

## **Role of Teachers in Developing English Reading and Writing Skills at Elementary Level in Azad Jammu and Kashmir**

\* Dr. Nazir Haider Shah, Assistant Professor (Corresponding Author)

\*\* Dr. Ziarab Mahmood, Assistant Professor

\*\*\* Dr. Muhammad Ishaq, Assistant Professor

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### **Abstract**

*The main purpose of the study was to evaluate the role of English teachers in developing reading and writing skills at the elementary level. The study was descriptive, and the survey method was used for the collection of data. All the elementary English teachers of District Kotli were the population of the study. The researcher selected 256 teachers through a simple random sampling technique. A questionnaire-based on a five-point Likert scale was developed to collect the data from the elementary school teachers. The reliability of the instrument was measured, and it was found 0.790. The researcher applied mean and standard deviation for analyzing the data. It was found that the elementary teachers did not encourage students to use simple past tense for describing past events. It is recommended that for the development of language skills, teachers can use different forms of text vocabulary proficiency through classroom reading, and different forms of genres and texts. Moreover, teachers may provide different picture books and other visual and instructional material in order to encourage writing skills in elementary schools.*

**Keywords:** Role of Teacher, Reading Skills, Writing Skills & Elementary Level

### **Introduction**

Teachers play a vital role in developing the education system because the child comes in school with empty vessels and it is the teacher who polishes the student's mind. Teachers provide the students with in-depth knowledge, basic skills, and develop a positive attitude. This can be done with the help of good organizations where the teachers cultivate different tasks for their improvement. Teachers are a role-model for the students, and their actions convey more than their words. A good teacher facilitates guides and provides the students the very basic concepts, skills, inspires them to develop a more positive attitude (Mahavidyalaya, 2013). In educational organizational, the teacher's performances and their role have been extended for the children in the school. The interaction between the teacher and student is respectful and promoting positive attitudes in the classroom (Shurm & Glisan, 2010).

The concept of reading and writing has long been used in the English language. These skills are also called universal skills. Teachers may use the language literature for learners. The teacher using the literature and teaches the basic skills of the English language. Literature technique can be used to teach the English language effectively. Literature plays a very essential part in teaching the basic skills of English for learners (Hişmanoğlu, 2005).

Listening, speaking, reading, and writing are all considered the very basic skills of the English language, the major focus of both the concerned teachers and learners is on reading and writing in most of the school classrooms and the other two skills are ignored. Listening and speaking skills are given less importance. It can be considered a tedious job to teach the English language to learners who have do not have enough or have little understanding and experience in the Language (Khan, 2013).

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\* Department of Education, Mohi-Ud-Din Islamic University Nerian Sharif, AJ&K  
Email: [nazirshah786@gmail.com](mailto:nazirshah786@gmail.com)

\*\* Department of Education, Mohi-Ud-Din Islamic University Nerian Sharif, AJ&K  
Email: [ziarabmahmood@gmail.com](mailto:ziarabmahmood@gmail.com)

\*\*\* Department of Education, Mohi-Ud-Din Islamic University Nerian Sharif, AJ&K  
Email: [dr.ishaq15@gmail.com](mailto:dr.ishaq15@gmail.com)

The English teacher who only knows the basic skill of the English language, in Kashmir, many of the institutions focus on English subjects and teach the student. After the school's time, the teachers open the school for children to learn English. Elementary school teachers develop a lesson plan that teaches students a variety of subjects. The teachers evaluate student comprehension and knowledge of the material. Elementary school teachers use assessment of homework assignments, quizzes, and tests to determine student progress in the class. Students are guided by the schoolteachers of the elementary level to change their behavior. The teacher is always supervising a student. The teachers seek more knowledge with the time teachers need for better improvement in the education system (Rechards, 2006).

In Azad Jammu and Kashmir many schools are placed in rural areas where the teachers cannot go to the school to teach the students. The researchers aim is that the students at these government schools are not behind with the private school students. In Kashmir, there is a big problem that the teachers in government schools are not focusing on Basic English skills. They only teach in the classroom and ignore the basic skills of the English language. Therefore, the focus of this study was on the role of elementary school teachers in developing reading and writing skills of English language in Azad Jammu & Kashmir.

