EXPLORING STUDENTS' PERCEPTIONS TOWARDS FORMATIVE ASSESSMENT IN ENGLISH SPEAKING CLASSES AMONG TOURISM AND HOSPITALITY MAJORS

TÌM HIỂU NHẬN THỨC CỦA SINH VIÊN CHUYÊN NGÀNH DU LỊCH VÀ KHÁCH SẠN VỀ ĐÁNH GIÁ QUÁ TRÌNH TRONG CÁC LỚP HỌC NÓI TIẾNG ANH

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ABSTRACT

This quantitative study investigates the perceptions of formative assessment in English speaking classes among Tourism and Hospitality majors at Hanoi University of Industry. Utilizing a survey-based approach, the research aims to explore students' perspectives on the role of formative assessment in enhancing their English-speaking skills. The study employs a quantitative methodology, utilizing survey questionnaires as the primary data collection instrument. An online version of survey questionnaires was sent to 420 students studying Tourism and Hospitality majors from various academic years, ranging from second to fourth year. The findings show that most participants view formative assessment as suitable for improving speaking skills, with role-play identified as the most effective method. Regular feedback supports students' English-speaking improvement, and teachers play a vital role by providing guidance. Formative assessment also enhances self-assessment, confidence, and encourages self-reflection and active participation. While opinions differ on formative assessment's impact on overall learning, it is regarded as effective in meeting language proficiency requirements in Tourism and Hospitality.

Keywords: *Tourism and hospitality, students' perceptions, formative assessment, English speaking skills.*

TÓM TẮT

Bài báo trình bày nghiên cứu định lượng điều tra nhận thức về đánh giá thường xuyên trong các lớp học nói tiếng Anh của sinh viên chuyên ngành Du lịch và Khách sạn tại Trường Đại học Công nghiệp Hà Nội. Sử dụng phương pháp tiếp cận dựa trên khảo sát, nghiên cứu nhằm khám phá quan điểm của sinh viên về vai trò của đánh giá thường xuyên trong việc nâng cao kỹ năng nói tiếng Anh. Nghiên cứu sử dụng phương pháp định lượng, với bảng câu hỏi khảo sát là công cụ thu thập dữ liệu chính. Nghiên cứu sử dụng bảng câu hỏi trực tuyến gửi tới 420 sinh viên đang theo học chuyên ngành Du lịch và Khách sạn từ nhiều năm học khác nhau, từ năm thứ hai đến năm thứ tư. Kết quả nghiên cứu cho thấy đa số người tham gia đồng ý rằng hình thức "Đánh giá thường xuyên" là phù hợp để cải thiện kỹ năng nói, trong đó hoạt động đóng vai được đánh giá là phương pháp hiệu quả nhất. Hình thức "Đánh giá thường xuyên" giúp sinh viên cải thiện kỹ năng nói tiếng Anh, và giảng viên đóng vai trò quan trọng trong việc hướng dẫn. "Đánh giá thường xuyên" cũng nâng cao khả năng tự đánh giá, tự tin, khuyến khích sự tự chiêm nghiệm và thúc đẩy sự tham gia tích cực của sinh viên vào bài giảng. Dù còn nhiều ý kiến trái chiều khác nhau về tác động của "Đánh giá thường xuyên" lên việc học, hình thức này vẫn được coi là hiệu quả trong đáp ứng yêu cầu ngôn ngữ cho sinh viên chuyên ngành Du lịch và Khách sạn.

Từ khóa: *Du lịch và Khách sạn, nhận thức của sinh viên, đánh giá thường xuyên, kỹ năng nói tiếng Anh.*

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1. INTRODUCTION

In the field of Tourism and Hospitality, effective communication in English is paramount. As global travel and hospitality industries continue to expand, proficiency in English speaking among professionals in these sectors becomes increasingly essential. Recognizing the significance of language proficiency in facilitating interactions with international clientele, educational institutions, such as Hanoi University of Industry, endeavor to equip students with the necessary linguistic skills through specialized English-speaking classes.

One significant aspect of language education is the integration of assessment methodologies that not only gauge students' language proficiency but also foster continuous improvement. Among these assessment approaches, formative assessment emerges as a pivotal tool in shaping students' language acquisition journey. Unlike summative assessments that measure final achievement, formative assessments provide ongoing feedback and opportunities for students to monitor and enhance their language skills progressively.

