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ROLE OF INNOVATION IN ENHANCING PROBLEM-SOLVING SKILLS THROUGH ACADEMIC AND DESCRIPTIVE WRITING: AN EXAMINATION OF ELEMENTARY ENGLISH TEACHERS' PERCEPTIONS IN PUNJAB PAKISTAN

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Abstract
This research examines the impact of innovative teaching methods on developing problem-solving skills through descriptive writing among elementary teachers (English) in Pakistan. It highlights the potential of descriptive writing to enhance critical thinking, creativity, and problem-solving. As a fundamental cognitive tool, descriptive writing was studied as an under-researched area. A questionnaire was administered to 75 elementary English teachers to assess their use of creative techniques such as project-based learning (PBL), peer feedback, interactive storytelling, and creative writing prompts. The evidence suggests these strategies are effective in fostering problem-solving, especially highlighting the positive influence of creative and student-centered approaches. Nevertheless, challenges such as overcrowded classrooms, limited resources, and linguistic diversity hinder the implementation of these techniques. Teachers expressed confidence in adopting new methods but also voiced concerns about inadequate training and resource shortages. Despite these difficulties, teachers recognized the value of innovative approaches to teaching descriptive writing, as they promote critical and creative thinking. It is proposed that addressing barriers—such as participation in professional development, access to teaching resources, and classroom size—could enhance the success of these methods. The study concludes with a recommendation for professional development programmes, resource distribution, and curriculum adaptations suited to local contexts, aiming to improve the quality of education and its problem-solving capacity across primary schools in Pakistan. Further research is needed to explore low-tech, culturally sensitive interventions and their impact on student outcomes in low-resource settings.

Key Terms: Innovation, Problem Solving Skills, Descriptive Writings, English Language, Elementary Classes, Problem Based Learning, Punjab, Pakistan

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Introduction

Teaching a student how to solve problems lucidly involves numerous steps such as identifying the problem, creating helpful solutions, and later evaluating the outcomes. Reasoning skills in elementary education are most basic but important concepts within a student's early formative years. These include innovative skills, flexibility, creativity, critical thinking, and overall adaptability that go a long way in determining academic achievement and learning throughout life (Rahman, 2019). Explanation and description as a learning technique that requires students to provide sensory detail accounts of different individuals, places, and experiences captures students' imagination and quite vividly augments problem-solving skills. Problems have many solutions, but to come up with one, a person has to deal with critical thinking over how to solve real-world or narrative problems (Goasdone, 2021). The extent to which these problems can be solved through description writing depends a lot upon the teaching methods adopted by a particular teacher. There is a gap in exploring innovative methods for teaching descriptive writing as a means of enhancing problem-solving skills within a predominantly lecture-based approach in Punjab.

In education, innovation spans a wide variety of practices from the application of technology to problem-based learning (PBL) and prompts for creative writing (Khan & Qureshi, 2019). These strategies move the focus from rote memorization to exploration and creation. Exploratory learning frameworks enable innovative pedagogy to treat descriptive writing as a vehicle for bridging language learning and cognitive development. Descriptive writing, as noted by Goasdone (2021), facilitates younger learners' exploration of sensory perceptions and feelings unlike expository or argumentative writing. Through detailed descriptions, students refine observation and analysis, which are problem-solving skills. For instance, describing a local market in Multan might prompt students to consider the interactions with various vendors, the pervasive smells, and the cacophony of sounds. Students may analyze what is happening and create a narrative to explain, for instance, how a vendor-merchant argument is solved. Such exercises promote creativity and bolster enhanced linguistic competence while explaining conflicts and self-generating solutions (Kwangmuang et al., 2021).

The significance of educators in this procedure is paramount. English language educators in elementary schools in Multan face the challenge of implementing the curriculum while attempting to meet the needs of their students. Some teachers continue to use traditional practices, such as dictation and rote learning, which stifle creative and critical thought (Rehman & Haider, 2018). Creativity and imagination can be encouraged by utilizing teaching philosophies that integrate multimedia resources, group work, and practical writing activities. For example, students may be more willing and able to write descriptively if they are provided with photographs of local landmarks which they can relate. In addition, other reports stress the importance of professional development that enables educators to apply these strategies innovations (OECD, 2016).

Problem Statement

In Pakistan's Punjab Province, the teaching of English at the elementary level is simplistic and overly reliant on traditional approaches that do not encourage problem-solving through descriptive writing techniques. While descriptive writing can be an important tool in developing critical thinking lens and creativity in students, it remains challenging due to overflowing students in a single class, inadequate materials, and lack of training on modern teaching approaches (Rehman & Haider, 2018). This impedes the processes involved in engaging with solving problems–considered a vital skill in the 21st century. This research seeks to bridge the gap developed in the elementary classroom in Punjab by applying innovative teaching methods for problem-solving through descriptive writing and shifting the focus from traditional teaching techniques to more active learning paradigms.

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Research Objectives

- To investigate the creative approaches used by elementary English language teachers in Punjab for teaching academic and descriptive writing and focus on problem-solving skill enhancement.
- To assess the extent of elementary students' problem-solving skills development after the implementation of these creative strategies in teaching in Punjab.
- To determine the gaps encountered by teachers regarding the use of innovative methods of teaching descriptive writing in the elementary schools of Punjab.

Research Questions

1. What are the innovative problem-solving teaching strategies employed by elementary English language teachers in Punjab while teaching descriptive writing?
2. How do elementary students in Punjab adapt to the problem-solving approaches taught through the innovative strategies?
3. What are the most pertinent problems described by the teachers regarding the adoption of innovative approaches to teaching descriptive writing in Punjab?

Significance of the Study

The significance of the study stems from the lack of innovative teaching practices for elementary school descriptive writing in Multan which is predominantly taught using traditional techniques. The study will help educators understand the role of innovation in enhancing problem-solving skills and devise teaching strategies to encourage creativity and resourcefulness in straitened circumstances. The study's findings will help design teacher education programs, curricular policies, and educational policy frameworks in Pakistan and shift toward active learning methodologies. Also, it adds to the growing body of research on the use of descriptive writing as a means of fostering cognitive development by presenting a perspective from a non-Western country, thus contributing toward the development of 21st century skills in an international context.

Literature Review

The role of innovation in enhancing problem-solving skills through descriptive writing in elementary education has been explored in various contexts, with a growing focus on resource-constrained settings like Pakistan. This paper reviews the main studies that applied innovative teaching techniques, their influence on problem-solving skills and in English language learning, especially descriptive writing. The reviews are structured according to a global view, Pakistani-based research and the gap mapping for primary EFL teachers in Pakistan which serves as basis to examine Multan’s own educational context.

Internationally, studies highlight the effectiveness of new pedagogies for integrating descriptive writing and problem-solving. Belland et al. (2017) conducted a study examining the effects of problem-based learning (PBL) unit in language arts, and they concluded that elementary students who engaged in descriptive writing via narratives solving fictional conflicts showed statistically significant gains in their critical thinking skills as well as problem-solving strategies. The study suggested that PBL design helps students think about the problem and speak out the solutions: these activities are congruent with cognitive load of describing writing. Similarly, Robin (2016) investigated digital storytelling in connection with other Web technologies and learning online, underlining that cross-curricular multimedia descriptive writing assignments helped students organize coherent narratives and generate creative solutions to problems. As one example, students generating digital stories about environmental concerns acquired not only linguistic but also judgment skills. These results indicate that novel strategies, in particular those that implement technology or student-centered strategies, are both viable for the development of problem solving through descriptive texts.

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In contrary, traditional teaching frequently inhibits cognitive growth. Whereas traditional teacher-driven instruction, widespread in the primary years, is less affective across dimensions of higher-level thinking than inquiry or creative writing (Hattie, 2015). Another example of such an intervention might be the use of sensory-based writing prompts (e.g., describing a crowded marketplace) to encourage divergent thinking (Goasdone, 2021). A challenge for all students was to unravel any conflicts presented in their descriptions and they demonstrated progress using an analytical/problem solving tool. These international studies give us the benchmark to realize the power of innovation in converting descriptive writing into a tool of cognitive development which could be informative for educational dilemmas in Pakistan.

Studies conducted on creative teaching in English language classroom prove both potentials and limitations. Khan, K., & Qureshi, D. (2019). PBL in the urban Pakistani elementary schools: A case study on descriptive writing task as a means to address local issues such as water shortage. The research noted improved problem-solving ability as students observed, analyzed and created. But the authors also pointed to barriers, such as teachers' lack of training in PBL and resource constraints. Additionally, Ahmad and Malik (2020) studied low-tech innovative practices in rural Multan where interactive storytelling was employed for instructing descriptive writing. Students using fictional situations, such as solving a neighborhood conflict, increased critical thinking, however large class loads and culture created barriers. These examples demonstrate the ease with which low-cost innovations are transplantable in Pakistan, a country where access to digital tools is often restricted.

The issue of teacher readiness is addressed in Pakistani studies repeatedly. Rehman and Haider (2018) also reported that because Pakistan primary teachers have had little professional development to support inquiry writing in English, there are few opportunities for cultivating problem solving. Saeed and Qureshi (2021) examined peer feedback as an innovative approach, further acknowledging that through critiquing each other's descriptive essays students developed evaluative competencies necessary for problem solving. But the research also underscored the importance of teacher training to deliver such methods correctly. These implications emphasize the need for contextually-appropriate innovations and professional development in Pakistan's primary classrooms.

