viable classroom.

Formative assessment is meant to contribute in enhancing education quality through self-realization and feedback mechanism but in Nepal there is trend of dropping internal assessment by students as the level and year of academic class increases(Nepal, 2017). It's not only evaluates the students' progress at the end but it regularly evaluates the learners' achievements. Norris (2012) states that the main objective of language assessment is to collect the evidence to plan for language support to build higher level of competence in students. This task requires teachers to collect data about progress and difficulties on a regular basis. As a result, they can decide whether the students are developing higher level competencies, whether they are able to follow the delivered lessons, and whether they need further support to reach the level of expectation. Formative assessment is the continuous process that takes place throughout the learning activities(Hendrickson, 2011). Thus assessment is a systematic, rigorous and scientific methods assess the design, implementation, improvements or outcomes of a program. It is a resource intensive process, frequently requiring resources such as evaluates or exercise, labor time, and sizeable budget.

Moreover, internal assessment system is the most important evaluative teaching techniques which help to develop the overall progress for students. Secondary level students can be evaluated by applying different criteria of formative assessment not only the formal examination are used as measuring instruments in secondary level. There are different categories to measures the students' achievements in the process of teaching and learning activities they are: participation, listening test, speaking test and score from terminal exam. So, internal assessment is very much needed to bring change in the education system.

### **Statement of the Problem**

New curriculum is being implemented at secondary level according to the provision made by National Curriculum Framework 2076. In this curriculum

assessment system is divided into two parts, internal/ formative assessment and summative assessment where internal assessment covers 25 % and summative assessment covers 75 % at Secondary level. Both internal and external assessment has their own criteria. Specially, for the internal assessment subject teachers are more responsible.

Internal assessment system at secondary level is quite new for English subject in this curriculum. So, the teachers and students are facing this new assessment system in English subject at secondary level. According to the National Curriculum Framework 2076, areas for the internal assessment are class participation, terminal examination and practical/ project work. In some cases, for the conduction of project work teachers and students needs some resources like proper infrastructures, equipment, human resources etc. In our community school all the necessary materials may not available on time so how teachers and students perceive the internal assessment its unanswered question for me.

Although our curriculum focused on assessing students by formative assessment and summative assessment most of the school have been practicing only summative assessment for student's evaluation. Many teachers feel difficult to make anecdotal records, give project work, simulation. Only exam focus activities are focused which promotes parrot learning not practical. In this concern, this study will be mainly concerned with internal assessment process on English education. The examination explores potential influences such as halo effects and plagiarism related factors on internal assessment. Similarly teachers provided grades without conducting the proper assessment so it has become crucial to identify how teachers give grades to their students? Do they follow any criteria? etc. While our assessment system traditionally learned towards paper pencil tests, even though now days some teachers assign different project works as a part of internal assessment. As an English student, I am curious to know about the activities conducted in classroom, the relationship between teachers and students in this assessment system, and student perception and teachers practices. The study seeks to gather insights from teachers' experiences and students' perspectives on the implementation of internal assessment system in English subject at secondary level.

## **Objectives of the Study**

The study was guided by the following research objectives.

- (i) To explore the experiences of teachers on internal assessment system at secondary level.
- (ii) To find out the perceptions of English students on internal assessment in terms of tools, opportunity, challenges, and benefits.
- (iii) To suggest some pedagogical implications on the basic of findings of study.

## **Research Questions**

The study was guided by the following research questions.

- i. How do English teachers experience the internal assessment at secondary level?
- ii. What do students view on the internal assessment of secondary level in terms of learning opportunity, benefits in learning, varieties in learning task, and improvements in learning?

## **Significance of the Study**

Assessment is not only the system of evaluating the students' performance through external examination but also the system of observing the students' knowledge, skills, and abilities continuously and provides feedback in day to days basis. Internal assessment system is important in various ways and is equally important for students' overall development and to achieve the objective of evaluation. An effective implement of internal assessment is necessary in the present education system to make students self-directed, autonomous learners and active participations is different activities and to provide them life skill-based education.

Internal assessment develops the students' multiple intelligences. It provides the regular feedback to the students. It heaps a teacher to know about the students' ability and capacity to treat them in their own way. It makes the teaching learning process effective and fruitful. It provides the encouragement for talent one and special

help for weak one. It helps togetherness of teachers and students in classroom. Internal assessment increases the participation of the students' and teachers in classroom activities. By receiving the perception of the students towards internal assessment system, teachers can provide feedback to the students and they can also solve the problems of teaching and learning.

This present study will be very beneficial to the students, teachers, researchers and those people who are involved in the field of English language teachers. This study will be beneficial to the plus two level students to remove the misconception toward the internal assessment system. This study will be providing insights into the improvement of the existing evaluation system. Similarly this study will be beneficial for the textbook writer, syllabus designer, educationist, language planner and teachers, also beneficial to those who are interested in language teaching and testing.

### **Delimitations of the Study**

Due to the nature of research objectives and questions and limited use of alternatives, this research has the following delimitations.

- This study was limited to Kirtipur Municipality.
- Students and teachers of secondary level from five different community schools of Kirtipur municipality were selected using random sampling procedures.
- This study was limited to interview and questionnaire to collect the data.
- This study was limited to only 5 English teachers and their 50 students of secondary level class 9.

### **Operational Definition of the Key Terms**

In my study, the following key terms have been used. The operational meaning of these words have been presented here.

***Internal Assessment:*** Short, low-stakes that provide both teacher and students with immediate feedback on student's comprehension of a learning target.

**Experience:** In this research experience refers to the knowledge, skills and understanding acquired through involvement in an academic or teaching learning environment.

**Practice:** On the basis of my study the word practice refers to the performance of internal assessment in for learning English. The techniques like; attendance, classroom interaction, group /individual presentation are some verities on which topics internal assessment are practiced.

**Perception:** In my study, 'perception' means conscious understanding about the practice of internal assessment. In this regard, the perception refers to the students' opinion towards the practice of internal assessment in semester system.

**Secondary Level:** From class 9 to 12 is known as secondary level.

**Students:** A student is a person who wants to know something about a particular area. Here student means a person who is formally studying at secondary level.

**Teachers:** A teacher is an individual who is trained and qualified to impart knowledge, skills, and guidance to students.

## **Chapter 2**

### **Literature Review**

This chapter includes the detailed review works and their implications on this study; similarly, the theoretical concept and conceptual frame work are also included under this chapter.

#### **Review of Related Theoretical Literature**

Assessment is the helpful to the student according to their ability. It is also help the students and teachers to plan and conduct the instruction programmed. Regarding this matter, different views and those viewed under the following sub heading.

#### ***Language Teaching and Language Testing***

Teaching in simple definitions refers to teach or help the pupils in order to build up their capacity, boost up knowledge and increase the existing situation of ability to do the task. Language teaching and language learning assessment refers to the act of collecting information and making judgment about language learners' knowledge of language and ability to use it. The aim of language testing is to provide guidelines for measuring the linguistic ability of one which will be practical in use and gives helpful information to both teachers and students about their success and failures. In the words of Harrison (1983), "a good test like a good suit, should be made for, the teacher most chooses among the tests and techniques available, and adopts them to fit his or her particular situation."

Testing is an activity of measuring the knowledge or ability. Language testing is the means of evaluating the students that they can do or what they cannot do about language. It is effective for teachers to understand about the students learning outcomes. Testing is examining one's ability, whereas language testing is examining a taste's knowledge or skill to perform language in order to meet the objectives. Language test gives the learners themselves insight into how they are learning and progressing in a language program, and should provide beneficial feedback to everyone involve in language program (Brown, 2004).

Language teaching and testing have an integral and essential relation. We cannot separate them. Teaching and testing, according to the Fulcher and Davidson (2007), is correlated with classroom activities, since teaching and testing are inseparable phenomena in many classroom situations. The goal of the teacher is to know whether the students have internalized his or her teaching or not after formal class teaching. It is the way of measuring one's adopted teaching techniques.

From the above discussion, it is clear that teaching and the testing are carried out by teacher. Teaching and testing are inseparable phenomena in many classroom situations. There is a vital role of testing in language teaching and learning process in the sense that teaching and testing are interrelated to each other. It informs about the ability of students and amount of their learning.

### ***Formative and Summative Assessment***

Formative assessment is an ongoing process that helps teachers and students gather feedback on learning process. It is about checking how teaching and learning are going to get useful information. This information helps teaching and learning better as it happens, but it's not giving the final grades. Formative assessment is a part of classroom practice, give the details about students. The general goal of formative assessment is to gather the information to make teaching and learning better in the classroom. Formative assessment is ongoing and occurs concurrently with instruction to provide feedback to both teachers and students and serve the purpose of guiding teaching learning (Connor, 2005 as cited in Khanal, 2022).

Formative assessment offers feedback and information throughout the instruction process, assessing student progress and allowing instructions to evaluate their own effectiveness. For instance, when introducing a new classroom activity, observation and students surveys can help determine whether the activity should be repeated or modified. Formative assessment involves continuous evaluation of learning during skills and competence development (Thomas, 2023). On like submitted assessment focused on end-of- course grading. Formative assessment is ongoing, offering real-time feedback to both teachers and students (Bennet, 2011). This continual feedback enables educators to adjust teaching methods, meet student needs, and refine the curriculum. Techniques like quizzes, observations, discussion,

and self- assessment contribute to a dynamic learning environment, enhancing engagement and learning outcomes.

### ***Purpose of Formative Assessment in Language Teaching***

Formative assessment serves the purpose of providing ongoing feedback during the learning process, helping educators and students identify strength and areas for improvement. It aids in adjusting teaching methods and allows students to actively engage with their own learning, fostering a more effective and responsive educational experience.

There are many purpose and uses of assessment. Gipps and Stobart (1993), identify six use of assessment which are: searching, diagnosis, record keeping, feedback, certification, and selection. Searching refers to the process of testing students at the entrance level, identify who needs special help. Diagnosis serves to discover students' strengths and weakness. Record keeping means that assessment records can be used to help students transfer from one school to another. Assessment can provide feedback about the progress of individual students, and success of the teachers' and schools. Assessment becomes formatives when the information is used adapt teaching and learning to meet the students' needs. Feedback is the central function or purpose of formative assessment.

Hence, the purpose of assessment shifts from accountability and promotion to enabling all learners to achieve more by informing the instruction. Continuous assessment thus, is the best way to ensure that all learners have opportunities to succeed in school (Plessis et al, 2003). With careful and systemic planning, continuous assessment can serve both accountability purpose as well as informing a variety of audience about students' growth and the quality of instruction that students receive (Thomas, 1993).

The central purpose of Continuous assessment is to help students to become better learners and producers (Quansah, 2005) and conveying his /her expectation about what is important to learn, providing information about the students' progress and helping students to judge their own learning (Nadia, 2013).

Specifically, continuous assessment has multiple purposes which it intends to serve. For instance, According to Sintayehu (2016), continuous assessment has abundant purposes to serve including improvement of the teaching -learning process and motivating students to work harder. Whereas, as to Abera, Kedir and Beyabeyin (2017), continuous assessment is used to serve as a means of giving feedback for both students and teachers, an overall judgment of achievement and checking staff accountability, as a means of monitoring standards and enabling students learning. Similarly, continuous assessment is designed to serve as a means of students learning, teaching improvement, communication, program evaluation, program support and motivation (Abera, 2012).

In sum, from the above explanation of scholars concerning the purpose of continuous assessment, it is possible to deduce that continuous assessment is a multi-purposive process and activity which may serve all assessment 'of', 'for' and 'as' learning.

### ***Assessment Practice in Public Schools***

Formative and Summative assessment can give equally contribute to enhance the learning. National Curriculum Framework (2076) has made policy regarding assessment system introducing the both types of assessment system in school level. It shows that there is policy of 50% formative assessment (40% CAS & 30% terminal exam) and 50% summative exam (final exam) in basic level (class 1-8). Regarding the secondary level, 40% terminal exam; i.e. formative assessment 60% final which belongs to summative assessment is practiced till now. The government of Nepal has introduced the system of continuous assessment system (CAS) up to basic level for the liberal promotion of the students but because of the weak implementation it could not work properly (Nepali, 2012).

According to National Curriculum Framework (2076), areas for internal assessment are; class participation, terminal examinations and practical / project work. In this curriculum assessment system is divided into two parts, internal/ formative assessment and summative assessment where internal assessment covers 25 % and summative assessment covers 75 % at secondary level. Both internal and external assessment has own criteria. Especially for the internal assessment subject teachers

are more responsible. Teachers have variable grading practices that involve differently weighting student achievement evidence in relation to non -achievement factors such as student effort, works habits, previous achievement, parental expectations, and grade consequences. (Hendrickson, 2011)

### ***Tools for Formative Assessment System***

Tools are designed to provide ongoing feedback to both teachers and students, informing instructional decisions and supporting student learning. According to H. Broun (2004), mention the following tools for formative assessment. They are:

**Observation.** Watching students during everyday classroom activities provides valuable insights into their cognitive, social, and emotional development. Participation in discussion and activities helps identify areas where students are making progress or need more attention.

**Questioning and Informal Task.** Engaging students in meaningful conversation, asking open-ended question, and listening to their response offers a wealth of assessment evidence. Question should go beyond simple yes or no answer, reveling students' strength and weakness

**Assessment.** Tasks like reciting a poem, drawing maps, labeling pictures, or answering short quizzes given during lesson can be used for formative assessment. It provides insight into the students' understanding.

**Tests.** Homework, unit tests, class tests, weekly tests, whether subjective (long and short answer) or objective (multiple choice, matching, true false, etc.) helps evaluate students' progress in relation to the course objectives.

**Classroom Discussion.** Discussion in the classroom offers valuable information about students' understanding of basic concepts, contributing to knowledge building and the development of critical thinking skills.