Despite its acknowledged importance, the perceptions of Tourism and Hospitality majors towards formative assessment in English-speaking classes remain relatively underexplored. Understanding students' attitudes and perspectives towards formative assessment is crucial for educators and curriculum designers to tailor effective pedagogical strategies that cater to the specific needs and aspirations of learners in these disciplines.

This quantitative study aims to delve into the perceptions of formative assessment among Tourism and Hospitality majors at Hanoi University of Industry. Through the utilization of survey-based methodologies, the research seeks to elucidate students' views on the role of formative assessment in bolstering their English-speaking competencies. By analyzing students' perspectives, the study endeavors to uncover insights into the effectiveness of formative assessment practices in meeting the language proficiency standards requisite for success in the Tourism and Hospitality industry.

Furthermore, this research endeavors to identify factors that may influence students' perceptions of formative assessment in English-speaking classes. By examining various determinants, such as prior educational experiences, cultural backgrounds, and pedagogical approaches, the study aims to delineate the multifaceted nature of students' attitudes towards formative assessment.

The findings of this research are anticipated to contribute to the ongoing discourse on effective assessment practices in language education, particularly within the context of Tourism and Hospitality programs. Insights garnered from students' perceptions can inform curriculum development initiatives and pedagogical strategies tailored to the unique requirements of Tourism and Hospitality majors. Ultimately, the study aspires to foster a conducive learning environment that nurtures language proficiency and empowers students to thrive in diverse professional settings within the global tourism and hospitality landscape.

2. LITERATURE REVIEW

2.1. Formative assessment

Assessment plays a crucial role in enhancing students' English proficiency and skills, serving as a vital tool to maximize their learning potential. Assessment typically follows teaching to evaluate students' grasp of the material and their overall ability to apply what they've learned. Therefore, Teachers must be capable of assessing and analyzing whether students have achieved mastery through evaluation methods like formative assessment.

Formative assessment is a continuous evaluation method used alongside teaching to identify challenges, assess knowledge gained, and measure student success. Formative assessment was defined as "all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" [1]. They also mentioned that formative assessment based upon the assessment itself as well as the use of evidence from the assessment, formative assessments serve a myriad of feedback related purposes such as diagnosis, prediction, and evaluation of teacher and student performance [1]. H. Douglas Brown [2] pinpoints that most of the assessment taking place in the classroom is formative by nature since it allows learners to "form their knowledge by analysing and internalising teachers' comments" [3]. This study conveys that formative assessment is all the methods and tools that educators use to get information about students' progress and help them learn. The use of formative assessment in the context of this study is to recognize students' performances and learning improvement including abilities and attitudes. Through formative assessment activities, students will have the opportunity to reflect on, assess, and judge the quality of their own work and learning progress.

William [4] mentioned the five key strategies of formative assessment, consisting of (1) Clarifying, sharing and understanding learning intentions and criteria for success; (2) Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning; (3) Providing feedback that moves learning forward; (4) Activating learners as instructional resources for one another; and (5) Activating learners as the owners of their own learning.

Taking speaking activities in blended learning environment into consideration, formative assessment plays a vital role. Speaking skills as a part of pragmatic knowledge represent communication ability, knowledge related to language use in practice, and appropriate use of target language in an appropriate context such as functional and sociolinguistic knowledge [5]. Foreign language speaking skills assessment involves multiple activities and various tasks [5] and speaking skills assessment should measure language ability or the use of language rather than students' knowledge about the topic if the language test does not have a specific purpose [6]. It is also noted that speaking is seen by language testers as the most difficult of the four language skills to assess. Assessing speaking requires that we either observe a "live" oral performance or that we capture the performance by some means for evaluation at a later time. A method for elicitation must be selected, rating scales must be developed, and interviewers and / or raters must be trained. (p. 1). Numerous studies argue that formative assessment, if carefully planned and administrated can play a vital role in second language education. Generally, it can be seen as making learners more consciously involved in the learning process. In measuring students' speaking ability, the teacher should get their performance and achievement by conducting an assessment. Consequently, formative assessment plays a critical role in developing speaking skills by involving students in the learning process and focusing on practical language use in context.

The assessment aims to collect student performance and information on students' learning outcomes [7]. Many of the challenges faced in assessing speaking skills are related to many factors, including how well students can speak the language and how appropriately the teacher measures students' speaking.

