



TEACHERS' FEEDBACK AND ENGLISH READING SKILL DEVELOPMENT

¹*Dr. Muhammad Akram* * ²*Javed Iqbal* * ³*Ghulam Qasim*

*Assistant Professor, Department of English, The Islamia University of Bahawalpur,
Rahim Yar Khan Sub-Campus, Punjab, Pakistan.*

Email: muhammadakramw@gmail.com

*MPhil Scholar, Department of English Linguistics, The Islamia University of
Bahawalpur, Rahim Yar Khan Sub-Campus, Punjab, Pakistan.*

Email: jamjaved1122@gmail.com

*MPhil Scholar, Department of English Linguistics, The Islamia University of
Bahawalpur, Rahim Yar Khan Sub-Campus, Punjab, Pakistan.*

***Corresponding
Author:**

Email: jamjaved1122@gmail.com

ABSTRACT

Children in the elementary schools in Rajanpur had many difficulties in learning how to read English. It did not have even enough textbooks, there were no textbooks enough as well and most of the education was based on memories. Due to this, many students were having the problems in reading simple sentences. The kind of feedbacks, the teachers made was also one of the most important things that were, mostly, not put into consideration. A tiny correction, some few kind words or a group discussion would have helped in their reading. This is the notion that was researched in this paper. Our sample of the elementary school students were 200 students of government schools at Rajanpur. We would ask them about the responses they had e.g. verbal remarks about their reading, written comments in their notebooks, reminders about their reading activity and help of their peers when group work was done. We then resorted to some statistical tests to identify whether this feedback increased their reading fluency and comprehension or not. This research was focused at showing that feedback does not only serve to remove errors but also a tool to relate with the students. Efforts to turn students into better readers can be accomplished by merely giving positive and constructive feedback inside of even bad classrooms.

Keywords: *Teachers' feedback, English reading skills, Reading development, Elementary students, Teacher-student communication, Rural education, Reading comprehension, Reading fluency*

1. Introduction

Reading is one of the most important skills during the study of the English language as a second language (ESL). Teachers play great role in enhancing the reading at the level of the students who possess very limited learning materials and talk little or no English other than within the four walls of the class rooms like the students of Rajanpur. One of the most constructive approaches that may be adopted by the teachers is feeding back to students. Feedback helps the students to correct themselves, be interested, think more properly and also learn to be less directional Brookhart (2008). Feedback properly used does not imply pointing out at errors. It associates training and field education. Hattie and Timperley (2007) have supported the definition of feedback according to them, any information that a teacher or his peers or even student is giving which will contribute



to the performance or understanding improvement is termed as the feedback. The feedback in ESL reading not only helps in developing vocabulary, grammar but also helps in developing other aspects of reading e.g. skimming, scanning and meaning of context Black & Wiliam (1998).

The use of feedbacks in the English constructive descriptive, summative, and formative feedback to elementary students of Rajanpur has been discussed in this paper. Research recommendations to educational theories the research proposed the educational theories that conformed to author points of view: Zone of Proximal Development by Vygotsky (1978), Input Hypothesis by Krashen (1982), and formative assessment processes by Black and Wiliam (1998) and ideas about the successful feedback by Brookhart (2008). The study was based on the main objective to identify how the teacher feedback might enhance reading comprehension among ESL learners. It also attempts to help in improving teaching and school programs especially where little resources are available Hattie & Timperley (2007).

Importance of Reading Skills

The ability to read does not only assist at schools. They are also enhancing our lives in many aspects. Reading gives us an opportunity to read books, articles and stories which assist us to learn more and imagine new things. The reader who is good will be able to find new ideas and experiences in life. Reading matters in all subjects. It makes us more knowledgeable, critical thinkers, inventive and knows more about other people. The acquisition of proper reading abilities during the initial education very crucial as they form the foundation of later success in education Wigfield & Guthrie (2000).

Research Significance

Research importance features the significance and effect of a concentration inside a specific field or setting. It makes sense of why the examination is fundamental and the way that it adds to existing information, hypothesis, or practice. By tending to holes, settling issues, or proposing new experiences, research importance legitimizes the review's significance and likely advantages. It can impact strategy choices, guide future exploration, and deal with pragmatic answers for certifiable issues. Articulating the exploration importance assists partners with understanding the review's worth and its capability to drive advancement, illuminate practice, or work on grasping in the space of concentration.