**Peer and Self-assessment.** Encouraging students to assess themselves and each other's a learning community. Self-assessment helps the students recognize their

strength and weakness, while peer assessment promotes collaboration and quality work against predefined criteria.

Our Secondary Level English Curriculum has mentioned the following tools of formative assessment.

Observation of linguistic behavior, anecdotal record, Interviews, Home assignment, Portfolio, Tests( Class, Weekly, Monthly), Projects work, Creative works, Class Work, Reflective practice, Games, Debates, Simulation, Role play, Groups discussion, Journal writing, Some of them are describe below;

**Observation of Students Linguistic Behavior.** Observation of students' linguistic behavior refers to the process of actively watching and analyzing how students use language in various contexts. This observation can occur in formal educational settings such as classrooms or informal settings like social interactions among peers. The purpose of observing linguistic behavior is to understand how students acquire, use, and develop language skills, including speaking, listening, reading, and writing.

**Classwork and Homework.** Both classwork and homework are essential components of a student's education and are used by teachers to assess understanding, reinforce learning objectives, and provide opportunities for practice and skill development.

**Project Work.** Project work generally refers to any task or assignment that involves planning, executing, and completing a specific goal within a defined timeframe. It's often used in educational settings, where students are assigned projects to deepen their understanding of a subject or topic.

Similarly, UNICEF (2022) has talked some tools of formative assessment they are describe below:

**Oral Questions and Feedback:** In an oral questioning and feedback process teacher asks the questions and students response in the teacher questions. feedback plays a strong role to enhance learning. It is contained in the Initiation Response and

Feedback (IRF) model where feedback serves as a response given to the students after the students answer the question posed to them.

**Diagnostic test:** Diagnostic test (sometimes called formative or progress test) checks on students' progress in learning particular elements of the course. It is used, for example, at the end of a unit in the course book or after a lesson designed to teach one particular point.

**Students' presentation:** Students' participation refers to presentation of the learners in specific topic which can be a formal and informal speech or demonstration given by the students in front of audience.

### ***Importance of Formative Assessment System***

Internal assessment develops the students' multiple intelligences. It provides the regular feedback to the students. It helps a teacher to know about the students' ability and capacity to treat them in their own way. It makes the teaching learning process effective and fruitful. It provides the encouragement for talent one and special help for weak one. Continuous assessment is a powerful diagnostic tool which serves as a means of increasing students' achievement by enabling them to understand areas of difficulty and to concentrate their effort on those areas (USAID, 2003 and Modus and Kelleghan, 1993 as cited in Shumetie and Wondimu, 2015).

Internal assessment increases the participation of the students' and teachers in classroom activities. By receiving the perception of the students towards internal assessment system, teachers can provide feedback to the students and they can also solve the problems of teaching and learning.

Continuous assessment has abundance benefits which are scholarly verified. Knowing such importance for the concerned bodies is thus essential so that they can implement the practice to tap the benefits. Similarly, it is evident that continuous assessment is a powerful instrument for enhancing the attainment of learning outcomes and to ensure academic excellence (Arega, 2014 cited in Sintayehu, 2016). This is due to the fact that continuous assessment enables teachers to adopt their teaching to the needs of all students so that each student has got the chance to learn and succeed (Plessis et al, 2003). More importantly, continuous assessment plays a

vital role in diagnosis of the learners' weakness and facilitating provision of remedy. Moreover, the information collected by continuous assessment helps to plan and monitor the teaching learning process (Aytaged, 2013). Furthermore, MoE (2006) sought the importance of continuous assessment as an instrument to reduce student repetition and to increase transition rate.

Formative assessment aims to analyze individual differences in learning and offers a clear framework to guide the teaching and learning process. It evaluates not only learning achievements but also the learners themselves in alignment without objectives. Through this evaluation, it identifies learners' challenges, fostering cooperative and positive relationships between teachers and students.

According to the UNICEF (2022) formative assessment is very important for teachers and students. This report says that formative assessment helps to teachers because it generates information that allows them to make instructional decision. It helps the answer questions such as: formative assessment matters to student because it tells them about what they are doing well and how they can improve. This specifies feedback helps ensure that students remain engaged in learning and remain motivated.

### ***Secondary Level English Curriculum 2078***

I reviewed the Secondary Level English Curriculum 2078 where formative assessment is taken as internal assessment and summative assessment is taken as external assessment. For internal assessment student's portfolio made by the teacher. The portfolio carries performance of the students. The internal evaluation carries 25% weightage. The record of the students' participation is kept on students' portfolio. Internal assessment areas of evaluation, marks guidelines for evaluation are: participation carries 3 marks, which covers students' attendance, participation in the classroom activities and their performance on home work, and project work assign to them. For this, teacher needs to maintain the record and same record is to be consulted to award the marks for this area. Then, marks distributed to listening test is 8, for speaking test is 8, score for internal exam is 6, the total mark are 25.

For this provision, we can clearly understand the spirit of the curriculum is to teach and assess all the skills and aspects of English language. Listening and speaking

should be evaluated as internal assessment. To apply this provision, a teacher needs to know about the spirit of curriculum and work accordingly because paper does not work. Therefore, I want to analyze how the policy in the written curriculum is practiced in the real context.

### **Review of Empirical Literature**

There are many researchers done on the assessment system under the department of English education. These researchers are focused on effectiveness and assessment in the English language teaching. However, there are not any researches still done on internal assessment system in secondary level. Thus, this study is completely new and genuine in the context of Nepal. To support my study, I have revised some related research work carried out in Nepal.

Yigzaw (2013) carried out the research entitled “High school English Teachers’ and Students’ Perception, Attitude and Actual Practice of Continuous Assessment.” The main objective of the study were to study high school English language teachers and students perceive continuous assessment, to study high school English language teachers and students perceive the role of continuous assessment in the development of students’ intellectual, physical and social and interactive skills. The participants of the study were 41 teachers and 808 students from 5 different schools and colleges. They used questionnaire, interview and content analysis were used to gather the data. The majors’ findings included that continuous assessment was exclusively used for developing students’ intellectual skills. Teachers give students assessments to evaluate their achievement of learning objectives. Teachers perceive continuous assessment positively and believe that it is part of their teaching. Students perceive the continuous assessment positively, and assumed that they practice it in their process. Result also showed that both groups believe that continuous assessment significantly contributes to students’ social interaction, cognitive, and affective growth.

Similarly, Acharya (2016) did a research entitled "Attitude of Teacher and Student towards the Letter Grading System in SLC." The objectives of this research were to find the attitude of teachers and students and compare the attitude of teachers and students towards the Letter Grading System in SLC. The researcher used a

quantitative method with a survey research design. The sample for this research was taken by simple random sampling. The sample size for this research was 30 teachers and 180 students in the Kathmandu district. The researcher prepared 20 statements for teachers and 30 statements for students with a five-point Likert attitude scale. The collected data were organized, tabulated, analyzed, and interpreted by using statistical tools such as percentage, mean, standard deviation, chi-square test, and t-test using a 0.05 level of significance, and it was concluded that both teachers and students were positive towards the letter grading in SLC. Teachers are more positive than students in terms of knowledge and practice.

Ghosh and Paul (2017) carried out the research entitled “Attitude to Under-Graduate Students towards Internal Assessment” aimed to measure the Attitude of Undergraduate students towards Internal Assessment in respect of Gender and different types of College. For this study 207 samples were selected by purposive sampling technique. Samples were classified in different strata, viz. Government College, Government Aided College, Private College, Male and Female. Four hypotheses were framed by researchers for reaching the findings of the study. After data analysis, it was found that there were no significant mean differences in all hypotheses. There was no significant difference in respect of Gender and different types of College of the Attitude towards Internal Assessment of Under-graduate students.

Rai (2018) carried out the research entitled “Students’ Perception on the Internal Assessment”. The objectives of this study were to find out assess the practice of internal assessment in semester system and to explore students’ perceptions in terms of tools and techniques of internal assessment. It was based on survey research design. Simple random sampling strategy was used to select sample for the study. Forty students were selected from the department of English Educations who had been studying in 4th semester. The main tool used for data collection was questionnaire. Both, primary and secondary sources of data were used. After analysis and interpretation of the data, it has been found that majority of the students had positive perception on the practice of internal assessment in semester system. They viewed that assessment system enabled them for in-depth learning and active interaction developed their confidence level. However, less number of students

perceived that the practice of internal assessment system was not systematic. They have said that scoring system and counting attendance were not transparent. There was halo effect in scoring. Regarding the tools used in semester system they viewed that attendance, project work, group work, mid-term exam, and individual assignment are constructive for them.

Chonghang (2021) carried out the research article entitled “Reflecting Stakeholders’ Experiences with Classroom Assessment Practice in the Complex Contexts of School System in Nepal”. The objective of the study were to find out the how the stakeholders experience classroom assessments, and why it is necessary to think about an assessment framework alternative to CAS in the context of Nepal. For this research, teacher, student, parents, head teacher were selected in research participants from four school cases. The research used the lived experiences elicited from the local stakeholders using in-depth interview within the frame of phenomenological ethnographic approach have been interpreted in the article. The collected qualitative data have been transcribed, thematically organized and interpreted. The finding of this article saw that, CAS is good in policy, failure in implementation. In practice there are no sufficient interactions between macro and micro context, policy and practice, text and context situation. As a result teachers and head teachers are not motivated to CAS practice.

All of above studies that I reviewed are about the formative assessments which are mainly from the foreign context but in the context of I found rare research on assessment system which is important but not done more. I am curious to know the strategy used by secondary level English language teacher. I have done six different studies under imperial review maximum are done about effectiveness of formative assessment. So, I have purpose to explore the experience of English teacher and perception of students towards internal assessment system. I found there is the gap of research in term practice and policy somehow my study will fill the gap.

### **Implications of Review for the Study**

From the theoretical review I have got many ideas about what assessment is, types of assessment, tools of assessment, testing or assessing the students continuously, and current trend of internal assessment in secondary level. Theoretical

review helped me to develop the research questions of my study. Literature review helped me to make more specific and objective to my study. Theoretical review clarified the basic and broad concept about my research. The report of UNICEF (2022) helps me to know the importance of formative assessment. The book of Alderson and Bachman (2005) help me to have a clear idea about formative assessment, Richards and Schmidt (2010) books give the overall information about formative assessment. Secondary level English curriculum helped me to know the types of formative assessment kept on curriculum.

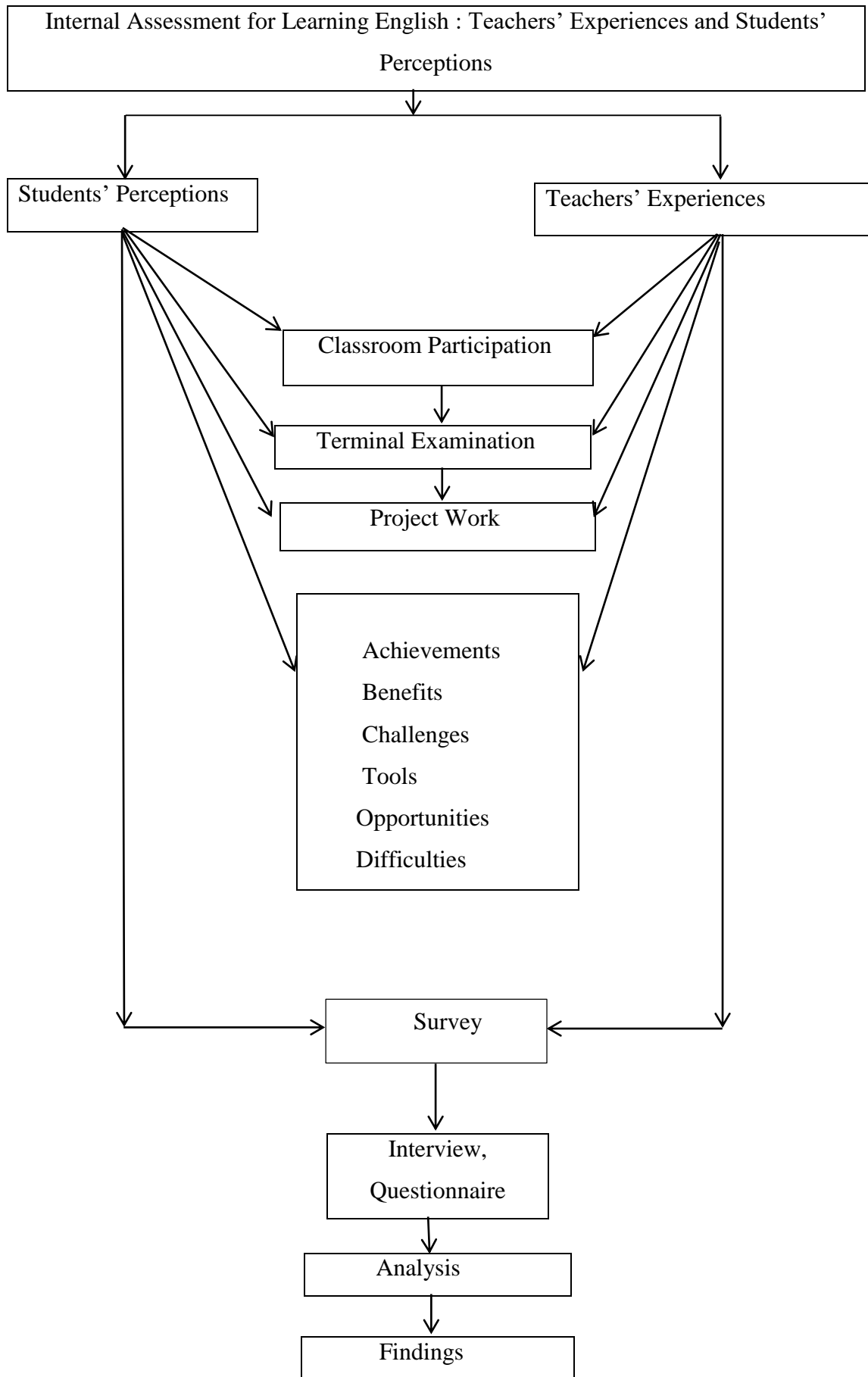
In empirical review, I have reviewed six different studies which are related to my research topic. They help to find out the research gap. They help me to figure out the conceptual framework of my research topic. Rai (2018), mentioned that formative assessment boosted learning of secondary level but there can be motivation of the learners but those part are not concerned. Anyway this research informs me that there is a high influence of teachers' positive feedback on students learning. Similarly, Chonghang (2021), mention that research used the lived experiences elicited from the local stakeholders using in-depth interview within the frame of phenomenological ethnographic approach have been interpreted in the article. It was found that continuous use of formative assessment helps students to understand the weakness of learners which help me to know the effect of feedback while teaching. Likewise, Achrya (2016), research gives me to clear idea about statistical tools and data interpretation process. This research mentions that teacher is more positive then students in terms of knowledge and practice.