### **Objectives of the Study**

1. To determine the role of elementary school teachers in developing reading skills in English among students.
2. To identify the role of elementary school teachers in developing the writing skills of English among students.

### **Research Questions**

1. To what extent the elementary school teachers play their role in developing English reading skills at the elementary level?
2. How much the elementary school teachers play their role in developing English writing skills at the elementary level?

### **Review of Literature**

#### **Language Skills**

There are four basic skills of a language that should be taught and learned in the educational institution. To bring improvement in the students, the teacher focuses on these four fundamental skills of the English language to develop their knowledge. These skills include: Listening, Speaking, Reading, and Writing. These skills are receptive productive skills. Language skills have been partially viewed as being passive and active, respectively. The other name of basic skill is also called macro skills. The excellent teachers only taught the skills for student's education. These skills have portended a better future educational ability; mostly for second Language speakers. This is in implies that a second language learner of the English language should be able to develop the four language skills for communicative competence. Student needs to develop the basic skills to be effectively learned which is a compulsory need for a student. The basic skill must be necessary for a language to be effectively learned, the four language skills need to be developed (Lawyer, 2016). Reading and writing skills are highly interrelated with each other. The detail of these skills is as under:

#### **Reading Skills**

Reading is a receptive skill that is considered highly valuable and highly broadens the vocabulary. We use our eyes to read different materials, words, sentences, paragraphs, stories, newspapers, letters, and reports to receive meaningful information. Reading can be silent and loud. One can improve his reading skill on his own by involving in different activities and practices. Either it is silent or loud, both can help to develop the reading skill of students. Reading is a complex cognitive process that helps students in learning target language; learners need to read different printed material such as stories, newspapers, articles, journals different advertisements, and so on to develop their reading skills. As a result of interaction between the perceptions of words and symbols, printed verbal symbols are interpreted into meaningful information that represents readers' language, cognitive and knowledge skills of the world (McDermott & Gormley, 2016).

Seyed (2010), says that the ability to go beyond the words, to take out the meaning, and understand the ideas delivered in the intact text refers to the reading comprehension. According to Petscher, Solari and Catts (2019) that reading comprehension refers to "the simultaneous ability to construct and take out meaning in the course of interaction and interest with written materials". The

overall goal of reading is to understand and finally interpret the conveyed meaning described in the text rather than getting meanings from isolated words (Morfidi & Rogdaki, 2018).

Reading is a receptive skill. In this skill, a student reads a paragraph, lines, etc. and draws something new from the paragraph. Reading skill is a basic skill of a child when he enters in an institution and teachers encourage him to read about and to draw new meaning or new ideas. It is a more important skill in someone's life if he does not know then he feels many problems. The process of reading is very important, and it is shaped by the situation the reading occurs, by the reader's background, and through the text. Academic text reading does not mean finding information on the text itself rather it is considered a process that works with the text. In academic text reading, the meaning of the text is recreated by the reader, collectively with the author (Majeed & Dabbagh, 2016).

Reading is an important element in our daily life. With the help of reading skills, we use language in daily life to collect information. This skill is very essential to communicate with others and for satisfaction. Understanding skill is the receptive skill. In institutions, Student sees the new item and different words in written form. Reading is a lifelong skill to be used in school and throughout life. This language is an important and fundamental life skill that is a base for a child's achievement indeed throughout life. The child enters the school to seek the information and manner. Students read the different books in Institute and teachers motivate the student's mind to interest the books to improve their reading skills. The person whose reading ability is well they will not face many problems in their life. Reading skill has a great importance in our life. Reading skill is an interactive process in which readers build a meaningful symbol of a text utilizing successful reading strategies (Khany & Malmir, 2017).

