Internal Assessment in EFL Classrooms: Implementation and Student Perspectives in a Semester-Based System

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Abstract

Although educational assessment is frequently equated with summative testing and grading, its scope extends significantly into formative practices that drive students' learning achievement. However, the implementation and reception of these practices within specific academic contexts require further investigation. This study explores the practices and perspectives regarding internal assessment in EFL classrooms at Mid-West University, Nepal. Employing a mixed-methods research design, data were collected from 60 Bachelor of Education (B.Ed.) students majoring in English Education using closed- and open-ended questionnaires. Quantitative data were analysed using descriptive statistics, while qualitative responses underwent thematic analysis. The findings reveal that internal assessment mechanisms in a semester-based system—specifically attendance, presentations, assignments, fieldwork, and mid-term exams—significantly improve learning outcomes, encourage self-directed study, and provide essential continuous feedback. Despite these benefits, students expressed concerns regarding fairness, systematic inconsistency, and potential teacher bias (halo effects). The study concludes that while internal assessment is pivotal for academic progress, its success in higher education relies on the establishment of clear guidelines and standardized teacher training to ensure equity and fairness.

Introduction

Historically, assessment has been equated with simple evaluation and grading—a retrospective look at what a student has learned. However, contemporary educational theory posits that assessment is a continuous process of collecting and analysing data throughout the teaching-learning cycle, rather than

merely at the end of an instructional unit. Russell and Airasian (2012, p. 3) define this broader view of assessment as the process of gathering, synthesizing, and interpreting information to support classroom decision-making. This aligns with the "paradigm shift" described by Grima (2003) and Gipps (1999), moving education from centralized, decontextualized testing toward school-based, contextualized, and learner-centred assessment.

This shift is particularly relevant to the semester system, which prioritizes ongoing, comprehensive, and in-depth learning. Dhakal (2022, p. 2) notes that the semester system is designed to help students develop the knowledge, skills, and attitudes necessary for a diverse society by coordinating instruction through input, processing, and output (Richard & Rogers, 2010). Within this framework, Internal Assessment (IA) serves as the primary engine for monitoring progress. As defined by Line and Miller (2008), IA allows schools and teachers to evaluate achievement at various stages, utilizing tools such as attendance, class presentations, project work, and mid-term examinations to provide immediate feedback and reinforce progressive learning.

The Problem Statement

 Despite the theoretical benefits of internal assessment, a significant disconnect often remains between policy and practice. While the semester-based system at Mid-West University (MU) mandates specific rubrics for internal assessment—including attendance to mitigate achievement disparities and project work to foster autonomy—the effectiveness of these tools relies heavily on how they are perceived and implemented. Educators are required to strategically integrate these components, yet many still view assessment through the traditional lens of final grading rather than formative development. Furthermore, while external assessment provides a final judgment, it cannot correct misconceptions and errors in real-time, a function that is exclusive to effectively managing internal assessment.

Identified Gaps

The success of the semester system's assessment model is not solely dependent on the teachers who administer it, but also on the students who experience it. Perception is inherently subjective and based on individual beliefs; therefore, if students view tools like "class presentations" or "take-home assignments" merely as bureaucratic hurdles rather than opportunities for "academic dialogue" (Al-Issa & Al-Qubtan, 2010) or "in-depth exploration" (Brookhart, 2011), the pedagogical value is lost. Currently, there is a lack of sufficient data regarding how students within the MU semester system specifically perceive these internal assessment mechanisms. Without understanding the student perspective, it is difficult to determine if the internal assessment system is achieving its goal of empowering local stakeholders and enhancing student evaluation.

Purpose of the Study

Fundamentally, this study aims to bridge the gap between assessment theories and classroom realities. The primary purpose of this study is to examine students' perspectives on the internal assessment system and its specific tools (attendance, presentations, project work, assignments, and mid-term exams) at Mid-West University. By gauging how students perceive the utility and fairness of these continuous monitoring methods, this study seeks to provide insights that can help educators and policymakers implement internal assessment more effectively, ensuring it serves as a genuine tool for learning rather than just a method of grading.

Attendance

Student attendance has been given prime priority in a semester-based system. Since it unlocks ample opportunities for students to learning opportunities at the university. It is closely linked with performance; students with high attendance are likely to achieve better academic results. Enhancing attendance may mitigate achievement disparities among ethnic and socioeconomic groups. Furthermore, students are assessed based on their regular classroom attendance. Consequently, Mid-West University has incorporated daily attendance into its internal assessment criteria, aiming to boost student achievement.