Furthermore, both theoretical as well as empirical review supported me to find out research gap, to fix the design of research, to generate research objectives and question and also to determine tools, method of data collection. All above literatures helped me do research in a scientific way.

### **Conceptual Framework**

Conceptual framework means the mental image of the process of what will be done in the research. The main function of conceptual framework is to show the relationship between various concepts and variables of the study. It can be taken as 'map' for the research that will directs and guide researchers towards the determined

objectives and methods. The conceptual framework sets the stage for the presentation of the particular research question that drives the investigation being reported based on the problem statement (Cited in Patrica, 2015). The appropriate conceptual framework for my study is drawn below;



### **Chapter 3**

#### **Method and Procedure of the study**

Methodology includes details about the various systematic procedures that a researcher follows while carrying out research. It can be taken as the backbone of research since appropriate methodology and procedures direct the research towards objectives effectively. This chapter incorporates systematic procedures and methods were adopted to address enlisted objectives and research question.

#### **Design of the Study**

I used quantitative research design to find out the teachers' experiences and students' perceptions about internal assessment system at secondary level. According to the Creswell (2012) quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numerical data can be analyzed using statistical procedures.

Under this quantitative research design I followed survey for collecting the data of students' perceptions and teachers' experiences of internal assessment. Survey is a quantitative method used for collecting data from a set of respondents and interpret statistically. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). The goal of survey is to collect raw data about the particular subject matter and present the collected data in different figures and tables analyzing the data. Survey research design is helpful for obtaining information describing characteristics of a large sample population of individuals within a short period of time. Therefore, I selected survey as the research design to collect information based on my study objective.

#### **Sources of Data**

To accomplish the research work, the researchers need both the primary and secondary sources of data.

### **Primary Sources of Data**

A primary source of data refers to the first-hand data gathered by the researcher himself/herself. Therefore, as the primary sources of data, I selected fifty secondary level students and their five teachers from different community schools of Kirtipur municipality.

### **Secondary Sources of Data**

In order to complete my research, I used journals, articles, books, government documents, websites and dissertations as the secondary source of data.

### **Population, Sample and Sampling Strategy of the Study**

The populations of the study were the secondary level students and their teachers of community school of Kirtipur Municipality. Fifty secondary level English students and their five teachers were selected as the sample of my study. The sample selected through purposive non random sampling procedure.

### **Tools for Data Collection**

Tools for collecting data are the crucial aspect of this research. Various instruments or tools are available to collect the data from the chosen sample. In this research, I collected primary data related to internal assessment at secondary level by using following tools.

#### ***Questionnaire***

According to Cresswell (2009) questionnaire is a research instrument consisting of a series of questions used to gather data from respondents. It is commonly used to survey and others research methods to collect information on attitudes, opinion, and behaviors. There are four types of attitude scales, among them the Likert Scales and Thurston scales are mainly used in educational research (Niure, 2018, p. 122). To find the perception of students Likert attitude scale was used in this study. On this scale, every statement has five options: strongly agree, agree, neutral, disagree and strongly disagree. For all five options, assign different numerical values.

For a favorable statement, the numbers 5, 4, 3, 2, 1 correspond to SA, A, U, D, and SD, respectively. But for the unfavorable statement, assign the reversed numerical value, i.e., 1, 2, 3, 4, and 5, for SA, A, U, D, and SD, respectively (Khanal, 2022). I developed a set of questionnaires about internal assessment using five-point Likert's scale to find the perception of students.

### ***Interview***

Interview is a data collection procedure involving verbal communication between the researcher and respondent either by telephone or in a face-to-face. A semi-structured interview used to collect the experiences of teachers towards the practices of internal assessment at secondary level.

### **Data Collection Procedures**

Data were collected from primary as well as secondary sources. Questionnaire was the research tool for the data collection. The primary data were collected from the respondents of survey design. I developed the format for the questionnaire and interview guideline before going into the field. Then, I got permission to conduct research at those selected schools. To get permission for entering to those schools, I took formal research letter from Tribhuvan University. Then, I visited those schools and consult with principals stating the purpose and objectives of my study. I took permission of school to take the students as sample of my study. Then, I built a rapport with them and entered into my research purpose. Similarly, I got permission with them to conduct questionnaire providing the set of questions including open-ended and close-ended questions. I took interview of teachers to know about their experience about internal assessment. I collected their responses following all the ethical considerations. After collecting data, I expressed my gratitude to the schools and students for their support.

### **Data Analysis and Interpretation Procedures**

The collected quantitative data acquired through questionnaire was analyzed using table and straightforward statistical tools, including mean, percentile. The mean utilized to determine the average perception of students regarding each statement.

Similarly, the obtained data from interviews was transcribed and categorized into different themes. I triangulated it with theoretical foundations. Similarly, I harmonized this information with key theories and identified their main themes. I maintained high standards for the quality of the information analysis process and validated the research findings.

### **Ethical Considerations**

It is very necessary for a researcher to maintain ethics while carrying out any research. For this study, firstly, I took an approval from the department of English education, T.U and research guidance committee to carry out this research work. I have been very careful while reviewing and consulting the materials that I took help from. I have given proper citation of the works which reviewed. I did this not only because of the academic standard but also because I value the knowledge they offered me to successfully carry out this research.

As the sole sources of data are the students and teachers, it is mandatory to maintain the ethics with them too. I firstly informed the principal, students and teachers about my research and its purpose. Then, made them clear that the information of the school and students will be confidential. I also took oral consent from the respondents. Furthermore, I have used pseudonyms for the respondents. I made them sure that the data they have provided me will not be used for other than this study.

## Chapter 4

### Analysis and Interpretation of the Data

This chapter presents detail analysis and interpretation of the collected data. The main purpose of this study was to find out teachers' experiences and students' perception on the internal assessment. So, the data were analyzed and interpreted being consistent with the objectives.

#### **Analysis of Data and Interpretation of the Results**

To explore the students' perception on the practice of internal assessment in class nine, I used questionnaire as a tool which included 32 closed-ended and 5 open-ended items. To explore the teachers' experiences of internal assessment I took interview to five secondary level English teachers.' The collective quantitative data were tabulated and analyzed manually in excel and qualitative data were analyzed with a thematic approach.

#### ***Classroom Participation as a Form of Internal Assessment***

Classroom participation refers to the active involvement of students in the learning process within a classroom setting Secondary level English Curriculum has mentioned the classroom participation as a form of internal assessment. So, I asked them questions related to classroom participation. I have categorized their perception into the sun section based on item included.

**Table 1**  
**Classroom Participation**

Statement/ Items	SA		A		N		D		SD		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Regular Participation	31	62	17	34	2	4	-	-	-	-	96	4.58	Positive
2. Increase regularity	20	40	13	26	13	26	7	14	-	-	66	2.16	Positive
3. Opportunities for showing participation.	11	22	12	24	19	38	8	16	-	-	46	3.52	Positive
4. Develop the presentation skills.	14	28	22	44	9	18	6	12	-	-	72	3.94	Positive
5. Explore and develop the new knowledge and skills.	15	30	15	30	12	24	6	12	1	2	60	3.64	Positive

(SA- strongly agree A- agree N- natural D- disagree SD- strongly disagree)

0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), 3.5- 5.0 (Positive attitude)

The above mentioned table shows the positive attitude of students about the regular participation is an important component for internal assessment that helps for good results in summative assessment. Most of the respondents with 4.58 mean score perceived the statement. Similarly, students showed moderate tendency with mean score 2.16 for being regularly present in the classroom due to the internal assessment.

Similarly, students get many opportunities to show their participation. Most of the respondents showed the positive attitude with mean score 3.53. Likewise, regarding the classroom participation helps to develop the presentation skills, students responds had positive attitude with 3.52 mean score. This showed, students had got many presentation opportunities in the classroom due to the internal assessment.

Likewise, mean score 3.64 showed that students got opportunities to explore and develop the new knowledge and skills due to internal assessment. This showed classroom participation is helpful to gain new knowledge and developed the different skills because 60% students strongly agreed with this statement.

I took interview with teachers. How student are participated in the classroom activities? Are they actively involved in all activities? In this question, Most of the respondents presented similar answers. Among the 5 respondents, some representative responses are presented here;

Teacher 1 said;

*Classroom participation is one of the key components of internal assessment which are mention in our curriculum. It encompasses various activities such as asking question, answering queries, engaging discussions, group work, pair work, etc. And they are actively involved in those types of activities.*

Teacher 2 argued;

*In the classroom there are verities of students. We just... give them to different types of activities such as, listening, speaking, reading, writing, group discussion, presentation, role play, simulation, etc. While some students may actively participated in all activities and others may need support and encouragements to engage fully. It's important to teacher to create supportive environments that encourage all the students to the best of their abilities.*

Teacher 3 said;

*My class is heterogeneous, students are from different background and community so their learning style is different. I gave the classroom task according to their needs but their involvement of answering the lecture is not active. Only few students are participated in oral answer questions.*

The overall numerical data indicates classroom participation is an important component of internal assessment that helps for good result in summative assessment. The qualitative and quantitative data indicate that students were engage in different types of classroom activities. But there is gab between students and teachers responds. Students argue that we all are not engage properly in classroom activities because of large number students. Teachers can't engage every student in classroom activities which are mentions in our course. So there is gap between teachers and students responses.

According to Naziha (2010), the factors significantly affecting the learners classroom participation identified are their fear of the lecturers criticism towards their responses, anxiety encountered while answering the lecturers' questions, perception of their lecturers as the authority, avoidance to voice out negative feedback on their friends' ideas, lack of understanding of the teaching contents, fear of lecturers'

possibility of asking for elaboration after sharing their view points, learning strategies, and the lecturers' teaching practices and personality.

In conclusion, students are engaging the various activities such as asking questions, answering the questions, engaging in discussion, and actively participated in class activities, project and presentation. It helps students' for fostering dynamic and interactive learning environments where students can enhance their understanding of the subject matters. So, classroom participation is for improvement of learners. Participation in the classroom may affect one's language development as the imitative to produce English output is vital in achieving proficient speaking skills, either inside or outside the class.

### ***Terminal Examination as a means of internal Assessment***

Terminal examination is main factors in internal assessment. Secondary level English curriculum has mentioned that terminal exam carries 10 marks. There are five statements represent the students view towards the internal examination. The result of students' response is presented as below;

**Table 2**  
**Terminal examination as a means of Internal Assessment**

Statement/ Items	SA		A		N		D		SD		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Motives to studies study in depth and details.	14	28	25	50	9	18	2	4	-	-	78	4.02	Positive
2. For obtaining good marks in final results.	30	60	15	30	5	10	-	-	-	-	90	3.8	Positive
3. Keeps students' fresh and ongoing.	11	22	18	36	17	34	2	4	2	4	58	3.68	Positive
4. Feedback after exam.	17	34	17	34	12	24	5	10	-	-	68	4.18	Positive
5. Get more revision opportunities.	17	34	21	42	10	20	2	4	-	-		4.06	Positive

(SA- strongly agree A- agree N- natural D- disagree SD- strongly disagree)

0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), 3.5- 5.0 (Positive attitude)

The above mentioned table shows the positive attitude of students about the terminal exam. The aggregate mean is 3.68 which is greater than the neutral mean i.e. students had positive attitude towards the terminal exam. Regarding the internal assessment motives the students to study in depth and details, students responded with positive attitude with 4.02 mean score.

On the other hand, teacher 1 said;

*25 marks is always for internal assessment so we take their practical assessment. In different ways we give them times project work is given and sometimes we make them participated in different activities which has been analyzed their role how they participating their given activities in class. We take small test i.e. mid test, unit test and sometimes we bring audio script, and audio is not possible we just read out the script or passage, make a students to certain exercises in the class. So in this way we have taken 25 percent marks every terminal exam they have to give the exam. In this way take first terminal second terminal and third terminal exam.*

Similarly, the statement “terminal exam is helpful to motivate for obtaining good marks in final results.” has mean score 3.8 which shows the terminal exam is very effective tools for obtain good marks it helps to motivate learners to further study because 60% of students strongly agreed with this statement.

In this statement most of the respondent said same answer so, some representative answer is mentioned here, “*yes obviously, it helps the learners to learn subject matter very curiously because of obtain the good marks in final exam. It bring change the habit and behavior of the learners.*”

Similarly, another teacher said;

*Final term examinations what do we have in system means let's say from first term and second term 10% it will be added 10% from overall outcome systematically because we use EMIS so the software is up date and...let's say remaining other person of course terminal well we evaluate them from the formative assessment. So, systematically it goes on. Obviously the terminal exam helps the students to obtain good marks.*

According to Paul (2015), Research in cognitive science and psychology shows that testing can be an effective way to learn. Taking tests can produce better

recall of facts and a deeper understanding than an education devoid of exams. This article shows those maximum tests makes knowledge stronger and avoids the fear of exam. Conducting several class tests, it increases the student's knowledge and confidence, so all teachers should conduct the class test many times.