While international researches are highlighting technology driven innovations, the works coming out of Pakistan concentrate on low-tech, culturally-targeted strategies to address higher-priority health issues pertinent to the socio-economic context and burden in Pakistan. Yet little empirical research has been reported that specifically focuses on the elementary English teachers of Multan, in which linguistic plurality and resource deprivation are evident. The focus on critical thinking at the level of national curriculum policy (Government of Pakistan, 2017) could indicate a policy-level support for innovation, although implementation issues remain. This review highlights the demand for local research to explore how teachers in Multan might use descriptive writing to build problem-solving, particularly given large class sizes and low levels of training.

Challenges of Problem-Solving Skills Among the Pakistani Elementary Students

Fostering problem-solving skills has become an essential 21st century competency which is attracting global attention within educational policies worldwide (Tan et al., 2023). In the context of Pakistan's education system, it is both an advantage and a challenge concerning the primary school student's level of problem-solving skills. In Pakistan, where proficiency in the English language holds considerable importance, there is a greater need to enhance the student's writing skills (Dar & Khan, 2015). Answers to open-ended questions require the ability to express ideas systematically, categorically, and descriptively, or simply put, in a clear written form (Mailisman et al., 2020). Nevertheless, many learners are found to be inadequate in some aspects of problem-solving, creative thinking, and reasoning (Adhalia & Susianna,

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2021). Commenting on the Pakistani context, teachers often construct tests for speaking skills, grade these tests unprofessionally, and use their personal judgments without standardization, making the tests subjective. This is exacerbated when teachers administer and grade practical speaking tests in their own classes, as they tend to lack adequate scrutinization for objective comprehensive assessment criteria for functional speaking skills needed in the workplace (Abbasi et al., 2023).

The current practices in Pakistani ESL classrooms often neglect the teaching of practical speaking skills as students achieve satisfactory grades due to content focused curricula. Such learners lack fluency and self-monitoring skills essential for effective communication. In addition, the absence of standard-based criterion emphasized in other frameworks within Pakistani institutions renders students unable to assess and hence, hinder their language proficiency. Furthermore, due to the lack of adequate educational resources, many Pakistani students struggle with the construction of organized written pieces, which includes generating ideas, developing coherent arguments, and appropriate vocabulary along with grammatical structures. Many rural primary schools in Pakistan are profoundly limited by practical approaches to teaching English language literacy, which in turn contributes to the lack of widespread English proficiency in the country (Akram et al., 2020). Given the challenges facing English language learners, educational policies in the country need to focus on the use of techniques aimed at fostering the learning of English as a second language (Jadoon et al., 2020).

The lack of teacher training and resources in Pakistan's educational system, along with the issues of overcrowded classrooms, make the development of problem-solving skills through writing at the elementary level even more difficult. Furthermore, the ESL curriculum in Pakistani classrooms focuses far too much on lecturing and not nearly enough on speaking practice. This results in students who, while scoring satisfactorily, lack proper fluency and self-regulation vital for a communicator (Nosheeen et al, 2020). Pakistani schools take pride in molding their students into human textbooks, achieving academic success through rote memorization, which obscures the development of critical thought, analysis, and problem-solving ability (Ali, 2015). Moreover, the fact that there is minimal focus on standardized testing structures and criteria in Pakistani institutions means that students cannot evaluate or even begin to work on their speaking skills, greatly stunting their language ability. Adoption of modern teaching strategies like using tailor-made lesson plans on digital platforms stands to significantly aid learners with diverse educational needs. A supportive strategy to tackle these problems, especially in the context of Pakistan, would be to incorporate holistic curriculum restructuring, alongside focused teacher training and resource allocation, with student-centric pedagogies.

In Pakistan, teachers give priority to the skills which are evaluated through tests as opposed to a more holistic approach of evaluating speaking skills. Consequently, students are not proficient in the language. Modernization of language units with sophisticated teaching technologies, hiring of adequately trained teachers at the primary school level, usage of English as the medium of instruction, lowering the number of students per class, and adding some fun and interesting activities to language classes are some other requirements (Halik, 2020). These issues pose a challenge that requires constructive change, and the views of elementary English teachers, who are directly involved in English language instruction, on the use of innovation in descriptive writing instruction to develop problem-solving skills are essential (Imran et al., 2024).

Bearing in mind the critical importance of problem solving and the potential scope of descriptive writing, it is important to study the perceptions and practices of elementary level English teachers in the context of Pakistan. Their responses could inform how specific

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instructional design problems and professional teaching development could be used to encourage creativity in instructional design. Addressing rote learning and memorization along with the application of project-based learning is necessary (Naz, 2024). Alongside these suggestions, one must also create an evaluation method for teachers of English as a second language that takes into account their teaching practical and professional competence. Without sufficient evaluation, students may be devoid of the practical and functional speaking skills they need in professional life.

The intended outcome of this study involves the assessment of the TESOL Programs of two prestigious Universities in Sindh and Punjab to analyze the professional development of English teachers in Pakistan with respect to the requirements of the country (Irfan, 2020). The use of these findings can by for educational trainers, curriculum designers, policy shapers, and educators. Moreover, the present study will aid in policy formulation concerning teacher education. Unlike existing modules, the new integrated English speaking skills module will be developed (Alam et al., 2019).

Problem Solving Skills in Primary Education in Pakistan

English shares co-official status in Pakistan, where it is used as a means of teaching and examination together with Urdu (Dar & Khan, 2015). Taking into account English's status, it is a mandatory subject taught from the primary level up to graduation, which implies that the teaching of the English language at the elementary level is particularly important for learners' language acquisition (Imran et al., 2024). Unfortunately, Pakistan struggles with English literacy, especially in rural settings, which highlights the need to consider the obstacles and suggest ways to improve English learning and teaching in these areas. In Pakistan, many teachers in ESL classrooms design and assess oral tests. Research shows that some of these teachers do not focus on developing the speaking skills sufficiently, which results in inadequate language proficiency among students (Abbasi et al., 2023). As a result, students may not possess the required language proficiency due to an overreliance by teachers on basic test scores (Abbasi et al., 2023). Due to the inability of teachers to provide individualized attention to each student in a large class, the focus is primarily on presentation and teaching, while other ESL teachers implement methods such as role play, interviews, and problem-solving speaking cues to assess students' English speaking skills (Abbasi et al., 2023). Teaching and learning how to speak any language are skill sets that are challenging, and for non-native speakers of English, the blend of challenges increases in degree difficulty.

The role of English is underscored by its use in academic studies, international relations, commerce, administration, law, and even casual conversation among the socio-educated (Irfan, 2020). Advancement and success in contemporary society is highly dependent on having good communication skills—especially in English, the widely accepted lingua franca of globalization (Jadoon et al., 2020). Teaching English at the primary level to instill creative, analytical description skills and problem-solving approaches is what is needed for elementary educators (Abbasi et al., 2023).

The implementation of technology into teaching English can solve problems of high student numbers in one class, under-availability of instructional materials, and even insufficient training of teachers. It is appropriate to point out why there is a lack of English teachers in Pakistan by focusing on the lack of resources and the lack of adequate training which impacts the quality of English language teaching in Pakistan. The significance of English language literacy cannot be understated since English is increasingly being used globally for interaction across different cultures, ethnicities, and social groups. The syllabus has integrated language skills and communication such as speaking, reading, writing, and listening. The syllabus places an emphasis on English language proficiency, particularly in the context of education in Pakistan, which is aimed at students residing in impoverished regions. In addition to oral

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communication, effective verbal expression entails the correct selection of words, grammatical structure, and pronunciation. In education and linguistics, speaking is one of the basic components of communication. The ability to communicate doesn't require one to use language, which makes language unable to do justice to complex thoughts and feelings that humans have.

Importance of English Descriptive Writings Using Problem Solving

Blended with problem solving frameworks, descriptive writing has a special place in teaching methods and curricula at the primary school-level English, as it enables students to interact with language in creative and imaginative ways (Alsaawi, 2016). It goes beyond passive approaches like memorization by actively engaging learners mentally and promoting creativity, critical thinking, and problem solving. This method emphasizes the need to teach language within context so that learners are able to acquire the language skills and communication competencies needed (Shi et al., 2024). This approach emphasizes problem identification and resolution through writing, and teachers have noted positive changes in students' interest and understanding of the content indicating that this approach fosters a greater appreciation towards the language. Such problem-solving activities combined with descriptive writing offer learners the opportunity to use language in practical situations.

This approach to teaching changes the attention of students from passive listening to active participation of learners in creating knowledge: students can communicate and learn through the English Language, thus improving their language and pragmatic skills. In addition, autonomy and choice – defining features of intrinsic motivation – are provided by project-based learning, which is one form of integrated approach, when learners become actively involved with personally meaningful projects. Project-based learning requires careful planning, ongoing assistance, and a thorough understanding of the learners' many different needs and backgrounds. The challenge is how to guide learners through the problem of having the right techniques and strategies while still addressing the common challenges they face in refining their writing skills (Ariyanti& Anam, 2021).

It has been reported that the collaborative and communicative aspects of problem-solving activities foster critical thinking skills in students beyond what would be achieved in a conventional classroom setup (Shi et al., 2024). This perspective demonstrates the need to develop socially responsive instructional strategies that promote active involvement and a sense of belonging to the community within the classroom (Malebese& Tlali, 2019). As previously mentioned, this change requires that teachers become facilitators or guides of learning and walk the students through investigations designed to cultivate critical thinking (Yulianti, 2021). In addition, this focus on teamwork meets the pedagogical needs of the 21st century, emphasizing the treating of teamwork as an approach for ESL students to master writing skills. This approach, by providing appropriate supports, improves students' writing (Veramuthu & Shah, 2020).