2.2. Students' perceptions of formative assessment in EFL classrooms

Teachers should prioritize considering students' perspectives when designing formative assessments in the EFL learning process. By incorporating students' feedback and perceptions of formative assessments, teachers can better understand the effectiveness of their teaching strategies. According to Nafisah et al. [8], feedback from students helps teachers evaluate the alignment between assessments and learning objectives. Similarly, it was noted that students' perceptions of formative assessments can guide teachers in adjusting materials and teaching methods to meet students' needs.

Wafubwa [9] supports these findings, emphasizing that developing formative assessments based on student feedback enables teachers to tailor instruction accordingly. This approach encourages students to assess their own work and learning progress throughout the assessment process. Understanding how students perceive different forms of formative assessment is crucial for teachers to choose tools that resonate positively with students and mitigate biases they may have toward specific assessment methods.

Research by Ogange et al. [10] underscores the significance of considering students' perceptions of formative assessment. Since students are central to the learning experience, their insights can enhance student engagement and improve feedback practices.

2.3. Benefits of formative assessment

It is indicated that formative assessment can (a) promote students' engagement, (b) enhance students' learning, and (c) improve students' autonomy.

Formative assessment promotes student engagement and encourages positive attitudes toward various assessments. Many teachers view formative assessment as interactive, learning-focused, and reflective, known as "Assessment for Learning." This approach involves students actively in the learning process, while teachers offer guidance, feedback, and tailor future lessons to bridge learning gaps [1]. Clinchot et al. [11] further suggested that formative assessment becomes more effective when adapted to meet students' specific needs.

Lee et al. [12] found that "assessment as learning" improves student learning, based on a study in two writing classrooms from both teachers' and students' perspectives. They noted that improving writing assessment literacy among teachers can be enhanced through continuous professional development. It was emphasized that questioning as a formative assessment method that encourages critical thinking and aids in evaluating learning levels to inform teaching strategies. Additionally, computer-assisted formative assessment

supports creativity by providing feedback on various dimensions of a task or process [13].

Research on formative assessment highlights the importance of learner autonomy. It was suggested that technology enhances formative assessment by improving students' attitudes, motivation, and performance across various fields [14]. Similarly, Baleni [15] explored online formative assessment in higher education, noting advantages such as increased student commitment, flexibility in taking tests, quicker feedback, and reduced grading time and costs. These studies emphasize the benefits of integrating technology into formative assessment to improve the learning experience.

3. METHODOLOGY

3.1. Research site and participants

The study was conducted at a public university in northern Vietnam, focusing on non-English-majored students majoring in Tourism and Hospitality. The university offers an "English for Occupational Purposes" program, emphasizing industry-relevant skills to prepare students for careers in these sectors. A total of 385 students from second to fourth year participated, representing different fields: 40.8% in Hospitality Management, 29.3% in Tourism and Travel Management, 24% in Tourism, and 5.9% in Restaurant and Food Service Management. The research explored students' perceptions of formative assessment practices, which are integrated into the curriculum to enhance English proficiency and provide continuous feedback. All participants were informed about the study and consented to participate, ensuring ethical compliance.

3.2. Research methods

This study used a quantitative approach, employing close-ended questionnaires to collect data from Tourism and Hospitality majors. The method was chosen for its ability to generate measurable and objective data, allowing for statistical analysis of participants' perceptions of formative assessment. Close-ended questionnaires provided structured responses, making it easier to quantify and analyze trends. The research addressed two main questions:

(1) How do students perceive the role of formative assessment in improving their English-speaking skills?

(2) How effective is formative assessment in language learning?

This approach enabled the study to explore the impact of formative assessment on students' language development and professional readiness.

3.3. Data collection procedures

The study collected data from 358 Tourism and Hospitality students at a public university in northern Vietnam using online questionnaires for convenience and broad reach.

Phase 1: Piloting the Questionnaire

A draft was reviewed by the supervisor, with adjustments made to eliminate ambiguity. The questionnaire was then tested with 25 first- and second-year students, who provided feedback on its clarity and design. The researchers checked the Cronbach's Alpha index to ensure reliability, and the final version was revised accordingly.

Phase 2: Data Collection

The final questionnaire was distributed online to 420 students, yielding 358 responses. Clear instructions and terminology were provided to ensure participants fully understood the questions.