#### **Development of Reading Skill**

Teachers play an essential role in developing reading skills. They should help students to be actively involved in the reading process and to get the overall meaning by reading information rather than focusing on individual words or irrelevant information and losing the foremost importance of a text. Reading is a difficult procedure in which visual action in analyzing printed letters is involved, and then identifying these letters as the components of words, until analysis of the meaning of these words. Teachers help students to focus their reading rather than getting involved in individual words. Teachers assist students to read for meanings and extracting the meaning from content (Gatbonton & Segalowitz, 2005). To improve the reading and understand what is being read efficiently, teachers need to help them to use various sub-skills and read in diverse ways (Slattery & Willis, 2001).

Students need to use some reading skills, strategies, or do some activities while reading texts. First, students need to be able to scan the text, which means reading quickly while looking for specific information. First, students should be able to scan the text which means to quickly read the text or paragraph while looking for specific information or topic sentence. Additionally, understudies likewise need to rapidly detect the general thought of content; peruses are centered quickly on headings or a couple of words for every line, or the first and last sentence in a section (Slattery & Willis, 2001). Some more strategies of reading like reading for information with a point in the brain, detailed reading by focusing on each line and sentence, as it is very important to get the meaning or main idea of the text. Slattery and Willis (2001) also says that different sub-skills of reading such as Activating Background knowledge, Predicting, and Using Linkers can be used to develop the reading ability of a person.

#### **Writing Skill**

The writing skill means the ability of a person to write English in proper grammatical structures to express his thoughts and ideas. A person needs to be well organized and be able to think critically and creatively when responding to a situation. The ability to communicate ideas effectively and to write well is vital to ensure success in any field, either it is academic, professional, or for business purposes. The effective writing skill is a part of personal development skill, as it is a lifelong skill that is surely used beyond the classroom for many purposes. An effective writing skill also enables a person to earn his livelihood in a good way. The writing skill is made perfect at the very basic school level. A teacher should help, guide, motivate, and engage students in such activities that lead them towards the development of their writing skills (Elmaadaway, 2018).

Teachers have long been disappointed with the traditional pattern of writing that is to be taught in the classroom as well as its implications. Accordingly, research into the comprehensive and

intensive studies towards the development of writing skills has indicated the importance and need for a new syllabus of writing. Whatever, technique, procedure, and method a teacher adopts to teach writing skill in the classroom, it should be followed by certain principles which develop incorporation in the expansion of the four core skills of English teacher which the thesis sought to examine. A child learns language naturally if he is exposed to the language as much as it is possible. The writing skill is learned if the person has the will to learn it. As a result, he will willfully perform all the tasks and activities that will help him develop his writing skill (Gathumbi & Ssebbunga, 2005).

Writing skill refers to the “variety of actions that range from the more formal aspects of ‘writing down’ on the one end to the more complex act of writing on the other”. On this Continuum, writing develops first through skill-getting activities that focus on understanding the Way the language functions (i.e., its grammar, syntax, lexicon, cohesive devices) to skill-using activities in which learners engage in expression and communication. The ways these activities are structured in instruction highly depend on the purpose and approach to writing (Hedge, 2001).

It is also a productive skill. It improves a student’s sentence structures, wording style, and grammar. Teachers use this skill to teach the student in a classroom. Through this skill, the teachers assign a student’s class activity or homework. This skill also used write articles, thesis, and many other forms (Elmaadaway, 2018).

Writing skill is the main ability in English language addition. This skill is very important for both teachers and students in the classroom because the teachers give students different activities. When the student teaches these skill gives a good chance to do something in real life in the classroom and everywhere. Teachers write different notebook for the student to improve their learning in the classroom. Writing skill is most important for us because the writing skill is a major part for basic life skill. With the help of this Productive skill form of phrase used to persuade other people to split thoughts and feelings in their life (Elmaadaway, 2018).

#### **Development of Writing Skill**

Many factors are very important, and they can help to develop the writing ability of a person. Genre is one of them as it represents the different forms of writing (Ahmadi & Reza, 2018). Genre helps to identify different types of writing like poetry format, application, essay, blog, an advertisement, and formal letter. Genre can be taught an inefficient way if teachers show the models of what they ask their students to write, as a model makes the work easier and students find it easy to do their work. If the teacher teaches and helps the students to write a text, then different types of activities can be assigned to the students to practice their creative writing. Students should be guided and motivated to write freely to develop their writing skills (Sinding, 2016).