At the outset, the goal of this method emphasizes the need to construct socially responsive classroom teaching approaches that encourage involvement and community building. Educators create an environment where learners actively engage and collaborate, supporting community-building and sharing perspectives and learning experiences. Considerable improvement in students' motivation and attitudes towards English learning has been linked to the implementation of project-based learning. With the integration of technology, teachers have the opportunity to increase learners' active engagement and participation in completing tasks. Trained as knowledgeable facilitators, teachers anticipate and support learners through challenges to optimize progression within the language acquisition environment (Simanjuntak, 2023).

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As noted in the report by Murad et al. (2021), teachers who adopt collaborative approaches within their lessons enjoy increased success in offering students choice in how to structure and conduct discourse and social interactions while issues under study are analyzed, contemplated, and conclusions drawn. These approaches allow students to voice and articulate feelings, thoughts, or goals that arose during the lesson. With the right guidance and encouragement, teachers are able to foster a classroom culture where students are motivated, interested, and actively engaged in the learning process.

In this case, the approach cited above improves writing skills and provides essential problem-solving skills that can be applied in other academic and professional contexts (Seilova, 2024).

Theoretical Perspectives of Innovation

Innovation, a multifaceted construct, has been theorized from various perspectives, each offering unique insights into its nature, drivers, and impact. Analyzing innovation through different theoretical lenses reveals the intricate dynamics that underlie its manifestation and influence within organizations and industries (Slappendel, 1996). Diffusion and adoption theories provide a framework for understanding how new technologies spread and become integrated into existing systems, shedding light on the mechanisms of technology transfer and the factors that influence adoption rates (Bretschneider & Mergel, 2011). Diffusion theory explains how communication regarding new experiences spreads ideas and increases the number of adopters (Bretschneider & Mergel, 2011). The evolutionary perspective analyzes innovation to understand how firms can optimize their behavior (Galende, 2005). Technological determinism suggests that technology shapes society (Bretschneider & Mergel, 2011). Diffusion of Innovation theory is important for change agents (Prescott, 1995). The diffusion of innovation elucidates the process by which a novel idea, product, practice, or philosophy gains acceptance and widespread use within a population (Prescott, 1995). According to diffusion theory, innovation is an idea, process, or technology that is perceived as new or unfamiliar to individuals within a particular area or social system (Zhang et al., 2015). Organizational innovation diffusion research has been productive, presenting varied viewpoints. IT innovation and its diffusion are introduced, followed by a review of five dynamic viewpoints on the influence factors of IT innovation diffusion: organizational learning, social contagion, management fashion, organizing vision, and computerization movement (Káganer et al., 2010). Rogers' Diffusion of Innovation theory explains innovation, which emphasizes its creation, spread, and adoption (Anton et al., 2023). Factors such as the innovation itself, the communication channels used to disseminate information about it, the time frame, and the nature of the social system all influence its diffusion (Foster et al., 2020). The Diffusion of Innovation theory serves as a valuable model for guiding technological innovation, highlighting the need for communication and peer networking to facilitate adoption (Prescott, 1995; Rogers, 1962). Considering the environment in which technologies emerge, reinforcement theory explains that the pre-existing environment is an overwhelming force (BRETSCHNEIDER & MERGEL, 2011). Additionally, cultural adaptability plays a crucial role in the theory's application in real-world scenarios (Saad & Salman, 2021).

The technology acceptance model posits that the perceived usefulness and perceived ease of use of a technology are key determinants of its adoption. Despite its widespread use, the Technology Acceptance Model and the Unified Theory of Acceptance and Use of Technology have faced criticism for oversimplifying the complexities of technology adoption, placing excessive emphasis on individual beliefs and perceptions. The theory of reasoned action, the motivational model, the model of PC utilization, the social cognitive theory, innovation diffusion theory and integrated model of TAM and TPB are also very important (Riza & Wijayanti, 2024). The Unified Theory of Acceptance and Use of Technology integrates elements from multiple technology acceptance models to provide a more comprehensive

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understanding of the factors influencing technology adoption (Wulandari et al., 2024). Rogers' Diffusion of Innovation integrates three major components: adopter, innovation, and decision process.

The concept of innovation ecosystems highlights the interconnectedness of various actors and resources in fostering innovation, emphasizing the role of collaboration and knowledge sharing in driving technological advancements. Innovation is a multifaceted process influenced by different factors and stakeholders and is not solely the result of individual efforts. In contrast, it is also influenced by external factors, such as market dynamics, regulatory frameworks, and technological advancements. Open innovation theory emphasizes the importance of external knowledge sources and collaborations in fostering innovation, suggesting that firms can benefit from leveraging ideas and expertise beyond their organizational boundaries (MacVaugh & Schiavone, 2010). The open innovation paradigm stresses the importance of collaboration and knowledge sharing in driving innovation. By collaborating with external partners, organizations can access new ideas, technologies, and markets, accelerating the pace of innovation and enhancing their competitiveness.

The resource-based view of the firm suggests that a company's unique resources and capabilities are the primary drivers of its competitive advantage, with innovation serving as a key mechanism for leveraging these resources to create value. From this perspective, innovation is viewed as a strategic asset that enables organizations to differentiate themselves from competitors and achieve superior performance. Finally, disruptive innovation theory explains how new technologies or business models can disrupt existing markets and create new opportunities for growth, emphasizing the importance of agility and adaptability in the face of technological change. Innovation is an important factor for influencing problem-solving skills through descriptive writing (Neal et al., 2017).

Innovative Strategies and Techniques of Problem Solving through English Language Academic and Descriptive Writing

The integration of innovative strategies in teaching descriptive writing to foster problem-solving skills at the elementary level has gained significant attention globally and in Pakistan. Descriptive writing, which involves articulating sensory details and vivid imagery, serves as a powerful tool for developing cognitive skills, including observation, analysis, and critical thinking (Goasdone, 2021). Problem-solving, a cornerstone of 21st-century education, requires students to identify challenges, generate solutions, and evaluate outcomes (Kwangmuang et al., 2021). This literature review explores innovative teaching strategies and techniques used worldwide and in Pakistan to enhance problem-solving skills through descriptive writing in elementary English language classrooms, highlighting their effectiveness and contextual challenges.

Globally, innovative pedagogies such as problem-based learning (PBL), technology integration, and creative writing prompts have transformed descriptive writing instruction. PBL encourages students to engage with real-world problems, fostering collaborative and critical thinking skills. For instance, a study by Belland et al. (2017) found that PBL in language arts classrooms improved elementary students' ability to solve narrative-based problems through descriptive writing tasks, such as crafting stories with conflict resolution. Similarly, technology-enhanced strategies, like digital storytelling and interactive writing platforms, have been effective in engaging young learners. According to Robin (2016), digital tools allow students to create multimedia narratives, enhancing their descriptive skills and problem-solving abilities by requiring them to structure coherent stories. Creative writing prompts, such as sensory-based or scenario-driven tasks, also promote divergent thinking. Goasdone (2021) notes that prompts like describing a fictional marketplace encourage students to observe,

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analyze, and resolve hypothetical conflicts, directly linking descriptive writing to problem-solving.

In contrast, traditional teaching methods, which emphasize rote memorization and teacher-centered instruction, often limit opportunities for cognitive development. A meta-analysis by Hattie (2015) suggests that student-centered approaches, such as inquiry-based learning, yield higher gains in critical thinking compared to conventional methods. For example, inquiry-based descriptive writing tasks, where students explore their environment to describe local landmarks, foster analytical skills by requiring them to interpret and articulate complex observations (Just Add Students, 2023). These global trends highlight the potential of innovative strategies to bridge descriptive writing and problem-solving, particularly in elementary settings where foundational skills are developed.

In Pakistan, the educational landscape presents unique challenges and opportunities for implementing innovative strategies in English language teaching. The national curriculum emphasizes critical thinking and communication skills (Government of Pakistan, 2017), yet elementary classrooms often rely on traditional methods due to large class sizes, limited resources, and inadequate teacher training (Rehman & Haider, 2018). Despite these constraints, some studies highlight emerging innovative practices. Khan and Qureshi (2019) explored the use of PBL in Pakistani English classrooms, finding that tasks requiring students to describe solutions to community issues improved their problem-solving skills. For instance, asking students to describe a polluted river and propose solutions in writing encouraged analytical thinking and linguistic proficiency. However, the study noted challenges, such as teachers' lack of familiarity with PBL and limited access to training.

Low-tech innovations, such as interactive storytelling and peer feedback, have also shown promise in Pakistan. Ahmad and Malik (2020) found that storytelling activities, where students describe fictional scenarios and resolve conflicts, enhanced descriptive writing and problem-solving skills in rural Multan classrooms. Peer feedback, another low-cost strategy, allows students to critique each other's descriptive essays, fostering evaluative skills (Saeed & Qureshi, 2021). These approaches are particularly relevant in resource-constrained settings, where digital tools may not be feasible. However, cultural and linguistic diversity in Pakistan, particularly in regions like Multan, complicates the implementation of such strategies. Many students are multilingual, navigating English as a second or third language, which requires teachers to adapt prompts to local contexts (Ahmad & Malik, 2020).

Challenges in Pakistan mirror global concerns about teacher preparedness and resource availability. OECD (2016) emphasizes that professional development is critical for equipping teachers with innovative pedagogies. In Pakistan, Rehman and Haider (2018) report that teachers often lack training in student-centered methods, limiting their ability to integrate descriptive writing with problem-solving. Additionally, large class sizes hinder individualized feedback, a key component of effective writing instruction. Despite these challenges, the literature suggests that contextually relevant innovations, such as culturally tailored writing prompts or collaborative tasks, can enhance engagement and cognitive outcomes in Pakistani classrooms.

