

UAI JOURNAL OF EDUCATION, HUMANITIES AND LITERATURE (UAIJEHL)



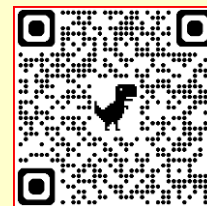
Abbreviated Key Title: UAI J Eud Huma Lit.

ISSN: 3049-3196 (Online)

Journal Homepage: <https://uaipublisher.com/uaijehl-2/>

Volume- 1 Issue- 6 (November-December) 2025

Frequency: Bimonthly



BRIDGING EXPRESSIONS GAPS: EXPLORING STUDENTS' CHALLENGES IN WRITTEN AND ORAL ASSESSMENTS

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ABSTRACT

The manner in which students respond to assessments, whether written or oral, plays a significant role in evaluating both their knowledge and communication skills. However, disparities often arise as students face challenges that differ between these two formats. This study aimed to explore and examine the challenges, coping strategies, and insights of students in answering oral and written assessments in the classroom. It employed a qualitative research design, utilizing a phenomenological approach. This study was anchored on Sweller's Cognitive Load Theory (1998), which explains how the mental effort required to perform a task will affect learning and performance. Six Grade 10 students participated in this study, selected through purposive sampling technique. Data were gathered through semi-structured interviews and open-ended questions. The results revealed four major themes related to students' challenges: nervousness, lack of background knowledge, comprehension challenges, and self-doubt. Students coped by adopting strategies such as preparation, taking extra time in answering, asking assistance from peers, and post assessment reflections. Moreover, students' insights highlighted their tendency of over-reliance to peers, promotion of active participation, knowledge expansion, and motivation students to learn more. The result of the study implies the need for assistance to help students develop their comprehension and self-improvement. Moreover, improving their retention, comprehension and confidence can boost their knowledge and skills in answering assessments, confidence in sharing their thoughts, and overall, their academic performances.

KEY WORDS: grade 10 students, oral assessments, qualitative- phenomenological research, strategies, written assessments.

1. INTRODUCTION

Students demonstrate knowledge and communication skills differently depending on whether they respond in writing or verbally. Answering assessments, whether written or oral, played a significant role in evaluating students' knowledge and communication skills. However, disparities often arise as students face challenges that differ between these two formats (Gaines, 2024; Heydarnejad et al., 2022). Written assessments required organization, clarity, and the ability to articulate ideas in a structured manner, while oral assessments demand spontaneity, confidence, and verbal expression. These challenges would not only impact academic performance but also hinder the holistic assessments of students' abilities (Afrifa-Yamoah et al., 2024).

In Portugal, research highlighted that students would often face challenges in oral assessments due to limited experience in expressing their ideas verbally which led to increased anxiety and affect performance during oral evaluations (Mourão & Enever, 2021). In Sweden, students who accustomed to more interactive classroom settings showed better performance in oral assessments but struggled with formal written tasks (Rönn & Pettersson (2023). Meanwhile, in the Philippines, the preference for social and collaborative learning styles leads to difficulties in written tasks requiring individual reflection and analysis, as students struggled to adapt to assessments formats that would demand independent work rather than group interaction (Reyes et al., 2020). This shift from collaborative to individual-based assessments cause increased stress and frustration among students who were more comfortable working in groups (Marquez et al., 2019).

In one of the public schools in Davao de Oro, teachers reported that while students articulated and expressive in their written outputs, they would tend to be less willing or hesitant to participate in oral discussions during class. This discrepancy raises concerns about the factors influencing their answering capabilities, the possible barriers to verbal expression, and the impact of assessment formats on student performance and engagement. Moreover, there was a growing concern about the lack of comprehensive understanding of how students' answering abilities will differ in written and oral assessments.