Students should also be motivated to practice their writing in groups to work cooperatively to improve their existing skill the group writing allows giving more detailed and constructive feedback. Imagination is considered the major factor and the base in writing poetry, novels, dramas, stories, and plays (Ahmadi & Reza, 2018). Creative Writing is all about self-discovery and it helps to promote effective learning. Creative writing makes students feel more motivated when the teacher gives imaginative writing tasks, students feel motivated and they try to do their best to in their creative assigned tasks than they might for more regular coursework. As writing skill is very important throughout life, it is needed to build a writing habit in students during their earlier levels. Doing this, students come to writing assignments with much passion and they will make out writing as a regular part of classroom practice. Assigning interesting and enjoyable tasks to students can help to achieve the writing ability (Smith, 2016).

Writing ability enables a person to organize and express his ideas, thoughts in a meaningful way. In the writing process, the activity to be performed is divided into many stages and each stage uses a different sub-skill to carry out the task. Brainstorming is also an effective and interesting technique that is used in the writing process (Slattery & Willis, 2001).

#### **Role of Elementary School Teachers in Developing Basic Skills of English Language**

Teachers play a very important role in student life. He is the greatest guardian of students. Teachers to get the knowledge, skills and to create a positive attitude, with advancement in specialists’ vision and knowledge students are interacting with teachers and each other about the subject matter. Institute does not mean to teach and to learn but a place where awareness is highlighted; to purify the soul and thoughts. A positive relationship should be developed between teachers and students. The teacher is a knowledge spreader. Teachers talk and attitude to leave a thought in the minds of students. The

teacher is a source of information. The teacher is the source of a guardian, an adviser, a surrogate parent, all at the same time. Teaching is the only profession that always deals with the future for the improvement of a student and makes a student to good person in their life (Kalita, 2015).

Subject teachers are an important part of student to improve their learning material. Teachers have a good command of his subject he is knowing everything about his subject. The teacher's role in his subject has a good mastery for the student. The teacher has a good command. The subject specialist's teachers have a good command of their subject in every institution. They know the language structures and characteristics profoundly are one aspect of this mastery. Language teachers are required to know the subject language profoundly (subject knowledge) and how to teach it (pedagogical knowledge).

The language as a second language educators are expected to have a nice predominance of the subject. Knowing the language, its structures, and characteristics altogether is one piece of this expert. Language instructors are required to know the subject language essentially (subject data) and how to indicate its (scholastic learning) mental and social development are in core interest. Since they are pros, language educators are relied upon to have phenomenal learning of the language structure and to stay aware of its changes (Borko, 2004). Language learning is a different procedure and along these lines, to show another dialect, one needs to realize what issues there are to learn. Subjects of unknown dialect learning and instructing as per Jones (2005), emphatically have a place with the job of an expert language instructor. The teacher plays a central role in the development of the English language. Therefore, they should know the subject language and the ways to teach language. Grammatical syntax while teaching the core skills of English and social construction is considered very important. A language teacher needs to keep himself with up to date with all the changes (Sherin, Mendez, & Louis, 2004).

It is a very important role of English teachers in imparting knowledge in classroom innovations. It is important to study the teacher's role in a knowledge community because teachers play a critical role, both in classroom innovations and, generally, in students' learning. Implementing a knowledge community approach presents a daunting challenge for teachers whether novices or veterans, and a better understanding of the teacher's role within a knowledge community approach could inform professional development practices (e.g., teacher training programs) (Slotta & Najafi, 2012).

Teachers' conceptual understanding of the underlying pedagogical theories will greatly influence whether they can enact the innovation with fidelity to its design (Shulman & Sherin, 2004). However, research has largely ignored the teachers' role in any educational innovation (Shulman & Sherin, 2004). Therefore, studying the teacher's role will help us to better understand how we can support teachers in the design and enactment of the knowledge community curriculum.

### **Research Methodology**

This study was descriptive, and a quantitative approach was used for the collection and analysis of data.

### **Population**

All the girls elementary school teachers of district Kotli were the population of the present study. 522 elementary school female teachers were working in district Kotli.