Hypothesis

The arrangement of designated criticism (developmental, summative, friend, and educator criticism) altogether upgrades the perusing abilities of rudimentary understudies in Rajanpur, prompting further developed understanding familiarity, cognizance, and commitment. In particular, developmental criticism will considerably affect understudies' perusing improvement because of its consistent, strong nature, while peer input will add to expanded commitment and cooperative learning.

Objectives of the Research

To identify different types of feedback used by teachers to enhance reading skills

To examine whether feedback helps students to improve their reading skills

To explore challenges which are faced by teacher without feedback

Research Questions

What is role of teachers' feedback in improving reading skills?



Do students feel that feedback helps them to improve their reading?
What challenges do teachers face when they try to give useful feedback?

Literature Review

Feedback is a very important part of the learning process and is generally recognised as one of the most important determinants of success in learning. Its value is further enhanced in the elementary ESL (English as a Second Language) classrooms where such learners can almost be exposed entirely to English through classroom interaction. Although the notion that feedback (timely, accurate, and possible) has the potential to significantly improve the language knowledge of a student was observed in studies also on other levels of linguistic knowledge (i.e. educational psychology, linguistics, pedagogy), one of the popular targets when addressing the impact feedback has on language development is reading comprehension. To first examine the aspects of that about feedback, Hattie and Timperley (2007) defined feedback as a provision of information to learners regarding their performance or knowledge. The results of their comprehensive meta-analysis showed that there is a large effect of feedback on academic performance, whose size is 0.79, and it makes this area highly appreciated in education. Feedback underlines a wide range of processes in the context of reading such as decoding, comprehension, fluency, and engagement. According to Brookhart (2017), the best feedback is not evaluation-oriented, but descriptive. It is supposed to guide the students to see what they did right or wrong and more importantly what do they do next Brookhart (2008).

Development of reading skills in ESL students comprises various interdependent parts, which involve the development of vocabulary, the acquiring of knowledge on phonological patterns, working out syntax, drawing inferences, and gaining awareness of texts as a whole Grabe & Stoller (2011). When the feedback fits these particular aspects, it is narrower and more valuable. As explained by Paris and Winograd (1990), one can provide feedback to a student where he/she has gone off the track of a text passage in order to allow them to perfect his/her metacognitive reading strategies. The socio-cultural theory that was advanced by Vygotsky (1978) presents the Zone of Proximal Development (ZPD) in which learners perform better when under support as opposed to when they are left to their own devices. Teacher feedback in this zone serves as a scaffold with the aim of encouraging the students to close the gap between their knowledge and what they can accomplish. This is particularly important to ESL learners who might not get to see a lot of English exposure outside the classrooms Vygotsky (1978), Shute (2008).

The same could be said about Krashen (1982) Input Hypothesis which implies that the language is learnt when students are taught the input that is a little higher than the current level. Thought out teacher feedback can assist in making abstract reading materials more readable and comprehensible. When they are corrected on vocabulary or mistaken concepts students develop internalization of not only the language structures but also efficient reading techniques. In their most influential study of formative assessment, Black and Wiliam (1998) maintain that the most effective feedback encourages students to review and set a goal. It shall not just point the mistakes but make the student make some reflection on his or her learning process. On the same token, Nicol and Macfarlane-Dick (2006) note that the primary aims of feedback should be to develop the ability of learners to direct and supervise the course of their learning. Brookhart (2008) further notes that the feedback must be made precise, as well as task-oriented and comprehensible. In the



case of the ESL learners, this clarity is imperative particularly in those cases that they may not be willing to seek clarification because of language or lack of confidence. In a situation in which students are given feedback including a list of what they have learned and what they can do better, their performance normally gets better and their drive is also improved Hattie & Timperley (2007). Involvement of reading skills implies the usage of several strategies, each having its own importance of feedback. Reading techniques such as skimming and scanning, which can be utilized in order to understand the overall idea or to find specific information, are more effective when the teachers provide the strategies on how these techniques should be managed Nation (2009). Micro-level assessments are useful in intensive reading where the texts are analyzed in details with respect to grammar, vocabulary and coherence. Conversely, extensive reading, which promotes fluent and vocabulary development also needs some feedback on motivation that helps the learner remain active Day & Bamford (2002). Feedback also helps as an emotional and motivational goal in the under resourced areas such as Rajanpur. In teaching, Dweck (2006) says that the teaching that fosters the growth mindset is to praise the effort and strategies taken by the child in learning. Such attitude is particularly required in rural classrooms where the learners might have low self-esteem and the exposure to the English language outside school is also low.