The researchers found that previous studies have primarily examined general academic performance and test anxiety; they have not thoroughly explored the distinct challenges students face in written and oral assessments. Likewise, there are only limited research exist on how cultural and institutional contexts influence students' answering strategies, preferences, and performance in these two modes of assessment. Understanding how students perceive and cope with the demands of written versus oral tasks is essential. This study will help address this research gap and will contribute to the development of more inclusive and adaptive assessment practices that accommodate diverse learning and communication styles, ultimately promoting equity and effectiveness in education.

1.1 Research Questions

The study aimed to explore and understand the challenges experienced by the students in in answering written and oral assessments. Specifically, this study sought answers to the following questions:

1. What are the challenges experienced by students in answering oral and written assessments?
2. How do the students cope with the difficulties they experienced in answering oral and written assessments?

3. What are the insights shared by the students in answering oral and written assessments?

1.2 Theoretical Lens

This study was primarily viewed through the lens of Sweller's (1998) Cognitive Load Theory, which provided a framework for understanding how the mental effort required to perform a task affected learning and performance. In the context of students' way of answering assessments, this theory suggested that written and oral assessments placed different cognitive demands on learners. Written responses would allow students to take their time, process information, and organize their thoughts before articulating them. In contrast, oral responses required students to process and articulate their thoughts in real-time, often under pressure. The study used this theory to explore how the cognitive demands of each modality influenced the quality and depth of students' answering (Szulewski et al., 2021).

2. METHODOLOGY

2.1 Research Design

This study employed a qualitative research design, utilizing a phenomenological approach to explore the challenges experienced by students in answering both written and oral assessments. Phenomenology aimed to capture the lived experiences of individuals, offering deep insights into how students perceived and engaged with various assessment formats which aligned with Creswell and Poth's (2018, as cited in Datulio, 2023) emphasis on understanding the intentionality of consciousness and the interplay between external experiences and internal reflections.

2.2 Research Participants

There were six Grade 10 students who participated in this study selected using a purposive sampling technique. Participants were chosen based on their academic performance levels high, average, and low to capture different perspectives. Teachers provided recommendations based on students' engagement in oral recitations, exams, and written assignments. Only students who were willing to share their challenges and insights were included in the study, ensuring a rich and meaningful discussion on answering styles in assessments.

2.3 Data Sources

The data were gathered through in-depth interviews (IDIs) and focus group discussions (FGDs). IDIs provided detailed insights into participants' experiences, while FGDs generated data through group discussions, aiding in analysis and application. Selected students participated in FGDs to explore their experiences in answering assessments. Additionally, relevant literature from journals, books, and articles supported the study's findings.

2.4 Data Collection Procedure

The Data collection involved obtaining permission from the administrator and principal of the research site, coordinating with officials, and selecting participants through purposive sampling. Students were chosen based on teacher recommendations. In-depth interviews were conducted in a private setting using a semi-structured format, with recordings taken for accuracy. Confidentiality was ensured through secure storage and coded identifiers. Ethical protocols were followed, guaranteeing voluntary participation and the right to withdraw at any time.

2.5 Data Analysis

Data analysis began after data collection, using coding and thematic analysis to interpret qualitative data (Pham, 2024). Audio recordings were transcribed verbatim and analyzed thematically using Braun

and Clarke's six-phase framework to identify patterns and themes, ensuring rigor through collaborative analysis and systematic interpretation. This process facilitated the exploration of students' thought expression, allowing for a deeper understanding of how their responses varied across different assessments formats (Kiger & Varpio, 2020; Maguire & Delahunt, 2017).

2.6 Ethical Considerations

This study adheres to the Belmont Report and the Data Privacy Act of 2012 (RA 10173) relevant to the ethics of research involving human subjects: respect for persons, beneficence, and justice; and respect for participants' autonomy, privacy, and honesty in results disclosure. Participants were selected based on their willingness and ability to participate, and permission was secured from the School Head before proceeding. The researchers have maintained honesty in disclosing results and ensure the confidentiality of participants' data, using pseudonyms and securing all files. The principle of justice guided us to fairly balance the burdens and benefits of research.