### **Sample of the Study**

A simple random sampling technique was used for selecting the sample from the population. The researcher selected 261 female elementary school teachers through a simple random sampling technique from district Kotli. The sample was selected according to the Gay (2000) table for the selection of sample.

### **Research Instrument**

The researcher used a self-developed questionnaire for elementary school teachers. The questionnaire was developed with the help of an extensive review of related literature. A five-point Likert scale was used for obtaining the response.

### **Validity and Reliability of the Instruments**

The researcher validated the research instrument from the experts in the field of Education and to check the internal consistency of the items the researcher applied Cronbach's alpha in this study. The value of Cronbach's Alpha of listening skill was 0.809, speaking skill was 0.790, reading skill was

0.981, and writing skill was 0.852 which is more than 0.7 which was acceptable. The overall reliability of the instrument was 0.858.

**Data Collection**

The researcher personally visited the approachable schools and collected the data, while for the far-flung area the researcher collected the data through post and electronic email. For this purpose, the researcher instructed the participants about filling the questionnaire and then they filled the questionnaire.

**Data Analysis**

Data were analyzed by using Statistical Package for Social Sciences (SPSS) software 20 version. The researcher applied the Mean and standard deviation for the analysis of data.

**Results**

Table 1

*Role of Elementary School Teachers in Developing Reading Skill in English among Students*

S.No.	Statement	SDA	DA	PA	A	SA	Mean	S. D
1.	English teachers encourage students in picture reading to improve their reading skill	73	44	22	53	69	3.00	1.60
2.	English teachers encourage students to associate sound e.g. syllabus while teaching words	115	55	53	11	27	2.16	1.37
3.	I encourage student to read newspaper to improve their reading skill	0	0	29	136	96	4.26	0.64
4.	Activities are organized in my class for development of reading skill	49	79	54	64	15	2.68	1.20
5.	I encourage students to read a book individually to develop reading skill	0	0	36	129	96	4.23	0.67
6.	Students are given reading assignments to enhance their reading speed	61	98	49	53	0	2.41	1.04
7.	Students are given time in the class to read and discuss English text for improvement of reading skill	0	0	37	131	93	4.21	0.67
8.	I help students to recognize word on sight to improve their reading skill	81	59	81	23	17	2.37	1.19
9.	I ask students to speak out the word with phonics	36	59	9	65	92	3.45	1.50
10.	I encourage students to read story books	61	85	4	69	42	2.79	1.46

In Table 1 the statement no. 1 shows that 144 respondents agreed with the statement that “English teachers encouraged students in picture reading to improve their reading” with a mean score value 3.00. It means that teachers were in favor of the statement. It was found that the mean value (3.00) of the first statement lies in the agreed statement which is close to 3 of the labeled value in the Five Point Likert Scale.

Statement no. 2 shows that 170 respondents disagreed with the statement that English teachers encouraged students to associate sound e.g. syllabus while teaching words with means score value 2.16. It means that teachers were not in favor of the statement. It was found that the mean value (2.16) of the second statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

Statement no. 3 shows that all 261 respondents strongly agreed with the statement that they encouraged students to read a newspaper to improve their reading skills, with a means score value 4.26. It means that teachers were in favor of the statement. It was found that the mean value (4.26) of the third statement lies in the agreed statement which is close to 4 of the labeled value in the Five Point Likert Scale.

Statement no. 4 shows that 133 respondents agreed with the statement that Activities were organized in my class for the development of reading skill, with means score value 2.68. It means that teachers were not in favor of the statement. It was found that the mean value (2.68) of the fourth

statement lies in the agreed statement which is close to 3 of the labeled value in the Five Point Likert Scale.

Statement no. 5 shows that all 261 respondents agreed with the statement that they encouraged students to read a book individually to develop reading skills, with a means score value 4.23. It means that teachers were in favor of the statement. It was found that the mean value (4.23) of the fifth statement lies in the agreed statement which is close to 4 of the labeled value in the Five Point Likert Scale.