Class presentation

Class presentations are conducted to help students build confidence and foster their speaking skills in the ESL/EFL context. A class presentation is considered a formal oral exposition delivered by a student or group of students to their teacher or instructors and peers, typically as a course requirement. The purpose is to involve the learners in academic dialogue, demonstrate comprehension of a topic, and enhance communication skills. Al-Issa and Al-Qubtan (2010) define a class presentation as a structured oral activity wherein students demonstrate comprehension, improve communication skills, and disseminate knowledge to peers and instructors. They regularly employ visual aids in their presentations. Therefore, classroom interaction is an exchange of communication between the teacher and students or between groups of students. Thus, the university has incorporated it into its syllabus as one of the categories of internal assessment.

Project (Field) Works

Project or fieldwork is a student-centred instructional method that engages students in challenging, real-world activities resulting in a tangible end product or presentation. It fosters student autonomy, cooperation, and critical thinking via the integration of language skills with academic material (Stoller, 2006). It is a project or planned program of work that needs considerable time, effort, and preparation to complete. Thomas (2000, p.3) asserts that a project involves students in creative inquiry. An investigation is a goal-oriented process that involves inquiry, information gathering, and resolution. Throughout the semester, students are tasked with numerous assignments and sent into the field for project work, such as 'choosing a government school and writing a report on English teaching methodologies at the secondary level.' It is an internal evaluation technique inside the seminar structure.

Take-home Assignments

A take-home assignment is a task assigned to students for completion outside of class, often providing more time and access to resources. Take-home assignments facilitate thorough investigation of subjects, thereby enhancing understanding and retention of knowledge (Brookhart, 2011). Raja (2012, p.1) contends that "home assignments are engaging and beneficial for students." It reduces variability among learners, enabling students to collaborate during the educational process. Consequently, Mid-West University has designated it as a criterion for internal evaluation.

Mid-term Examination

The mid-term examination is often an evaluative instrument administered at the midpoint of the course. It seeks to familiarise students with the test items and equip them for the semester-end tests. This aids pupils in enhancing their comprehension and ensures them remain informed for the final test. Mid-term examinations exemplify formative evaluation by promoting student engagement in learning, fostering confidence, and providing feedback.

Research Questions

RQ1.   How has the internal assessment system of Mid-West   University   been implemented at the undergraduate level in English Education?

RQ 2. How do the students perceive the existing practices of the internal assessment system?

LITERATURE REVIEW

Anwar et al. (2016) studied how MBBS students perceive their formative and summative assessments. The Islamic International Medical College, Rawalpindi, conducted the study from January to June 2015. This quantitative cross-sectional study used a structured, pre-validated questionnaire. The questionnaire was given to all students aged 2–5. Data was entered and analysed with Excel using a one-sample binomial test. Students prefer formative assessments because feedback helps them learn and prepare for summative exams. Summative assessments improved for all students.

Ghimire (2016) examined "Perception of Stakeholders on Semester System." Her study sought to understand stakeholders' views of the semester system. She investigated the human, physical, and information resources at Tribhuvan University and Kantipur. This study used mixed methods. This study included TU faculty and students. She collected data using semester-specific questionnaires. Percentages were used to interpret the data. The semester system's stakeholders had a positive view of it; nonetheless, they were concerned about universities' physical and human resources. The research also found that policy management and authority are issues when implementing the semester system.

Rathna et al. (2016) conducted research entitled "Attitude of College Students Towards Internal Assessment.'' The research aimed to determine the level of college students' attitudes towards internal assessment by gender and by the college's status. The study employed a survey method for data collection. A sample of 300 college students was drawn from 10 arts and science colleges in the Tirunelveli district. The attitudes of college students concerning internal assessment were evaluated using an internal assessment scale. Research revealed that college students possess a neutral disposition towards internal assessment. The perspectives of male and female students regarding internal assessment varied distinctly.

Rai (2018) studied "Students' Perception of the Internal Assessment." Her study looked at how internal assessments were implemented within the semester system and how students felt about the tools and techniques used. She used a survey method. The researcher used simple random sampling to select the study sample. Forty-fourth-semester English education students made up the sample population. The main tool used to collect the data was a questionnaire. Both primary and secondary sources of information were used. The majority of students preferred the provision of the internal assessment system under the semester system; this researcher determined after analysing and interpreting the data. The findings indicated that the internal assessment significantly encouraged student participation and active learning. They believed that the semester system was beneficial because it included midterm exams, individual assignments, group projects, attendance, and projects.