Like as above, the statement “terminal examination keeps students’ learning fresh and ongoing.” Students showed the positive attitude with 3.68 mean score.

Similarly, regarding the immediate feedback after term exam is more beneficial for us, students responded positive attitude with 4.18 mean score. Most of the respondents’ i. e. 68% is agreed and strongly agreed with this statement

Regarding this one of the teacher respondent said;

*“Immediate feedback after terminal exam is crucial for students for several reasons. Some of them are clarifies understanding, identifies weakness, learning reinforcement, reduce anxiety, etc.”*

From the above response of the participants, it can be said that immediate feedback enhances the learning process by guiding students, reinforcing learning, and motivating them to improve.

Likewise, regarding the statement “in the sense the term exam, we get more revision opportunity”, students showed the positive attitude with 4.06 mean score. 17% of respondent had given their view on strongly agree and 42% are agree with this statement. No one is strongly disagreed with this statement. So it can be said that terminal examination helps students to give chances to revise the subject.

### ***Project Work as a form of Internal Assessment***

Project work is as a form of internal assessment. It carries 6 marks at secondary level internal assessment. Students view on project work as presented below:

**Table 3**  
**Project Work as a form of Internal Assessment**

Statement/ Items	SA		A		N		D		SD		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Communication and presentation skills.	17	34	28	56	5	10	-		-		90	4.3	Positive
2. Searching habits.	17	35	15	30	15	30	3	6	-		65	3.92	Positive
3. Makes direct and valuable learning.	15	30	17	34	9	18	9	18	-		64	3.94	Positive
4. Outdoor project works are not possible for all students.	12	24	13	26	10	20	10	20	5	10	50	3.34	Positive
5. Learning becomes permanent.	12	24	23	46	6	12	9	18	-		70	3.76	Positive

(SA- strongly agree A- agree N- natural D- disagree SD- strongly disagree)

0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), 3.5- 5.0 (Positive attitude)

This table shows the different statement related to the project work. The first statement “Project work is appropriate to develop communication and presentation skills on learner”, most of the respondent has positive attitude with mean score 4.3. It means project work helps to develop the communication skills to the students because 90% of respondent agreed with this statement.

Similarly, respondent shows positive attitude on the statement of project work develop the searching habit of the students with 3.92 mean score. Likewise, regarding the statement “project work makes a direct and valuable learning.” most of the respondents gave positive response with 3.29 mean score. It means project work helps to learn themselves so is becomes valuable learning.

Likewise “Outdoor project works are not possible for all students.” Students showed the positive attitude with mean score 3.34. This shows that outdoor project work is not effective for all students at secondary level

Similarly, most of the students with 3.76 mean score for learning through project work becomes permanent. 70% respondents are agreed and strongly agreed with this statement.

Regarding this statement teacher 1 said; *“project require students to actively engage with the materials over on extended period, they are more likely to retain information in the long term compared to traditional classroom instruction”*

Teacher 2 said;

*They are much interested just we give them some guideline. First up all they should know how to do it what shot of materials will they required and what shot of project work is and how much it will value then and what kind of benefit would be gain out of this project work. Firstly teacher give them all necessary information which are require to them and how to complete the project work and they are seen much more enthusiastic and we help them to visit different website because todays the era of digital technology so we just a request to visit different websites to find out different sources to find out others different information and make them project work more standard, better one, nice one. So they are must interested in doing their project work and we assist them on the basic of given marks.*

Teacher 2 said;

*While talking about project work in English we involve research activity rather than project work. Project work is related to field work so I am not taking project work, but talking in English I sometimes tell them to keep their own by reading some kind of paper that related to paper work rather than project work.*

Teacher 4 said;

*“They are doing their project work very effectively and interestingly. First up all we gave in the topic. I gave seven days for one project and they are submitted their project timely, effectively.”*

Teacher 5 are gave the much more similar ideas, i.e.

*project work we usually give them making group and they have ...we give them shorten period of time so... since we don't have any limitation and hard them let's say... hard and fast rule they engage and students by their nature themselves rather than getting from book and all they like to be engage in the project work.*

The above data shows that project work can be highly effective for the students' academic content and beyond. Project work helps students for motivation to learn. Regarding the practice of project work as a major tool of formative assessment, almost all the teachers involve their students in project work in a group. Majority of teacher play their major role as a facilitator while engaging the learners in project work. When students are engaging in meaningful task they more likely to learn new knowledge and develop deeper understanding of subject matter. It helps to develop the critical thinking, collaboration with peers, develop creativity, etc.

### ***Classroom Interaction as a means of Internal Assessment***

Classroom interaction means interaction between teacher and students and students and students. Classroom interaction plays the vital role in teaching and learning for speaking skills. Following five statements are related to classroom interaction and their response is presented below:

**Table 4**  
**Classroom Interaction as a means of Internal Assessment**

Statement/ Items	SA		A		N		D		SD		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Teaching learning active.	18	36	25	50	5	10	2	4	-	-	86	4.18	Positive
2. It motivates learning.	2	4	14	28	26	52	9	18	-	-	52	3	Neutral
3. Develops the confident level	20	40	14	28	13	26	3	9	-	-	68	4.02	Positive
4. Learning dynamic and sustain.	8	16	11	22	26	52	6	12	-	-	52	3.48	Neutral
5. Feedback in interactive ways.	14	28	19	38	9	18	6	12	2	4	66	4.56	Positive

(SA- strongly agree A- agree N- natural D- disagree SD- strongly disagree)

0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), 3.5- 5.0 (Positive attitude)

The above mentioned table shows that, the different statement related to the classroom interaction. The first statement is “Active classroom interaction makes teaching learning active.” Regarding this statement respondents had positive attitude

with mean score 4.18. Similarly, students showed moderate tendency with 3 mean score in the statement “Interaction between teacher and students’ motivates learning.”

Similarly, regarding the interaction between teacher and students as well as peers develops confident level of the learners, students’ responded positive attitude with 4.2 mean score. Likewise, moderated tendencies 3.48 mean score suggest towards the Collaborative learning makes the learning dynamic and sustain. Similarly, Teachers’ provide the motivational feedback and interaction in interactive ways to the students, had shown their positive agreement with 4.56 mean score.

### ***Internal Assessment tools***

Secondary level English curriculum mentions the different types of tools to evaluate the students’ performance. Following statements are represented the assessment tools and here I mentioned the response of the participation.

**Table 5**  
**Internal Assessment tools**

Statement/ Items	SA		A		N		D		SD		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Satisfied with internal assessment tools	6	12	9	18	10	20	19	38	7	14	52	2.82	Negative
2. Use of assessment tools	2	4	7	14	12	24	19	38	10	20	58	2.44	Negative
3. Develop the horizons of knowledge.	20	40	20	40	8	16	2	4	-	-	80	4.16	Positive
4. Keeps students portfolio and updates.	3	6	12	24	12	24	16	32	8	16	48	2.78	Negative
5. Generalize abstract concept.	12	24	13	26	14	28	11	22	1	2	50	3.54	Positive

(SA- strongly agree A- agree N- natural D- disagree SD- strongly disagree)

0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), 3.5- 5.0 (Positive attitude)

The first statement is I am satisfied with internal assessment tools like portfolio, terminal exam, project work, presentation etc. Students had shown their negative view with 2,82 mean score. It means students are not satisfied with internal

assessment tools. Regarding this statement, I asked the question to the teacher and he respond me;

*The tools which I have been using especially for measuring the students are their regular performance, their activities they are participated in the class. There are different categories to measures them, one is active participation in the classroom for this must for them to be regular so attendances also credit for that. They have to be present regularly and punctuality is also matter. Their need based presentation also carries because it also has little bit marks so we are separated different categories for that also. And their discipline is also considered there. Besides this we have a project work we assign them. Every unite there one or two project work based on the lesson and this is how do them project work. At the end of the lesson we have taken unit test that is also one of the tools measuring their achievements how far they are learn, gain knowledge, after that we have got the terminal exam.*

The above mentioned data shows, there is contradiction views between teachers and students response. It means students are not satisfied with internal assessment tools which are used their teachers.

Similarly, only 14% of students agreed with Teachers properly use all assessment tools which are mentions in our curriculum. Students show their moderate tendency with 2.44 mean score. Regarding this statement teacher said;

*We use many tools like observation, examination, interview, project work haaa.... we just give some task to the students they are able to do their task properly or not right. We give different task. We have taken unit test at the end of every unit, we take terminal exam, we observed their classroom participation etc.*

The above mentions data shows there is contradiction response between teachers and students.

Similarly, regarding the assessment tools develop the horizons of knowledge in different area like communication, presentation, and critical thinking, students responded on positive attitude with 4.16 mean score. 80% of respondent are agreed

with this statement. This shows that internal assessment tools are very helpful for the students to develop broad knowledge.

Likewise, mean score 2.78 mean score shows that moderated tendency with statement, Teachers keeps my portfolio and updates as I progress. More than 48% percent students present disagreed respond with this statement. Regarding this statement teacher are positive attitude they respond argued;

*“I made portfolio of all my students, and I make I updates what they are progress or not then I teach accordingly”.*

The above mentioned data shows all teachers had used portfolio to keep record about the students’ attendance and marks/ grade achieved in assessment taken in the classroom. Actually, the portfolio can use for the student’s progress report regarding learning situation for the reflection and improvement. But the actual practice is for the record of attendance and assessment marks record for the final grade provided except the behavioral aspects.

Similarly, regarding the assessment tools help to generalize abstract concept, students responded on positive attitude with 3,54 mean score. So the assessments tools are useful for students for learning subject matters in a simple language.

### ***Opportunities of internal assessment***

To make the use of the internal assessment result full the government seems more positive and has done more to make it effective. However stakeholders are used to say the result of internal assessment to less effective.

This is the god opportunity for the teachers to prove it as myth by implementing it. There might be different possible response to these following statements. However, the respondents shared the following ideas, which are presented the following table:

**Table 6**  
**Opportunities of internal assessment**

Statement/ Items	SA		A		N		D		SD		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Immediate feedback improves the language learning process.	18	36	19	38	9	18	3	6	1	2	74	4	Positive
2. Understand actual level.	22	44	22	44	3	9	3	9	-		88	4.18	Positive
3. Chance to involve project work.	19	38	18	36	9	18	4	8	-		74	4.04	Positive
4. Portfolio helps to show progress.	11	22	17	34	15	30	7	14	1	2	56	3.66	Positive
5. Helps to reflect learning and improvement.	14	28	18	36	8	16	9	18	-		54	3.68	Positive

(SA- strongly agree A- agree N- natural D- disagree SD- strongly disagree)

0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), 3.5- 5.0 (Positive attitude)

The above mentioned table shows the positive attitude of the all statements of about opportunities of internal assessment. Students showed positive tendency with 4 mean score for receiving immediate feedback helps to improve the language learning process.

Students had presented their view on the statement, “Regular test helps to understand our actual level”, and with 4.18 means 88% of students were agreed with the statement. Being regular participated in text exam its helps to the students to understand their actual level because no one was presented their view on strongly disagreed.

Similarly, the third statement, “Internal assessment gives us chance to improve with project work, critical thinking, and develop presentation skills” respondents shows the positive attitude with 4. 04 mean score no one had presented their view on strongly dis agreed with this statement.

Likewise students show the moderate tendency with above fourth statement i. e. portfolios help me to show my progress and achievement of different subjects.

Similarly, students showed the positive attitude with 3.68 mean score on the statement of assessment helps to reflect on our learning process and helps to set goals for improvements

Regarding this teachers were asked to response to the questions “Internal assessment is very beneficial for the students yes; can you tell what are the opportunities for doing internal assessment are?” response of this questions, teachers had gave their own perspective. Some of the selected responses are presented below as the delegate of responds.

T1 respondent said;

*Internal assessment provide various kind of benefits for students because first up all we can be able to identify the level of students what kinds of effort we have to put on the students haa.. one thing is that. On another hand internal assessment increases the students confident level because the already attend the exam that before and they understand what the teacher and course is demanding in the exam that kind the thing they will be familiar with that.*

T2 respondent said;

*Internal assessment makes a teacher come closer to the students. It now days it says that summative exam that is taken as the end of the section just three hours exam alone cannot measures the students' knowledge. We can learn about the students more properly how the students actually are. What is his problem and why they are not doing well in their external exam. What different things are their regarding bout that students so to learn no about the students completely thoroughly is most for us to have internal assessment. It helps to go near to the students and be very closer to them. We can assess them completely is an overall manner. Students are fail in the final exam it doesn't mean he/she can't know anything. Another is internal assessment is added to final exam in total and it helps them to score good marks.*

T3 respondents said;

*It motivates the learners to get mastery over all the aspects of language, it continuously provides feedback to both teachers and students, it prepares the students for their summative evaluations, it fosters for achieving communicative*

*competence, it is more scientific and effective way of students' overall language evaluations.*

After analyzing above mentioned response, it shows that, these above positive points of internal assessment on secondary level are argued by teachers. They stated these aspects based on their experiences. According to them, internal assessment makes students confident in content, helps to develop the knowledge and skills. It develops students to sharing and collaborative habits and also makes punctual. It continuously provides feedback to both teachers and students. It prepares the students for their summative evaluations. These are taken as positive aspect of internal assessment. So that, I came in conclusion that internal assessment has positive effect to the students and teachers. The pros motivate learners. The teachers' strategies of implementing internal assessment are essential aspects to show the positive aspects in the practice of internal assessment in secondary level.