3. RESULTS

3.1 Challenges Experienced by Students in Answering Written and Oral Assessments

Four (4) major themes emerged on the responses of the participants regarding the challenges they experienced in answering assessments: 1.) nervousness; 2) lack of background knowledge; 3) comprehension challenges; and 4) self-doubt.

Table 1. Major Themes and Core Ideas of the Challenges Experienced by Students in Answering Written and Oral Assessments

Themes	Core Ideas
Nervousness	- Experienced feelings of nervousness and fear of failure when answering assessments. - Worries about scoring low and the possibility of disappointing results. - Overthinking about whether the topics covered in the assessment were adequately studied.
Lack of Background Knowledge	- Students find it hard to answer assessments because of the unfamiliar topic or assessments. - Students were challenged to answer assessments without studying. - The complexity of assessments can lead to feelings of inadequacy, especially when students struggle to comprehend questions or recall information. - Difficulty to understand and get confused by the assessment's styles.
Comprehension Challenges	- Expresses that assessments can be exhausting and difficult, particularly when lacking comprehension skills. - Struggles with understanding reading material, especially when unprepared. - Looking for specific keywords that help identify the question's demand.
	- Difficulty in the meaning of topics or assessment questions, leading to self-doubt. - The tendency to delay responding due

Self-Doubt	to uncertainty or lack of confidence in one's knowledge. Avoiding participation or responses out of concern that one's answers may be incorrect.
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Nervousness

The participants have experienced nervousness in answering assessments because of the fear of failure and worry. This is linked to the responses of IDI 1 and FGD 2 who shared their challenges of answering assessments: *"Answering assessments can be quite nerve-racking at first, and there's a might get a low score, or if you'll be disappointed with your performance (IDI_1)."* Also, *"My feelings when answering oral and written assessments for oral assessments, I feel nervous, especially when it's my turn to answer"*. In addition, FGD 2 also shared that: *"... It's like you feel nervous, especially with public speaking something like that."* Moreover, participants also expressed that they felt nervous when answering assessments. *"Before answering assessments, you feel nervous and confused. During the assessment, everything mixes together nervousness, worry, and confusion. But after, you feel happy because it's finally over (FGD_1)."*

Lack of Background Knowledge

Answering assessments requires a certain level of background knowledge for students to express their thoughts effectively. Without sufficient prior knowledge, they may struggle to construct their answers, especially in oral assessments where immediate responses are needed. This is in reference to the response of IDI_1 who shared that: *"... I lack background knowledge. Sometimes, I don't understand the lesson because I don't listen carefully, and I struggle to recall topics (IDI_1)."* FGD_2 and IDI _1 also added that: *"...As a student, my experience with answering assessments is that it is tiring, especially when it's difficult, and even more so when you struggle with comprehension like when you don't understand what you're reading or when you haven't studied (FGD_2)."* *"The assessment is difficult for me because I don't have enough background knowledge on the topics. I can answer a little, but I'm not confident or certain about my responses."*

Comprehension Challenges

Aside from helping students express their thoughts effectively, overcoming comprehension challenges in both written and oral assessments also enhances their critical thinking and communication skills. As told by IDI_2: *"... For me, the most challenging part is when there is a topic of discussion that I don't understand (IDI_2)."* Added by FGD_2 and FGD _3: *"For me, the most challenging part is when there is a topic of discussion that I don't understand when I feel shy to answer (IDI_2)"*, and *"The most challenging part of answering assessment is when you do not know the underlying concept or topic (FGD _3)."* Because of the complexity of the assessment questions, students must focus more on analyzing and understanding the context rather than just recalling information. This is from the statement of FGD_3 who said that: *"Sometimes, when the question is too long or unfamiliar, I struggle to comprehend its meaning right away..."(FGD_3)*