Barrance (2019) examined "The Fairness of Internal Assessment in the GCSE: The Value of Students' Accounts," which analysed students' viewpoints on the equity of internal assessments. The study sought to investigate the impact of controlled assessment on fairness by analysing students' experiences regarding skill evaluation, work authenticity, and performance support. The study utilised a mixed-methods design, surveying 1,600 GCSE students and facilitating focus groups with 128 students in Wales and Northern Ireland.

The research employed data from the WISERD Education project. The results indicated that home support, teacher support, and testing environments significantly affected the pronounced discrepancies students noted in the administration of assessments. The prevalence of memorisation has raised enquiries about its validity and authenticity. Students emphasised the importance of assessment environments in achieving optimal performance. The study's findings revealed that student accounts provided crucial insights into equity, emphasising the need for greater recognition of environmental factors and standardised governance.

Mussawy et al. (2021) studied "Students' and Teachers' Perceptions and Experiences of Classroom Assessment: A Case Study of a Public University in Afghanistan." Their study examined Afghan public university students' classroom assessment perceptions. Mixed-methods research was used to complete the study.

This study randomly selected 400 students from agriculture, education, and humanities colleges. A sample of 18 students and 7 faculty members was interviewed semi-structured to collect data. Quantitative results indicate that students like current assessment practices. According to the study, students and faculty were unhappy with the grading policy and its focus on summative rather than formative assessment. The findings also suggest improving faculty professional skills, like assessment and teaching methods, for engaging students in assessment processes.

Dhakal (2022) examined "Perceptions of students towards the semester system in the faculty of education at Tribhuvan University." This mini report was conducted in four campuses of Kathmandu Valley, two of which were constituent campuses and the remaining two were affiliated colleges that run master's programmes in education under the faculty of education at Tribhuvan University. The study adopted a mixed-methods design using a survey, group discussions, and observation techniques. Both secondary and primary data were collected for the fulfilment of the objectives of the study. Among the students on sampled campuses, 15 percent of students were chosen by simple random sampling. The result of the study is based on the data collected through a survey questionnaire from 57 master-level students. The collected data were analysed by using descriptive statistics such as frequency, percentage, and mean (M), and then the results were interpreted under separate headings. The findings reveal that the perception of students towards curriculum, availability of resources, syllabus coverage, regularity of teacher and teaching method, evaluation, and feedback is in a positive direction.

Bastola (2023) examined "Student Perception Towards the Internal Assessment in the Semester System." His research focused on students' views of mathematics education's internal assessment system and its improvement. This study used mixed methods. The study covered Kathmandu Valley only. This study focused on a semester-based Master's student. The questionnaire was given to 110 students from three colleges, and 6 were chosen for an interview through purposive sampling. The data was collected using questionnaires and interview guidelines. According to the study, students liked the internal assessment system. Researchers found that 80% of colleges did not comply with mandatory participation. This study also found that presentation improves teaching skills for all students. Research shows that home assignments expand knowledge in our assignment system. Researchers found that the internal exam (class test) was summative.

Khatri (2024) examines "Perspectives and Challenges of Assessment in ELT in Higher Education" within higher education. This review integrates traditional and contemporary assessment methods

(formative and summative) to demonstrate their application in enhancing learning outcomes. The study highlights the growing impact of technology and the pressing requirement for evaluations that address cultural responsiveness and equity, particularly in relation to linguistic diversity and socioeconomic disparities. This review utilises international literature to examine how assessments influence teaching methods, student engagement, and institutional development. Khatri emphasises the essential role of incorporating inclusive, adaptive, and communicative assessments to enhance student learning in a dynamic classroom environment.

Many more studies indicate the practices and perceptions of students towards internal assessment; however, there are no such studies that entirely focus on the undergraduate level students' perceptions regarding the practices and issues concerning the internal assessment at the EFL/ESL context. The present study intensely examines and explores the free ideas of the students on the research topic.

