Adolescent EFL Learners' English Assessment Preferences: Emergence of ICT-Based Evaluation

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The incorporation of technology into education has impacted numerous facets, assessment being no exception. This study employed a descriptive-qualitative methodology to investigate the English assessment preferences of adolescent learners. There were 126 eighth-grade students voluntarily engaged and completed an open-ended online survey about issue under discussion. Through interactive data analysis, gathered data were examined qualitatively. The primary results portray three main findings: 1) in general, the majority of participants tend to prefer written over spoken form of assessment in the English lesson; 2) more participants prefer game quizzes as the assessment preference; and 3) the majority of participants believe English assessment should be differentiated to accommodate learners' diversity. Presented findings illustrate a pattern indicating English proficiency of learners significantly influences their assessment preferences. Additionally, it is discovered that ICT-based evaluation has emerged among recent adolescent learners. As the results span a vast range of topics, it is anticipated that additional study will be conducted utilizing this research's gaps.

Keywords: Adolescent learner, Assessment preferences, EFL learner, English learning, ICT-based evaluation

INTRODUCTION

The shift in educational paradigms has resulted in a more dynamic role for learners in teaching-learning situations. The phase of student-centered approach is encouraged, allowing learners greater freedom to select numerous aspects of their studies (Makarova, Ldokova, & Egorova, 2021). Rather from being the primary source of learning, educators have increasingly operated more as guides. In other words, current learners are more committed to their own education, acting as their own agent of change (Nhem, 2019).

Considering the importance of determining aspects of learning, adolescent learners may be an exciting topic to explore. Adolescence is a stage or phase of growth on the path to maturity or adulthood (Alsahli, 2021). According to the WHO, learners between the ages of 10 and 19 are classified as adolescent learners. Although some literature suggests that adolescent learners are between the ages of 13 and 19, whilst young learners are classified as being between the ages of 5 and 12, the WHO's classification may be appropriate because the process of adolescence encompasses a variety of factors rather than just age (Černe & Juriševič, 2018; Lawrence & Fakuade, 2021; Meškauskienė, 2017). Because educators play a critical role in preparing students for adulthood, educators must understand and appreciate adolescence characteristics and their application to learning.

Adolescent learners exhibit various distinct characteristics: 1) intellectual development, 2) social development, 3) physical development, 4) emotional & psychological development, and 5) moral development (Lawrence & Fakuade, 2021; Meškauskienė, 2017). Adolescent learners begin to transition from concrete to abstract thinking (Černe & Juriševič, 2018). There, adolescent learners prefer to be active rather than passive, preferring the stage of self-reflection. Socially, the primary observable trait of teenage learners is their highly developed interpersonal and intrapersonal skills (Meškauskienė, 2017). These factors contribute to a desire for independence and a desire for self-direction. Most investigations are undertaken as a result of hormonal and psychical changes, which contribute to mood swings and other emotional-psychological growth (Bourchtein et al., 2019; Nabawy, Moawad, Gad, & Ebrahem, 2016; Nhem, 2019). Adolescent learners also develop an interest in social issues, feeling that their morality begins with finding difficult things appealing (Alsahli, 2021).

The characteristics of adolescent learners outlined above prompt consideration that adolescent learners begin examining things that are most suited to them, including their education. There, this research attempted to describe adolescent learners' assessment preferences in order to determine the most appropriate method of assessment based on the learners' preferences. The descriptions included information about the what and why of preferring a certain assessment methodology. It is considered that if teaching-learning situations are customized to students' needs, the process will be more readily accepted (Azevedo & Almeida, 2021; Chiu, 2021; Georgiou, 2020). Additionally, it would empower learners by allowing them to intrinsically comprehend what they require (Makarova et al., 2021).

