

Targeted feedback for Indonesian-speaking classrooms in higher education context: A perspective from educators' lens

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Abstract

In today's interconnected world, excellent communication is essential to develop relationships and cooperate with people from various cultural backgrounds. Therefore, individuals with strong speaking abilities can explain their views clearly, negotiate successfully, and develop rapport across borders. However, many students are still facing difficulties and anxiety in producing spoken context in English classrooms. In terms of speaking skills in the EFL context, targeted feedback is a sort of instruction that is particular and focused, given to an individual based on their performance, activities, or habits. In educational settings, it is intended to specifically address specific parts of an individual's work or skill development in a precise manner. This qualitative study that involved 10 lecturers at college levels aimed to reveal their perspectives on the targeted feedback for speaking proficiency. The multiple-case study was applied here to identify and analyze the issue in speaking classrooms. Focus Group Discussion was conducted as a research instrument and analyzed using verbatim techniques. Findings revealed teachers are still facing challenges, yet they are exploring good chances to nurture students' speaking skills at the same time. Additionally, the perspectives also figured out the principles of targeted feedback practised by the lecturers in speaking classes.

ARTICLE HISTORY

Received: 22 February 2024

Revised: 15 August 2024

Accepted: 02 September 2024

KEYWORDS

perspective, targeted feedback, speaking, corrective feedback

Introduction

It is indisputable that fluency in cross-cultural communication has become essential in today's world. This also means that communicating effectively and clearly for the sharing of knowledge between various social groups and cultures has become an important skill to possess. The capacity for clear thought and concept expression, therefore, is essential in real-world situations like international business, diplomacy,

and intellectual exchanges (Byram, 2021). As college graduates are entering a global society where the ability to communicate in English, both spoken and written, is increasingly vital, they are expected to interact with a wide array of audiences and form diverse friendships across borders. Mastering English can enhance their ability to seize career opportunities, participate in international collaborations, and contribute to global discourse. However, this linguistic competence is not merely an academic requirement; it is a critical skill for professional success and social integration in the global community (Crystal, 2012). Considering this, being able to communicate well in English will help them negotiate the challenges of living in a multicultural environment, promoting their adaptability and competitiveness in the global labor market (Graddol, 2006).

Nevertheless, many students in higher education, including those majoring in English, face challenges in speaking the language well, despite their growing emphasis on English language competency. There are several reasons why these difficulties may arise, including insufficient experience, anxiety over language, and a lack of constructive feedback. To minimize failures in career lives due to poor communication skills in English (Brown, 2017), significant efforts should be planned and implemented in EFL speaking sessions by the teachers.

Because of this, EFL teachers can play a significant role in addressing the fluency difficulties encountered by college students by conducting speaking courses that include targeted feedback. Each learner's distinct actions, habits, or performance areas are the focus of this feedback. According to Hattie & Timperley (2007), specific feedback that offers individualized and useful insights can greatly enhance speaking abilities. Similarly, students who receive specific feedback are better able to identify their areas of strength and weakness and make significant progress (Bitchener & Ferris, 2012). However, the perspectives of EFL college instructors on the application and effectiveness of targeted feedback in their speaking lessons are still unexplored.

While the benefits of targeted feedback are well-documented in existing literature, previous studies highlight how such feedback can improve students' speaking proficiency, boost their motivation, and foster a deeper engagement with the learning process (Mory, 2004). For instance, individualized feedback that addresses specific linguistic errors or communicative strategies has been shown to facilitate more rapid and sustained improvements in speaking performance (Ellis, 2009). Moreover, the use of mobile-assisted peer feedback among highly motivated learners has demonstrated unique characteristics and benefits, emphasizing the importance of motivation in the feedback process (Xu & Peng, 2022). Despite these findings, little is known about how EFL lecturers perceive and implement targeted feedback in their classrooms.

Given this gap in the literature, it is essential to investigate the perspectives of EFL college lecturers on targeted feedback in speaking courses. Understanding their views

can provide valuable insights into the practical challenges and benefits of implementing targeted feedback. This research aims to explore lecturers' perceptions, identify effective strategies, and highlight areas for improvement. By addressing this gap, the study is expected to contribute to the development of more effective and responsive speaking courses with targeted feedback that enhance students' communicative competence and prepare them for the demands of global citizenship (Creswell, 2014).