### ***Challenges of Internal Assessment***

Here, I wanted to explore the challenges of practicing internal assessment at secondary level. The responses from respondents are as follows:

**Table 7**  
**Challenges of Internal Assessment**

Statement/ Items	SA		A		N		D		SD		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Difficulties for balancing multiple subjects.	15	30	19	38	8	16	6	12	1	2	68	3.76	Positive
2. High stake assessment can trigger anxiety and stress.	2	4	7	14	12	24	19	38	10	20		3.76	Negative
3. Difficulties to prepare assessment.	6	12	12	24	5	10	16	32	11	22	54	3.32	Negative

(SA- strongly agree A- agree N- natural D- disagree SD- strongly disagree)

0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), 3.5- 5.0 (Positive attitude)

The above mentioned table shows that challenges of internal assessment for students. Students are facing problems in different areas while practicing internal assessment in school. The first statement 'we face difficulties for balancing multiple subjects' respondent shows the positive attitude with 3.76 mean score. It means students are facing problems in the area of balancing multiple subjects to practice internal assessment.

Similarly, regarding the high state assessment can trigger anxiety and stress, students show the positive attitude with 3.76 mean score. Likewise, respondents show their moderated tendency with 3.32 mean score. On the statement of with lack of availabilities of resource we have difficulties to prepare assessment. It means students were facing more problems in the area of unavailability of the required resources and materials to practice formative assessment.

Regarding this, teachers were asked to respond to the questions "Are you face any challenges to applied formative assessment in your class? Response of this question, teachers had given their own perspective. Some of the selected responses are presented below as the delegate of responds.

T1 respondent said;

*I am facing various kinds of problem and one is time because we have to conduct assessment within forty-five minutes yea. So students are unable to do full exam paper within forty five minutes because we take five minutes at the beginning definitely we faces difficulties.*

T2 respondent said;

*Challenges are there in terms of large class sizes. We have got 50 to 60 students in every class. We have a limited time of a 40 minutes and sometimes 35 minutes of class interval so in that limited 40 minutes to assess internally for their practical marks in a class is a challenging work for us. It is not possible to approach every student in a single period it takes more periods so we don't finish our course properly so is not easy for us. Though it is very much useful tools for internal assessment but still because of time and large class, pressure to finished the course for their and periodical exam so we just face challenges.*

T3 responded argued;

*Of course, there are various challenges like we do have lots of students within class so maximum number of students are there so it becomes cloudy I couldn't be well prepared in the class and let's say...sometimes student might be demotivated the groups couldn't behave properly from and because of the large number of students in the class it sometimes difficult to handle the let's say... give them group work and project work within the classroom. So, there are challenges it cannot be smooth.*

Respondent 4 said;

*Yes, there are some challenges like lack of infrastructure and materials, large classes with large number of students to asses, limited time boundary for evaluation, no nay facilities for the teachers for extra working hours and no budget allocations for this type of assessment in school level.*

After analyzing the above mentions responses, there are lots of challenges for implementation of internal assessment in secondary level. According to them, it has very challenges for teacher and student to manage the time, unsystematic implementation of internal assessment. It creates un-necessary stress to the students. There are lack of availability of infrastructure and materials. It is not possible to approach every student in a single period it takes more periods so the teachers don't finish their assign course properly.

### ***Practice of Internal Assessment in classroom***

Secondary level English Curriculum 2078 where formative assessment is taken as internal assessment and summative assessment is taken as external assessment. The internal evaluation carries 25% weightage. Regarding this, students were asked to respond to the questions, 'How internal assessment has been practicing in your class? In the response of this question, students have given their own perspective. Most of the respondents presented similar answers to the questions. Among the 50 respondents, some representative responses are presented here;

S1 responded said;

*It has been practicing in our class by giving project work by seeing the attendance to their students by taking weekly test, by taking terminal exam in certain time.*

S2 responded argued;

*It has been practicing in our school in our school by giving homework, pre-test, attendance and extra-curricular activities. Subject teachers provide us some research work, group work and we have to submit our assessment in the given time.*

S3 responded said;

*It has been practicing in our school by checking personal outlook, giving homework and classwork, keeping students' portfolio.*

S4 responded said;

*Internal assessment has been practiced in the form of project work, classroom participation, discipline, attendance, how we behave to our teachers and our friends, conducting extra-curricular activities, group work, pair work, and field visit.*

This study shows that students were familiar with internal assessment system. Students are practicing the internal assessment in their class with proper following all components which are mentions in their course. According to Behera (2017), "assessment" refers to the process of gathering pieces of information about learners' skills, abilities, and knowledge. It also provides feedback on students' performance to encourage them to further learn. Internal assessment is one main aspect of the overall assessment. From these above perceptions, I came in conclusion that there is systematic practice of internal assessment in secondary level. Different tools and techniques of internal assessment are practiced under the instruction of the teachers.

### ***Internal Assessment for Language Development***

Internal assessment in learning English typically refers to any evaluations, test, or assessment conducted with in the classroom by the teacher to check students'

understanding and progress in learning English. Regarding this, teachers were asked to response to the question, what do you do the assessment of language at present? Does it help to increase the language development of students? Most of the teacher present similar answers to the questions among them some of the representative response are presented here;

T1 respondents said;

*Yes, in the classroom teacher play role model in the classroom. We facilitated to them by giving different task and engaging the activities like deluge practice, speaking practice, listening and presentation, role play, simulation group discussion, peer discussion that shot of activities they practices and then it helps the students for their language development. i.e. listening, speaking, reading, writing.*

T2 respondents said;

*There is a provision of assessment system addressed by CDC (Curriculum Development Center) up to secondary level as present. In secondary level (9-12), 25% of mark is allocated for students' classroom participation, listening, speaking, reading and writing skills, and terminal exams' performance. Beside this formative assessment system, I also conduct speech contest, dictation, conversation, and other various classroom activities. It certainly increases students' language development.*

T3 respondents said;

*Obviously because in English classroom we just engage our students to speak more in English and we just try to keep them more and more exposures is English. We just go through teach English to English even it is broken doesn't matters but we should try to speak in English in English class. Some students they hesitate to come forward and they just remain passive in the class but many of the students become very active when we just designed different activities based classroom. Spoken activities are designed based on lesson so on the basic of the test the students are helped in to speak English in such a way. So they don't feel any kind of hesitation and they speak English. In this*

*way they are much active in speaking. So it helps for students' language development.*

In conclusion, teachers facilitated to students by engaging different activities such as listening, speaking, reading, writing, home assessment, role play, presentation, conversation and any form of evaluation that occurs during the course of instruction. Those types of activities they practice so it helps to students for their language development.

### ***Role of Internal Assessment***

I asked the question about role of internal assessment. The question was that what are the role of internal assessment in teaching and learning? Regarding this question the students have given their different perceptions which are as follows:

S1 responded said;

*“Internal assessment played vital role in teaching and learning it is helpful to obtain good marks in final exam. It helps to increase presentation and communication skills.”*

S2 responded argued;

*“The role of the internal assessment in teaching learning are it helps to motivate learning. It can provide the new idea; increase the searching habit of the students.”*

S3 responded said;

*“It helps to develop research habit, as well as it develops the habit of conducting extra-curricular activities. It enhances the learning capacity to make punctual in learning.”*

S4 responded argued;

*“Internal assessment gives insight to the teacher about the students' progress and teacher can change his/her strategy according to the students' need and interest.”*

It means that it helps students to be prepared for the external exam. The above analysis and interpretation helped me to conclude that the role of internal assessment is to search for better teaching learning strategies. Similarly, students get motivation to enhance their confidence level. It performs positive role for both teachers and students. Teachers get ideas about the level of their students. Similarly students get motivation to enhance their confidence level. Thus internal assessment for learning English plays the vital role in secondary level.

### ***Usefulness and effectiveness of feedback received***

Feedback is incredibly valuable in education benefiting both teachers and students. The purpose of feedback in the assessment and learning process is to improve a students' performance. The usefulness and effectiveness of feedback received by teachers from their students can be referred to as educational feedback efficacy. This term encompasses how well feedback supports learning outcomes, informs instructional adjustments, and students growth and engagement. For this, teachers have to find out weaknesses of their learners and provide appropriate feedback. So, I analyzed how teachers recognized the level of their students and provide feedback to them. Regarding this, Students were asked to response to the question, how you received feedback? And what are the usefulness and effectiveness of feedback you received? Most of the students present similar answer to the questions among them some of the representative response are present here;

S1 respondent argued;

*I like to take feedback in a group. If many students have done same mistake they get correct. Feedback provides guidelines on our strengths, weaknesses, and areas of improvement, fostering growth and learning. Effective feedback is to be personalized to each student's needs.*

S2 respondent said;

*We did mistake in each steps of learning. We need correction, guidelines, and feedbacks to improve our weakness. Our teachers provide feedbacks on the basis of our performance in midterm exam. Some teachers return back our answer sheet too. Constructive feedback and guidance help me to go further step.*

It means that feedback support the learning outcomes and go another step further than the current level so that they can reach their destination. Maximum participants acknowledge that teacher assessment; including corrective feedback and guidance help them to learn from their mistake and enhance their understanding of various topics.

Similarly, I asked the questions to the teachers regarding the usefulness and effectiveness of feedback. Some representative responses are presented here;

T1 respondent said;

*Obviously, giving and taking feedback helps to increase teaching and learning. It helps us to judge our teaching and learning methods and adjust our approach to better meet students' needs. It provides guidelines on our weaknesses.*

After analyzing the above mentions responses, feedback is highly appreciated to the students and teachers in teaching and learning. Providing feedback means giving students an explanation of what they are doing correctly and incorrectly, with the focus of the feedback on what the students is doing right. It is most productive to a students' learning when they are provided with an explanation as to what is accurate and inaccurate about their work. Feedback is highly recommended to improve the quality of teaching and learning and as such, improve the teaching quality.

### ***Relationship between assessment and learning outcomes***

Internal assessment and learning outcomes are closely interrelated in classroom. Internal assessment provides the evidence of what students know and can do as a result of their learning experiences. Regarding this, I asked to the teachers to respond to the question, what are the relationship between internal assessment and learning outcomes? In the response of this question, respondent had given their view. Some of the representative answers are present here;

T1 respondent said;

*Internal assessment methods such as tests, quizzes, projects, presentations, and portfolios are designed to measure the extent to which students have*

*achieved the intended learning outcomes. Those assessments provide evidence what students know and can do as a result of their learning experiences.*

T2 respondent argued;

*By evaluating the students' performance through assessments, instructions can identify areas of strength and weakness in the students' understanding and.... Adjust our teaching methods according to between achieve the desired outcomes. We should measure the specific knowledge, skills and abilities that students are expected to acquire as a result of their learning experiences.*

T3 respondent said;

*Internal assessment data can be used for continuous improvement efforts at the course of program. By analyzing assessment result over time, we can assess the effectiveness of instructional strategies and make data.... Inform decisions to enhance students learning and outcomes.*

After analyzing the above mentioned response, it, internal assessment and learning outcomes are interconnected components of the educational process, with assessment serving as a means to evaluate and enhance students' progress toward achieving desired learning objectives.

### ***Assessment and Evaluation Process***

The evaluation process at secondary level typically involves various methods to access students' understanding, progress, and skills. Secondary level English curriculum, assessment system is divided into two parts, formative/ internal assessment and summative/ external assessment. Both internal and external assessment has their own criteria where internal assessment covers 25% marks. Areas of internal assessment are classroom participation, terminal examination, project work, listening test, speaking test. Regarding this I asked to the teachers to response to the questions 'how do you evaluate your students as a form of internal assessment?' Most of the teachers' respondents give the similar answer. Here, I present some representative response;

T1 respondent said;

*Internal assessment is ongoing assessment that occurs during their class. Internal assessment has been practice as a form of project work, classroom participation, attendance, co-curricular activities, and group work. According to the criteria of our curriculum we give marks by looking their performance.*

T2 respondents said;

*There are different aspects that we specially utilized in class to measured overall knowledge. We evaluated students by taking class test, giving them some project work, and sometimes we make them participated in different activities which has been analyzed their role how they practice given activities in class.*

The above mentions response shows that teacher evaluate their students by taking test, giving project work, evaluating their attendance and classroom presentation. According to the National Curriculum Framework 2076, areas for the internal assessment are class participation is for 8 marks, terminal examinations is 10 marks and practical / project work is for 7 marks In this way, evaluation process is goes on at secondary level.

### ***Internal assessment and impact in learning***

Internal assessment gives insight to the teacher about the students' progress and teacher can change his\her strategy according to the students' need and interest. Regarding this theme, the students have been given distinct arguments. I have presented some of these perceptions.

S1 responded said;

*Assessment is a system of knowing what and how students learn and help them learn with regular support from the teachers. I believe that assessment has some purposes such as certification, language improvement, and giving feedback. We need to realize that assessment is a part of learning so that the job of teachers is to help students develop their language skills. If they give*

*prime focus on the improvement of the learners, their teaching and assessment become more successful.*

S2 respondents said;

*Assessment is the key component of learning because it help student to learn. When students are able to see how they are doing in class, they are able to determine whether they understand their course or not. Assessment can also help to motivate students.*

The above mentions data shown that assessment helps the students to demonstrate their learning, provide feedback on the errors they've been making, and helps to provide opportunities to better their performance with each assessment.

## Chapter 5

### Conclusions and Implication

In this chapter, I presented the findings of this research. Similarly, it also deals with the conclusion and recommendation and conclusion are based on the analysis of the data and interpretation of result looking once back to the objectives of the study.

#### **Findings**

Findings are the accomplishment of purposed objectives of the study. Findings are the key points that have been drawn from results and discussions and opens path for conclusion and recommendations. This study was based on survey research design. Thirty five questionnaires about components, role, and perception of internal assessment which is related to the Likert five-point scale and interview guidelines were used as data collection tools. The respondents of this study were 50 students and their 5 teachers from five different schools. The major findings regarding internal assessment for learning English; teacher's experiences and students' perceptions, found the following findings.

#### ***Findings related perception of internal assessment system***

Regarding the perceptions of secondary level students' towards practice of internal assessment, obtain data presented the following findings.