Indeed, research on learners' preferences has been undertaken across a range of aspects. The learners' LMS preferences have recently been examined in a variety of contexts, as a result of the influence of digitalization shifting from offline to online learning on pandemic covid-19 (Amin & Sundari, 2020; Azzahra Ramadania, 2021; Desai, Oza, & Kamat Dean, 2021; Khaleyla, Wisanti, Ambarwati, Rahayu, & Putri, 2021; Khan, Vivek, Nabi, Khojah, & Tahir, 2021; Sumardi, Suryani, & Musadad, 2021). A vast majority of students believe Google Classroom, Edmodo, Schoology, Moodle are parts of LMS which support their learning (Amin & Sundari, 2020; Desai et al., 2021) as it simplifies them to submit tasks, get quick feedback, and do some discussion (Amin & Sundari, 2020; Khaleyla et al., 2021; Khan et al., 2021; Sumardi et al., 2021).

Additionally, cross-subject discussion of students' assessment preferences has been observed (Bartram & Bailey, 2010; Birenbaum, 2007; Bonner, Torres Rivera, & Chen, 2018; Gijbels & Dochy, 2006; Saefurrohman, 2015; Simonova, 2016). Since ICT has rapidly developed, without a doubt, assessment is created in new version and innovative manner. The ICT-based assessment arises with various kinds of formats, including:

Computer Assisted Assessment (CAA), Computer Adaptive Testing (CAT), E-portfolio, digital rubrics, online assessment, survey tools, quizzes, proprofs, quiz star and wikis (Fitriani, 2021; Majid, 2020). Yet, it is not limiting the emergence of other assessment types – even creating new terminology based on combinations of several types.

The problem of students' assessment preferences has arisen as a significant discussion point to emphasize within the educational context (Van De Watering, Gijbels, Dochy, & Van Der Rijt, 2008). Though, it was revealed that just a few of them describe the propensity that occurs during the adolescent stage, particularly in the English topic (Saefurrohman, 2015). The majority of study focuses on university students, with the assumption that adult learners are already capable of managing their learning autonomously (Bartram & Bailey, 2010; Ferdinal & Isramirawati, 2021; Simonova, 2016); thus, their preference is considered as more justified. Indeed, learners should be introduced to the concept of intrapersonal sensing early in order to improve their ability to identify and comprehend themselves (Margeviča-Grinberga & Šmitiņa, 2021).

According to the aforesaid characteristics, adolescent learners are the proper stage to begin expressing self-determination since they intuitively describe what is appropriate for them, which including assessment preference. The gap left by the articles survey is intended to be filled throughout this research. Additionally, the accomplished research is supposed to serve as a means for learners to express their needs; teachers, on the other hand, may use it as a reference to optimize teaching-learning circumstances. Further results are expected to be able to improve the data and knowledge concerning learners' English assessment preferences, particularly in the area of discourse among adolescent learners. Additional descriptions illustrate general and specific English assessment preferences, as well as in-depth narrations based on participant responses.

METHODS
Research Design

The primary purpose of this research, which was to describe adolescent learners' English assessment preferences, was accomplished through the use of a descriptive-qualitative methodology. EFL students from junior high school participated in the research. There were 126 eighth-grade junior high school students in the academic year 2021/2022 who voluntarily participated in and completed an open-ended online survey. Those eighth graders were categorized as adolescence since they were 12-13 years old. As it mentioned in WHO, adolescences are children between the ages of 10 and 19 (Černe & Juriševič, 2018; Lawrence & Fakuade, 2021; Meškauskienė, 2017). These students learn in one of the private schools in Denpasar, Bali, Indonesia – an area that is regarded to be urban. Along with the characteristics of adolescent learners, these participants were purposefully chosen since they could occupy the data needed.

Additionally, these participants have been observed to undergo a variety of assessments in a variety of subjects, ensuring that they complete the questionnaire with adequate prior knowledge.