Nurturing Speaking for Global Citizenship

It has been widely understood that, by emphasizing the interconnectedness of societies everywhere, global citizenship encourages society to act with knowledge of global issues and a sense of duty towards the global community. Speaking abilities in this setting need to be maximized using a variety of instructional techniques so that students can participate fully in a global society. Through interactive classroom activities like debates and group discussions, students are encouraged to voice their opinions and engage with various points of view (Brown, 2017). Through role-playing and simulations, which offer immersive experiences that boost empathy and cultural awareness, students can practice speaking in real-life circumstances (Dörnyei & Murphy, 2019). Along with linguistic skills, these methods promote critical thinking and self-confidence, and according to Byram (2021), they work in efforts to improve students' speaking proficiency and intercultural competence in a range of learning environments.

How speaking skills are developed has been completely transformed by the incorporation of technology and digital technologies. Interactive speaking activities with instant feedback are available in language learning apps like Duolingo and Babbel, which improve pronunciation and fluency (Godwin-Jones, 2018). Blake (2016) suggests that online speaking groups and forums unite students globally, promoting real-time language practice and cross-cultural conversation. For example, students can practice speaking in a variety of settings, from informal discussions to formal presentations, with the use of virtual reality (VR) and AI-based speaking practice technologies that create immersive environments (Kukulka-Hulme & Viberg, 2018). Although technology has many advantages, such as accessibility and flexibility, it also has drawbacks, like the requirement for digital knowledge and resource availability. Nonetheless, effective applications of these technologies show their promise for developing global citizenship speaking abilities.

Furthermore, assessment of this ability is essential for tracking learners' development and pinpointing areas in need of work. Summative and formative assessments can offer insightful information about students' speaking proficiency (Brown & Abeywickrama, 2019) in that students are empowered to reflect on their performance and develop self-regulation skills using peer and self-assessment procedures (Topping, 2017). While feedback from lecturers or teachers is equally contributory, reflective methods in conjunction with continuous feedback facilitate continuing

adaptation and improvement. Several assessment frameworks provide formal methods for assessing speaking ability in international contexts, including the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020). By using these strategies, teachers may establish a thorough and encouraging environment that fosters the speaking abilities necessary for global citizenship.

Targeted Feedback for Speaking in Higher Education Context

For higher education, useful feedback is vital to develop learners' English-speaking skills. Targeted feedback strategies have been optimized to support language learning, e.g., in writing (Yuan et al., 2022), and for speaking, teachers should have the skill to determine which errors to address and the kind of feedback to be employed (Rochma, 2023). This means that this aspect is fundamental to developing effective speech activities targeting students' distinct needs. The provided feedback ought to be accurate enough to rectify individual mistakes leading to more improved speaking proficiency among learners.

Besides, motivation plays a key role in the process of giving out feedback. According to Su (2022), students are usually more motivated when they act as providers of feedback rather than recipients of it. This finding is echoed by Xu and Peng (2022) who discovered that highly motivated EFL learners were more prone to giving fast and detailed responses, particularly during mobile-assisted peer-feedback contexts. It also emphasizes the unique attributes displayed by motivated learners and stresses motivation while considering how peer feedback can be made more effective.

Offering or receiving oral feedback has been found useful in the learning process. Anjarani (2024) observed that students believed this feedback exchange was helpful, and speaking skills were enhanced. This idea is supported by Wu and Miller (2021), who commented that most students reported positive feelings about peer feedback. This is further supported by the integration of Muhsin (2016), and computer-mediated feedback by Zhang (2021), that if correctly administered, feedback would significantly improve learners' speaking proficiency and enhance their overall learning. On a similar occasion, Tseng and Yeh (2019) revealed that students improve English speaking skills by learning more precise word usage and grammar norms through written feedback and preferred it for its clarity over video feedback, which helped enhance their intonation but did not significantly improve fluency and pronunciation.

Methodology

This qualitative research is internally consistent and allows researchers to answer fundamental questions about people and their lives (Lichtman, 2023; Patton, 2002; Tomaszewski et al., 2020). In language classrooms, this research is the systematic exploration of phenomena connected to language learning and teaching using non-numerical data (Hatch, 2023). It focuses on comprehending the complexity of language acquisition, classroom relationships, and learner experiences. In this case,

researchers aim to identify patterns in how teachers use targeted feedback to know the social circumstances in the classroom. Additionally, a comprehensive knowledge of the dynamic and multifaceted nature of language learning processes is facilitated by qualitative research conducted in language schools.