Statement no. 6 shows that 159 respondents disagreed with the statement that “Students were giving reading assignment to enhance their reading speed” with a means score value 2.41. It means that teachers were not in favor of the statement. It was found that the mean value (2.41) of the sixth statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

Statement no. 7 shows that all 261 respondents agreed with the statement that “Students were given time in the class to read and discuss English text for improvement of reading skill” with a means score value 4.21. It means that teachers were in favor of the statement. It was found that the mean value (4.21) of the seventh statement lies in the agreed statement which is close to 4 of the labeled value in the Five Point Likert Scale.

Statement no. 8 shows that 121 respondents disagreed with the statement that “they helped students to recognize word on sight to improve their reading skill” with a means score value 2.37. It means that teachers were not in favor of the statement. It was found that the mean value (2.37) of the eighth statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

Furthermore, the statement no. 9 shows that 166 respondents agreed with the statement that “they asked student to speak out the words with phonics” with means score value 3.45. It means that teachers were in favor of the statement. It was found that the mean value (3.45) of the ninth statement lies in the agreed statement which is close to 3 of the labeled value in the Five Point Likert Scale.

Moreover, the statement no. 10 shows that 146 respondents disagreed with the statement that “English teachers encouraged students to read storybooks” with means score value 2.79. It was found that the mean value (2.79) of the last statement lies in the disagree statement which is close to 3 of the labeled value in the Five Point Likert Scale.

Table 2

*Role of Elementary School Teachers in Developing Writing Skill of English among Students*

S.No.	Statement	SDA	DA	PA	A	SA	Mean
1.	I ask students to summarize the lesson into their own words	90	109	26	32	4	2.05
2.	I teach them how to use regular & irregular verbs in writing	88	97	20	50	6	2.19
3.	I ask them to use simple past tense for describing past events	96	98	22	38	7	2.08
4.	Students are given the assignment for writing paragraph in my class	51	19	83	52	56	3.16
5.	I ask the students to write different forms of regular and irregular verbs	0	2	33	133	93	4.21
6.	I instruct them to use dictionary to locate guidance about words	85	125	7	35	9	2.07
7.	I encourage students in illustrating the use of this tense	44	22	26	65	104	3.62
8.	I encourage the students to plan their writing through mind mapping	92	90	19	43	17	2.25
9.	I ask students to write 5-6 sentences on what they did before coming to school	85	127	8	33	8	2.05
10.	Activities are organized in my class for the development of writing skill	90	92	18	45	16	2.25

In Table 2, the statement no. 1 shows that 199 respondents disagreed with the statement that “English teachers asked students to summarize the lesson into their own words” with means score value 2.05. It means that teachers were not in favor of the statement. It was found that the mean value

(2.05) of the first statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

Statement no. 2 shows that 185 respondents disagreed with the statement that “English teachers taught them how to use regular& irregular verbs in writing” with a means score value 2.19. It means that teachers were not in favor of the statement. It was found that the mean value (2.19) of the second statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

In statement no. 3 shows that 194 respondents disagreed with the statement that “English teachers asked them to use simple past tense for describing past events” with a means score value 2.08. It means that teachers were not in favor of the statement. It was found that the mean value (2.08) of the third statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

Statement no. 4 shows that 191 respondents agreed with the statement that “Students are given the assignment on writing a paragraph in class” with a means score value 3.16. It means that teachers were in favor of the statement. It was found that the mean value (3.16) of the fourth statement lies in the agreed statement which is close to 3 of the labeled value in the Five Point Likert Scale.

Statement no. 5 shows that 259 respondents agreed with the statement that “English teachers asked the students to write different forms of regular and irregular verbs” with means score value 4.21. It means that teachers were in favor of the statement. It was found that the mean value (4.21) of the fifth statement lies in the agreed statement which is close to 3 of the labeled value in the Five Point Likert Scale.

Statement no. 6 shows that 210 respondents disagreed with the statement that “English teachers instructed them to use dictionary to locate guidance about words” with means score value 2.07. It means that teachers were not in favor of the statement. It was found that the mean value (2.07) of the sixth statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

Statement no. 7 shows that 194 respondents agreed with the statement that “English teachers encouraged students in illustrating the use of this tense” with means score value 3.62. It means that teachers were in favor of the statement. It was found that the mean value (3.62) of the seventh statement lies in the agreed statement which is close to 4 of the labeled value in the Five Point Likert Scale.