The questionnaire contains various questions about learners' preferences for English assessment in general, specific, and whether they believe it should be differentiated further. To keep the discussion focused, the general dimension was limited to written and spoken forms; the specific dimension was limited to writing tests, performance tests, project-based tests, and gamified tests. Participants were permitted to select multiple preferences in each dimension, as well as to add preferences that were not formerly included on the list. To provide more detailed descriptions, participants were required to explain why they preferred the chosen pattern of assessments. The obtained data were reduced, visualized, concluded, verified, and triangulated in order to shape the data analysis cycle – as demonstrated through interactive data analysis (Miles, Huberman, & Saldaña, 2014).

RESULTS AND DISCUSSION
Adolescent Students' English Assessment Preferences in General

In general, participants were demanded to describe their English Assessment Preferences on written or spoken form. The overall result is portrayed on the graph 1, as follows:
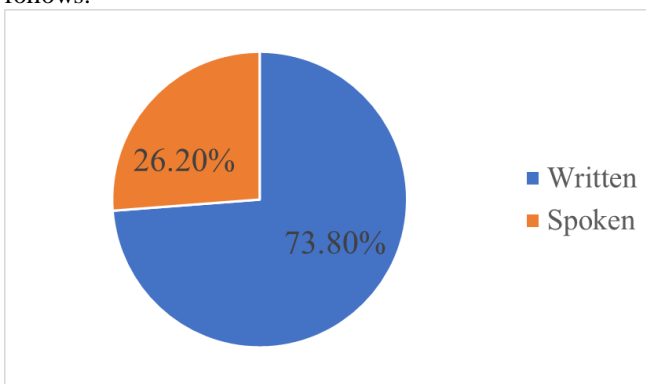
Figure 1| Participants' English Assessment Preference in General

Figure 1 represents a trend indicating that more adolescent learners prefer written tests (blue area) over oral tests (orange area) as their assessment method. The reasons for each preference were also collected, as they provide further context for the given assessment preference.

According to the participant descriptions, written form is preferred because it is more readable. The results of the written form can be archived, allowing participants to access them from any location and at any time. In other words, participants believe that using written form as a medium for self-reflection will assist them in getting indicators of growth. In addition, those who prefer written communication have a negative view of their speaking ability. Participants are frequently embarrassed by their bad pronunciation and lack of confidence when speaking English verbally.

Those who prefer the spoken form, on the other hand, describe having a greater chance of directly performing English, since they believe language should be used as a means of communication. According to these participants, verbal communication is more genuine and clearer; no one can cheat or plagiarize. In addition, according to these participants, the spoken form is the optimal method for demonstrating that they have correctly grasped the English language. Participants felt that their pronunciation and comprehension would improve if they employed context-appropriate English.

The debate between written and oral assessment has existed for years (Huxham, Campbell, & Westwood, 2010). From addition to arguments regarding achievability and medium for additional self-study, this finding seems to emphasize the participants' belief that the written form could help participants avoid anxiety (which in line with Dwiyanti & Suwastini, 2021; Hamp-Lyons, 2002; Nodoushan, 2014). On this side, there is evidence that written evaluation has really surpassed spoken assessment. In a variety of contexts, students believe they could perform better on a written test since they could revise it multiple times (Zia, 2019); whereas oral assessments do not allow for this. The majority of language learners prefer written assessment since they can receive clear feedback on formative or summative tests – enhancing the outcome of self-study (Nodoushan, 2014; Zia, 2019). Even at the college level, this situation persists, demonstrating that the fear of oral assessment is the prime motive for choosing written to oral evaluation (Huxham et al., 2010).

Indirectly, this result also revealed that learners' anxiety around spoken communication is excessive – educators must be concerned about this situation. It indicates a tendency for learners to have minimal experience using English vocally (Kang et al., 2019); supporting the notion that participants prefer written over spoken language. In contrast, as noted by participants who prefer the spoken form, oral assessment could definitely reflect students' commitment to learning English (Huxham et al., 2010). Indeed, the oral evaluation is believed to be more difficult for a variety of reasons, but a number of studies indicate that learners who regard spoken assessment as a pathway to becoming a professional English learner (Huxham et al., 2010). The sense of personal identity provided by oral assessment can be used to promote learners' motivation to study English - allowing their English skills to be constructed on a scaffold.