- This study found that almost all students were familiar with internal assessment system. They are practicing the internal assessment in their class with proper following all components which are mentions in their course.
- Majority of students were found agreed with different tools and techniques of internal assessment are practice under the instruction of the teachers.

#### ***Findings related to Experiences of internal assessment system***

Regarding the secondary level teachers' experiences towards the practice of internal assessment, the following findings have been derived.

- As 25% of total marks is allocated for internal assessment at secondary level under the course compulsory English, all the teachers were found assessing their students by engaging them in different activities.
- It was also found that there are different aspects that teachers utilized in their class to measure overall knowledge. The major activities included, attendants, classroom participation, regularity, punctuality.

***Findings related Perceptions of Classroom Participation as a Form of internal assessment system***

After the analysis and interpretation of the data, the following findings have been derived related to students' perception of classroom participation as a form of internal assessment.

- This study found that majority of students (i.e. 62%) strongly agreed to regular participation helps for good result in summative assessment.
- It was found that 66% strongly agreed and agreed with compulsory presentation in the classroom is important for developing the presentation skills.
- The maximum number of the students (i.e. 60%) agreed that students get opportunities to explore and develop the new knowledge and skills.

***Findings related to Experiences of Classroom Participation as a Form of internal assessment system***

Findings related to students' perception of classroom participation as a form of internal assessment were as follows.

- It was found that classroom presentation encompasses various activities such as question answer, engaging discussions, group work, pair work etc. Students are actively involving those types of activities.
- This study found that teachers give them different types of activities like listening, speaking, reading and writing. All students are compulsory participated due to internal assessment. So it helps to support them to obtain good marks in their final exam.

***Findings Related to Students Perceptions Terminal examination as a Form of Internal Assessment System***

Regarding the perceptions of secondary level students' towards terminal examination as a form of internal assessment, the following findings have been derived.

- The majority of the students (i.e. 78%) agreed that mid terminal examination motivates the students to study in depth and details.
- The larger numbers of the students (i.e.60%) strongly agreed on “mid terminal examination that is helpful to motivate obtaining good marks in summative exam.
- Similarly, the students (i.e. 58%) agreed that mid-term exam keeps students' learning fresh and ongoing.
- The majority of students (i.e. 72%) showed their positive view on students get more revision opportunities due to the terminal examination.

***Findings Related to Teachers' experiences on Terminal examination as a Form of Internal Assessment System***

In regard to the, experiences of secondary level teachers' towards terminal examination as a forms of internal assessment, obtain data presented the following findings.

- The majority of the teachers said that 25% marks is ways for internal assessment. They take their practical assessment in different ways so; teachers took terminal examination to access their students.
- The larger numbers of teachers argued that terminal exam motivates the learners to learn depth and details. .
- Similarly, most of the teachers said that terminal exam helps students to obtain the good marks in their final exam

### ***Findings Related to Students' Perceptions on Project Work as a means of Internal Assessment***

The major findings related to students' perception on project work as a means of internal assessment are as follows.

- Majority of students (i.e. 62%) agreed on project work is appropriate to develop communication and presentation skills on learner.
- The highest numbers of students (i.e. 90%) agreed that project work develops searching habits on students.
- The majority of the students (i.e.70 %) agreed on 'field based project work was practiced continuously in secondary level.'
- Similarly, (52.5%) students agreed the project work that makes learning meaningful.

### ***Findings Related to Teachers' experiences on Project Work as a means of Internal Assessment***

Regarding the experiences of secondary level teachers' towards project works as a means of internal assessment, the following findings have been derived.

- Most of the teacher responded that Students are interested in doing project work and we assist them on the basis of given marks.
- Majority of teachers said that we involve students in project work in a group and we play the role as facilitators.
- It was found that project work helps to develop the critical thinking, learn new knowledge and deeper understanding of subject matters.

### ***Findings Related to Students' Perceptions on Classroom Interaction as a means of Internal Assessment System***

Regarding the perceptions of secondary level students' towards classroom interaction as a means of internal assessment, the following findings are listed.

- The majority of the students (i.e. 52%) remain neutral on 'interaction between teacher and students develops confident level on learning.

- The maximum numbers of students (i.e. 90%) agree that collaborative learning makes learning dynamic and sustain.
- Majority of the students said that their teacher provides collaborative and friendly environment with discussion, project work, and group work to enhance active participation

### ***Findings Related to Students' Perceptions on Tools of Internal Assessment System***

The following findings were derived regarding the perceptions of secondary level students' towards tools of internal assessment.

- This study found that, majority of students (i.e.52%) were not satisfied with internal assessment tools like students' portfolios, presentation, project work, etc.
- It was found that 58% of respondents had negative attitude with teacher properly use all the components which are mentions in their curriculum.
- The majority of the students (i.e. 80%) were agreed with assessments tools develop the horizons of knowledge in different area like communication, presentation and critical thinking
- This study found that, students showed their positive attitude on assessments tools helps to generalize abstract concept.

### ***Findings Related to Teachers' Experiences on Tools of Internal Assessment System***

Regarding the experience of secondary level teachers' towards tools of internal assessment, obtain data presented the following findings.

- Most of the teachers said that we used all must all the tools which are mentions in our curriculum.
- Most of the teachers responded said that we used sufficient amount of assessment tools, teaching methods like classroom observation, portfolio, examination, regularity of students etc.
- Almost all of the teachers opined that effective used of all assessment components of English helps to developed ability of critical thinking, problem solving and generalized the abstract concepts.

***Findings related to students perception of opportunities and challenges of internal assessment***

- Students showed positive tendency with (4 mean score) for receiving immediate feedback helps to improve the language learning process.
- This study found that regular test helps students to find their actual level.
- Majority of students agreed (i.e.74 %) on the internal assessment gives us chance to involve with project work, critical thinking, and develop presentation skills.
- Students showed positive tendency with 3.68 mean score for assessment helps to reflect their learning process and helps to set goals for improvements.
- Majority of students (i.e. 68%) showed the positive attitude to face difficulties for balancing multiple subjects.
- This study found that, majority of students (i.e.68%) students showed their positive attitude with high stake assessment can trigger anxiety and stress.
- Majority of students (i.e.54%) of students present their negative views on lack of availabilities of resources students face difficulties to prepare assessment.
- By the vivid reason it is not implemented very well, they are students' and teachers' carelessness, negligence of home assessment, students' teachers' relationship etc.

***Findings related to teachers' experiences on opportunities and challenges of internal assessment***

- It was found that, most of the teachers said that, internal assessment is very beneficial for students because we can be identifying the level of students.
- Majority of teachers opines that internal assessment increases the students' confident level.
- Most of the teachers said that, internal assessment makes come closer to the students.
- Majority of teachers said that, it motivates learners to get mastery over the all aspect of language.
- Majority of the teacher agreed the there are lots of challenges of balancing multiple subjects within limited time boundary.

- Most of the teachers said that it is not possible to approach every student in a single period because of large class size. It takes more times for finished mentions course.
- This study found that by the vivid reason it is not implemented very well, they are students' and teachers' carelessness, negligence of home assessment, students' teachers' relationship etc.

***Findings related to students perceptions on the usefulness and effectiveness of feedback received***

Regarding the perceptions of secondary level students' towards the usefulness and effectiveness of feedback received, obtain data presented the following findings.

- This study found that, feedback provides guidelines on students' strength, weakness, and area of improvement, fostering growth and learning.
- Majority of the students argued, effective feedback is to be personalized to each student's needs.
- Most of the students' said, constructive feedback and guidance help students to supports the learning outcomes and go for further step.

***Findings related to teachers experiences on the usefulness and effectiveness of feedback received***

Obtain data shows the following findings;

- This study found that giving and taking feedback helps to increase teaching and learning.
- Most of the teachers said that feedback helps to judge the teachers teaching and learning methods
- Majority of the teachers said receiving feedback provides guidelines for our weakness.

***Findings related to relationship between assessment and learning outcomes***

Obtain data shows the following findings regarding the relationship between assessment and learning outcomes.

- This study found that, internal assessment provides the evidence of what students know and can do as a result of their learning experiences.
- Majority of respondents argued, internal assessment and learning outcomes are interconnected components of the educational process, with assessment serving as a means to evaluate and enhance students' progress toward achieving desired learning objectives.
- This study found that, by analyzing the assessment result over time, teachers can assess effectiveness of instructional strategies and learning outcomes.

### ***Findings related to assessment and evaluation process***

Obtain data shows the following findings regarding the assessment and evaluation process.

- This study found, teacher evaluate their students by taking test, giving project work, evaluating their attendance and classroom presentation.
- There are different aspect that teachers specially utilized class to measure overall knowledge such as mid-term exam, practical work, and classroom presentation.

### **Conclusions**

This research was carried out in order to find at teacher's experiences and students' perceptions for learning English through internal assessment. The major concern of my study was to explore the teachers' experiences towards internal assessment system at secondary level and to find out the perception in terms of tools, opportunities, challenges of English students towards the practice of internal assessment. This research study focused to suggest some pedagogical implication on the basis of findings.

Classroom assessment is to be focused on improvement in achievement rather evaluation of achievement. Learner centered activities and feedback upgrades the quality of teaching and learning. Secondary level learners should be creative, self-reflective, innovative as well as practical problem solver. In this context, the provided assessment grade must exhibit the real capacity of the learners but the assessment

practice in our context is found too traditional achieved marks is important than skill and ability of the learners.

Internal assessment motivates the learners to get more marks in final exam. Students point out that classroom interaction, project work, internal exam, tools, opportunities, challenges, and benefits of internal assessment. Internal assessment system develops their confidence level and learning skills. Present curriculum mentioned the 25% is for the internal assessment. Internal assessment system plays role to provide continuous feedback to the learners during the learning. Similarly, collaborative learning in classroom makes learning dynamic. The students had taken internal assessment tools positively. Project work that develops searching habits on them. In the same way, project work also develops communicative and presentation skills. Internal assessment makes students up-to-date and co-operative too. Moreover, terminal exam that keeps students' learning fresh and on-going. Mid-term exam also helps to increase students' marks in final evaluation. Teachers facilitated to students by engaging different activities such as listening, speaking, reading, writing, home assessment, role play, presentation, conversation and any form of evaluation that occurs during the course of instruction. Those types of activities they practice so it helps to students' for their language development. Feedback is most productive to a students' learning when they are provided with an explanation as to what is accurate and inaccurate about their work. Feedback is highly recommended to improve the quality of teaching and learning and as such, improve the teaching quality

In contrast, few students perceived some tools differently. Some of the informants' had been given negative perceptions i.e. group work does not make easy to come in single decision, attendance does not role to motivate students in learning. But, it means not that they are not completely in the favor of internal assessment tool. Internal assessment system is very essential aspect of secondary level, Students had perceived. It should plays role to create good learning environment to the learners. But some students are not satisfied on the practice of internal assessment. Similarly, they stated that the resource and the instruments, teachers' reluctance in assessment checking, hello effecting in marking, not pre-noticed about the practice of internal assessment that creates un-necessary burden to the students. The problems i.e. difficulty to return back their assessment paper, not effecting monitoring from the

administration, lack of project work, not sufficient feedback are facing by the students.

### **Implications**

In accordance with the outcome of results, some recommendations have been listed out. A recommendation is advice or favorable opinion based on the analysis. Therefore, some recommendations have been recommended for policy, practice and further research which have been presented here in different themes;

#### ***Policy Related***

On the basis of research findings and conclusion, I have made some policy related recommendation which the policy makers can take into the account to maintain the effective use of internal assessment in the grass root level. These recommendations to be applicable at policy level are as follows.

- On the basis of findings and conclusion, I feel that it will be better if the ministry of education regulates some rules and regulation for the effective use of internal assessment in the secondary level.
- It is recommended that local level, state and federal level should co-ordinate for conducting teacher training program regularly for conducting internal assessment system.
- The findings of the study suggested that government should make special policy and proper guidelines which motivates teacher to be active and effective.
- The government should clearly state the kind of support that the institution can provide to the teacher.
- Concerned authorities are highly recommended to organize in-service training with in the certain span of time.

#### ***Practice Related***

Practice related recommendation includes the activities that are needed to implement in the action. Regarding the practice related recommendations, some recommendations are presented here as below;

- School administration and SMC are suggested to provide ample of guidelines, resources and environments for teachers to flourish their profession.
- The outcome of findings helps to incorporate teachers to include interactive activities to enhance language skills.
- The findings of the study help teacher to develop/modify their features and skills according to the desire of students.
- The findings of the study suggested the school, principle should create comfortable environment for the teacher and students can conduct the different internal assessment related activities.
- School administration should implement regular feedback sessions consulting with experts to identify area for improvements.
- The school administrators should behave with the teachers in a friendly manner without discrimination. Teachers should not depend fully on the instruction of the effective use of internal assessment in the classroom and should be motivated themselves.
- Additionally, local level and school administration should coordinate and organize training about cultural sensitivity, integration of technology, critical thinking ability etc.

### ***Further Research Related***

Research has several boundaries, limitations with regard to its objectives, areas, coverage, research methodology, research design. This research is a piece of study to expand the understanding of the topic and ensure the possible further study of the research in the broader context.

Due to this, I would like to recommend some further researches in the field of effective English language teacher which are as follow;

- This study was limited to the five schools of Kirtipur Municipality of Kathmandu district, and the respondents were students and teachers only, so the further research can be carried out broadening its area of sample, place and respondents.

- Further research can be conducted using qualitative research methods, such as in-depth interviews, focus group discussion, to gain a deeper understanding of students with their subjective experience and perceptions.
- The population of study was limited only on secondary level students and teachers from community school, so further researcher can also study the perception of students from different educational backgrounds such as institutional, primary, lower secondary, urban and rural school.
- The study suggests to study on comparative study of students' perception from institutional and community schools.
- The further researcher can be carried out about the perception of parents, school administration, teacher regarding effective language teacher.
- The further researcher can also study the current governmental policy related to internal assessment system.