3.4. Data analysis

- Step 1: Preparing the data: Upon receiving back the questionnaires, the research sorted out and checked whether (1) that questionnaire was completed; and (2) the given answers were consistent.

- Step 2: Reporting the statistics: In this step, the frequency of the difficulties that students encountered when listening English was calculated. Descriptive statistics analyses were carried out to understand the variables of data, including frequencies and percentages.

- Step 3: Visualizing the collected data: Apart from being reported in written form with detailed numbers and description, the statistics were visualized using a range of charts, graphs, and tables. This made it so much easier to show the relationships for comparisons and contrasts.

4. FINDINGS AND DISCUSSIONS

4.1. Findings

4.1.1. Students' learning experiences

Regarding English-speaking proficiency, 69.8% of students rated their skills as fair, reflecting a moderate level of competence. 18.4% of participants rated their proficiency as poor, indicating potential challenges in effective communication. None of the students rated their proficiency as excellent, suggesting areas for improvement in their language skills.

Participants are also asked to assess the frequency of assessments and the types of activities they have

encountered. The analysis also explores how students perceive the effectiveness of these assessments in improving their language skills, offering insights into which activities are most and least beneficial for their development.
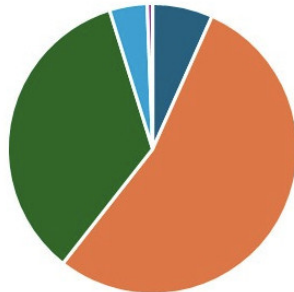

Figure 1. The frequency of receiving formative assessments in English-speaking class

The data illustrates that a significant portion of students, approximately 53.9%, receive formative assessments frequently in their English-speaking classes. 34.6% of students report receiving assessments occasionally, indicating that while not as frequent, assessments are still a common occurrence. However, it's noteworthy that only a small percentage of students (6.7%) receive formative assessments very frequently, implying that while regular assessment is prevalent, it may not be overly burdensome for the majority of students.
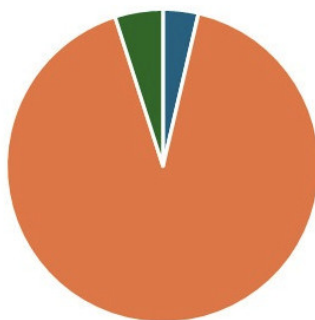

Figure 2. Students' perception of the frequency of formative assessments in their English-speaking classes

As can be seen in Figure 2, the data on students' feelings regarding the frequency of formative assessments in their English-speaking classes presents a positive perspective overall. A significant majority, 90.5% of respondents, perceive the frequency of assessments as appropriate. This indicates a general satisfaction with the balance struck between the frequency of assessments and their learning needs. It suggests that students feel adequately supported in their language learning journey through the regularity of assessments, which likely provides them with consistent opportunities to practice, receive feedback, and improve their English-speaking skills.

The Table 1 provides data on the types of formative assessment activities used in speaking classes and their perceived effectiveness. The most common FA activity is role play, followed by personal presentations and group presentations. When asked about the most effective FA activities, role play was again the most popular choice, followed by personal and group presentations. However, when asked about the least effective FA activities, group discussion was the most frequently selected. This suggests that while role play and presentations are generally perceived as effective, group discussion may be less effective in promoting speaking skills in these classes.

4.1.2. Students' perception on influencing factors of formative assessments in their English-speaking classes

- Received feedback

The table presents data on students' perceptions regarding the influence of formative assessments on their English-speaking skills. It examines how regular feedback and assessment sessions impact students' abilities, goal-setting, and skill development in English speaking. This evaluation provides insight into the effectiveness of formative assessments in enhancing students' speaking proficiency.