In conclusion, the global and Pakistani literature underscores the potential of innovative strategies like PBL, technology integration, and low-tech approaches to enhance problem-solving through descriptive writing. While global studies highlight the effectiveness of digital and inquiry-based methods, Pakistan's context necessitates adaptive, resource-sensitive strategies. Addressing teacher training and resource constraints is crucial for scaling these innovations, particularly in elementary settings where foundational skills are developed.

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Studies related to Practices of English Language Teachers for problem Solving in Pakistan

The role of innovation in enhancing problem-solving skills through descriptive writing in elementary education has been explored in various contexts, with a growing focus on resource-constrained settings like Pakistan. This review synthesizes key studies that examine innovative teaching strategies, their impact on problem-solving skills, and their application in English language instruction, particularly through descriptive writing. The studies are organized to highlight global perspectives, Pakistan-specific research, and gaps relevant to elementary English language teachers in Pakistan, providing a foundation for investigating Multan's educational context.

Globally, research underscores the efficacy of innovative pedagogies in linking descriptive writing with problem-solving. Belland et al. (2017) conducted a meta-analysis of problem-based learning (PBL) in language arts, finding that elementary students engaged in descriptive writing tasks, such as crafting narratives to resolve fictional conflicts, demonstrated significant improvements in critical thinking and problem-solving skills. The study emphasized that PBL encourages students to analyze scenarios and articulate solutions, aligning with the cognitive demands of descriptive writing. Similarly, Robin (2016) explored digital storytelling as an innovative tool, noting that multimedia descriptive writing tasks enhanced students' ability to structure coherent narratives and solve problems creatively. For instance, students creating digital stories about environmental issues developed both linguistic proficiency and evaluative skills. These findings suggest that innovative approaches, particularly those integrating technology or student-centered methods, are effective in fostering problem-solving through descriptive writing.

In contrast, traditional teaching methods often hinder cognitive development. Hattie (2015) found that conventional, teacher-centered instruction, prevalent in many elementary settings, yields lower gains in critical thinking compared to inquiry-based or creative writing approaches. A study by Goasdone (2021) highlighted the use of sensory-based writing prompts, such as describing a bustling marketplace, to promote divergent thinking. Students tasked with resolving hypothetical conflicts in their descriptions showed improved analytical and problem-solving abilities. These global studies provide a benchmark for understanding how innovation can transform descriptive writing into a tool for cognitive growth, offering insights applicable to Pakistan's educational challenges.

In Pakistan, research on innovative teaching in English language classrooms reveals both potential and constraints. Khan and Qureshi (2019) investigated PBL in urban Pakistani elementary schools, focusing on descriptive writing tasks that required students to describe and propose solutions to local issues, such as water scarcity. The study reported enhanced problem-solving skills, as students engaged in observation, analysis, and creative expression. However, the authors noted barriers, including teachers' limited training in PBL and resource shortages. Similarly, Ahmad and Malik (2020) examined low-tech innovations in rural Multan, where interactive storytelling was used to teach descriptive writing. Students describing fictional scenarios, such as resolving a community dispute, demonstrated improved critical thinking, but large class sizes and cultural diversity posed challenges. These studies highlight the adaptability of low-cost innovations in Pakistan, where access to digital tools is often limited.

Teacher preparedness is a recurring theme in Pakistani research. Rehman and Haider (2018) found that elementary English teachers in Pakistan frequently rely on rote memorization due to inadequate professional development, limiting opportunities for fostering problem-solving through writing. Saeed and Qureshi (2021) explored peer feedback as an innovative strategy, noting that students critiquing each other's descriptive essays developed evaluative skills essential for problem-solving. However, the study emphasized the need for teacher training to

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implement such methods effectively. These findings underscore the importance of contextually relevant innovations and professional support in Pakistan's elementary classrooms.

While global studies emphasize technology-driven innovations, Pakistan's research focuses on low-tech, culturally tailored strategies, reflecting the country's socio-economic realities. However, few studies specifically address Multan's elementary English teachers, where linguistic diversity and resource constraints are pronounced. The national curriculum's emphasis on critical thinking (Government of Pakistan, 2017) suggests a policy-level support for innovation, yet implementation gaps persist. This review identifies a need for localized research on how Multan's teachers can leverage descriptive writing to enhance problem-solving, addressing challenges like large class sizes and limited training.

In summary, related studies demonstrate that innovative strategies, from PBL to low-tech storytelling, can enhance problem-solving through descriptive writing. Global research highlights technology and inquiry-based methods, while Pakistani studies emphasize adaptive, resource-sensitive approaches. For Multan's elementary English teachers, these findings provide a framework to explore contextually relevant innovations, with teacher training as a critical factor for success.

Research Methodology

This study has a quantitative approach since it attempts to measure the effects of innovative teaching techniques on learners' problem-solving skills in writing paragraphs. The study attempts to determine the effect of some selected teaching strategies such as Project Based Learning (PBL), peer-review lessons, and writing exercises on elementary teachers' perceptions of problem-solving skills knowledge of their students.

With an emphasis on evaluating the perception and attitude of the teachers towards these strategies, the study adopts a survey approach, particularly a Likert-scale questionnaire. This approach helps gather quantitative data that can be analyzed statistically, measuring how much participants agree or disagree with the effectiveness of the various teaching strategies. The Likert scale lends itself well to measuring agreement or disagreement on a set of statements about teaching practices, thus measuring the perception of teachers about teaching and providing results more effectively.

The focus of the survey was quite broad and included:

1. Perception of novel teaching strategies and their effectiveness.
2. Barriers to implementing these strategies within the classroom such as resources and class size.
3. Confidence of the teacher in applying innovative strategies.
4. The effect of multilingual classrooms on the application of such strategies.

With this design, the study captures the practices, challenges, and perception of teachers concerning the role of innovation in descriptive writing instruction.

Population and Sample

The population for this study includes elementary school English teachers from Punjab, Pakistan. These teachers were selected owing to their direct bearing on the teaching of academic and descriptive writing and problem-solving skills in the English subject. In addition, special consideration to elementary teachers is vital because at this stage, students begin acquiring and developing important language and thinking skills.

The sample was collected through simple random sampling which guaranteed equal opportunity of selection for all eligible teachers. This approach minimizes bias in the selection process and enhances the representativeness of the sample to the broader population of English elementary school teachers. A reasonable target sample of 75 teachers from different schools was set, incorporating both urban and rural schools in Punjab Pakistan. Such a sample size was

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chosen to strike an optimal balance between statistical power and practicality, enabling robust analyses while facing limitations of time and resources.

Teachers with different years of experience, from below five years up to over twenty, are included in the sample. This range enables them to have different perspectives on the effectiveness of innovative strategies in teaching descriptive writing. The sample also consists of teachers from both private and government schools, thus encompassing different educational settings in Pakistan.

Questionnaire as the Tool of Data Collection

A questionnaire was selected as the main research tool for data collection because it provides a practical means of collecting quantitative data from a significant number of participants. The outlined objectives of the research focus on: innovative teaching strategies, challenges concerning their implementation, teachers' self-efficacy, and the effects of teaching in multilingual classrooms.

Creation of Questionnaires

The questionnaire comprised of 20 items which were assessed on a Likert scale from 'Strongly Agree' (5) to 'Strongly Disagree' (1). Such a scale captures the level of respondents' agreement towards each statement. The aims of the statements included the following topics:

1. Effectiveness of Innovative Teaching Strategies - This section sought to measure teachers' perceptions of the effectiveness of PBL, interactive storytelling, and peer feedback in developing students' problem solving abilities in descriptive writing.
2. Challenges faced in implementing innovative strategies – Teachers were probed regarding resource constraints, class size, and any other factors that may affect their ability to execute these strategies.
3. Teacher confidence – This measured the level of belief that teachers had towards the use of innovative approaches in teaching within their classrooms.
4. Impact of multilingual classrooms. The questionnaire sought to assess, in light of the linguistic heterogeneity of Pakistan, whether teachers viewed multilingualism as an obstacle towards the effective use of innovative strategies.

Data Analysis

No.	Statement	F/%	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean Value
1	Innovative teaching strategies enhance students' problem-solving skills through descriptive writing.	Frequency	24	25	12	11	3	75	3.75
		Percentage	32.00%	33.33%	16.00%	14.67%	4.00%	100.00%	
2	Descriptive writing tasks encourage students to think critically about real-world problems.	Frequency	28	21	8	9	9	75	3.67
		Percentage	37.33%	28.00%	10.67%	12.00%	12.00%	100.00%	
3	I use creative writing prompts to stimulate students' problem-solving abilities.	Frequency	23	29	11	7	5	75	3.77
		Percentage	30.67%	38.67%	14.67%	9.33%	6.67%	100.00%	
4		Frequency	18	25	13	13	6	75	3.48