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**Appends I**  
**Internal assessment for Learning English: Teachers’ Experience and Students’ Practice**

Questionnaire for Students

Dear students

I am Sujata Phuyel, student from Central Department of English Education, Kirtipur. I am doing research on the topic of “Internal Assessment for Learning English: Teachers’ Experiences and Students’ Perception”. To complete this research, I have prepared a set of questionnaires based on the internal assessment system at secondary level. The questionnaire has been prepared to explore students’ perception towards internal assessment system. Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfill the objectives of this study. I appreciate your perception and assure you that your response will be completely anonymous and confidential. Please, feel free to put your response just because of your data will be used only for research purpose.

Name of school:

Name of student:

Gender:

(Strongly Agree – SA, Agree – A, Neutral – N, Disagree – D, and Strongly Disagree – SD)

S.N	Statements	A				D
Item Related to the Classroom Participation						
1	Regular participation is an important compost for internal assessment that helps for good result in summative assessment					
2	I am being regularly present in the classroom due to Internal Assessment					
3	I get many opportunities in the classroom to show my participation					
4	Classroom participation helps to develop the presentation skills					
5	We get opportunities to explore and develop the new knowledge and skills.					
Item Related to the Terminal Examination						
6	Terminal examination motivate the students to study in depth and details					

7	Terminal examination is helpful to motivate obtaining good marks in final results					
8	Terminal examination keeps students' learning fresh and ongoing					
9	Immediate feedback after term exam is more beneficial for us					
10	In the sense of term exam, we get more revision opportunity					
Item Related to the Project work						
11	Project work is appropriate to develop communication and presentation skills on learners					
12	Project work develops searching habits in students					
13	Project work makes direct and valuable learning					
14	Outdoor project works are not possible for all students					
15	Learning through project works become permanent					
Item Related to the Classroom interaction						
16	Active classroom interaction makes teaching learning active					
17	Interaction between teacher and students motivates learners					
18	Interaction between teachers and students as well as peers develops the confident level of learners					
19	Collaborative learning makes the learning dynamic and sustain					
20	Teachers provide the motivational feedback and instruction in interactive ways to the students					
Item Related to Tools of Internal Assessment						
21	I am satisfied with internal assessment tools like portfolio, terminal exam, project work, presentation etc.					
22	Teachers properly use all assessment tools which are mentioned in our curriculum					
23	Assessment tools develop horizons of knowledge in different area like communication, presentation, and critical thinking					
24	Teachers keep my portfolio and updates as I progress					
25	Assessment tools help to generalize abstract concept					
Item Related to Opportunities of Internal Assessment						

26	Immediate feedback improves the language learning process					
27	Regular test helps us to understand our actual level					
28	Internal assessment gives us chances to involve with project work, critical thinking and develop presentation skills					
29	Portfolios help me to show my progress and achievements of different subjects					
30	Assessment helps to reflect on our learning process and helps to set goals for improvement					
	Item Related to Challenges of Internal Assessment					
31	We face difficulties for balancing multiple subjects, to allocate the sufficient time for studying and preparing for assessment					
32	High stake assessment can trigger anxiety and stress for us					
33	With lack of availabilities of resources we face difficulties to prepare assessment					

Open ended questions

- How internal assessment has been practice in your class?

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What is the role of internal assessment in teaching and learning?

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What are the benefits of doing assessment?

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- State five positive and negative aspect of internal assessment?

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- Do you want to suggest for effective practice of internal assessment?

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## **Appendix II**

### **Transcription of Teachers' Interview**

#### **Respondent 1**

**Researcher:** Good Afternoon sir, today I am here with you for the data collection of my research so I would like to welcome you here sir.

**Respondent:** ok, thank you.

**Researcher:** How long have you been teaching English?

**Respondent:** Talking about my journey in this field I have thought 2 years before I started ...school so all together three years.

**Researcher:** ok, being a teacher you are familiar to formative assessment. How do you feel about formative assessment? Does it help to increase the knowledge of students?

**Respondent:** haa.. yes definitely being a students of arts I engage the way of evaluate the students at my wish rather engaging in formative and summative assessment and being a teacher definitely we are familiar about formative assessment but taking evaluation of students I am taking at my won for example evaluating the students by telling them answer and giving presentation and so on how much they can speech and so on that is my part of formative assessment.

**Researcher:** ok sir, and what do you do the assessment of language at present?

**Researcher:** Haaa while talking about project work in English we involve research activity rather than project work. Project work is related to field work so I am not taking project work, but talking in English I sometimes tell them to keep their own by reading some kind of paper that related to paper work rather than project work.

**Researcher:** How effectively the internal assessment is practice in your class?

**Respondent:** Definitely yes I am conducting internal assessment without conducting any kind of internal assessment we cannot find the confidence level of students. Talking about grammar while teaching I used to provide some question their on the

hand of students and then I will evaluate by myself as the procedure I have to follow. Hum... I already read to home and then I follow like that.

**Researcher:** Are all the components are of internal assessment effectively applied in the assessment procedure?

**Respondent:** yea definitely our curriculum is guided us to follow some of the criteria to evaluate the students but some times that curriculum is not sufficient for students evaluation because aaaa learning is a journey and while entered at the classroom we make our mind set and some time I prepare the some questions for students but some of the students can not answered what I made, that's way evaluation should be made by in class based way that's way I immediately make some basic questions and I used to take evaluations rather than following the curriculum established.

**Researcher:** What types of tools do you use to assess to your students?

**Respondent:** Sometimes I used projector because sometimes I have to show the slight for the students' haaaa which most necessary for the students to engage in ICT and sometimes I make lesson plan but I don't think lesson plan is mandatory.

**Researcher:** ok... can you tell what the benefits of internal assessment are?

**Respondent:** Internal assessment provide various kind of benefits for students because first up all we can be able to identify the level of students what kinds of effort we have to put on the students haa.. one thing is that . On the another hand internal assessment increases the students confident level because they already attend the exam that before and they understand what the teacher and course is demanding in the exam that kind the thing they will be familiar with that.

**Researcher:** Does the classroom assessment encourage or discourage the students?

**Researcher:** Yes, both.

**Researcher:** How?

**Respondent:** For example internal assessment some students haaa.. Seems to be panic by listening that teacher going to take class test or something related to taking exam by judging the students marks. But in my perception I think that taking class

assessment will fosters the confident level of students because they will be familiar with the final exam questions.

**Researcher:** Are you the any challenges to applied formative assessment in your class?

**Respondent:** I am facing various kinds of problem and one is time because we have to conduct assessment within forty-five minutes yea. So students are unable to do full exam paper within forty five minutes because we take five minutes at the beginning definitely we faces difficulties.

**Researcher:** Do you want to suggest for effective practice for formative assessment?

**Respondent:** Nothing yet, but if I am in the position of suggestion given haaa... I will tell to coordinate others teachers while conducting internal assessment because we have to need more time forty-five minutes is not sufficient time to evaluate with use all criteria.

**Researcher:** Thank you sir for your wonderful interview.

**Respondent:** Thank you.

**Respondent 2**

**Researcher:** Good morning and nameste madam

**Respondent:** Good morning and Namaste.

**Researcher:** How are you?

**Respondent:** I am fine.

**Researcher:** Today I am here with you for the purpose of data collection of my research. Now I am going to ask some question are you ready?

**Respondent:** Of course, you are most welcome.

**Researcher:** How long have you been teaching English?

**Respondent:** hyaaa.. I have been teaching English in ..... school for 34 years.

**Researcher:** 34 years ohh nice .What do you do the assessment of language at present in class nine?

**Respondent:** For assessment you mean to say internal assessment?

**Researcher:** Yes of course, internal assessment.

**Respondent:** Internal assessment earlier was known as practical we called it as a practical and now, it has been modified and we called as a internal assessment and that is for the twenty-five percent for secondary level. Seventy-five present that is for theory paper and so for internal assessment we try to just lies assess students in different activities or aspects. There are different aspects that we specially utilized in the class to measured overall knowledge that they not only cover in the theory subject but orally what they need to learn is also in measured in internal assessment. For example we haaa... besides their activities, attendance, punctuality, regularity, and classroom participation and their activities how much they are active in the class besides all these matters spec specially we measured two skills i.e. listening and speaking skills basically in internal assessment are measured. so, we make the students speak on various topic and the speak overhead and check a how fluent student is and how much knowledge and wide verities of information does they have so we just make them listening and speaking activities in the class. in that way we compile all these activities and give marks as for them internal assessment.

**Researcher:** Are all the components of internal assessment effectively applied in the assessment procedure?

**Respondent:** Of course we have too. Because 25 marks of internal assessment is compulsory so we have tom apply. Out of 25 haaa.. 5 percentage marks is for separated i.e. for the internal exam that is for first terminal and second terminal exam so we have to take the remaining 95 percentage we have to take a practical that is most compulsion part for learning so that is most for us and it is up to us how to we manage because it take some more times but anyway how the teacher are doing their best work hard to take practical.

**Researcher:** How do you take class test and how to add marks to their final exam?

**Respondent:** Yes, for first term and second term also we have separated 25 percent is always in terminal exam an 25 marks is always for internal assessment so we take their practical assessment in different ways we give them times project work is given and sometimes we make them participated in different activities which has been analyzed their role how they participating their given activities I class. We make a monitor for overall performance and give a marks on it and their attendance also we measured there and in this way we take small test i.e. mid test, unit test and sometimes we bring audio script, and audio is not possible we just read out the script or passage, make a students to certain exercises in the class. So in this way we have taken 25 percent marks every terminal exam they have to give the exam and that we have taken 75 percent theory exam and make it hundred.in this way take first terminal second terminal and third terminal it is a different because it the third terminal, the weightage of first and second terminal also comes in terms of five percent to the final term also. In this way the students are facilitated so the students easily get good score.

**Researcher:** ok madam, hum... Earlier you mention project work is given to the students, how effectively they do their project work?

**Respondent:** They are much interested just we give them some guideline. First up all they should know how to do it what shot of materials will they required and what shot of project work is and how much it will value then and what kind of benefit would be gain out of this project work. Firstly teacher give them all necessary information which are require to them and how to complete the project work and they are seen much more enthusiastic and we help them to visit different website because todays the era of digital technology so we just a request to visit different websites to find out different sources to find out others different information and make them project work more standard, better one, nice one. So they are must interested in doing their project work and we assist them on the basic of given marks.

**Researcher:** What type of tool do you use to assess to your students?

**Respondent:** The tools which I have been using especially for measuring the students are their regular performance, their activities they are participated in the class. There are different categories to measures them, one is active participation in the classroom for this must for them to be regular so attendees also credit for that. They have to be present regularly and punctuality is also matter. Their need based presentation also

carries because it also has little bit marks so we are separated different categories for that also. And their discipline is also considered there, how they consider, present themselves in the classroom with before their as well as their friends. They will treat their friends' teachers everything will be considered overall here. Besides this we have a project work we assign them. We have got separate project work and different text book exercises we make them divide them different group and assign them. Every unites there one or two project work based on the lesson and this is how do them project work. At the end of the lesson we have taken unit test that is also one of the tools measuring their achievements how far they are learn, gain knowledge, after that we have got the terminal exam.

**Researcher:** You are properly follow the tools which are mentions in the curriculum?

**Respondents:** Curriculum is most for us so curriculum is there no doubt so we go through the curriculum but sometimes not possible for tools see the curriculum and going we go through in our one way. We have a English department different English are there and just we share our feeling and discuss about the curriculum and just we study some activities that should be done on the basis of the curriculum. In this way we have follow indirectly follow the curriculum.

**Researcher:** Internal assessment is very beneficial for the students yes; can you tell what the benefits are?

**Respondents:** Internal assessment makes a teacher come closer to the students. It now days is says that summative exam that is taken as the end of the section just three hours exam alone cannot measures the students' knowledge haaa... Now a days most of the countries and Nepal also corporate various tools to follow the formative assessment by we can just a student closely about taking different activities, aspects regarding the state of the students individually so, in this way we can learn about the students more properly how the students actually is. What is his problem and why they are not doing well in their external exam. What different things are their regarding bout that students so to learn no about the students completely thoroughly is most for us to have internal assessment. It helps to go near to the students and be very closer to them. We can assess them completely is an overall manner. Students are fail

in the final exam it doesn't mean he/she can't know anything. Another is internal assessment is added to final exam in total and it helps them to score good marks.

**Researcher:** ok madam, and what do you think is regular participation an important basic for internal assessment and good result in final exam?

**Respondent:** Of course, that is most that is we what regularity is one of the thing that challenges in government school. Because in government schools all students are not from good family. A family status is not good like that so many students are under village students they are come from backward community this case is very difficult for being regular in school. So we have to think us various mines of motivation for them so that they can being regular in the school. If they don't come in regular in the school they are not easy to asses internally so they have to be regular.

**Researcher:** Is there is anything that you are doing yourself better in teaching and learning?

**Respondent:** I think I am not extra ordinary doing something special for my students because besides teaching I am involve more that administrative work of this school. So,I am busy at administration rather teaching. So, I have very less time to go after teaching factors but I look after regarding the care and all others basic needs what the students need extra etc.

**Researcher:** What do you think, internal assessment help the students for language development?

**Respondent:** Obviously because English class ..... Our school number one is an English medium school so our medium of instruction is English. In other subject speak in Nepali and others language but in a English periods we just encourage our students to speak more in English and we just try to keep them more and more exposures is an English. We just go through teach English to English even it is broken doesn't matters but we should try to speak in English in English class. Some students they hesitate to come forward and they just remain passive in the class but many of the students become very active when we just designed different activities based classroom. Spoken activities are designed based on lesson so on the basic of the test the students are helped in to speak English in such a way. So they don't feel any kind of hesitation and they speak English. In this way they are much active in speaking.