The Table 2 reveals that most students respond favorably to the role of formative assessments in their English-speaking classes. The highest level of agreement is observed for the statement "The feedback received from formative assessment sessions is helpful in setting

Table 1. Data on formative assessment activities

	Role play	Personal presentation	Group presentation	Group discussion	Other
Types of FA in speaking classes	76.3%	3.1%	9.8%	3.6%	7.2% (All of the above)
The most effective FA activities	67%	13.1%	13.1%	5.6%	1.2% (All of the above)
The least effective FA activities	10.9%	23.2%	25.1%	33.8%	7% (None of the above)

Table 2. Students' perception on influencing factors of formative assessments in their English-speaking classes - Feedback

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Regular feedback from formative assessment sessions helps me improve my English-speaking abilities.	2.2%	1.10%	16.2%	62%	18.4%
The feedback received from formative assessment sessions is helpful in setting goals for improving my English-speaking proficiency.	3.1%	0.0%	15.4%	66.2%	15.4%
I find the feedback provided in formative assessment sessions effective for improving my English-speaking skills.	0.0%	1.1%	20.9%	68.4%	9.2%

Table 3. Students' perception on influencing factors of formative assessments in their English-speaking classes - Teachers' roles

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My instructors effectively provide guidance and support during formative assessment activities.	0%	0.8%	16.8%	63.7%	18.7%

Table 4. Students' perception on influencing factors of formative assessments in their English-speaking classes - Learner's autonomy

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Formative assessment helps me identify my strengths and weaknesses in English speaking.	3.4%	0%	18.70%	59.50%	18.4%
Formative assessment helps in building my confidence in English speaking.	0.8%	2.2%	26.8%	62.8%	7.3%
I am likely to actively engage in self-assessment and reflection after participating in formative assessment activities.	0.3%	2.5%	39.4%	51.1%	6.7%
Formative assessment encourages me to take ownership of my learning process in English speaking.	0.6%	2.8%	33.2%	53.6%	9.8%

goals for improving my English-speaking proficiency," with 66.2% agreeing and 15.4% strongly agreeing, resulting in a combined 81.6% positive response rate. This suggests that students recognize the value of formative feedback in establishing clear goals for language improvement.

Similarly, the statement "Regular feedback from formative assessment sessions helps me improve my English-speaking abilities" also shows a high level of support, with a combined 80.4% agreement, highlighting the effectiveness of ongoing feedback in enhancing speaking abilities.

For the final statement, "You find the feedback provided in formative assessment sessions effective for improving your English-speaking skills," the majority (68.4% agree and 9.2% strongly agree) shows positive perceptions, though this statement has the highest percentage of neutral responses (20.9%). This indicates that while students generally find feedback helpful, some

may need further support or clearer guidance to fully understand its impact.

- Teachers' roles

The Table 3 shows that a majority of students perceive their instructors as effective in providing guidance and support during formative assessment activities, with 63.7% agreeing and 18.7% strongly agreeing. This results in a high combined positive response rate of 82.4%. Meanwhile, 16.8% of students selected a neutral stance, indicating that a notable proportion neither agrees nor disagrees with the statement. A very small percentage (0.8%) disagrees, and no students strongly disagree, suggesting minimal dissatisfaction. These results indicate that most students view their instructors' role in formative assessments favorably.

- Learner's autonomy

The Table 4 reveals that 59.5% of students agree and 18.4% strongly agree that formative assessments help

Table 5. Students' perception on influencing factors of formative assessments in their English-speaking classes - Engagement

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Formative assessment encourages active participation and engagement in English speaking activities.	2.8%	0.8%	19.3%	62.0%	15.1%
Formative assessment provides me with opportunities to practice and refine my English-speaking skills.	3.1%	0.0%	14.8%	65.9%	15.9%
I am motivated to actively participate in formative assessment activities in my English-speaking classes.	1.7%	2.5%	28.8%	61.7%	5.3%
Formative assessment encourages peer learning and collaboration in English speaking classes.	0.6%	0.8%	24.9%	63.7%	10.1%

Table 6. Students' perception on influencing factors of formative assessments in their English-speaking classes - Learning improvement

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My English-speaking skills have been improved since the introduction of formative assessment in my classes.	0.6%	28.2%	22.6%	41.9%	6.7%
Formative assessment promotes continuous learning and improvement in English speaking.	0.3%	18.4%	33.8%	41.1%	6.4%

them identify their strengths and weaknesses in English speaking, totaling 77.9% positive responses. A smaller proportion (18.7%) is neutral, while 3.4% strongly disagree. For building confidence, 62.8% agree and 7.3% strongly agree, summing up to 70.1% positive responses. Neutral responses are relatively high at 26.8%, and a combined 3.0% disagree or strongly disagree. Regarding self-assessment and reflection, 51.1% agree and 6.7% strongly agree, making a combined 57.8%. However, 39.4% remain neutral, and 2.8% disagree or strongly disagree. Finally, 53.6% agree and 9.8% strongly agree that formative assessments encourage ownership of the learning process, giving a total of 63.4% positive responses. Neutral responses are 33.2%, while 3.4% disagree or strongly disagree.