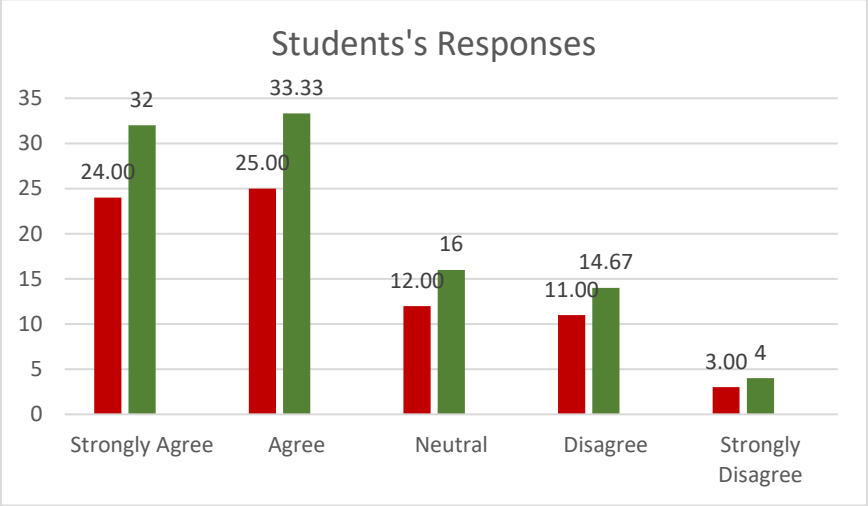
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	Problem-based learning (PBL) is effective in teaching descriptive writing.	Percentage	24.00%	33.33%	17.33%	17.33%	8.00%	100.00%	
5	Lack of resources limits my ability to implement innovative teaching methods.	Frequency	34	19	6	12	4	75	3.89
		Percentage	45.33%	25.33%	8.00%	16.00%	5.33%	100.00%	
6	Interactive storytelling helps students develop problem-solving skills in descriptive writing.	Frequency	23	22	18	9	3	75	3.71
		Percentage	30.67%	29.33%	24.00%	12.00%	4.00%	100.00%	
7	I feel confident using innovative strategies to teach descriptive writing.	Frequency	23	21	12	9	10	75	3.51
		Percentage	30.67%	28.00%	16.00%	12.00%	13.33%	100.00%	
8	Large class sizes hinder the use of innovative methods in teaching descriptive writing.	Frequency	17	33	10	8	7	75	3.60
		Percentage	22.67%	44.00%	13.33%	10.67%	9.33%	100.00%	
9	Peer feedback in descriptive writing tasks improves students' analytical skills.	Frequency	32	25	8	1	9	75	3.93
		Percentage	42.67%	33.33%	10.67%	1.33%	12.00%	100.00%	
10	Culturally relevant writing prompts enhance students' engagement in descriptive writing.	Frequency	24	23	12	12	4	75	3.68
		Percentage	32.00%	30.67%	16.00%	16.00%	5.33%	100.00%	
11	Technology (e.g., digital storytelling) is accessible for teaching descriptive writing in my school.	Frequency	32	28	7	4	4	75	4.07
		Percentage	42.67%	37.33%	9.33%	5.33%	5.33%	100.00%	
12	Descriptive writing tasks help students articulate solutions to hypothetical problems.	Frequency	19	34	6	7	9	75	3.63
		Percentage	25.33%	45.33%	8.00%	9.33%	12.00%	100.00%	
13	I have received adequate training to implement	Frequency	22	34	9	8	2	75	3.88
		Percentage	29.33%	45.33%	12.00%	10.67%	2.67%	100.00%	

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	innovative teaching strategies.								
14	Sensory-based writing activities improve students' observation and problem-solving skills.	Frequency	23	38	10	2	2	75	4.04
		Percentage	30.67%	50.67%	13.33%	2.67%	2.67%	100.00%	
15	Traditional teaching methods are sufficient for teaching descriptive writing effectively.	Frequency	25	23	18	8	1	75	3.84
		Percentage	33.33%	30.67%	24.00%	10.67%	1.33%	100.00%	
16	Students' multilingual backgrounds create challenges in teaching descriptive writing innovatively.	Frequency	34	25	11	2	3	75	4.13
		Percentage	45.33%	33.33%	14.67%	2.67%	4.00%	100.00%	
17	Collaborative writing projects foster problem-solving skills among students.	Frequency	23	27	11	8	6	75	3.71
		Percentage	30.67%	36.00%	14.67%	10.67%	8.00%	100.00%	
18	I regularly use real-world scenarios in descriptive writing to enhance problem-solving.	Frequency	18	27	11	12	7	75	3.49
		Percentage	24.00%	36.00%	14.67%	16.00%	9.33%	100.00%	
19	Professional development programs on innovative teaching are readily available to me.	Frequency	23	29	15	7	1	75	3.88
		Percentage	30.67%	38.67%	20.00%	9.33%	1.33%	100.00%	
20	Innovative teaching methods improve students' descriptive writing quality and cognitive skills.	Frequency	34	21	10	8	2	75	4.03
		Percentage	45.33%	28.00%	13.33%	10.67%	2.67%	100.00%	

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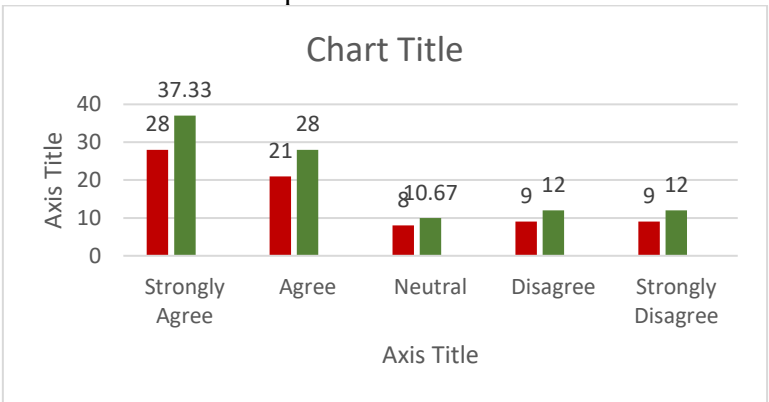


Question No. 1 Innovative teaching strategies enhance students' problem-solving skills through descriptive writing

The results suggest that most of the participants agree that an innovation in teaching method has a positive influence on their writing description solving skill. The response which is MEAN 3.75 confirms that there is an agreement, in which 32 % of the respondents strongly agree and 33.33% agree répondeurs. It means the teachers do recognize the role played by these sophisticated techniques in describing works of literature through imaginative writing skills as they contribute to the development of higher order thinking skills being problem solving processes. The contract indicates a moderately high acceptance of the teaching students to work on projects in which they tell stories with computers or technology, interactive lessons using story telling or games. However, a total of 16% who did not agree to this statement and we have some neutral persons but another 14.67% disagreed and 4% strongly disagreed mean they do not trust even when that cannot be confirmed. This might be attributable to insufficient set of training materials, or lack of material -equipment and tool, supplies and other resources for setting modern teaching strategies into practice in any subject. Maybe it has to do with the classroom climate, students' cognitive engagement and readiness level that may not make some of these strategies applicable to fit all."

It is possible that these students who need to be put through basic skills instruction like telling time might be overwhelmed by the focus on innovation.

In general, most people believe in the efficacy of innovation, yet the neutral and dissenting responses highlight the need to investigate the issues surrounding the frameworks—contexts, strategies, and barriers to successful implementation—that are best suited to these approaches.

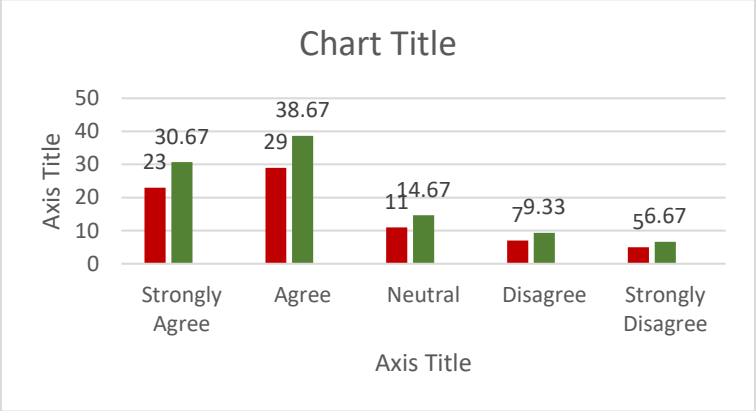


Question No. 2: Critical thinking enhanced through descriptive writing.

As suggested by the mean value of 3.67, respondents believe strongly that descriptive writing assignments compel students to analyze problems that exist in the real world. With 37.33% of

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respondents strongly agreeing and 28% agreeing, it seems as though a lot of educators perceive descriptive writing as a means of promoting critical thinking. These tasks are intended at a more complex level where students engage with intricate problems, analyze them, and in turn develop their opinions in a coherent manner. This implies that writing, especially when it is set within the real world, serves as an effective means of promoting advanced cognitive processes. Nevertheless, 10.67% of respondents remained undecided, 12% disagreed and 12% strongly disagreed that descriptive writing exercises entail critical thinking, suggesting that a few educators may not perceive the link as significant or impactful. The response disparity could be explained in several ways. For example, students might think that the tasks are overly prescriptive and lack relevance to the actual problems they are meant to solve. Teachers may also have difficulty making the writing tasks authentically engaging or have limited materials to create adequate real-life contexts. Furthermore, some students may perceive the tasks as overly complex or taking too much time, which diminishes their ability to engage in problem-solving. These responses point to the fact that while there is, broadly speaking, an opportunity provided by descriptive writing tasks to foster critical thinking, that opportunity is based on the design and application of these tasks in the classroom.

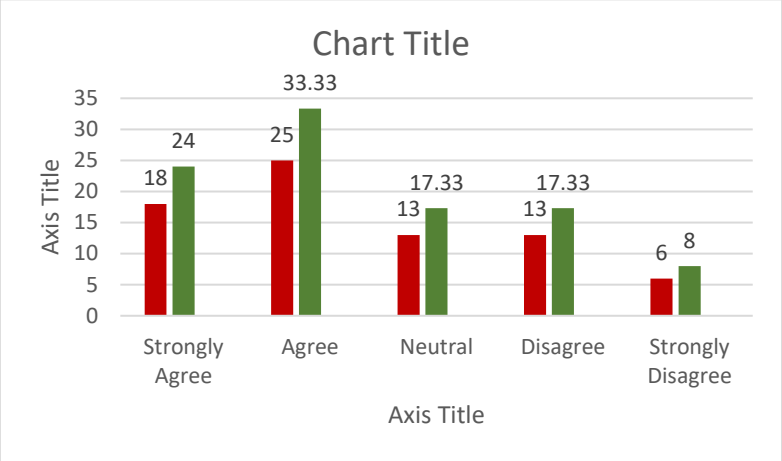


Question No. 3: I encourage students' problem-solving skills by giving them creative writing assignments.