**Researcher:** Are you face any challenges to apply internal assessment in your class?

**Respondent:** Challenges are there in terms of large class sizes. We have got 50 to 60 students in every class. We have a limited time of a 40 minutes and sometimes 35 minutes of class interval so in that limited 40 minutes to assess internally for their practical marks in a class is a challenging work for us. It is not possible to approach every student in a single period it takes more periods so we don't finish our course properly so is not easy for us. Though it is very much useful tools for internal assessment but still because of time and large class, pressure to finished the course for their and periodical exam so we just face challenges.

**Researcher:** Do you want to suggest for effective practice of internal assessment?

**Respondent:** Haaaa.... this practical assessment is must. Now it is corporate in the curriculum take for every students let's not take it lightly. It is a good part of our education learning so let's all teachers I would like to go after this curriculum assessment thoroughly and very sincerely and give them work according to curriculum so that students has been learn actually so this is one of the most part of our teaching learning activities. So it should not missed by any of the teachers.

**Researcher:** Ok mam thank you so much for giving me your valuable time thank you so much for giving interview.

**Respondent:** you are most welcome.

**Respondent 3**

**Researcher:** Good afternoon and nameste sir.

**Respondent:** Good afternoon and Namaste.

**Researcher:** How are you?

**Respondent:** I am fine.

**Researcher:** Today I am here with you for the purpose of data collection of my research. Now you are welcome here sir.

**Respondent:** Of course.

**Researcher:** How long have you been teaching English?

**Respondent:** hyaaa.. I have been teaching English in ..... school for three decades.

**Researcher:** Nice. hummm.... What do you feel about formative assessment? Does it help to increase the knowledge of the students?

**Respondent:** Ok it's good but it is not completely or fully implemented in school right, haaaa.... While testing listening, speaking and then they are just a practical aspects project work somehow difficult to manage in the large class basically in government school.

**Researcher:** ok, how effectively is internal assessment practice in your class?

**Respondent:** We are taking the test right, and listening, and speaking is practice in classroom. We payed cassette and they tried to solve the questions right we are just conducting listening test in this way.

**Researcher:** Are all the components of internal assessment effectively applied in the assessment procedure?

**Respondent:** Ok, we are just doing. We are just implementing the classroom.

**Researcher:** You said earlier we have taken class test, so how do you take the class test and how to add marks to their final exam?

**Respondent:** Listening, speaking, project work, attendance, discipline and then their overall presentation haaaa... we are allocated the marks on the certain topic and we are add to their final examinations.

**Researcher:** How effectively do students do their project work?

**Respondent:** They are doing their project work very effectively and interestingly. First up all we gave in the topic. I gave seven days for one project and they are submitted their project timely, effectively.

**Researcher:** What assessment form do you use to assess to your students in class?

**Respondent:** We have been making portfolio of all students. We records their past knowledge and present progress of every students, what types of performance they have and we teach accordingly.

**Researcher:** What types of tools do you use to assess to your students?

**Respondent:** We use many tools like observation, examination, interview, project work haaa... we just give some task to the students they are able to do their task properly or not right. We give different task . We have taken unit test at the end of every unit, we take terminal exam, we observed their classroom participation etc.

**Researcher:** Most of the teachers said internal assessment is very beneficial, can you tell what the benefits of internal assessment are?

**Respondent:** Within three hours students can't performance each and every aspects what they have learned so, internal assessment is very effective if we implements very properly. For the implementation of the internal assessment teacher also be train then only it implement properly. Although, internal assessment is very beneficial for evaluation of overall presentation of all students.

**Researcher:** Is regular participation an important basic for internal assessment and good result in final exam?

**Respondent:** Of course they should be regular, punctual, decline, they should complete their task regularly and they can get good marks in their final exam. Internal assessment helps to get good marks in final exam.

**Researcher:** Ok, you are experience teacher. You are involve mere then 28 years in this teaching and learning field. How do you see the attitude of the teachers towards internal assessment?

**Respondent:** Ok, teacher should be a manager, facilitator right they should provide the task to their students and they should be evaluated very properly. They are enjoying their duty effectively it is difficult to manage but they are doing.

**Researcher:** Does the internal assessment help to encourage the language development?

**Respondent:** Yes, in the classroom I have already told you teacher play role model in the classroom. We facilitated to them by giving different task and engaging the activities like deluge practice, speaking practice, listening and presentation, role play, simulation group discussion, peer discussion that shot of activities they practices and then it helps the students for their language development. I.e. Listening, speaking, reading, writing.

**Researcher:** Within forty-five minutes conducting the internal assessment is very challenges, do you feel what types of challenges to applied internal assessment in classroom?

**Respondent:** Yes of course. It's very challenging for us. But, we just divided the time for all skills and aspects of languages well as their practical task. Within forty-five minutes we can't apply every language skills but we should the time for which skills we are going to teach.

**Researcher:** What is your experience about the internal assessment system?

**Respondent:** Last five six years ago just took the interview and we conducted the listening and speaking in only SLC examination but now days we don't have teacher role is most. Now day's internal assessment quit difficult for us but it is very effective.

**Researcher:** Ok sir, thank you so much for giving me your valuable time thank you so much for giving interview.

**Respondent:** you are most welcome.

**Respondent 4**

**Researcher:** Good morning and nameste madam.

**Respondent:** Good morning and Namaste.

**Researcher:** How are you?

**Respondent:** I am fine. What about you?

**Researcher:** I also fine mam. Today I am here with you for the purpose of data collection of my research. Now I am going to ask some question are you ready?

**Respondent:** Of course, you are most welcome.

**Researcher:** How have you been teaching English?

**Respondent:** I have been teaching English since last ten years but in different level of the school. So, I started my teaching journey from primary level and now I am taking classes in grade ten and sometimes twelve also bachelor also.

**Researcher:** Ok, and now days curriculum said 25 % of internal assessment and 75% of the summative assessment and so, how do you feel about formative assessment? Does it help to increase the knowledge of students?

**Respondent:** ok... so, ah...obviously if we compare among two different processes of evaluation summative assessment and formative assessment. So, formative assessment is far better on talk of that it has given allowed us to evaluated students through from proact system as well ok so, there we can let's say one person what they can do use their it supports teacher to handle the students under the classroom because we do have the authority to let's say handle them by giving them certain let's say... quite areas. If you cross these levels, you will be deductive with the marks. So, that is the one positive aspect. Well, another one is rather than depending completely the curriculum let's say book and grammatical reports of teaching English we have to go through the grammatical person, preposition composition, comprehension everything. Rather that depending everything under that if we let's say... guide the student for the formative assessment system it obviously helps to enhance their learning capability because it improves group work, project work everything we have to include there to assist them according to the curriculum that's really supportive.

**Researcher:** Are all the components which are mention in our curriculum are effectively applied in the classroom?

**Respondent:** Yes, because according to the curriculum it has divided into two persons with the evaluation 75% marks from the let's say... written examinations well 25 marks there we have the CDC have segregated in different persons listening and speaking their discipline, attendance so this are the person there that we have to give them marks assist them. So, let's say... listening we actually do after each lesson ok... so, we have to follow that the format because youth students are all eager to go through that person because then starting to once, they always wait for that. So, we

cannot deny let's say there expectation as well so... yak we have been following those all the criteria.

**Researcher:** Ok... and how do you take class test and how to add marks to their final term exam?

**Respondent:** Ok, so... final term examinations what do we have in system means let's say from first term and second term 10% it will be added 10% from overall outcome systematically because we use EMIS so the software is up date and...ahh...mmm...let's say remaining other person of course terminal well we evaluate them from the formative assessment. So, systematically it goes on.

**Researcher:** Ok...and students are doing effectively to their project work or they fell like boring?

**Respondent:** Ok...so... project work we usually give them making group and they have ...we give them shorten period of time so... since we don't have any limitation and hard them let's say... hard and fast rule they engage and students by their nature themselves rather than getting from book and all they like to be engage in the project work.

**Researcher:** Ok...what are the tools do you use to access to your students in classroom?

**Respondent:** Ok...so...uhm....a...materials we use digital materials tools we use... I... usually taken to the lab computer lab if I have to show certain videos and all, So, technology obviously integrated there and listening, speaking section let's say... in case of listening, speaking section we use let's say... our cellphone and let's say audios this is how we ...I let's say... use the tools.

**Researcher:** Ok... and can you tell there are a lot of benefits of internal assessment of the students can you tell what are the benefits do you face or see to the students?

**Respondents:** The First thing is students those who are introvert by nature they what to express themselves for thing that I face because let's say... involving them engaging them in pair work, group work is actually be bifacial for those students who are limited within the shorten rules because there they can express their feeling with their let's say...friends because that is the age what I am teaching right now that is the

age where student feel so comfortable with their friends so, that what is the beneficial aspects . Another one is that once they engage to their friends, they when they start expressions themselves their language also enhance shorten language. So, there are several let's say... aspects which we cannot count by our fingers that itself but still it is actual beneficial for students.

**Researcher:** Ok... What do you think is regular participation is important assess for internal assessment and itself to give them a good mark to final exam?

**Respondent:** Yes, because let's say... of course systematically we have to let's say... there first term and second term 10% is added to their final examinations so they regularly engage their formative assessment process obviously they get good marks in formative assessment which is 25 marks. So, let's say... once they get good practical marks we obviously support for final exam as well. So, it is essential to be engage regularly the formative assessment process.

**Researcher:** Ok... does the classroom assessment encourage to learn the language or discourage in the perspectives of students what do you see?

**Respondent:** So, to learn language is encourages ok because let's say... it depends upon the teachers as well how to teacher as been handling because there occur various situations where students try to express them selves and they bullied by their friends they cannot express themselves because of the lack of let's say... fluency accuracy so... if the classroom is facilitated by the teachers guiding them appropriately counseling them time and again regarding them let's say... use of language that doesn't matter if they are able to take for themselves. So, it depends upon the nature of teachers how they have been handling the class. So, if the students are council time and again, if they are motivated let's say... just because they could express in that case that it is really beneficial for the students. So, in my class particularly they get inter-district when I ever talk about them out of the book's context.

**Researcher:** What is the role of internal assessment in teaching and learning?

**Respondent:** Role of internal assessment in learning first thing is teacher is beneficial because though it is actually difficult to plan when we go the classroom, we actually implement we feel satisfy that is the widest thing for teacher and for student also their

outcome the ultimate outcome they find is effective that we it leases them to be motivated in the let's say assessment process as well.

**Researcher:** And you face any challenges to applied internal assessment in class?

**Respondent:** Of course, there are various challenges like we do have lots of students within class so maximum number of students are there so it becomes cloudy I couldn't be well prepared in the class and let's say...sometimes student might be demotivated the groups couldn't behave properly from and because of the large number of students in the class it sometimes difficult to handle the let's say... give them group work and project work within the classroom. So, there are challenges it cannot be smooth.

**Researcher:** Do you want to suggest for effective practice of internal assessment?

**Respondent:** Ok, systematically it is applicable it is could be implemented properly actually it is effective but of course ah... in regard to the school organizational from the organizational aspects if the students are limited for shorten under because as for the system Nepal government has limited the number of the system for the hilly region 45 but more than the forty five number of students there if there are those limited number of student will be better similarly there even there are lots or maximum number of students there should be at least express to all the essential let's say... instrument data require according to the curriculum. So, yes those could be the effective person if we go.

**Researcher:** Thank you so much ma'am for giving your valuable time.

**Respondent:** Most welcome.

**Respondent 5**

**Researcher:** Good afternoon and nameste sir.

**Respondent:** Good afternoon and Namaste.

**Researcher:** How are you?

**Respondent:** I am fine.

**Researcher:** Today I am here with you for the purpose of data collection of my research. Now you are welcome here sir.

**Respondent:** Of course.

**Researcher:** How long have you been teaching English?

**Respondent:** I have been teaching English for more than 20 years, since 2069 B.S.

**Researcher:** How do you feel about the formative assessment? Does it help to increase the knowledge of students?

**Respondent:** Formative assessment is helpful to assess the learners' progressive ability. It equally provides feedback to both teachers and learners. It certainly helps to increase the knowledge of students as if measure and four skills and various aspects of language, resulting to students' motivation over all the fields to gain significant language knowledge.

**Researcher:** What do you do the assessment of language at present? Does it help to increase the language development of students?

**Respondents:** There is a provision of assessment system addressed by CDC (Curriculum Development Center) up to secondary level as present. In secondary level (9-12), 25% of mark is allocated for students' classroom participation, listening, speaking, reading and writing skills, and terminal exams' performance. Beside this formative assessment system, I also conduct speech contest, dictation, conversation, and other various classroom activities. It certainly increases students' language development.

**Researcher:** Are all the components of internal assessment effectively applied in your class?

**Respondents:** I mostly apply all the components. However, it has not been as effective as I have expected due to various reasons like lack of audiovisual materials, lacking sufficient time for administering those components.

**Researcher:** what type of tools do you assess to your students?

**Respondents:** I use various tools like listening test, narrating events, describing pictures, writing, project work, class tests etc. to assess them.

**Researcher:** Does the classroom assessment encourage or discourage the students? How?

**Respondents:** It surely encourages the students since it requires various skills and competencies to perform better from the students and they are simulated to develop their better language ability.

**Researcher:** Can you tell what the benefits of internal assessment are?

**Respondents:** It motivates the learners to get mastery over all the aspects of language, it continuously provides feedback to both teachers and students, it prepares the students for their summative evaluations, it fosters for achieving communicative competence, it is more scientific and effective way of students overall language evaluations.

**Researcher:** Are you faces any challenges to applied internal assessment in our class?

**Respondents:** Yes there are some challenges like lack of infrastructure and materials, large classes with large number of students to asses, limited time boundary for evaluation, no nay facilities for the teachers for extra working hours and no budget allocations for this type of assessment in school level.

**Researcher:** Thank you so much sir, for giving your valuable time.

**Respondent:** Most welcome.