It can be concluded that educators who confront this difficulty may apply more written evaluation, but should not eliminate oral assessment entirely. Based on the descriptions provided by related studies, both written and oral assessment are equivalent in terms of significance; neither is superior (Van De Watering et al., 2008). However, since participants tend to choose the written assessment, educators must modify it further while also diagnosing problems with the spoken exam. As has already been demonstrated, employing more diverse forms in spoken evaluation could be a solution to this problem (Alharbi & Surur, 2019; Kang et al., 2019).

Adolescent Students' English Assessment Preference in Specific

Previous descriptions have portrayed participants' English assessment preference in general – most participants prefer written form over the spoken one. Further analysis highlights the English assessment preference in more specific. The overall result is portrayed on the graph 2, as follows:
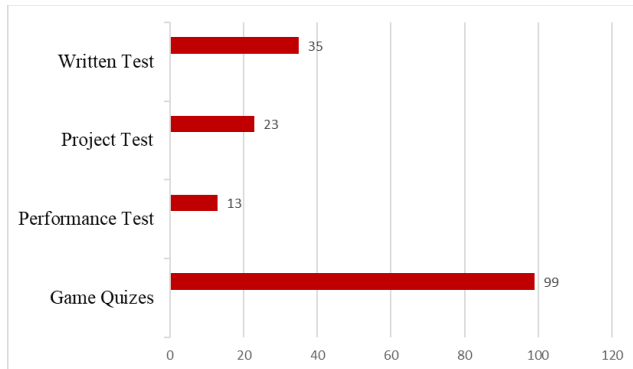
Figure 2 │ Participants' English Assessment Preference in Specific

The figure 2 illustrates a trend indicating that gaming quizzes are preferred above writing tests, project-based assessments, and performance assessments. There was a consensus among the participants that adolescent students prefer gamification as a method of assessing their English learning. The reasons for gamification and other types have been highlighted as being diverse.

The most entertaining kind, according to the participants, is bridging the gap between games and education. In this form, the assessment process is stated as having less tension – the major factor in choosing this form is that it would be enjoyable. Additionally, participants describe this assessment form as futuristic. They may gain a sense of inventive learning as a result of the use of technology.

Several participants choose the written test (conventional assessment) since they are accustomed to this type of assessment. Participants who appreciate this format believe they will learn more effectively if the test is administered in this format – the assessment vibe is more readily perceived. Additionally, some participants assert that this assessment method is more equitable, particularly for those who lack sufficient technological equipment or none at all. In other words, this assessment method is recommended because it has the potential to assist in bridging the digital divide that exists in the classroom.

Meanwhile, some participants prefer project-based activity because of its adaptability. Participants describe being able to complete the project anywhere and at any time - while maintaining control of their time and objectives. Additionally, it is stated that project-based learning enables participants to be creative and innovative, particularly in terms of problem solving.

On the other side, performance-based assessment is chosen because it is defined as a means of assessing productive skills. Participants believe that performance-based assessments can demonstrate their level of competence improvement, particularly in the area of communication.

The majority of responders express additional preferences in addition to the offered selection. Participants state that they expect to be assessed in an offline setting through discussions and participation. In other words, participants prefer that those who are engaged during the learning process be also valued - assessment should not be limited to the administration of examinations. Additionally, participants suggest that it may assist them in remaining motivated throughout the learning process, rather than only during the assessment period. Moreover, participants prefer to be evaluated through a portfolio system in an online setting. Participants describe submitting numerous tasks throughout online learning; nevertheless, they had little knowledge of the outcomes of their activities or note submissions. Participants anticipate that it will be one of their assessment forms as well, which will motivate them to engage in the full range of learning activities rather than just the daily submission.