Teachers, with a mean belief value of 3.77, have articulated their faith regarding the effectiveness of creative writing prompts in arousing students' problem-solving skills. In the case of skeptical or neutral respondents, 30.67% strongly agree and 38.67% simply agree, suggesting that most educators perceive creative writing prompts as capable of helping students approach difficulties or challenges with a written creative strategy. Moreover, creative writing prompts, especially those involving problem solving, have the potential to stimulate critical thinking and imagination in students as they resolve multi-faceted problems. This indicates that teachers appreciate the role of creative writing beyond the simple narrative generation as a constructive problem-solving technique that students can employ.

In contrast, 14.67% of survey participants opted for the neutral response while 9.33% of them chose to disagree and 6.67% strongly disagreed. This suggests that despite most respondents appreciating the value of creative writing prompts, some teachers may find it challenging to incorporate them meaningfully. Some students may not appreciate creative writing prompts because they are either too simplistic or because the prompt has an abstract problem-solving element. Furthermore, educators face challenges in crafting relevant and stimulating prompts for their students or in having the time and resources necessary to fully integrate these activities into the curriculum. The disagreement cited here highlights the lack of design and implementation support for creative writing assignments for students that actively foster problem-solving skills.

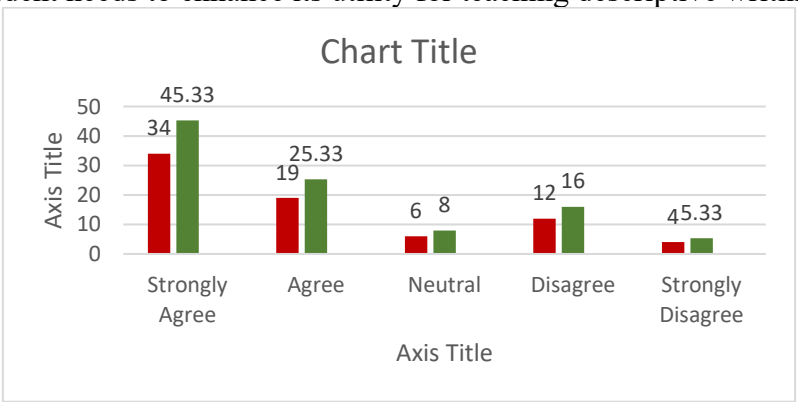
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Question No. 4 Problem-based learning (PBL) Works well in teaching descriptive writing.

With a mean value of 3.48, this data shows a moderate tendency to agree which suggests that there is a belief among some teachers, and to a lesser extent among others, that problem based learning (PBL) is an effective strategy for teaching descriptive writing. The findings show that 24% of respondents strongly agree with the statement and that 33.33% agree, showing that quite a number of educators regard PBL as something useful to be applied in teaching. Problem-based learning asks students to solve real-world issues using descriptive writing, which gives them a chance to learn in a more interesting and captivating way. It enables learners to mutate the principles that have been taught to them in real life which impacts positively on their ability to reason and solve problems.

Still, 17.33% of participants chose a neutral position, 17.33% disagreed and 8% strongly disagreed, implying that PBL might not be suitable for every classroom. There may be a number of reasons for this. For instance, as a Constructivist teaching method, PBL might be more demanding in terms of time and resources in comparison to other, more traditional methods, making it difficult to implement in resource-poor settings. Students who have diverse learning preferences or who find independent problem solving to be overly demanding may also find PBL difficult. In addition, the scope of real world problems differs in their complexity, and not every problem lends itself to every student's understanding. The disagreement and neutral responses indicate the need to further investigate how PBL can be tailored to different contexts and student needs to enhance its utility for teaching descriptive writing.

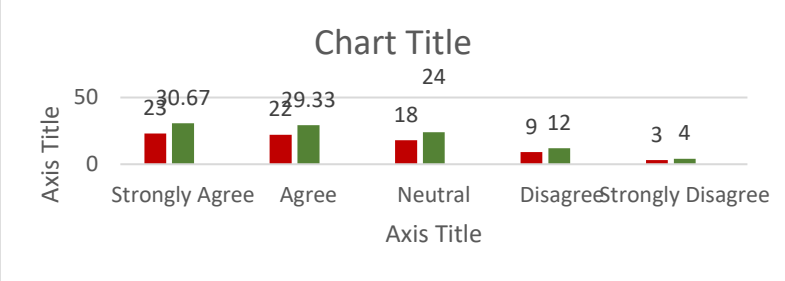


Question No. 5 Innovative teaching strategies are constrained by insufficient resources.

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Such statement has a mean value of 3.89 which indicates a consensus that the lack of resources is a significant limitation to implementing innovative teaching method. Quite a few of the respondents, 45.33% strongly agree, and 25.33% agree which shows that there is belief considering resource constraints, in terms of time, technology, or materials, as a serious barrier towards the effective use of innovative strategies. The response indicates that many educators feel that they can be creative in their teaching methods but that these methods require new tools or approaches that are not readily available.

This may result from multiple reasons. Some schools, especially those in remote regions with underfunded districts, may lack the most recent devices and materials that would allow them to implement innovative strategies such as digital storytelling, interactive learning platforms, or other technology-based approaches. Moreover, rigid time schedules may hinder teachers from focusing on the effort needed to design or integrate new, more advanced, and sophisticated techniques into their teaching. The neutral 8% disagree 16% and strongly disagree 5.33% indicate that resources, while a challenge, are not insurmountable for some teachers who are willing to overcome these challenges through creativity, collaboration with peers, or even through more traditional methods. However, the stubborn perception that available resources make funding and support-innovation unnecessarily clear to almost all educators reinforces the belief as these materials ensure innovation in teaching and training approaches are necessary to harness the creativity of teachers bearing the perception they can innovate if granted support indisputably.

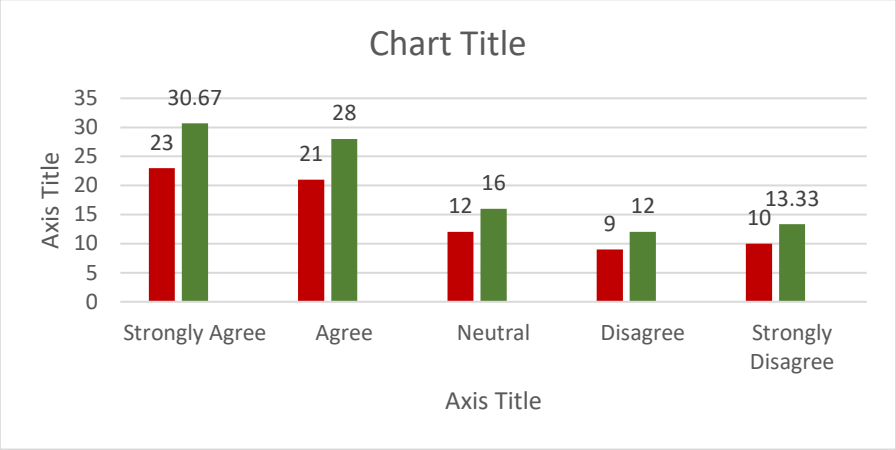


Question No. 6 Interactive storytelling incorporates problem-solving techniques in descriptive writing for enhanced effectiveness in helping students.

The value of 3.71 implies that respondents have a generally favorable perception about interactive storytelling as a means of developing problem-solving skills. Most participants 30.67% and 29.33% respectively that strongly agreed and agreed acknowledged that interactive storytelling is an effective method in teaching descriptive writing. Interactive storytelling encourages students to actively participate in the content, thus fostering their creativity and critical thinking, problem-solving skills. Through story creation, students learn how to arrange their ideas, solve narrative problems, and appreciate the intricacies of language which enhance their problem-solving abilities.

Nevertheless, 24% of the respondents chose to remain neutral while 12% chose to disagree. The reasoning behind neutral responses indicates that some educators acknowledge the value that storytelling brings, but do not believe that it can be used successfully in every classroom or setting. Additionally, the 12% who disagree and 4% strongly disagree may also have concerns about the portrayal of storytelling as too burdensome for the writing activity. For example, storytelling is likely to be difficult to relate to for some learners who do not enjoy working in more creative ways. Teachers might also have difficulties supervising student participation and collaboration, equitable engagement, and prompt relevance congruence with aims of instruction. These factors suggest that even though there is enthusiasm for interactive storytelling as a tool in education, there is a need to rethink how it is designed and structured for students in order to be effective for all learners.

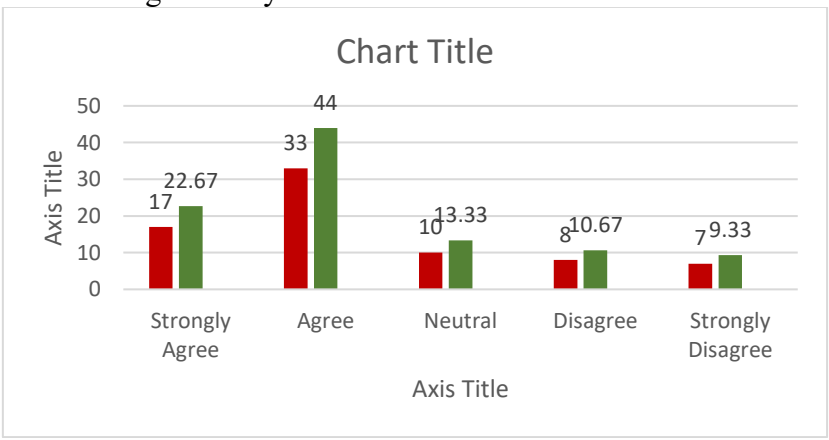
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Question No. 7 My confidence level when using new methods for teaching students descriptive writing is high.