They are theories whose findings have been proved by empirical research. According to Sadler, in order to bridge the gaps between the existing and ideal level of performance that they give to the students, they have to do this process through feedback (1989). Shute (2008) has found out that in taking making steps in reading comprehension immediate and detailed feedback has been most precise. A study by Lee (2014) conducted in ESL writing revealed that the students preferred feedback to be specific, given at the right point, and directly related to the instructional objectives, and such three values must be used in the instruction of reading too.

The concept of feedback gap suggested by the Carless (2006) is created by an incidence between offering a feedback and students using it. Through language problems, the vagueness of instructions, or profuse instructive feedback at once, the ESL cases could represent the gap as especially wide. A teacher is then supposed to clarify on his or her feedback in a way that makes it well paced as well as the feedback that requires reflection. Finally, there is a need of cultural and social settings of feedback delivery method. Feedback reception may be affected in multicultural individuals, in a multilingual area like Rajanpur the reaction to the tone of voice, choice of language and even the bodily expression of feedback may be hard to receive. Hyland and advocate the use of dialogic feedback because it is a two way communication and students stand at a point of asking questions and getting in to the process of the feedback Hyland (2006).

Theories Supporting Feedback in Education

International studies attest to the centrality of feedback towards literacy development. As an example, Hattie and Timperley (2007) pointed out that effective feedback contributes to a significant growth of motivation and achievement of students in many different settings. Correspondingly, the research in the United States and Finland indicates that the formative and peer feedback methods lead to a rise in reading comprehension and learner agency Nieminen & Tuohilampi, (2021; Brookhart (2008). These results are global in nature and strengthen the relevance of various feedback models in the under- served cities as is the case of Rajanpur.



Behaviorism

Principles: There is the tenet that behaviorism holds: all behaviors are learned through conditioning. It is in this process of learning in the learning space that one can find any deviation of behavior resulting from an external activity. Feedback can therefore offer an external activity toward either increasing desired behaviors or reducing undesired behaviors Skinner (1953).

Preliminaries

Learner as someone who builds her or his own personal knowledge and understanding of the world in the frame of experiences and reflection over these experiences. It presupposes the constructive process of teach Piaget (1970). Application Feedback Reading will make it stick new information together with the things that students are already aware of.

Reading Instruction Feedback Strategies

Corrective feedbacks outline the wrong that has happened and how the consequences can be resolved. It is also a very crucial portion that makes the student come to the realization of his errors and redress them.

Examples: The teacher may point out some error in the pronunciation of a word made by a learner and give him an example of the correct pronunciation. When a student has a misconceived idea of what has happened in a piece of writing then the teacher may ask questions that will get the learner to re think and positively revise their ideas Hattie and Timperley (2007) & Shute (2008).

Reinforcement Feedback

Description: The positive reinforcement feedback considers the affirmation of good behavior or response; working strategies and behaviors are rewarded.

Examples may be the commendation by the teacher to a learner for identifying the correct main idea of the passage or using the context clues in guessing an unfamiliar word. This response therefore would attest a student's work and further continuation in reading strategies applied Gordon (2003) and Brookhart (2008).

Scaffold Feedback

Description: Scaffold feedback would be that feedback that was provided specifically according to how he or she is placed in terms of development with the aim of withdrawing this support when he or she becomes competent.

Examples: At the beginning, she may pull out major ideas or scaffold the learner on texts that are particularly difficult. As the learners grow, she decreases the level of such assistance a little at a time, requesting the learners to prepare a summary or analysis of a text by themselves. Weaning the students off the responsibilities and the feeling of confident and independent reading is done progressively Vygotsky (1978) and Brookhart (2008).

Role of English Language in Teaching

Feedback in reading in the English language skill at Rajan Pur Elementary School serves as the beadle for improving reading ability. Good feedback makes students realize their strengths and weaknesses, thus guiding them toward better comprehension and fluency Hattie and Timperley (2007). If the teacher responds constructively and in a timely manner to the reading efforts put up by the learners, they will participate more actively with the text and further polish reading strategies Shute (2008). The teaching of English as a language is thus necessary, for it enhances the ability in using this language and opens up innumerable educational resources and knowledge



from all around the world Coleman (2010). It is by so doing that teachers arm these children with one of the greatest tools to later academic and professional success—traveling through an increasingly integrated world Crystal (2003).