This layer summarizes participants' preference for gamification over other assessment formats. In addition, participants remark that they prefer to be evaluated based on affective factors, particularly discussions and participations (in offline mode) and portfolio method (in online mode).

Recent adolescent learners, and possibly future generations, cannot be divorced from the emergence of technology (Santosa, 2018). Numerous studies have demonstrated that the most recent generations, Generation Z and the Alpha Generation, enjoy engaging in activities that include the use of technology (Bourchtein et al., 2019; Nabawy et al., 2016; Nhem, 2019; Türel & Dokumaci, 2022). These generations have grown up with technology and saw it as a part of themselves. There, excluding children from technology would likely result in the perception that their schooling is obsolete (Manna, Yoo, & Monfils, 2018).

As the assessment preference of participants, gamification in ELT has been considered to have an impact on recent and future education (Figueroa Flores, 2015; Kaya & Sagnak, 2021; Lindberg, 2019; Redjeki & Muhajir, 2021; Samson & Karthiga, 2020; Sari, Nitiasih, & Budiarta, 2020). Gamification in ELT demonstrates that ICT may be integrated into a variety of topic areas; therefore, learners must also be proficient with technology. Gamification depicts modernity in ELT, giving English learners the impression that they have progressed beyond the previous English learning paradigm – which, in accordance with participants' assertions about game quizzes, reflects modernity in learning.

In accordance with the participants' justifications, the data indicate that gamification in ELT can help students study with less stress (which in line with Kaya & Sagnak, 2021; Sari et al., 2020). Its aesthetic appeal encouraged students to continue with the practice (Sari et al., 2020). One of the adolescent learners' characteristics, the emotional factor that connects to the mood-swing element appears to be tailored. Adolescent learners have a tendency to lose motivation when they experience greater worry during learning, or, in other words, mood influences their behaviors and movements the most (Lawrence & Fakuade, 2021). Preferring gamification with high-attractive features is becoming increasingly acceptable, where adolescents would not feel as much pressure.

In relation to the result, the emergence of game quizzes that participants favor is essentially predicable. Initially, it is recognized that adolescent learners and recent learners in general enjoy playing games (Samson & Karthiga, 2020). In accordance with the majority of participants' assertions, it has been scientifically demonstrated that including games into the learning process can increase learners' motivation, positive perception, and engagement (Figueroa Flores, 2015; Lindberg, 2019; Redjeki & Muhajir, 2021). Theoretically, and as demonstrated by numerous experts, a strong association exists between learning motivation and achievement (Sari et al., 2020). So that likewise learners with positive view and engagement are positively associated to high accomplishment, the majority of studies have discovered this to be the case. The perception that the use of gamification as an evaluation method is good suggests that it will also enhance the accomplishment of students. Some findings that indicate a favorable relationship between gamification and achievement have bolstered the claim that gamification could also improve learners' achievement in ELT contexts (Figueroa Flores, 2015; Redjeki & Muhajir, 2021; Samson & Karthiga, 2020) – although this is one of the research's gaps that require more investigation.

Second, during a pandemic, numerous platforms have been utilized to capture the attention and interest of participants; the majority of these platforms are assessment media (Ulla, Perales, & Tarrayo, 2020). Kahoot and Quizzes are two of the most well-known tools (Putri, 2019; Ulla et al., 2020; Ulla, Perales, & Tarrayo, 2021; Yürük, 2020). There, the tendency of participants to prefer game-based quizzes is reinforced because learners have become accustomed to it; even they enjoy this way. During a pandemic, the use of Kahoot and quizzes has become a trend in Online Learning environments. These platforms are also empirically proven capable of engaging students in following classroom activities, such as assessment (Ulla et al., 2020; Yürük, 2020). This strategy can also urge students to continue learning, even under the most unforeseen circumstances, such as a pandemic outbreak. Moreover, these apps have rigorously demonstrated that online learning can be conducted in an engaging manner in the midst of turmoil during pandemic learning (Ulla et al., 2021) – making the preference for gamification even more acceptable because it can bring something novel amid the chaotic environment.