Overall, positive responses are prevalent, with higher neutral responses indicating varied perceptions of formative assessment impact on autonomy.

- Engagement

Table 5 provides data on students' perceptions of the factors that influence their engagement in formative assessment activities in their English-speaking classes. The majority of students agree that formative assessment encourages active participation and engagement (77.2%), provides opportunities for practice and skill refinement (79.9%), and motivates them to participate

actively (83.3%). Additionally, a significant number of students believe that formative assessment encourages peer learning and collaboration (81.3%). However, there are still some students who disagree or are neutral on these factors, suggesting that there is room for improvement in the design and implementation of formative assessments to ensure that they are engaging and effective for all students.

- Learning improvement

The Table 6 provides data on students' perceptions of the impact of formative assessment on their English-speaking skills. Many students agree that their English-speaking skills have improved since the introduction of formative assessment (68.6%), and that formative assessment promotes continuous learning and improvement in English speaking (65.3%). These findings suggest that formative assessment is an effective tool for enhancing English-speaking skills in the classroom.

4.1.3. The effectiveness of formative assessments in fulfilling language proficiency requirements in Tourism and Hospitality industry

As can be seen from Table 7, it shows the effectiveness of formative assessments in fulfilling language proficiency requirements in the tourism and hospitality industry. The majority of respondents agree or strongly

Table 7. The effectiveness of formative assessments in fulfilling language proficiency requirements in Tourism and Hospitality industry

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Formative assessment sessions adequately prepare you for real-life English-speaking situations in the tourism and hospitality industry.	1.1%	3.1%	23.5%	62.8%	9.5%
Formative assessment activities in my English-speaking classes adequately address the language skills required for effective communication in tourism and hospitality settings.	1.1%	16.5%	20.4%	51.4%	10.6%
In my opinion, formative assessment enhances my understanding of English language nuances relevant to the tourism and hospitality industry.	1.4%	1.7%	27.1%	61.7%	8.1%

agree that formative assessments effectively prepare them for real-life English-speaking situations (62.8%), address language skills required for communication (51.4%), and enhance understanding of English nuances (61.7%). However, a significant portion of respondents remain neutral on these aspects (23.5%, 20.4%, 27.1% respectively), indicating a mixed perception or lack of strong opinion. Only a small percentage of respondents disagree or strongly disagree with the effectiveness of formative assessments (1.1 - 3.1%).

4.2. Discussion

The findings of the study demonstrate that formative assessments are effective in enhancing English-speaking skills for Tourism and Hospitality students. Regular feedback is valued by the majority of students, as it helps identify strengths and weaknesses, set goals, and actively engage in the learning process. This aligns with Nhor et al., who emphasize that feedback closes the gap between current abilities and desired goals by enabling students to monitor and refine their performance [16]. Similarly, Wiliam highlights that formative assessment moves learning forward by providing structured feedback that guides students' improvement [17]. Moreover, Lee et al. found that formative assessments encourage critical thinking and self-reflection, reinforcing students' autonomy and ownership of learning [18]. Overall, incorporating continuous formative assessment practices creates a supportive environment that fosters students' development and readiness for professional communication.

5. CONCLUSION

The study reveals that formative assessment plays a crucial role in enhancing English-speaking skills among Tourism and Hospitality majors. The students' perceptions indicate that regular feedback and structured assessment activities, such as role plays and presentations, are highly effective in building language proficiency and confidence. These practices are seen as instrumental in bridging the gap between academic learning and industry requirements, thereby preparing students for real-life communication scenarios. However, the mixed responses regarding certain activities, like group discussions, suggest that adjustments may be needed to optimize engagement and learning outcomes for all students.

Educators should consider incorporating a diverse range of formative assessment activities tailored to the needs of Tourism and Hospitality students. Effective feedback mechanisms should be emphasized to support goal-setting and self-monitoring of progress. Additionally, modifying less effective activities, such as group discussions, could enhance overall engagement. Institutions may also explore integrating technology to provide timely feedback and make formative assessment more interactive, further fostering a learner-centered approach.

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