Reading

Chastain (1988) says that reading is a receptive skill since the reader obtains a message conveyed by the author. One of the additional and basic language skills is reading. Recent studies in reading depict how the active reader employs his or her imagination skills and background knowledge to understand the meaning intended by the author. Perfetti (1984) describes reading as being thinking through print. Written material is a font of reading. Reading entails thinking and cognition. Two interrelated processes can be pointed out to declare reading which are word recognition and comprehension. Word recognition is the process of understanding the relationship between written texts and the actual human language. Appreciation connotes the commonest form of determination to words, lines and associate message. Foundation data, information on the structure of language, jargon, text information and a few processes are regularly used by understudies to enable them in determining the written-down text Hassan (2011). According to Hassan (2011), one of the enormous goals of teaching is to figure out how to read. The reading ability opens new horizons and worlds to the two adults as well as the young children. It allows us to obtain information, admire books and does everything that is available in the modern life, i.e. papers reading, job postings, guides, manuals and much more. Most people manage to read without difficulty using their local language. In most cases people learn to read like children. Some adults and children require some extra support. The reading instructions demand superior attention to different types of learners and their associated requirements. Christopher et al. (2012) described perusing as a complex skill that brings in the input of both visual and mental loop, such as, visual phonological, orthographic, semantic and practical recognition and perception. Besides, he also ensured, Cain (2006) observed that the recollection of sounds and pictures could not go without the development of the ability to read. Perusing is perception of iconic images. On the other side of the definitions mentioned above, Meniado (2016) proposed a new term perusing as an appreciation device in the course of spending time to absorb scholastic information. Due to this all the mental cycles which have been mentioned previously are tied together to gain significance and content. Based on these definitions which have been provided by different authors, reading can be said to be a sequence of deducing a few perspectives, e.g., phonological, realistic and syntactic are engaged in processing, and linked in order to gain the meaning and knowledge of written texts Grabe (2009; Snow (2002).

Methodology

The present research applied a quantitative methodology to examine the effect of feedback given to teachers on the growth of an elementary student in English reading skills in the Rajanpur district in the province of Punjab in Pakistan. The main target was to gather quantifiable data that can give an indication of the view of the students concerning feedback and determine the influence it has on their reading ability.

Participants

The sample size in the research was 200 students in Grade 7 and 8 who were recruited within ten elementary schools-half of which were public and half of which were institutions of higher learning. These schools were selected purposely to indicate a representative sample of learning



environments in the area. They were both male and female students of middle school aged 11-15 years which formulated a representative age bracket of middle school learners.

Instrument

A structured questionnaire designed specifically to fit this study was employed in the gathering of the data. The questionnaire was a 30-item questionnaire adopted as a five point Likert scale of Strongly Agree to Strongly Disagree. The questionnaire was modeled so as to stipulate several facets of the teacher feedback in English reading instructions such as:

- Nature and specific kinds of feedback (e.g. formative, summative, descriptive, and constructive feedback)
- Responses to feedback by students and student motivation
- Impact of feedback as perceived to be on vocabulary acquisition and reading comprehension

To determine a content validity of the instrument, it was analyzed by three specialists, focusing on English language education. There was also a pilot test that involved 20 students with similar backgrounds as far as the academic background is concerned and this group did not include the main sample. The results of this preliminary stage prompted various modifications in order to enhance clarity, cultural applicability and validity of the questionnaire.

Procedure

The researcher informed school administrations about his intended research and was given formal permissions before the actual data collection began. All the student participants were informed and given their consent documents to sign. The administration of the questionnaires was conducted face-to-face on normal English classes. The purpose of the study was explained clearly to the students and instructions were made as simple as possible so that there was adequate understanding. Enrollment was voluntary and confidential and the students were asked to be frank and not worry about judgment. The whole data collection period took two weeks and during which the researcher was present to supervise the process and respond to any issue or inquiry made in the course of its completion.