With a mean value of 3.51, respondents have a moderate level of confidence in the use of innovative strategies for teaching descriptive writing. A considerable portion of respondents (30.67% strongly agree and 28% agree) showed confidence in these educational frameworks. This indicates that there is increasing recognition of the need to develop innovative techniques for teaching, especially for writing, which is usually difficult to teach in a stimulating manner. In fact, teachers who employ innovative strategies are likely to use these methods to assist students in overcoming writing challenges from various angles, thereby enhancing their creativity and constructive thinking skills.

On the other hand, the 12% disagree, 13.33% strongly disagree and 16% neutral responses show that not all educators hold the same confidence level. The reasons for this lack of confidence could vary from inadequate innovative training to lack of sufficient resources, or even the effectiveness of the strategies tailored for a heterogeneous classroom. For example, some educators may feel that there is too much expected of them when attempting to employ new strategies if they have been educated using straightforward traditional teaching methods which are much simpler to operate. These results indicate that there is still a gap for more professional development, mentorship, and support in guiding educators to feel competent in applying innovative strategies easily.

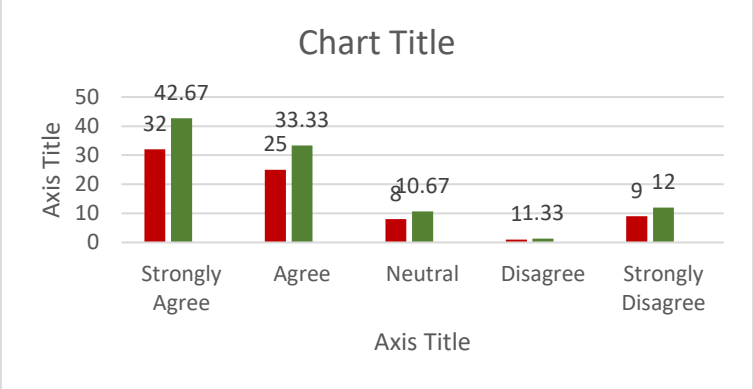


Question No. 8 The use of creative pedagogical methods in teaching descriptive writing is stifled by students' overcrowded classes.

The class size hindering creativity in teaching had a mean value of 3.60 which implies classes being too big are regarded as a primary deterrent to creativity in the teaching. Strong agreement (22.67% and 44% agreement) was observed among respondents that large classes hinder the use of individualized attention, group work, or constructive learning. Regarding the survey, it

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is apparent that overwhelming classes are the most significant roadblock to educational innovation in this study, which is the requirement of hands-on interaction or time-consuming collaboration activities, whereby students' learning has a considerable input towards their teaching. For too extensive a class, there are specific concerns related with it. To put it another way, for those innovation activities that require more hands-on feedback and engagement, such as descriptive writing sessions, full engagement and active participation in all innovative activities may be problematic ideas for any innovative pedagogy. Nonetheless, 13.33% stayed neutral, 10.67% disagree and 9.33% strongly disagree, indicating that some of the members had developed inventive methods for large class instruction. This could take the form of educational technology individualized instruction, participatory group work, or other less apparent types of educational innovation. While the majority of teachers concur that instruction in huge classes presents roadblocks, it is conceivable.

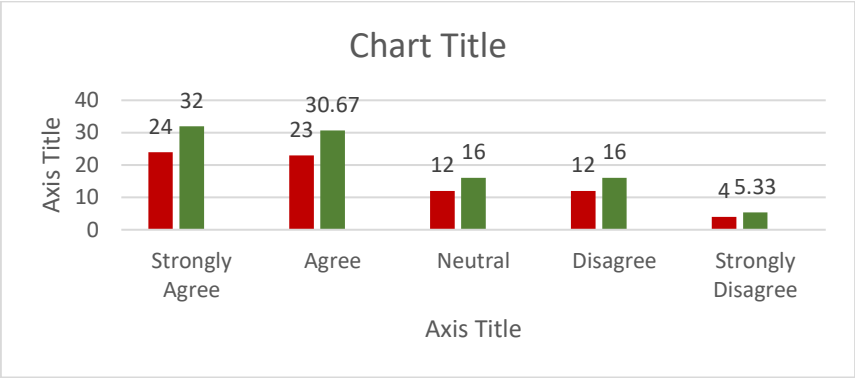


Question No. 9 In performing descriptive writing exercises, peer evaluation fosters students' higher order thinking skills.

The data indicates a mean value of 3.93 which translates as strong agreement that peer feedback enhances students' analytical skills in tasks involving descriptive writing. Specifically, 42.67% of respondents strongly agree and 33.33% agree. This implies that a good number of respondents consider peer feedback as an important feature within education that helps learners improve their analytic skills and writing. It is suggested that by using peer feedback, students are compelled to analyze their colleagues' work at higher levels and, in turns, offer pertinent suggestions and criticisms which impact their thinking and understanding regarding writing at a higher level. Most importantly, it enables learners to analyze other peoples' work as well as the techniques employed in writing which helps in reinforcing the concepts while improving the writing skills offered.

Mildly, the neutral value has a weighting of 10.67%, 1.33% of respondents disagree and 12% strongly disagree, which indicates a level of understanding that the peer feedback is helpful, yet its usefulness can be inconsistent. Some educators may question the grade given by the peers because students are not trained to provide proper feedback or are not adequately prepared. Therefore, feedback from students is sometimes overly subjective or inaccurately factual when they lack the basic competencies to evaluate each other's work. It is general knowledge that educators have concerns regarding the management of feedback by students in class and the length of time taken in large classes and the overall time spent in supervision of students. This shows that there is a great degree of instruction and organization required to ensure that students receive feedback that is useful to all learners.

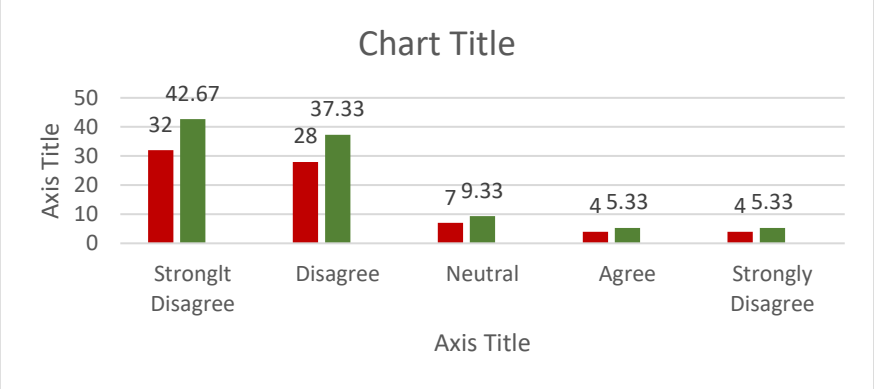
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Question No. 10 Writing prompts that reflect a student's culture increase student's participation in descriptive writing.

A mean of 3.68 shows that respondents believe that writing prompts relevant to students' cultures indeed enhance engagement in descriptive writing. The data shows that 32% strongly agree and 30.67% agree meaning that a good number of teachers believe that culture motivates student engagement in learning. Respondents suggest that student's emotions-apathy, as well as active motivation to articulate, are better mobilized if the stated material enhances their identity, experiences, and interests. Culturally relevant prompts can foster inclusivity and help all students feel that they belong and understand what is being taught in the classroom.

Nonetheless, the 16% neutral, 16% disagree and 5.33% strongly disagree suggest that there are problems in the execution of culturally relevant prompts. It is particularly problematic for teachers in diverse classrooms because their students come from different cultures. In addition, some students may not engage with the prompts even if they are appropriate from a cultural perspective, which impacts engagement. There is also the possibility of pushback when attempting to include more cultural perspectives into the writing assignments, perhaps because the students do not understand or because of students' limited understanding of different cultures. These responses suggest that while culturally relevant prompts can increase participation, more attention to detail and culture is necessary in order to make all students feel included and motivated.



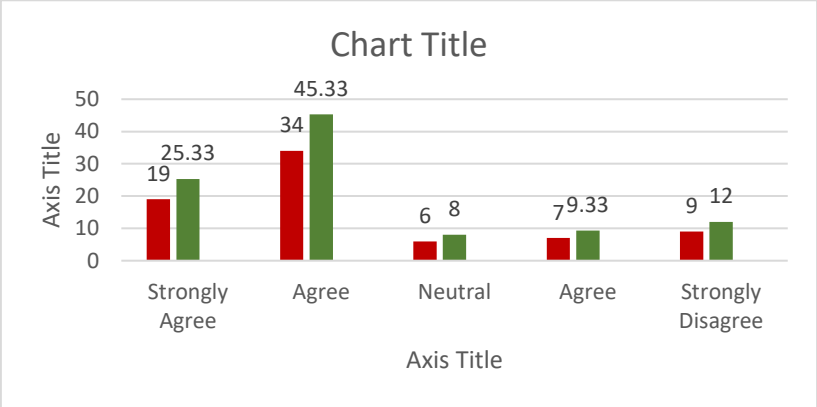
Question No. 11 The use of technology, such as digital storytelling, is available for use in teaching descriptive writing in my school.

