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Beyond Grades and Red Ink: Transforming Vocational English Learning through Process-Oriented Feedback for SDG 4

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ABSTRACT

Objective: To investigate how vocational high school students in Indonesia perceive teacher feedback during project-based English learning and what this implies for formative assessment practices that support Sustainable Development Goal 4 (Quality Education) and, by extension, learners' readiness for decent work (SDG 8). **Method:** A qualitative descriptive design was used. Data were collected through a closed-ended questionnaire administered to 35 eleventh-grade Visual Communication Design students at a vocational high school in Sidoarjo, East Java, and semi-structured interviews with 10 purposively selected participants; interview data were analyzed thematically. **Results:** Students perceived teacher feedback as clear, specific, and aligned with project goals (97.1% agreement); feedback functioned as a cognitive scaffold for critical thinking and self-regulated learning; continuous feedback strengthened speaking, vocabulary, grammar, and pronunciation; and feedback quality shaped students' emotional engagement and motivation. **Novelty:** By documenting process-oriented, goal-aligned feedback as a mechanism that simultaneously builds language competence and career-relevant self-regulation, the study offers vocational-education stakeholders an evidence-based, generalizable feedback framework that links classroom formative assessment directly to inclusive quality education and workforce-readiness targets under the SDGs.

INTRODUCTION

Global education policy increasingly frames English language teaching as a vehicle for advancing Sustainable Development Goal 4 (Quality Education), which calls for inclusive, equitable access to technical and vocational education that equips learners with skills relevant to decent work (United Nations General Assembly, 2015; Yaccob et al., 2022). Because vocational education is explicitly positioned as a bridge between quality education (SDG 4) and productive, decent employment (SDG 8), the way feedback is designed and delivered in vocational English classrooms has direct bearing on whether learners leave school able to communicate competently in professional settings (McGrath & Yamada, 2023). However, empirical accounts of how feedback actually functions inside vocational, project-based English classrooms in the Global South remain scarce, leaving a gap between the policy rhetoric of SDG-aligned vocational education and classroom-level evidence of what supports it.

Feedback has long been recognized as one of the most powerful influences on learning and achievement. In its most effective form, feedback reduces the gap between current performance and desired learning goals, enabling students to monitor their progress, identify areas for improvement, and take corrective action (Hattie & Timperley, 2007). In English language education, teacher feedback plays a particularly critical role: it guides students in developing linguistic accuracy, communicative competence, and the metacognitive awareness necessary for sustained language development (Brandmo &