In the end, qualitative research illuminates the lived experiences and perspectives of participants, which adds to the ongoing conversation about enhancing language education. By examining these qualitative data, researchers can find factors that influence language learning results and problems, especially in speaking skills. The approach used was a multiple-case study, where researchers investigated and analyzed several examples, in-depth within a certain issue (Tomaszewski et al., 2020). Multiple case studies enable researchers to compare and evaluate various situations to spot trends, similarities, and differences—unlike singular case studies, which concentrate on a single, distinct case.

Participants

There were 10 English lecturers involved in this study comprising five males and five females, chosen through purposive sampling. It is advantageous in qualitative research since it enables researchers to intentionally choose individuals who possess features or experiences that are pertinent to the research aims. This focused sampling technique guarantees that the sample yields a comprehensive and profound understanding of the phenomenon being investigated. Moreover, purposive sampling improves the relevance, depth, and validity of qualitative findings by selecting people who can provide relevant insights. These ten participants were majoring in an English language education study program in Indonesia, which was focused on speaking classrooms. Before starting the research, the researchers distributed a consent letter to all participants coded L1-L10. They agreed to join this research, be documented, and recorded without any coercion. Those above codes were given to identify the teachers and protect their real identity.

Data Collection and Analysis

The researchers used focus group discussion (FGD) in this qualitative research to gather information from the participants. It is a moderated group discussion that is conducted with a carefully selected, limited group of participants to collect opinions, perceptions, and insights regarding a particular subject matter (Nyumba et al., 2008; Parker & Tritter, 2006). Furthermore, FGDs are advantageous for investigating a variety of viewpoints, identifying shared experiences, and comprehending social norms or attitudes in a group environment. In this FGD, the researchers gathered the participants in a virtual Zoom meeting.

The questions were prepared well as a guideline to ask the ten lecturers. However, participants could flexibly respond to the interviewers as if it was a smooth discussion about targeted feedback. The questions and answers were in *Bahasa Indonesia* as participants' home language to avoid misunderstanding and to ease them in

expressing opinions. All information was coded and analyzed using a verbatim technique. After that, the researchers applied triangulation as the practice of utilizing various data sources to guarantee the accuracy and dependability of research conclusions following Miles's et al. (2014) three concurrent activities, namely data condensation, data display, and drawing-verifying conclusion. Additionally, it entails corroborating information from many angles or views to strengthen the credibility and robustness of study findings.

Results and Discussion

In line with the research questions articulated in the previous section, this study attempted to reveal teachers' perspectives on the targeted feedback for speaking proficiency. All the data gathered from FGD were sorted and triangulated and shown in this section, followed by a discussion. Based on the FGD, there were some points representing teachers' perspectives as shown in Table 1.

Table 1

Summary of FGD Result on Targeted Feedback in Speaking Classroom

Aspects	Indicators
Principles of Targeted Feedback	Actionable Specificity Constructive
Challenges	Cultural and Linguistic Diversity Complexity of Skills Sensitive Nature
Chances	Students' self-awareness Clarity

Based on Table 1, lecturers' perspectives were focused on the principles of targeted feedback, challenges, and chances faced by lecturers in teaching speaking.

Perspective 1: Principles of Targeted Feedback

Some principles of targeted feedback were revealed, namely actionable, specificity, and constructive. Targeted feedback improves learning outcomes by providing specific, practical recommendations that allow for continual progress in speaking proficiency. Students must learn the necessary communication skills for academic, professional, and social success.

Actionable

This principle offers explicit recommendations or sequential instructions for enhancement. Encouraging students to make corrections to their speaking performance is essential for helping them communicate, developing their language skills, encouraging self-improvement, and getting them ready for success in a world that is becoming more and more globalized. Teachers should instruct students to rectify their speaking proficiency for various compelling justifications (Khoram et al., 2020; Wahyuningsih & Afandi, 2020). Clear and effective communication is essential in both academic and professional contexts. Teachers assist students in honing their

speaking abilities by providing instruction on pronunciation, grammar, vocabulary utilization, and delivery techniques, enabling them to express their views effectively and confidently.

Moreover, rectifying speaking faults enhances the process of acquiring language skills and achieving fluency. Students acquire knowledge from their errors and enhance their comprehension of language regulations and norms through specific feedback (Ebadijalal et al., 2023; Rohmah & Halim, 2023). Furthermore, this technique not only enhances their present speaking skills but also establishes a basis for ongoing language advancement. Students are encouraged to strive for clarity and precision in their speaking when they are allowed to get corrective feedback. The inculcation of a habit of self-monitoring and reflection offers students the ability to recognize and rectify errors on their own over time. This helps them feel more ownership over their learning progress and increases their sense of responsibility for it.