METHODS

This study adopted a mixed-methods design to investigate internal assessment practices in ESL contexts in higher Education. Creswell and Clark (2011) assert that mixed methods research integrates qualitative and quantitative approaches, grounded in philosophical assumptions, facilitating thorough data collection and analysis. This design was selected to yield more profound insights into the research problem than either method could offer independently. The research was carried out at the Central Department of English Education, Mid-West University, Surkhet, Nepal. The population comprised Bachelor of Education (B.Ed.) students, from whom a sample of 60 participants was purposively selected in the current semester. This methodology ensured that participants possessed firsthand experience with internal assessment practices relevant to the research. Data were gathered employing both closed-ended and open-ended questionnaires. The closed-ended items enabled the acquisition of quantifiable data, whereas the open-ended questions permitted a more profound investigation of students' perceptions and experiences. After data collection, the responses underwent systematic analysis. Quantitative data were analysed employing general statistical methods, including percentages, to differentiate patterns and trends. Thematic analysis was applied to qualitative responses to elucidate nuanced perspectives that complemented the quantitative results. This amalgamation of techniques yielded a more comprehensive comprehension of internal assessment practices within the ESL higher education framework, consistent with the research objectives and facilitating triangulation of findings for enhanced validity.

RESULTS

Students' Perception of Internal Assessment

Students' perceptions of internal assessment can vary greatly based on factors such as the educational system, the subject being evaluated, the fairness of the assessment process, and personal preferences. Internal assessment involves evaluating a student's performance within the educational institution, usually by teachers or professors. This method often includes assignments, projects, presentations, quizzes, and other forms of continuous evaluation throughout the course or semester. While internal assessment provides benefits such as reducing exam pressure, encouraging active learning, and preparing students for future challenges, educators must also address concerns related to fairness, integrity, consistency, and ethical considerations.

Table 1

General Perception of Students of Internal Assessment

S.N.	Statements	SA %	A %	N %	D %	SD %
1.	The Internal assessment offers continuous feedback to learners throughout the learning process.	42.5	48.5	9	-	-
2.	The internal assessment system enhances students' understanding and helps avoid misconceptions in their learning.	25	68	2.5	2.5	
3.	The internal assessment system encompasses learning via textbooks, online resources, and teachers' resources.	27.5	42	17.5	13	
4.	The internal assessment serves solely as a supplementary function for the improvement of students' grades.	17	15.5	26	41.5	
5.	The internal assessment system improves learners' knowledge, skills, and aptitude.	19	62.5	7.5	11	-

Table 1 presents students' opinions on internal assessment. The initial statement was: Internal assessment provides continuous feedback to students throughout the course. The table indicates that 42.5% of students strongly agreed, and 48.5% agreed with this statement. However, 9% were neutral. The analysis shows that the internal assessment system offers students ongoing feedback during the course. The second statement was: the internal assessment system improves students' understanding and prevents learning errors. The table reveals that 25% of students strongly agreed, and 68% agreed. Meanwhile, 4.5% were neutral, and 2.5% disagreed. As a result, the internal assessment mechanism enhances students' learning ability and reduces ambiguities. The third statement was: The internal assessment system includes textbooks, online resources, and teachers' resources. The table displays that 17.5% strongly agreed, and 42% agreed. Additionally, 17.5% were neutral, 13% disagreed, and no students strongly disagreed. The internal assessment system promotes learning through textbooks, online resources, and educator handouts. The fourth statement asked: "The internal assessment serves solely as a supplementary function for improving students' grades." The table shows that 17% strongly agreed, and 15.5% agreed. However, 26% were neutral, 41.5% disagreed, and no students strongly disagreed. Based on these responses, internal assessment is more than just a way to boost grades. The fifth statement was: "The internal assessment system enhances learners' knowledge, skills, and aptitude." The table indicates that 19% strongly agreed, and 62.5% agreed. Meanwhile, 7.5% were neutral, and 11% disagreed. Therefore, introducing internal assessment improves undergraduates' attitudes, skills, and knowledge.

Students' Perceptions on Class Attendance

Students' perspectives of daily class attendance vary depending on personal preferences, academic goals, the instructor's style, and the class environment. Many students think regular attendance is crucial to academic success. They say regular class attendance helps them understand course material, participate in

interesting discussions, and stay informed. Students with part-time jobs, extracurriculars, or family obligations may value class attendance flexibility. Classes with recorded lectures or self-study may appeal to them.