Self-Doubt

As reflected in the participant's response, IDI_1 expressed significant self-doubt when answering assessments, particularly due to fear of making mistakes and uncertainty about their knowledge. *"The assessment is difficult for me because I lack confidence in my answers. I doubt myself, feeling like I don't know enough, and sometimes I think I'm not smart enough to answer correctly"*

(IDI_1).” IDI_3 added that: *“I feel hesitant if there’s oral and assessments that’s need to be answered especially when I did not study about the topic.”* Meanwhile, FGD_1 and FGD_2 also expressed feelings of self-doubt when answering assessments, especially when they were unsure of their understanding of the topic. They shared that: *“Before the assessment, I feel tensed and unsure if I understand the topic FGD_1), and “When I don’t fully understand the question, I start doubting my ability to answer correctly. I overthink, and instead of confidently responding, I end up unsure and anxious (FGD_2).”*

3.2 Coping Strategies of Students with the Difficulty in Answering Written and Oral Assessments

Four (4) major themes emerged in the coping strategies of participants: 1) preparation; 2) taking extra time in answering; 3) asking assistance from peers; and 4) post assessments reflection.

Table 2. Major Themes and Core Ideas of the Coping Strategies of Students with the Challenges in Answering Written and Oral Assessments

Themes	Core Ideas
Preparation	- Students emphasize the importance of studying and reviewing materials before assessments, particularly in written forms. - Active listening during class discussions is considered crucial for answering both oral and written assessments. - Some students focus on memorizing key details, while others prefer understanding core concepts to answer questions.
Taking Extra Time in Answering	- Taking extra time to clarify assessments that might seem confusing or unclear. - Giving oneself chance to take the time necessary to fully grasp difficult questions. - Relaxing the mind before the assessment by clearing it of distractions.
Asking Assistance from Peers	- Directly asking classmates for clarification. - Peer discussions and group work are vital strategies for handling assessments, especially in oral formats. - Many students collaborate with peers, sharing ideas or discussing difficult questions to improve their understanding.
Post Assessment Reflections	- After completing the assessment, students reflect on the experience, which helps them process and learn from the exercise. - Post-assessment reflection helps students recognize areas for improvement and better prepare for future assessments. - Seeking feedback from educators and peers after assessments provides insights into performance, highlighting strengths and areas for improvement.

Preparation

Participants expressed that repeated practice helps them prepare for both written and oral assessments. Most students engage in multiple practice sessions to refine their answering styles and gain deeper understanding of the assessment format. As shared by FGD_3, *“My preparation for taking an assessment includes reviewing my notes, practicing with sample questions, and getting enough sleep FGD_3).”* In addition, IDI_1 & FGD_3 also shared that: *“...My preparation for the assessment includes calming myself, overcoming nervousness and confusion, praying to God before starting, and managing my emotions to focus better and understand the questions... (IDI_1)”, and “My preparation for taking assessments includes reviewing notes, especially with sample questions, and getting enough rest FGD_3).”*

Taking Extra Time in Answering

Another way the participants dealt with the challenges they encountered is by taking extra time in answering. Participants allocate additional time to carefully think about their responses, ensuring accuracy and completeness. They prefer to analyze the question thoroughly before formulating their answers. In fact, IDI_3 responded that, *“My strategies to handle questions that is difficult is I read the statement repeatedly until I understand it.”* In addition, IDI_2 and FGD_3 shared that: *“For me, it’s when the questions are really difficult, like you have to understand them word by word so that you can comprehend them better... (IDI_2)”*; *“My style in answering assessment is outlining answers, recalling key concepts, and managing time. Skipping and returning later, making educated guesses, or breaking down the question (FGD_3).”*

Asking Assistance from Peers

Participants have also shared that they can handle the challenges they experience in answering assessments by asking assistance from their peers. This in reference to the response of IDI_1: *“... If I don’t understand a question, I ask people who can give me a clear answer and explain it to me. I don’t just guess because I want to provide the correct answer... (IDI_1).”* IDI_3 and FGD_1 also added that: *“How I handle assessments that I am not sure about is by asking my classmates for the correct answer IDI_3), and “If I don’t know the answer to the assessment, I ask my classmate what it is so that I can answer (FGD_1).”* FGD_2 also mentioned that: *“For me, asking about the topic what it means or any clues about it—helps me answer better. You also need to understand the question so you can respond correctly.”*