Data Analysis

Descriptive statistical methods were applied to analyses the data in order to determine the opinion of students on the efficiency of teacher feedback in relation to improving the different aspects of English reading skill. Among the key areas of analysis, the research dwells upon reading fluency, pronunciation, error correction, and the engagement of learners. The responses have been outlined as percentages, and summarized in tabular format to ease readability. Moreover, a visual graph has been presented to represent a general picture of the response patterns emphasizing the degree of importance that students have developed on and achieved due to teacher feedback on the way they read.

Table 4.1

Sr. No	Statement	SA	A	SA + A	N	DA	SDA	DA+SDA
1	I regularly seek feedback from my teachers to improve my reading skills.	41.5	53	94.5	1.5	2.5	1.5	4.0

Very impressive figure is 94.5% of students agreeing or strongly agreeing with the statement that they actively seek feedback of their teachers. The number who held a neutral position was only 1.5 percent and those who agreed were only 4 percent. Such results indicate that most students have an intrinsic motivation wording and view teacher feedback as a positive learning element. The tiny proportion of disagreement shows that the problem of unwillingness to work with feedback does not exist among the sample, a positive attitude to feedback is viewed as a source of academic growth by students, in general.

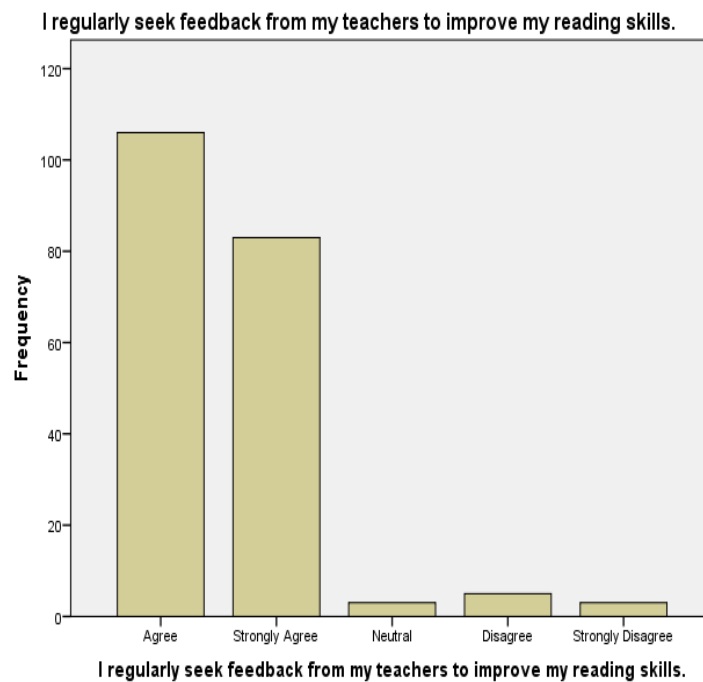


Table 4.2

Sr. No	Statement	SA	A	SA + A	N	D	SDA	DA + SDA
2	Feedback is essential for improving my reading skills in English.	56.0	34.5	90.5	4.5	2.0	3.0	5.0

Regarding the item, “I need feedback to improve my reading skills in English” (I need feedback to do better in reading in English), it was found that there was a high percentage of agreement (90.5%) (56% strongly agreed, 34.5% agreed). Just under a tenth (some 9%) was unsure, and a mere 5% disagreed. Such findings may be interpreted as concrete indicators from the learners to the great importance of feedback during the reading process to help them enhance their reading skills. Learners’ responses suggest that teacher feedback is perceived as supportive, albeit necessary but vital for their success, especially in an area of language learning, where the interpersonal function of sustained guidance is highly valued.



Table 4.3

Sr. No	Statement	SA	A	SA + A	N	D	SDA	DA + SDA
3	Feedback improves my pronunciation while reading in English.	50.0	40.0	90.0	8.0	2.0	0	2.0

A total of **90% of students** either *agreed (40%)* or *strongly agreed (50%)* that teacher feedback enhances their pronunciation during reading activities. Only **8%** remained neutral, and a minimal **2%** expressed disagreement. These results indicate a strong student awareness of the role pronunciation plays in effective reading and highlight the perceived value of teacher input in refining this skill. Given that pronunciation is a spoken competency developed gradually, such high levels of agreement suggest that consistent, targeted feedback is contributing meaningfully to students' progress in this area.