Statement no. 8 shows that 182 respondents disagreed with the statement that “English teachers encouraged the students to plan their writing through mind mapping” with means score value 2.25. It means that teachers were not in favor of the statement. It was found that the mean value (2.25) of the eight statements lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

Statement no. 9 shows that 212 respondents disagreed with the statement that “English teachers asked students to write 5-6 sentences on what they did before coming to school” with a means score value 2.05. It means that teachers were not in favor of the statement. It was found that the mean value (2.05) of the ninth statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

In the last statement which is 10 shows that 182 respondents disagreed with the statement that “Activities were organized in my class for the development of writing skill” with a means score value 2.25. It means that teachers were not in favor of the statement. It was found that the mean value (2.25) of the last statement lies in the disagree statement which is close to 2 of the labeled value in the Five Point Likert Scale.

### **Discussion**

The main purpose of the study was to explore the role of elementary school teachers of Azad Jammu & Kashmir in developing reading and writing skills of the English language. The first objective of this study was to explore the role of elementary school teachers in developing reading skills in English among students. It was found that the materials used by teachers were much backdated like storybooks, the images cannot be easily shown to large numbers of learners and cassettes are too old to understand the voice. The research showed that teachers neither associate sounds with letters nor they helped students to recognize words on sight to improve their reading skills. Teachers have



limited time and, in any case, little ability to prepare suitable materials. The study result was like the finding of Mayer (2001); Blanco (2007).

The second objective of the study find out the role of elementary school teachers in developing the writing skills of English among students. It was found that the teachers were still not able to familiarize themselves with proper activities that were considered very important for teaching writing. The result reveals that teachers do not use the dictionary to locate guidance about words, they do not summarize the lesson in their own words due to a shortage of time. The other research showed that Writing is commonly approved as a central means of interaction. Grabe, (2000) argues that through writing learners may manage the mechanical product aspect, and they may use various techniques as paraphrasing, listing, repeating, and filling in to show its style as writers. Furthermore, writing is a strategy that is Paragraph Writing and used by learners to facilitate the learning process; it makes learners understand, remember, summarize what they have written.

Adodo (2013) says that mind mapping or brainstorming is an effective and creative way to generate and map ideas in a human mind with a strong connection to the subject matter. It is the easiest way that builds up information and extracts that information out of the human mind. Mind mapping leaves a lasting impact on learners' minds and retention is enhanced in a hierarchical structure.

### **Conclusions**

The main purpose of the study is to recognize the role of elementary school teachers in developing reading and writing skills for the improvement of the English language in Azad Jammu and Kashmir. The conclusions are as under:

1. It is concluded that teachers are not helped students to associate sound e.g. in lessons while teaching words. They did not help students to recognize words on sight, were not provided facilities, and were unable to create different strategies or activities to develop the reading skill in students.
2. It is concluded that English teachers do not encourage students to use simple past tense for describing past events. Students were not given assignments, activities like summarizing the text, mind mapping, and did not write well and asked to consult different writing materials for improving writing skills.

### **Recommendations**

Based on findings and conclusions following recommendations were made:

1. It is recommended that for the development of student skills teachers can use different forms of text vocabulary proficiency through classroom reading, and different forms of genres and texts. Using multiple types of texts and useful reading vocabulary activities or strategies give the student's opportunity to build up meaning different context for their improvement. Elementary teachers should use simple authentic materials that help improve students 'skills. Teachers should provide as much necessary instruction and make every possible effort for their students to be good learners for their improvement. Teachers may create an English reading environment in the classroom to enhance reading skills among students.
2. There is a need for the development of elementary school teachers to provide different picture books and other visual and instructional material in other to encourage writing skills in elementary schools. The government should organize different seminars and workshops for teachers during the holidays to expose them to how to make simple pictures storybooks themselves and how to teach the students in the classroom for their development. A lot of brightly colored visuals and other teaching aids should be provided in all elementary schools and this should be available for all subjects.

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