Thirdly, participants' preference for game quizzes is similarly correlated with their urban settings. Urban learners have unquestionably more access to the availability of modern technologies than their rural counterparts (Bach, Wolfson, & Crowell, 2018; Tang & Bao, 2020). Participants in this study appear used to this assessment style, gamification, due to their easy access to modern technologies itself. High frequency indicating that students have encountered this strategy since they were young students is an additional factor to emphasize. In other words, the participants are quite accustomed to this style of evaluation, and likely do not recognize the typical pattern of evaluation, such as objective examinations or simple essay tests.

In addition to the selections provided on the questionnaire, participants also indicate other preferences, primarily regarding factors of participation. In this example, participants tend to select the same pattern in both offline and online settings: discussions and involvement (in offline mode) and the portfolio technique (in online mode). Indirectly, it appears that the participants value the existence of learning over their own competencies. In other words, participants believe that the worth of the most active learners should be greater than that of the least active ones. Moreover, this result indicates that learners who are communicative and attentive are evaluated more favorably than others, and hence deserve a higher grade. There may also be a propensity for learners to believe that past forms of evaluation lacked transparency, leading them to believe that their results do not correspond with their skill.

Connecting to similar findings and theories, this result indicates that participants have begun to recognize themselves in terms of need and resolve. However, when correlated with other characteristics of adolescent learners, particularly the social development element, it reveals a tendency for adolescents to view engagement as a means of gaining greater attention and recognition from others (Lawrence & Fakuade, 2021; Meškauskienė, 2017). Participants are seeking attention. Theoretically, it looks typical because adolescence is the time when a person attempts to gain as many social recognitions as possible (Meškauskienė, 2017). Participants in this setting attempt to communicate it in their study, which is an excellent assertion and recommendation for educators. Educators are also expected to emphasize this aspect while interacting with adolescent students whose social-recognition scale tends to be high.

Differentiated Assessment in English Learning
Recent circumstance around education also highlights differentiated instruction – there, further analysis also asserts whether participants prefer the English Assessment need to be differentiated. Graph 3 display the tendency occurred on participant relating the differentiated form of assessment in English Learning, as follows:
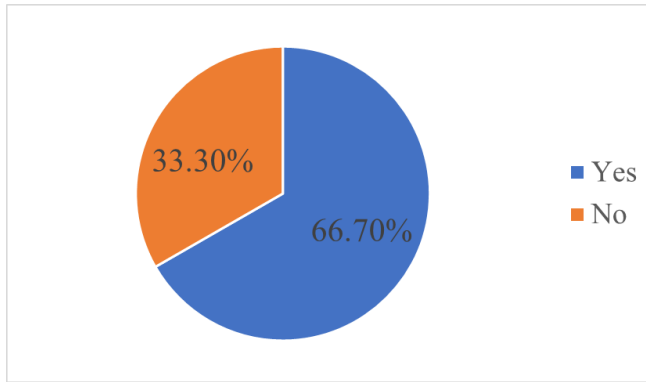
Figure 3│Participants' Response on Differentiated English Assessment

According to the graph, more participants prefer differentiated assessment versus non-differentiated assessment. This section highlights several factors to prefer differentiated assessment over non-differentiated assessment.

On the one hand, proponents of differentiated assessment argue that everyone's abilities and attributes are unique – a standardized method of evaluation may not be adequate. In addition, prior responses from participants reveal a variety of preferences, although there is a trend showing that one type is preferred more than the others. Despite this, participants assert that all desires should be somewhat satisfied. Differentiated assessment is viewed as distinctive by participants since it drew them into learning and improved learning results. In addition, participants indicated that they would feel more valued if their ability, characteristic, and preference were measured differently.