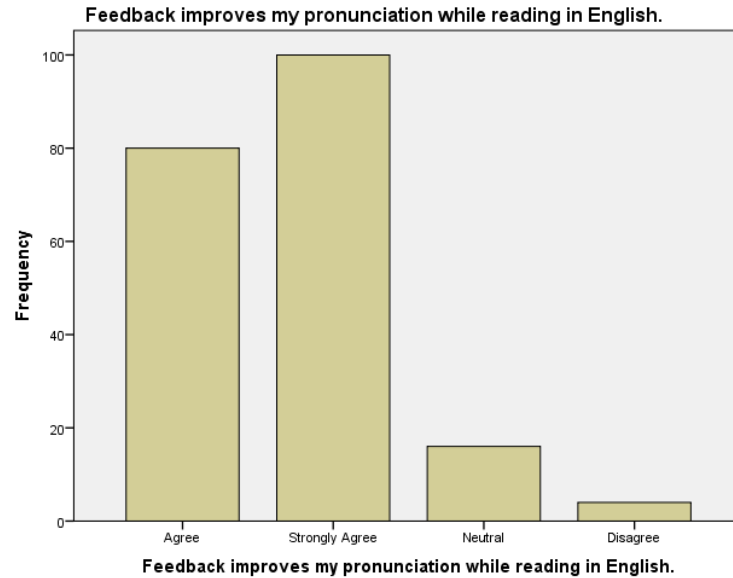


Table 4.4

Sr. No	Statement	SA	A	SA + A	N	D	SDA	DA + SDA
4	Feedback helps me identify and correct my reading mistakes.	45.5	44.0	89.5	6.0	4.5	0	4.5

An overall 89.5 of the students said that feedback assists them in determining and rectifying their errors in reading with 44 of the students and 45.5 strongly saying so. The rest 6 and 4.5 percent gave neutral and disagreed answers respectively. Such findings imply that the students are not fed through feedback but are highly implementing feedback to help them rectify their performance. This shows that there exists a positive feedback loop that helps in self-correction and self-reflection learning. The low degree of disagreement implies that the students are quite pleased with the comprehensibility and practicality of the comments provided by their educators

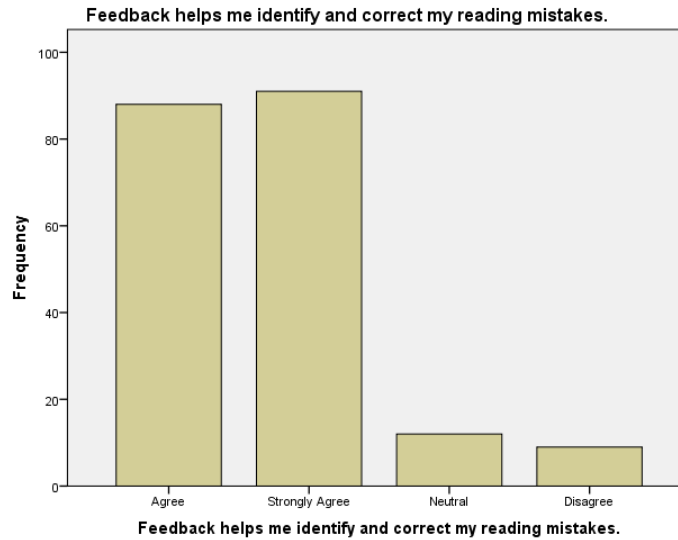
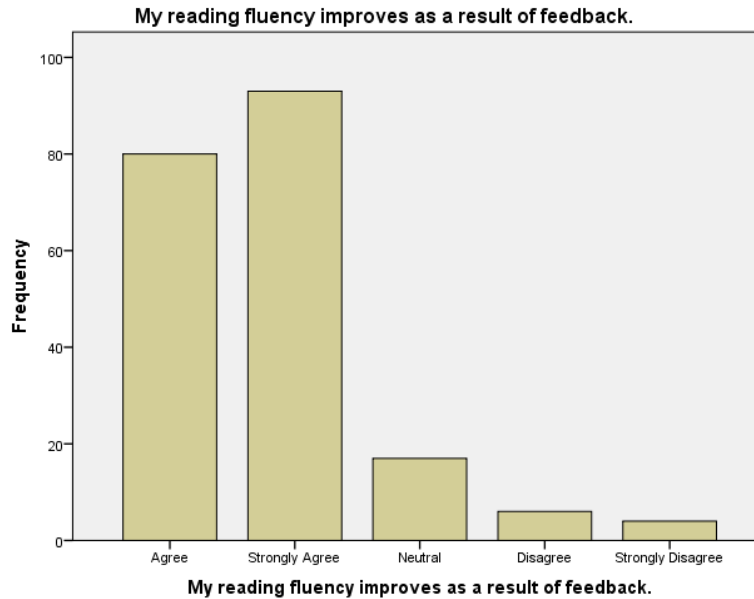