Table 2
Students' Perception of Class Attendance

S.N.	Statements	SA %	A %	N %	D %	SD %
1.	The regular record of attendance reduces the number of students in the classroom.	12	37	13	31	7
2.	Attendance influences learners' motivation to engage in additional learning.	21.5	73	2.5	3	-
3.	Attendance facilitates student participation in extracurricular activities organised by your department.	25.5	45.5	16.5	12.5	-
4.	There is an absence of systematic counting and assessment of attendance to ascertain students' internal marks.	15	37	9	33.5	5.5
5.	Attendance enhances students' consistency in learning English.	35.5	55.5	5.5	3.5	-

Table 2 shows student opinions on class attendance. "The regular record of attendance reduces the number of students in the classroom." The table shows that 12% strongly agreed and 37% agreed with the statement. In contrast, 13% were neutral, 31% disagreed, and 7% strongly disagreed. The semester attendance system has reduced student attendance, according to the analysis. Similarly, "Attendance influences learners' motivation to engage in additional learning." The table shows that 21.5% strongly agreed and 73% agreed with the statement. 3% disagreed, while 2.5% were neutral. The responses show that attendance motivated students to improve their English. Third, attendance helps students join department-organized extracurriculars. The table shows that 25.5% strongly agreed and 45.5% agreed. In contrast, 16.5% were neutral and 12.5% disagreed. Thus, attendance helped students participate in the English department extracurriculars for internal assessment.

Fourth statement: "There is an absence of systematic counting and assessment of attendance to ascertain students' internal marks." According to the table, 15% strongly agreed, and 37% agreed. On the other hand, 9% were neutral, 33.5% disagreed, and 5.5% strongly disagreed. The responses indicate a lack of systematic attendance counting and assessment to determine students' internal marks. "Attendance enhances students' consistency in learning English." According to the table, 35.5% strongly agreed, and 55.5% agreed. 5.5% were neutral, while 3.5% disagreed. Attendance improved students' English learning consistency.

Students' Perceptions on Classroom Presentation and Take-Home Assignments

Modern classroom presentations improve students' critical thinking, communication, self-awareness, and engagement. Students' opinions on these activities reveal their efficacy and learning value. Reflective writing lets students share their learning experiences and thoughts. It motivates them to evaluate their learning, identify areas for improvement, and create plans. Presenting structured information to peers or instructors is called a classroom presentation. It improves their communication, confidence, and ability to explain complex ideas.

Table 3

Students' Perceptions on Classroom Presentation and Take-Home Assignments

S.N.	Statements	SA %	A %	N %	D %	SD %
1.	Delivering presentations in the classroom fosters students' creativity in target language learning.	55	40	2.5	2.5	-
2.	Take-home assignments cultivate the ability to identify relevant material for language enhancement.	25	65	5	5	-
3.	Home assignments foster self-directed learning.	41	51.5	7.5	-	-
4.	Class presentations facilitate the exchange of ideas and encourage the development of innovative learning strategies.	61.5	27.5	11	.	
5.	High-achieving students often undermine less active and lower-performing peers during class presentations.	22.5	46	29	2.5	-

Table 3 shows students' opinions on class presentations and homework.

Take-home assignments and class presentations encourage target language learning and creativity. The table shows that 55% strongly agreed and 40% agreed with the statement. 2.5% were neutral, and 2.5% disagreed.

The analysis shows that class presentations and take-home assignments encourage English proficiency and creativity.

Second, "Take-home assignments cultivate the ability to identify relevant material for language enhancement."

According to the table, 25% of respondents strongly agreed and 65% agreed with the statement. However, 5% were neutral and 5% disagreed.

The above responses show that take-home assignments taught language learners to find relevant material.

Third, "Home assignments foster self-directed learning." The table shows 41% strongly agreed and 51.5% agreed with the statement. 7.5% of respondents were neutral on the statement.

Thus, home assignments aid self-directed learning.

Fourth, "Class presentations facilitate the exchange of ideas and encourage the development of innovative learning strategies."

The table shows that 61.5% strongly agreed and 27.5% agreed. In contrast, 11% of respondents were neutral about the statement.

The responses show that the class presentation promoted discussion and learning.

The fifth statement said high-achieving students often denigrate less active and lower-performing classmates during class presentations.

The table shows that 22.5% strongly agreed and 46% agreed. 29% were neutral, and 2.5% disagreed.

In class presentations, proactive and capable students outperform passive and less competent students.