Post- Assessment Reflections

Students reflect on their experience after completing the assessment which helps them process and learn from the exercise. Also, to appreciate assessments students really look for some exciting activities to boost their energy in answering IDI_1 proves that: *“...If I find it difficult in answering assessments, I will find way to enjoy answering especially if they are activities and reflect about it afterwards...”*. IDI_2 And FGD_3 also added that: *“...I will prepare myself like I will relax my mind so that I can answer and then I will repeatedly read it again to learn from it (IDI_2).”* Additionally, *“After taking assessments, I review my notes particularly with the given questions and reflect on it (FGD_3).”*

3.3 Insights of Students in Answering Assessments

Four (4) major themes emerged in participants’ insights: 1) tendency of overreliance to peers; 2) promote active participation; 3) knowledge expansion; and 4) challenges students to learn more.

Table 3. Major Themes and Core Ideas on Students' Insights in Answering Written and Oral Assessments

Themes	Core Ideas
Tendency of Over Reliance to Peers	- Dependence on classmates for answers rather than developing their own understanding. - Lack of personal understanding that relies on others leads to a lack of true comprehension of materials. - They feel that their answers are often based on what others provide, rather than trusting their own.
Promotion of Active Participation	- Paying attention during discussions aids performance on assessments. - Actively engaging with course materials leads to better understanding and performance. - Participating in discussions or assessments boosts student confidence.
Knowledge Expansion	- Students realize that assessments help them identify areas where they lack understanding, and they become aware of topics they need to focus on. - Students acknowledge that regular assessments push students to improve, as they help students understand what they still need to learn. - Students reflect on their learning journey, realizing how much they have gained from assessments and the opportunity for personal growth.
Motivation to Learn More	- Build confidence in their academic abilities, which contributes to their overall learning and growth. - Improve communication skills, which are crucial for academics. - Students gain practical skills, such as the ability to speak to everyone.

Tendency of Over Reliance to Peers

The students' insights into answering assessments show a tendency of over-reliance on external help. As quoted by IDI_1: *"Sometimes, I rely on my classmates, especially when I don't understand the question. If they provide an answer, I just follow it, even if I don't really understand. Because of this, when we answer assessments, I often don't grasp the content since I completely depend on their answers... (IDI_1)"* Also, IDI_3 and FGD_1 shared that students tend to rely on their peers' answers instead of forming their own, making it difficult for them to develop independent thinking and comprehension skills. *"Sometimes, when I answer an assessment and I don't understand the question, I rely on my classmates. I ask them for the correct answer instead of trying to understand it on my own (IDI_3)"*. *"Sometimes, when I answer an assessment and don't understand the question, I rely on my classmates. I ask them for the correct answer instead of trying to understand it on my own (FGD_1)."*

Knowledge Expansion

Students gain from answering assessments through written and oral expansion of their knowledge. IDI_1 shared that: *"This is really a big help for students because their knowledge will increase, and they*

will learn a lot more from this pre-assessment... (IDI_1)". IDI_3 also added that: *"Yes, because it helps students to improve their knowledge about every topic that is given."(IDI_3)*. Further FGD_2 said that: *"This is really a big help for students, especially in oral assessments, as it helps them develop confidence in speaking in front of many people. In written assessments, it also improves their writing skills and understanding of words (FGD_2)"*.