Along with the varied preferences offered by participants, it becomes acceptable to conclude that the majority of participants favor differentiated English assessment. Differentiated pattern of learning is supported by the fact that learners possess a variety of traits and learning styles (supported by Malacapay, 2019), which educators must recognize and facilitate. It has been demonstrated that differentiated education, specifically in the terminology of assessment, can bring novelty in language learning (Ismajli & Imami-Morina, 2018; Mohd Hasrul, Hazita, & Azizah, 2017; Saleh, 2021). English's features are too diverse to be quantified in a single format; thus, differentiation's capacity to occupy learners' diverse skills would enable them to continue improving without excessively comparing themselves to others (Ismajli & Imami-Morina, 2018; Malacapay, 2019) – whose characteristics are completely different.

Even though it is not a new concept in education, differentiation instruction has recently received a great deal of attention (Kaur, Noman, & Awang-Hashim, 2019; Marlina, Efrina, & Kusumastuti, 2019; Saleh, 2021; Shareefa et al., 2019). It is argued that differentiated education can create equity in the classroom by requiring each student to study and be evaluated based on their portion (Ismajli & Imami-Morina, 2018; Marlina et al., 2019). However, implementing differentiated education necessitated other considerations, including the administration of diagnostic tests based on

numerous variables (Shareefa et al., 2019). Participants in this study express similar thoughts, noting that this is not typical for them or, presumably, for educators. Challenges associated with determining distinction (content, method, or assessment) are also highlighted (Shareefa et al., 2019). It is recommended to establish with learners from the beginning whether differentiation will be utilized. The participants who prefer non-differentiated assessment, on the other hand, are not accustomed to this assessment pattern and therefore view it as uncommon. Participants regard differentiated evaluation as tough due to the fact that every individual makes their own decision. Participants on this side contend that, when using differentiated assessment, the learning content should also be differentiated based on students' preferences from the beginning. Participants perceive it to be challenging when the content is the same for all but the assessment is differentiated.

Taking into account the results provided, this study presents the most preferred form of assessment of participated adolescent learners: written-gamification-differentiated. Educators can undertake further assessments using this form in general, as well as others for the objective of making variations. However, in addition to its explicit outcomes, it also yields some interestingly implicit findings.

Despite the objectives of this research to describe the English assessment preferences of adolescent learners, the results implicitly diagnose underlying challenges in learning English among adolescent learners. To begin with, participants with limited English proficiency have a tendency to select forms of assessment with limited speaking exposure. There, the majority of participants prefer written form with game quizzes, traditional assessment, and project-based assessment – where they are indeed evaluated mostly on their reading and writing skills. Those who were self-assured in their speaking skills shown a comparable preference for the spoken form in performance-based assessments. Consequently, the graph below depicts the pattern seen among the research participants:
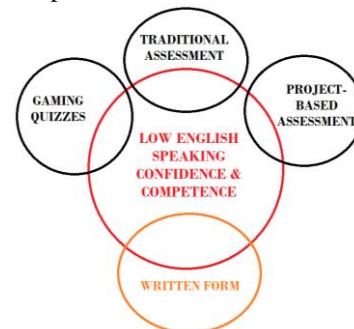
Figure 4│ Pattern of Adolescent Learners' English Assessment Preference (I)

Based on Graph 4. it showed that the adolescent learners' English assessment preference who have low English-speaking confidence and competence tend to prefer gaming quizzis, traditional assessments and project-based assessments. Meanwhile, the other assessment preferences for those who have high English speaking confidence and competence chose the opposite form; which is oral form. It could be describes as Graph 5.

Figure 5 | Pattern of Adolescent Learners' English Assessment Preference (II)

Indeed, Figure 4 and figure 5 demonstrate that English-speaking confidence and proficiency influence the pattern of preference for the assessment form. There appears to be a dichotomy between participants with low and high confidence and ability in English. Since a larger proportion of participants fall into the first pattern (graph 4), this shows a tendency that more adolescent learners of this research have difficulties with the spoken version, hence they prefer the written form. Consequently, although just examining the learners' preferences, these results also reveal the problems that have arisen among the learners.