Students' Perceptions of the Mid-term Examination

Mid-term examinations are crucial in teaching and learning endeavours, functioning as an essential assessment tool of students' comprehension and advancement during the middle of a course. Nonetheless, students' perceptions of these assessments can differ significantly, impacting their attitudes, study habits, and overall performance. Realizing students' viewpoints on mid-term examinations can provide significant insights into their learning experiences and guide educational practices. Comprehending students' perceptions of mid-term examinations is crucial for educators to formulate effective assessment strategies that enhance learning, motivation, and overall student welfare. By evaluating factors that shape perceptions and addressing student apprehensions, educators can foster a supportive academic environment that promotes student success. Additional investigation in this domain can yield significant insights for enhancing the design and execution of mid-term evaluations.

Table 4

Students' Perception Regarding the Mid-term Examination

S.N.	Statements	SA %	A %	N %	D %	SD %
1.	The mid-term examinations encourage students to engage in thorough study.	51.5	45.5	3	-	-
2.	The mid-term examinations offer opportunities for achieving good grades in the final result.	53	39	3	5	-
3.	The Mid-term examinations support students' learning as continuous assessment activities.	23.5	63.5		13	-
4.	Students receive prior notification from their department or subject teachers regarding the date of the mid-term examination.	21.5	43	14.5	19	-
5.	All teachers return students' answer sheets after examining them, highlighting errors, and offering feedback on shortcomings.	15	55	7.5	11	11.5

Table 4 shows student opinions on the midterm. The statement begins, "The mid-term examinations encourage students to engage in thorough study." The data show that 51.5% strongly agreed and 45.5% agreed. The statement was neutral for 3% of respondents. The analysis suggests that the midterm exam

allowed students to study thoroughly. The second was, "The mid-term examinations offer opportunities for achieving good grades in the final result." The table shows that 53% strongly agreed and 39% agreed. 3% of respondents were neutral, and 5% disagreed. According to the responses, the mid-term exam helps students get good grades. The third statement stated, "Mid-term exams support students' learning through continuous assessment activities." The table shows that 23.5% strongly agreed and 63.5% agreed with the statement. However, 13% disagreed. Midterms kept students' learning fresh and ongoing. The fourth statement was to determine if students received midterm exam dates from their department or subject teachers. The table shows that 21.5% strongly agreed and 45% agreed with the statement. However, 14.5% were neutral, and 19% disagreed with the statement. According to the responses, subject teachers informed students of the midterm exam date. Statement five: "All teachers return students' answer sheets after examining them, highlighting errors, and offering feedback on shortcomings." The table shows that 15% strongly agreed and 55% agreed with the statement. However, 7.5% were neutral, 11% disagreed, and 11.5% disagreed with the statement. Thus, all teachers returned students' answer sheets after reviewing them and pointing out errors and shortcomings.

Students' Perceptions of Teacher Feedback

Student perceptions of teacher feedback influence academic progress, self-esteem, and motivation. How students respond to feedback can significantly affect their learning and education. Teacher feedback has a strong impact on students' self-image. Positive feedback can enhance confidence and motivation. For example, harsh criticism can decrease students' self-esteem and make them feel inadequate or discouraged. The tone and manner of feedback greatly shape students' perceptions. With constructive, timely, and supportive feedback from educators, students can reach their potential and have positive learning experiences.

Table 5

Students' Perceptions of Teachers' Ethics

S.N.	Statements	SA %	A %	N %	D %	SD %
1.	Teachers acknowledge the significance of ethical considerations in evaluating assignments and assessing student activities objectively.	15	61	9.5	14.5	-
2.	Discrimination among students is not observed during the presentation of assignments and project reports by the teachers.	17	67	9	5	2
3.	Teachers do not consider the Internal Assessment as an additional burden.	25.5	42	23.5	9	-
4.	The teacher's halo effect influences internal assessment activities.	13	47	25	15	-
5.	The techniques, tools, and practices for internal assessment are suitable for the ESL/EFL context.	19.5	57	13.5	10	-

Table 5 shows attitudes towards teachers' ethics. First, "Educators understand the importance of ethical considerations in the objective evaluation of assignments and student activities." The table shows that 12% strongly agreed and 61% agreed with the statement. On the other hand, 9.5% were neutral, and 14.5% disagreed. The analysis shows that teachers objectively evaluated assignments and student behaviour. Statement 2 claims "Discrimination among students is not observed during the presentation of assignments and project reports by the teachers." The table shows that 17% strongly agreed and 64% agreed with the proposition. Nine percent were neutral, five percent disagreed, and two percent strongly disagreed.