Promotion of Active Participation

One of many benefits that students gain in answering assessment is to enhance participation in activities IDI_2 prove that's: *"It can help us participate in class which is important for us to build the confidence from within"(IDI_2)*. IDI_3 also said: *"... I learned that if we always answer assessments, it can help us in a way of participating in the class (IDI_3)*. FGD_1 added that: *"I discover that participating in answering assessments can really help us especially it can boost our confidence " (FGD_1)."*

Motivation to Learn More

In answering assessments, students can learn new words that can further enrich their vocabulary. As said by IDI_1: *"To answer assessments well, you need to carefully read and understand the questions... (IDI_1)*. FGD_2 added that: *"What I can share with others about my experience in answering assessments is that you shouldn't just focus on using your cellphone. You should also take the time to read to enhance your reading comprehension. Study at the right time to avoid cramming, and don't stay up too late so you can better retain what you have studied... (FGD_2)."*

4. DISCUSSIONS**4.1 Challenges Experienced by Students in Answering Written and Oral Assessments**

Students felt nervous when answering assessments due to a combination of fear of failure, uncertainty, and pressure to perform well. This result is supported by the study of Gbormittah (2024) in which fear of failure and inadequate preparation contribute significantly to students' anxiety, especially in mathematics assessments. This leads to nervousness before and during tests, making it difficult for students to focus and recall information. Similarly, the study of Rehman (2020) reveals that mental preoccupation leads to physical symptoms like restlessness, further impacting performance.

In addition, students struggle with assessments due to a lack of background knowledge, which makes it difficult to understand and answer questions effectively. When faced with unfamiliar topics, they may feel lost and unable to recall relevant information, leading to frustration and self-doubt. In the study of O'Reilly (2019), it was revealed that students with insufficient prior knowledge on specific topics, such as ecosystems, faced considerable challenges in understanding related texts. Also, Hammond (2021) emphasized that students with limited background knowledge often struggle to construct coherent mental representations of texts. This difficulty adversely affects their comprehension and overall academic success.

Relatively, studies have shown that students experience comprehension challenges in reading assessments, particularly difficulties in identifying main ideas and making inferences. These struggles were attributed to students' limited vocabulary and insufficient prior knowledge, which hinder their ability to fully grasp and analyze reading materials (Sutrisno, 2021; Villanueva & Nadera, 2020). In contrast, students who demonstrated higher levels of reading and language comprehension performed significantly better in both written and oral assessment formats, indicating that strong comprehension skills underpin effective expression in either

mode (Urrutia et al., 2024).

Results further show that self-doubt arises when there is uncertainty in one's knowledge or abilities. Research indicates that self-doubt undermines confidence and increases communication apprehension, leading to hesitation, fragmented thoughts, and reduced fluency during oral responses and written tasks (Liu & Jackson, 2024). On the other hand, Viernes (2019) argues that self-esteem directly influences a student's confidence, and low self-esteem can be linked to self-doubt, which negatively impacts academic performance. Similarly, Zhao et al., (2021) points that students with low self-esteem may experience self-doubt, leading to disengagement and reduced academic performance.

4.2 Coping Strategies of Students with the Challenges in Answering Written and Oral Assessments

Students have their own strategies to get a positive outcome in taking assessments, one of those strategies is preparation. A study revealed that students who follow structured study routines tend to perform better, while poor habits like cramming negatively affect retention and application of knowledge (Santos, 2020). In addition, well-prepared students gain confidence and perform better, especially when engaging in active learning techniques such as practice quizzes and discussions (Rodriguez & Dela Cruz, 2021).

The findings of the study revealed that asking assistance from peers is a common strategy among students. According to studies, peer assessment positively impacts academic performance across different subjects and educational levels. Students who engage in peer-assisted learning tend to achieve better results in assessments due to collaborative understanding and feedback (Li et al., 2020). Furthermore, Yu et al., (2019) stressed that peer-assisted learning significantly improves test scores and comprehension. Similarly, according to Markowitz (2020), participation in activities with peer support results in improved student learning experiences compared to individualized learning.