Specificity

It specifically targets and evaluates individual strengths or flaws in a person's performance. Instead of providing general comments, personalized feedback focuses on specific characteristics or behaviors (Handley et al., 2024). There is a correlation between specificity in speech evaluations and increased fairness and honesty in evaluation. Students are better able to grasp what is expected of them and how they might reach those standards when they are provided with clear criteria and expectations. This helps to build a sense of accountability and motivation among the pupils.

However, in speaking classrooms, teachers enable students to become more confident and successful communicators by stressing precision in speaking performance evaluation and feedback at last (Wang & Li, 2021). This method improves language acquisition as well as fosters in language learning environments a culture of constant development and introspection. For several very convincing reasons, teachers should give speaking performance specialized evaluation and feedback a top priority. First, specific, clear comments enable pupils to know exactly which facets of their speech require work. Whether it's pronunciation, grammar, fluency, or intonation, identifying areas lets students concentrate their efforts more successfully. Moreover, thorough comments help to build skills and deeper knowledge. Students who get direction on how to fix mistakes or improve their speech patterns develop an understanding of language use and communication methods (Amoah & Yeboah, 2021) that help with long-term development.

Constructive

Constructive targeted feedback is crucial in teaching speaking performance as it fosters a supportive learning environment that facilitates student growth and development (Wang & Li, 2021). Contrary to criticism, constructive feedback centers on identifying strengths and providing concrete recommendations for enhancement.

This approach motivates students by emphasizing their strengths and offers practical strategies to improve their speaking abilities even further (Rassameethes et al., 2023). It stays upbeat and encouraging, emphasizing development above criticism. Targeted feedback that is effective strikes a balance between highlighting strengths and opportunities for improvement. Additionally, Effective targeted feedback helps to create a good classroom environment in which students feel appreciated, encouraged, and free to aim for ongoing development in their speech performance.

In academic settings when clear, confident speaking is crucial, it develops confidence, improves communication efficacy, and gets students ready for success. Furthermore, providing critical comments cultivates a mindset of personal development and progress in students. Teachers inspire learners to perceive mistakes as chances for growth and improvement rather than as failures by prioritizing progress over perfection. This change in thinking fosters resilience and a readiness to engage in experimentation and enhance their speaking skills.

Perspective 2: Challenges

Cultural and linguistic diversity

Teachers face challenges here, as students with varied linguistic and cultural backgrounds may need customized feedback that considers their distinct communication methods and difficulties.

“English is urgent to learn at a higher education level. Speaking as one skill will be a challenge for our students since they must perform their linguistics competence. The students come from different places, and they have local languages that will affect their ability to pronounce some English words. I always try to manage their cultural backgrounds so they can speak English confidently. My targeted feedback for this context is in line with the specific theme given as my instruction. However, it is not easy for me to organize the feedback considering the linguistics diversity.”

—
L1

“Students have equal opportunities to show their linguistics competence in speaking classroom. As speaking relates to vocabulary, pronunciation, and accuracy, it is difficult to give feedback from one perspective. This makes me think to do extra actions to show students how to pronounce each word accurately in a proper manner.”

— L5

Teachers face difficulties while providing feedback on students' speaking skills due to linguistic variety, which encompasses differences in pronunciation, grammar, vocabulary, and language competency levels. To effectively address these disparities, it is crucial to approach the situation with sensitivity and comprehension of the

student's linguistic origins and difficulties. Teachers must adeptly manage cultural nuances and linguistic variation (Commins & Miramontes, Contesi, 2023; 2006; Yu, 2010) to deliver criticism that is both helpful and supportive while avoiding any actions that may undermine students' confidence. In addition, they must modify their feedback approaches to cater to the various learning requirements and guarantee equal possibilities for all students to enhance their speaking skills, independent of their language backgrounds.

While some students are learning a new language, others may be bilingual or multilingual. These variations have an impact on how well students communicate, understand instructions, and participate in class discussions. Students benefit from exposure to a variety of language abilities in linguistically diverse classes (Burling, 1992; Contesi, 2023) which promotes cross-cultural dialogue and understanding. By appreciating and respecting linguistic diversity, modifying their methods to suit students' varying levels of skill, and promoting inclusive communication that honors all language backgrounds, teachers play a critical role in fostering these conditions.