Table 4.5

Sr. No	Statement	SA	A	SA + A	N	D	SDA	DA + SDA
5	My reading fluency improves as a result of feedback.	46.5	40.0	86.5	8.5	3.0	2.0	5.0

Among students, 86.5 percent reported that responses and feedbacks of teachers assist in improving their reading fluency, with 46.5 and 40 percent strongly and agreeing to the statement, respectively. In the meantime, 8.5 were neutral and only 5 percent said that they disagreed. Such results indicate that the majority of students associate the teacher comments with their advancement in fluency including the speed and accuracy of reading, etc. Such an association is especially important in the ESL learning environment, where the formation of fluency usually depends on systematic instructions, specific corrections, and well-designed exercises.



Results and Interpretation

This section offers a descriptive overview of selected items from a 30-statement Likert-scale questionnaire aimed at understanding students' views on how teacher feedback affects their English reading skills. Data were collected from 200 students enrolled in both public and private elementary schools in Rajanpur, Punjab. Below is a summary and interpretation of five key survey responses:

Item 1: "I regularly seek feedback from my teachers to improve my reading skills."

An impressive 94.5% of students either agreed (53%) or strongly agreed (41.5%) with this statement, reflecting a strong willingness among students to actively seek feedback from their teachers. Only 1.5% of respondents remained neutral, while 4% disagreed. These results highlight that the majority of learners view teacher feedback as a crucial and continuous element of their reading development.

Item 2: "Feedback is essential for improving my reading skills in English."

An overwhelming 90.5% of respondents considered feedback essential to their reading improvement, with 56% strongly agreeing and 34.5% agreeing. A small portion (4.5%) remained neutral, and 5% disagreed. The high rate of agreement reflects a widespread recognition among students of the central role feedback plays in supporting language acquisition and reading development.

Item 3: "Feedback improves my pronunciation while reading in English."

Approximately 90% of students affirmed the usefulness of teacher feedback in enhancing pronunciation during reading. 8% responded neutrally, while only 2% disagreed. These results indicate that students view corrective feedback as beneficial in developing oral fluency and



accuracy—an especially important aspect in ESL contexts where pronunciation can impact overall comprehension and confidence.

Item 4: “Feedback helps me identify and correct my reading mistakes.”

A combined 89.5% of students agreed that feedback enables them to recognize and correct their reading errors. 6% were neutral, and 4.5% disagreed. This supports the idea that students see feedback not just as evaluative, but as formative—providing guidance that leads to self-correction and deeper learning.

Item 5: “My reading fluency improves as a result of feedback.”

A solid 86.5% of students reported improvements in fluency due to teacher feedback, with 8.5% neutral and 5% disagreeing. These responses suggest that students connect feedback with gains in reading pace, accuracy, and expressiveness—key indicators of fluent reading.

Summary of Results

In the five survey items studied, one could tell that there was consistency in the pattern since it was evident among the students studied that the role of teacher feedback to enhance their English reading skills greatly mattered. That be it regarding the fluency, pronunciation, comprehension or mistake correction, students do not only cherish the feedback they get but they also actively welcome it and apply it to the learning process. Such findings point to the use of feedback as one of the most valuable assessment and motivation methods used in ESL instructional classes, mostly in the elementary level.

Recommendations

Going by the findings collected during the study, a number of practical solutions may be proposed in order to improve the manner in which the teachers utilize feedback to assist elementary students in acquiring their English reading abilities. The first of them is the access of teachers to incessant professional development which is directly related to the consideration of effective feedback strategies especially those which facilitate reading comprehension, learning vocabulary, fluency, and finally development of critical thinking. It is also important to set up an atmosphere in the classroom so that the feedback that is regularly thought of as a constructive aspect of the learning process, not as criticism.