Further, in order to fully understand complex questions and improve their performance, students take extra time in answering assessments. The study of Witmer et al., (2024) found that students who used extended time effectively achieved higher test scores. When students were allowed extra time to complete assessments, they reported less time pressure and demonstrated greater performance improvements, especially on more complex items. Subsequently, Wei and Zhang (2024) affirm that those who used the extra-time accommodation scored significantly higher and revisited items more often than peers who did not receive it. On the other hand, post-assessment reflection helps students improve their performance. Study found that students who engaged in structured reflection improved their learning experiences and academic performance (Korzaan et al., 2021; Simmonds, 2018).

4.3 Insights of Students in Answering Assessments

The tendency of overreliance to peers is one of the insights shared by the participants. This is in congruence to the study of Singasing (2019), which explored how peers can both positively and negatively influence study habits; while some students found inspiration and assistance from their peers, others experienced distractions and engagement in non-academic activities due to peer influence. However, Lolos (2022) argues that peers play a significant role in shaping students' academic performance, with the potential to either enhance or impede learning efficiency based on the nature of peer interactions.

Conversely, engaging in discussions allows students to express their thoughts, clarify doubts, and deepen their understanding of the

subject. Competitive collaboration increases student motivation, participation, and engagement in academic activities (Seco, 2019). Likewise, utilizing role-playing, group discussions, and reflective exercises to encourage active student involvement. Students who participated in these activities developed higher confidence, better communication skills, and a stronger sense of belonging in their academic environment (Berti et al., 2023).

Moreover, results revealed that written assessment process enhanced metacognitive awareness, helping them to plan, organize and evaluate their responses more critically (Popandopulo et al., 2023). On one hand, studies feature that integrating constructivist-based instructional materials and powerful techniques like retrieval practice and spaced repetition encourage active learning and student engagement which are effective for enhancing students' research skills, better retention, and exam performance (Tonzon, 2023; Abulhul, 2021).

Finally, oral assessments provide various perceived benefits, such as improving students' technical speaking skills, probing their conceptual understanding, positively contributing to academic integrity, increasing motivation to learn, and offering a venue for students to show competency by verbally explaining the problem solutions (Baghdadchi et al., 2024). However, the study of Villanca (2023) states that the transition from online to face-to-face learning posed a different set of difficulties, especially in subjects that require high levels of focus and active participation, such as mathematics. Students showed signs of decreased self-discipline, communication difficulties, and a lack of motivation to engage during in-person classes after becoming accustomed to the online setup. These challenges indicated a gap in student adaptability and stressed the importance of preparing learners not only for technological integration but also for transitioning between learning modalities.

5. CONCLUDING REMARKS

Throughout our research we found that students approach assessments in different ways, influenced by their confidence, understanding of the topic, and test anxiety. Some students feel more comfortable expressing their thoughts in written assessments, where they have time to organize their ideas, while others perform better in oral assessments, where they can explain their answers freely. We also observed that pressure and anxiety can affect how students articulate their responses, sometimes making it difficult for them to fully demonstrate what they know. More than just evaluating performance, assessments help students build confidence in expressing their ideas, whether in writing or speaking. We believe this research can contribute to a more supportive and effective learning environment for both students and education.

6. RECOMMENDATIONS

Based on the study's findings, it is recommended that education policymakers and school administrators implement supportive assessment strategies that consider diverse learning styles, ensuring that students have equal opportunities to express their thoughts effectively. Additionally, teacher training programs should emphasize assessment techniques that encourage critical thinking and reduce test anxiety, such as open-ended questioning, and interactive discussions. For schools, it is recommended to diversify assessment methods by incorporating a balance of written and oral evaluations to accommodate different student strengths. Creating a supportive learning environment through peer mentoring and student support groups can further help learners gain confidence in expressing their thoughts. Like, creating activities once a month that led them to communicate with the teachers and to their fellow

students. For future researchers, they are encouraged to explore the role of cognitive and emotional factors in students' answering styles. Moreover, with the increasing integration of technology in education, further studies should investigate the impact of digital tools, such as online assessments and AI-based feedback systems, on students' performance.

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