Complexity of skills

Because of the complexity of the speaking skill itself, it can be difficult for teachers to provide satisfactory feedback to their pupils regarding their speaking abilities. The ability to speak fluently covers a variety of aspects, including pronunciation, intonation, fluency, syntax, word usage, and coherence.

“I find it difficult to help students as they have self-esteem that must be balanced with their speaking skills. My students in each speaking class are more than 20, so I think they have complex skills here.”

—
L7

“My students need development to produce spoken utterances. However, they are influenced by linguistic diversity. Some are capable enough to speak English without anxiety, meanwhile, the rest are less proficient due to some conditions, such as level of experience.”

—
L9

Based on the findings, to facilitate progress, each of these components deserves specific attention and feedback specifically. Furthermore, speaking requires the processing of language in real-time, which makes it dynamic and difficult to evaluate thoroughly within a single engagement. Additionally, the speaking abilities of students are impacted by a variety of factors, including their levels of self-assurance, their cultural backgrounds, and their experiences in learning the language (Contesi, 2023). Instructors are required to navigate these complications to deliver criticism that is not only accurate but also helpful and supportive.

When it comes to maintaining students' motivation and self-esteem while addressing areas in which they need development (Tiana et al., 2023), it is essential to strike a balance between reprimand and encouragement (Robillos, 2023). Evaluating speaking skills is made more challenging by the subjective character of the assessment. Teachers' understandings of successful communication may differ, necessitating explicit standards and instruction to guarantee uniformity in providing feedback. To conquer these obstacles, it is necessary to continuously engage in professional growth, establish explicit communication standards, and demonstrate understanding and compassion toward students' varied language backgrounds and educational experiences. Thus, efficiently targeted feedback facilitates the growth of crucial communication abilities required for academic, professional, and social achievements.

Sensitive nature

Evaluating speaking abilities can be delicate, as it has the potential to impact learners' self-assurance and drive if not communicated constructively. Teachers should take student emotions into account to guarantee constructive criticism.

“I sometimes get confused when I must give my students feedback. I imagine they will be unconfident if I say something hurts them even though I have the intention to bring my constructive opinion to them. Naturally, I skip some points categorized as inappropriate statements.”

—
L1

“The targeted feedback for my speaking classrooms has not been optimal yet. When I comment, students' motivation to speak better disappears. However, I realize that speaking is challenging and involves many linguistic aspects, so I should consider wisely delivering my feedback with good sensitivity to students. Psychologically, they will be sad if the targeted feedback is too honest. But deep in my heart, I must be an honest facilitator for their proficiency.”

—
L3

By appreciating and supporting students' efforts and development, one helps to establish rapport and confidence, therefore guiding them to see comments as a tool for development rather than criticism. Establishing a safe environment where students feel free to express themselves and make errors without regard to criticism is crucial. In addition, students' engagement, and intervention to actively participate in their learning journey is increased when they can effectively manage their emotions (Fong & Scallert, 2023; Panadero, 2023). When teachers emphasize the importance of having a growth mindset and frame feedback as a pathway to advancement, they provide students with the ability to accept obstacles and persevere in the process of improving their speaking skills.

The goal is to cultivate a supportive classroom culture that is student-centered, collaborative, and favorable to continual progress in speaking proficiency. This can be accomplished through the provision of appropriate feedback that takes into consideration the feelings of the students (Fong & Scallert, 2023). Indeed, to cultivate a constructive and encouraging learning environment, it is essential to effectively manage the feelings of students during feedback sessions. The degree to which students are responsive to feedback and, as a result, they are motivated to improve can be strongly influenced by their emotions. Students may experience feelings of vulnerability, anxiety, or discouragement when they are given constructive criticism. This is especially true if they believe that their speaking abilities reflect their sense of competence or identity.

Perspective 3: Chances Students' self-awareness

“Targeted feedback is complete for me. I can bring special perspectives so that students can enjoy their process to reach their better proficiency. Special theme for special feedback, or vice versa. With this, students can get self-awareness, so they grow with understanding and sensitivity to pronunciation and vocabulary mastery. Indeed, they must have self-efficacy.”