The analysis shows that teachers present assignments and project reports to students without discrimination. The third statement showed that teachers do not view the Internal Assessment as a burden. The table shows 25% strongly agree and 42% agree with the statement. By contrast, 23.5% were neutral, and 9% disagreed. The fourth statement says the teacher's halo affects internal assessments. The table shows 13% strongly agree and 47% agree with the statement. The statement was disagreed with by 15% and neutral by 25%. The responses show that the teacher's halo effect heavily impacts internal assessment. The fifth statement says ESL/EFL internal assessment methods, tools, and practices are appropriate. According to the table, 19.5% strongly agreed, and 57% agreed. While 10% disagreed, 13.5% were neutral.

Internal assessment methods are suitable for ESL/EFL.

Interpretation of Open-Ended Enquiries

Through five open-ended questions, students shared their opinions. The questions focused on internal assessment methods. The researcher administered these questions to 60 B.Ed. students in English education at Mid-West University, Central Department of English Education. These opinions were based on students' experiences. A few representative responses were selected from the replies. Responses were chosen based on common themes of perception.

Overall Perspective on the Internal Assessment System

Students' opinions on internal assessment vary depending on the subject, teacher, grading standards, and personal experiences. According to many respondents, the internal assessment process must be fair and transparent. They want fair and transparent grading standards. Teachers who provide detailed rubrics or guidelines for assessment help them understand their work. I think internal assessment helps me learn English, said S1. Internal assessment evaluates student progress that isn't assessed externally. S2 stated, "It is one of the processes of evaluating students' progress, determining whether they are learning in alignment with the desired objectives of the semester." She said internal assessment shows students' true learning proficiency, per S3. S4 stated that the internal assessment system evaluates student traits not covered in the external exam. S5 states that internal assessments are worth forty percent. It promotes engaged study and aids in learning. The analysis and interpretation above show that the semester system relies on the internal assessment system. This involves evaluating factors not examined externally. Internal assessment criteria include attendance, learning activities, and first and second assignments. All students must take final exams using these internal assessment tools.

Implementation of the Internal Assessment in a Semester-based System

An institution needs an internal assessment system to operate effectively and grow in the right direction. This system employs processes, tools, and methods to evaluate and enhance student performance,

procedures, and strategies. It enables continuous observation, feedback, and improvements, ensuring the organization's success. By assessing performance, identifying areas for growth, and executing targeted initiatives, institutions can boost efficiency, innovation, and achievement.

S1 mentioned that all subject teachers assign internal tasks individually after completing each unit. They decide the question timing and marks, and we base our writing length on those guidelines. Our teacher must receive our assessments by the deadline after we finish our assignments. S2 also appreciates the 40-mark internal assessment for the final exam, noting it enhances learning. S3 added that an internal assessment system promotes consistent learning. S4 expresses favour toward the internal assessment system. Students should have access to their internal marks and maintain a personal record file to help improve the internal assessment process. S5 voiced concerns about the internal assessment system. Teachers need to review assignments and projects carefully. The responses indicate that Mid-West University's Central Department of English Education's internal assessment system motivates students to study regularly.

The Significance of Internal Assessment in Educational Processes

Internal assessment is vital to teaching and learning, benefiting both teachers and students. Internal assessment reveals the students' strengths and weaknesses. Assessing students' concept comprehension helps teachers target problem areas. This targeted approach improves instruction by supporting students in need. Employing internal assessment practices helps educators create an inclusive and supportive learning environment that helps all students succeed. S1 believed the internal assessment system improves students' knowledge and skills.

According to S2, internal assessment helps students identify and improve their weaknesses. According to S3, internal assessments benefit students and teachers through the diagnostic teaching-learning framework. It evaluates students beyond exam writing. It keeps students motivated and engaged all semester. S4 stated that internal assessment improves learning capacity, motivates engagement with new content, ensures timely learning, and prepares for the final term exam. S5 believed internal assessment improves learning and encourages textual engagement. The analysis suggests that internal assessment helps teachers understand their students. This helps students prepare for external exams. Internal assessment improves semester-based teaching and learning strategies, according to analysis and interpretation.