The timely feedback will be also important, as only after it the students will be able to notice the mistakes they make quickly and avoid them in future repetitions. The teachers ought also to make the feedback a personal one so as each student receives what he needs be he a poor reader or a student who is well above average to ensure that none of these students is left at a disadvantage. This method may be further facilitated by the frequent utilization of various formative assessments, i.e. reading logs, quizzes, peer discussions that provide constant feedback on the students level of development.

Adding positive words and praise in a feedback may push students and will increase their confidence in reading. Class size should also been reduced particularly in underserved regions such as Rajanpur so that the teachers could give more personalized attention thereby giving more



meaningful feedback. Secondly, the active assistance of parents in the creation of an open dialogue may further strengthen learning outside the classroom.

The feedback process can also be boosted with the use of technology. Feedback can be more personal and involve learners through digital reading platforms, audio tools and interactive applications. Lastly, it is important to note that the input of feedback on language development should be fully identified by the policymakers. Incorporating feedback into the curriculum design, teacher training, and assessment planning they can assist in making sure those students get the guidance that they are supposed to be given to become proficient readers.

Discussion and Findings

The result of the current study allows seeing an evident and consistent tendency: elementary students living in Rajanpur highly appreciate the role of the feedback provided by the teacher to improve their skills in reading and understanding English. Comparison of the answers of the chosen Likert-scale questions reveals the high scores of agreement meaning that students do not only appreciate feedback but are also eager to process it at various levels of their reading evolution. Feeling of motivation was overwhelming considering that 94.5 per cent of students confirmed that they actively consulted their teachers in order to enhance their reading. This implies that feedback should not be considered merely as an instructional tool; students perceive it as a source of active and self-directed development. In the same way, 90.5 percent of those who participated confirmed that feedback is crucial to their advancement, and this component is a crucial part of constructive instruction.

In more particular cases of analysing sub-skills in individual reading, the group of students reported even stronger expectations toward the practical usefulness of feedback. As an example, 90% believed that feedback helps in the development of pronunciation whereas 86.5 percent associated it with improvement of reading fluency. These answers indicate the overall effect of feedback that does not only promote understanding but also can be extrapolated to the field of oral reading processes that have a paramount significance in the ESL community where the aspect of fluency and pronunciation could be overlooked.

Corrective effect of feedback was well recognized, as well: 89.5 of the students said that feedback allows them to understand their misreading and fix it. This observation indicates that feedback is becoming an active source of self-reflection and self-correction among learners which is a strong evidence of deeper, independent learning.

Collectively, these findings show the efficacy of teacher feedback in ESL classes at the elementary level in Rajanpur. Students perceive feedback as fundamental to their overall progress in numerous directions, starting with the prevalence and accuracy and continuing with the pronunciation and speed. The lower degree of disagreement recorded in all survey questions also re-affirms the goodness of the degree of the perception held by students on the prospects of receiving feedback and how the component belonged to their academic developments.

Conclusion

This research paper discussed the role of teacher feedback on the acquisition of English reading skills in the students of elementary schools in Rajanpur, Punjab. The results showed that there was a high and unanimous opinion amongst the students on the relevance of feedback as one of their magnificently needed elements in the process of language learning. The large number of students



stated not only that they were getting feedback but also that they sought it and understood how it can work on quality of pronunciation, fluency, comprehension, and eliminating errors.

The overall percentages of agreement in the survey responses are very high, so the students perceive feedback as something more than the necessity to provide some classroom practice; it is a purposeful and successful approach to teaching. The feedback can assist students in targeting their areas of work, as well as improving their oral reading, and really gaining some ground and improvement in their reading fluency. These findings point out to a very active participation of the students in the process of processing and applying the feedback they get.

Notably, the research also stresses the importance of well-developed immediate feedback during teaching ESL, in particular, in situations when resources may be scarce, as in the case of Rajanpur. Once the feedback is concise and positive, it increases the motivation, involvement, and academic achievements of the students. This agrees with the notion that feedback must be specifically incorporated in reading instruction within second language learning classroom set up.

Finally, the study establishes the fact that the element of teacher feedback plays a significant role in the development of reading skills at elementary age. Professional development of teachers to address effective feedback approaches, which are relevant to cultural and linguistic diversity of learners, has the opportunity to lead to high learning results. Enhancing feedback in the classrooms might be especially helpful in the disenfranchised regions, where the high quality of instruction can make a significant difference in the literacy and academic achievement of students.

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