—
L2

By providing students with feedback that is specifically tailored to their speaking abilities, teachers can help students develop a greater sense of self-awareness. Teachers can assist students in recognizing their areas of strength and areas in which they might use improvement by providing specific and detailed assistance on elements such as pronunciation, fluency, grammar, and presentation style. Because of this clarity, students can understand their patterns of speaking, spot errors that occur repeatedly (Harris, 1990), and find areas in which they exceed their performance. Additionally, targeted feedback motivates students to critically evaluate their speaking abilities. Students become more aware of their communication patterns and how they can improve them when they receive constructive criticism and actionable suggestions for improvement.

This reflective practice cultivates a more profound comprehension of language usage, subtleties, and effective communication strategies (Farrel, 2020). Moreover, students are encouraged to assume responsibility for their educational experiences through the cultivation of self-awareness in their speaking abilities. They become proactive in their pursuit of opportunities to practice, experiment with various speaking techniques, and track their progress over time. This process not only improves their speaking ability but also their confidence to communicate effectively in a variety of settings. Targeted feedback fosters students' autonomy and self-efficacy (Ningias & Indriani, 2021) in

their language learning endeavours by serving as a catalyst for self-discovery and continuous development in speaking skills.

Clarity

“Some crucial problems mostly happen during students’ speaking performances. They were good, but still need improvement through my corrections. Targeted feedback makes me more sensitive to giving or providing students with relevant terms and conditions. After realizing their errors, they directly practice pronouncing phonetic sounds in a good manner. I am satisfied if my students become confident in pronouncing words clearly and fluently. This is a second language, so I manage my ego to wait for their progress smoothly.”

—
L8

“Using targeted feedback is much needed for me as an educator. My students’ problems and mistakes are not only in pronunciation, but sentence organization. A higher level needs students to be more critical so they can produce clear speech without reading the notes. That is why I always look at them, observe their performance, and give reflections.”

—
L6

Targeted feedback facilitates students in attaining enhanced clarity in their speaking through the provision of precise, practical observations that foster growth and advancement (Noh & Lee, 2012) in their communication skills. This technique not only improves their language skills but also boosts their confidence in properly expressing thoughts in various situations. By providing specific criticism, students are given practical tips to enhance their performance. Students can improve their speaking clearly by implementing these suggestions, such as practicing specific phonetic sounds, employing suitable terminology, and organizing sentences more cohesively. Furthermore, specific feedback motivates students to improve their speaking skills by engaging in deliberate practice and thoughtful self-evaluation. Students can enhance their communication skills by identifying the specific areas of their speaking that require improvement and directing their efforts toward producing clear and succinct speech.

The ability to explain ideas and information clearly, accurately, and successfully is what is meant by the term "clarity" in the context of speaking abilities (Noh & Lee, 2012; Scarborough & Zellou, 2013). It entails utilizing appropriate pronunciation, syntax, vocabulary, and structuring of thoughts to guarantee that the message is understood by the audience without any ambiguity or confusion. In addition to improving the effectiveness of communication, fostering understanding, and

promoting confidence in the expression of thoughts and ideas in a variety of settings, achieving clarity in one's speech is a significant factor. In this case, when teachers provide feedback that specifically addresses issues such as pronunciation, grammar, vocabulary usage, and structure of ideas, students acquire a more distinct comprehension of how to express their thoughts proficiently. First and foremost, tailored feedback provides explicit guidance and criteria for effective communication. Teachers identify specific areas of difficulty for students, such as imprecise pronunciation or grammatical problems, and provide them with the necessary knowledge and tools to overcome these challenges.

Conclusion

Speaking abilities are essential for college students who want to become global citizens for some pressing reasons. For students in higher education, to flourish academically, professionally, and as engaged citizens in a diverse and globalized society, they must so have good speaking abilities. The issue appeared when students whose native language is not English must speak English as a learning objective in the established curriculum. Then, targeted feedback is intended to focus on doable actions for progress while addressing specific areas that require improvement and strengths. For instance, in educational settings, specific feedback on speaking abilities could point out mispronounced words, offer grammatical fixes, or suggest methods for improving coherence and fluency. With this method, feedback is guaranteed to be pertinent, helpful, and directly related to the learner's progress in the area under evaluation. The findings of this study revealed that there are three issues as lecturers' perspectives on the targeted feedback issue, namely principle, challenges, and chances. The researchers highly recommend that other practitioners or researchers do a broader study in terms of quantitative that involve larger participants.

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Acknowledgements

Not applicable.

Funding

Not applicable.

Ethics Declarations

Competing Interests

No, there are no conflicting interests.

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