DISCUSSIONS

The study reveals internal assessment practices of Mid-West University. It indicates the strengths and weaknesses of such an assessment system, revealing students' perceptions and their implications for higher Education English language teaching (ELT). The findings show that internal assessment is essential to the semester system, but fairness, consistency, and teaching methods remain concerns. A major finding was that students saw internal assessment as constant feedback that improved understanding and prevented misconceptions. According to Black and Wiliam (1998), formative assessment improves learning rather than evaluating performance. Anwar et al. (2016) noted that students value formative assessment because it improves learning and prepares them for summative assessments. This study found that most students believed internal assessments improved their knowledge, skills, and abilities, supporting the role of formative assessment in improving learning outcomes. Student attendance became controversial but important in internal assessment. Many students agreed that consistent attendance improved continuity and engagement in English learning, but others criticised

systematic attendance tracking and its impact on grades. Ghimire (2016) found resource and policy management issues in the semester system, supporting these perceptions. Attendance can motivate and engage, but a lack of transparency and consistency reduces its reliability. Attendance policies need to be more standardised and clearer to ensure equity and consistency across courses. Students liked classroom presentations and take-home assignments for encouraging creativity, communication, and independence. These findings support Rai (2018), who found that projects, collaborative work, and assignments promoted active engagement.

Presentations were valued for their knowledge exchange and innovative strategies, but students worried that high-achieving peers would outnumber less confident ones. This means educators must use fair methods like organised peer feedback or varied roles to ensure presentations benefit all students. Mid-term exams were also liked. Students said that midterm exams encouraged thorough study, ongoing learning, and better performance on final exams. This shows that diagnostic formative assessments can motivate students to use learning materials (Harmer, 2008). Exam date and feedback communication issues highlight administrative and pedagogical issues. Mid-term assessments lose value due to irregularity in returning graded answer sheets and providing constructive feedback. To truly engage students, Mussawy et al. (2021) recommended prompt and constructive feedback for assessment. Another major theme was teacher ethics and feedback. Most students thought teachers graded impartially without discrimination, which is good for internal assessment. The "halo effect" suggests teacher evaluation subjectivity persists. Barrance (2019) found similar concerns regarding the fairness and authenticity of internal assessment. Professional training is crucial for educators to maintain objectivity, consistency, and transparency in assessment methods.

The responses to the open-ended questions emphasized the essence of the internal assessment in students' learning. The students supposed it engaged them, identified gaps, and prepared them for external exams. Dhakal (2022) found that students in a semester system prefer internal assessment. However, students seem to be dissatisfied with ambiguous evaluation criteria and insufficient feedback, suggesting the system needs improvement.

These findings suggest that internal assessment is largely beneficial; however, its success depends on its implementation. Attendance recording is unstandardised, feedback is inconsistent, and subjective bias may compromise its intended function. These constraints support Rathna et al. (2016)'s claim that institutional practices and evaluation equity affect perceptions of internal assessment. These findings have two effects. Initial internal assessment can improve English Language Teaching by encouraging creativity, self-directed learning, and ongoing engagement, which are essential for communicative competence. Second, institutions must prioritise transparency, standardisation, and educator readiness to maximise internal assessment. Policymakers and university administrators should establish ethical assessment guidelines and train faculty in constructive feedback, classroom management, and equity.

The discourse suggests that internal assessment is a pedagogical tool that can greatly improve English students' learning experiences. Transparency, ethical assessment, and teacher involvement are key to its success. Facing these challenges will improve student perceptions and ensure that internal assessment significantly contributes to Nepal's higher education goals.

CONCLUSION

Internal assessment is a teacher-led, continuous assessment within academic institutions, utilizing tests, assignments, presentations, projects, and participation. It assesses learning, provides feedback, measures knowledge, skills, and attitudes, promotes active learning, reduces reliance on exams, and supports broad student development. This study examined the views of undergraduate English Education majors on Mid-West University's internal assessment system, a public university in Karnali Province, Nepal. The research used a mixed-methods approach. The study was conducted at Mid-West University, Central Department of English Education, Graduate School of Education, Surkhet, Nepal, involving B.Ed. students. A purposive, non-random sampling method selected 60 students. The primary data collection tools were both closed-ended and open-ended questionnaires. Data were analysed and interpreted using a mixed-methods approach. The study identified various issues faced by students, teachers, and administrators with the internal assessment system. Findings indicated that internal assessments help evaluate students, but proper student orientation and teacher training are vital for effectiveness. The department must maintain a flexible and supportive campus environment, monitor students, and adhere to schedules. In the semester system, policymakers should develop a comprehensive internal assessment policy that addresses tools and implementation. Scoring and evaluation processes should be transparent and systematic.

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