The findings imply that students have more preference on written form of ICT based assessment. This result is not only attributed by lack confidence of students in oral communication but also several advantages of written form of ICT based assessment. Desai et al., (2021) convinced that the online assessment through written form such as multiple-choice questions (MCQs) or short answer helps to reduce students' anxiety, save their time and minimize the problem of internet bandwidth. Kumar et al., (2018) added that 81% students believe that written online assessment with MCQs using Google form facilitate them to get real time feedback. The emergence of ICT based assessment offers various benefits to assess learning outcomes. Those include easy to design, decrease the possibility of cheating, save money, easy to implement, reduce students' stress, and easy to mark (Dominguez-Figaredo et al., 2022; Yoestara et al., 2020). The ICT based assessment leads to the use of paperless, it can help teachers to save expensive cost as it only needs technical supports from technology i.e., smartphone/laptop and internet access.

It also convinces high integrity between students because the online assessment limits their chance to ask each other. Those things reflect the ICT based assessment practically plays beneficial role in assessing students' outcomes during the rapid transition of learning mode from face-to-face to online learning.

The results of this study also reveal that adolescent learners have begun to acquire their rational self-directed learning (Černe & Juriševič, 2018). They can already identify and explain their capabilities, as opposed to merely selecting things at random without rationale. In other words, adolescents begin to recognize what best suits them. These justify assertions about adolescent learners demonstrate a high level of cognitive development; they are able to construct a coherent argument and recognize themselves (Černe & Juriševič, 2018; Lawrence & Fakuade, 2021). As a result, educators are advised to engage learners more in the teaching-learning process, especially on the design and planning aspects.

This research has further implications for both instructors and students. From the educator's perspective, educators can assess students' needs accurately. Educators are also able to determine the optimal teaching-learning environment, particularly in terms of assessment based on the needs of the learners. In addition, from the perspective of learners, this research could stimulate learners to communicate their learning preferences. In other words, learners have access to be incorporated into their learning plan.

Indeed, the displayed findings and discussions highlight several gaps that are not yet addressed in these descriptions. First, it is anticipated that comparable study will be undertaken in the future, particularly in rural areas, to determine whether diverse settings have a strong influence on the English assessment preferences of adolescent learners. As previously noted, the participants in this study favor easier access to technology, which marginally influences their preference for gamification. There, rural areas with inadequate access to technology may present data that are interesting to compare to more recent findings. Second, it is advised that future study be conducted to observe the achievement of students based on their preferred method of assessment. It would be highlighted with the purpose of assessing the English proficiency of learners based on their outcome – whether or not the preference can improve their performance. Consequently, results gained by thoroughly determining learners' accomplishment on their assessment preference would strengthen educators' consideration of learners' assessment preference.

CONCLUSION

The adolescents are capable of considering appropriate things rationally. Along with the topic of assessment preferences, the participants in this study concluded that they prefer a written-gamified-differentiated pattern of assessment for their English learning process. These preferences are underlined by the flexibility, modernity, enjoyment, and independence aspects of learning; allowing learners to manage their own objectives as well as start becoming autonomous learners. The research's concluding remarks make no attempt to over-generalize that all adolescent learners pick the same pattern – in other words, they are not conclusive.

However, the findings of this study may serve as a stepping stone for further thorough research on this subject, with this study serving as a primary reference. It is strongly recommended to examine the same issue in rural areas to determine whether there is a difference in learners' English assessment preferences across different settings. Additionally, research to rigorously determine learners' performance relative to their assessment preferences will be necessary to determine whether their preferences would enable them attain higher achievement. Additionally, the assessment preferences of English teachers are intriguing to investigate in order to determine whether teachers' and students' preferences are related or not. These gaps have not yet been addressed in this research, which is highly anticipated to be further investigated.
in the world.

ACKNOWLEDGEMENTS

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