A mean result of 4.07 indicates that technology is, to a considerable level, regarded as available for use in teaching descriptive writing because 42.67% of respondents strongly agreed and 37.33% agreed. This suggests that a majority of instructors have access to the needed equipment, including the relevant technology, which in this case includes digital storytelling, enhancing their teaching of descriptive writing. Technology provides a wide range of effective and interactive tools that can be utilized by students to foster their creativity and interact with writing in new ways. Studies show that digital storytelling enables learners to personalize their

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writing through the use of video, graphics, and audio which results in heightened interest and understanding.

However, 9.33% neutral, 5.33% disagree and 5.33% strongly disagree, which seems to imply that although technology is accessible to a good number of educators, there are still some schools or districts where such access may be limited. Factors such as obsolete equipment, inadequate internet access, or insufficient training on digital tools can hinder pre- and in service educators from employing technology in their classrooms. In addition, some educators may not consider themselves to be technologically adept in teaching which might curtail the advantages that technology has to offer. These are some of the comments that illustrate the necessity of addressing the imbalance in the distribution of resources relating to technology and development that enables teachers to make effective use of modern tools of teaching.

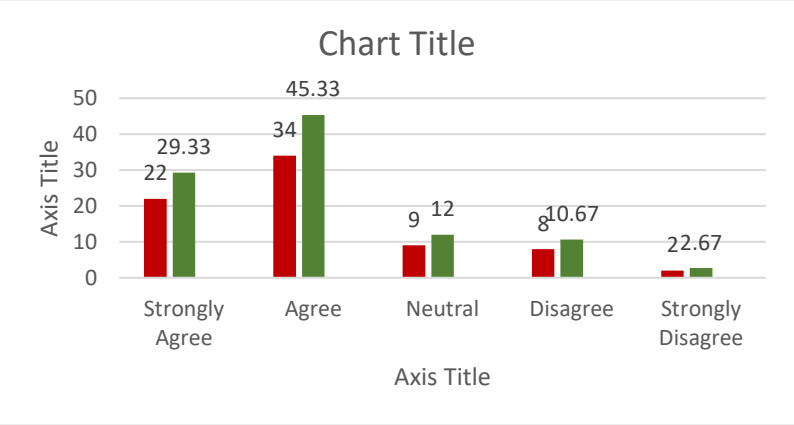


Question No. 12 Attempt to use a descriptive model for solving the problems posed.

Its mean value of 3.63 indicates that there is agreement with the fact that descriptive writing tasks assist students in expressing the solutions to given hypothetical problems. A combined 70% of educators, with 25.33% strongly agreeing and 45.33% agreeing, believe descriptive writing helps students think critically and form solutions to abstract problems. Writing tasks that offer students hypothetical challenges require those students to employ their problem-solving skills, consider many angles, and reason systematically. Such tasks also allow students to sharpen their ability to articulate their thoughts on paper, thus enhancing their problem-solving and communication abilities.

On the contrary, 8% of respondents remained neutral, 9.33% disagree and 12% strongly disagree. The neutral responses may indicate that some educators do not grasp the connection between descriptive writing tasks and problem solving, or that they have difficulty constructing tasks that foster critical thinking. Disagreement may indicate that some respondents believe students find engaging with hypothetical problems in writing difficult, or that such tasks do not correspond with students' learning needs, the curriculum, or some other relevant factors. It might also be difficult to devise engaging and relevant hypothetical problems for all students, especially for those working with larger or more diverse classes.

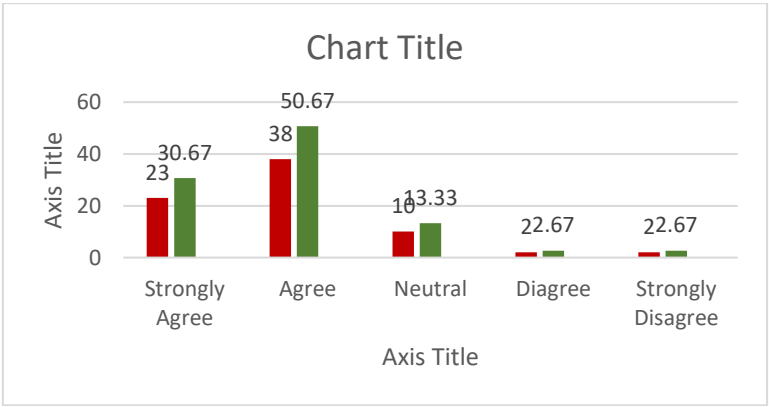
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Question No. 13 I have received adequate training to implement innovative teaching strategies.

This statement's teachers' responses ranged between agreeing to strongly agreeing indicating enough readiness regarding the implementation of innovative teaching strategies which is valued at 3.88. This means that 29.33% of respondents strongly agreed and 45.33% agreed which constitutes a reasonable proportion of teachers surveyed. This suggests that a considerable proportion of teachers believe that they have professional development or training which adequately empowers them to change their teaching approaches. These learning enhancing strategies may involve the application of technology, collaborative learning, creative writing, or even problem-based learning all aimed at improving student participation and performance in descriptive writing.

Nonetheless, neutral responses account for 12%, disagree accounts for 10.67% and 2.67% strongly disagree. This suggests that some educators consider themselves underprepared for the training requisite for the effective execution of these methods. This gap may arise from several reasons. Some teachers might have been without access to adequate professional development or underwent little simulated learning and mentoring training geared towards the application of contemporary teaching methods. The neutral options may show that while training has been offered, it has not been tailored sufficiently to fulfill the requirements of all teachers. For those disagreeing, inadequate training may be attributed to time, lack of adequate support, and inappropriate training relative to the constituent difficulties encountered within their classrooms. This data indicates a need for enhanced, ongoing professional training 'to' aid educators in possessing the knowledge and tools to effectively implement innovative strategies.



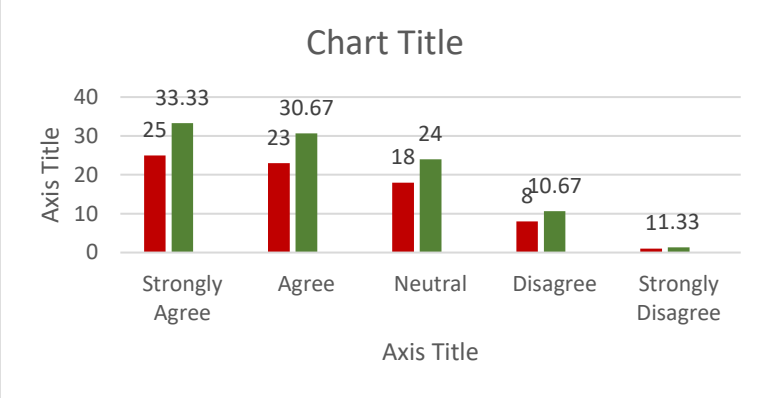
Question No. 14 Writing activities enhance observation and problem-solving strategies at student's level.

The interpretation of 4.04 for the above statement suggests strong agreement that writing sensory-based activities enhances students' observation and problem-solving skills. With

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30.67% strongly agreeing and 50.67% agreeing, the majority of educators feel that using students' sense of touch, hearing, or sight to describe objects, sounds, or even emotions can enhance their observation skills and problem-solving abilities. Sensory-based activities enhance observation as students begin to notice, hear, and pay attention to more details which can help develop the critical thinking and descriptive skills needed to solve problems. Students are taught to observe and make connections and form observations, and think critically about their world and express those ideas in writing.

Sensory activities seem to be popular among teachers, but as with many other approaches, theories, and instructional methods, they may not be accepted by all: 2.67% of respondents disagree, 2.67% strongly disagree while 13.33% remain neutral. It's possible that the majority of teachers face challenges choosing and implementing engaging activities for children who are minimally motivated and disengaged. Attention has to be paid to students who do not capture images through sight and struggle to think of images in text. Teachers probably also grapple with the time and effort necessary to plan and provide activities that are tailored, especially when they have numerous students and limited resources. While these activities are described as useful, integrating them into the curriculum appears to rely on how such activities are structured and whether the varied demands of students' needs will be adequately managed.



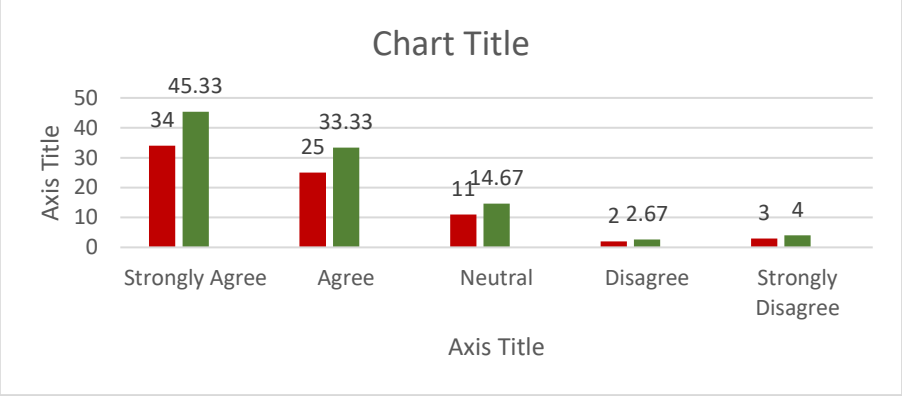
Question No. 15 Writing descriptors can be taught using traditional approaches, which are more than adequate.

The descriptive analytic accounts show that the mean for this statement is 3.84 which falls within the moderate and strongly agree boundary, indicating that traditional teaching methods are still useful in teaching a course on descriptive writing. Quite a number of respondents (33.33% strongly agree and 30.67% agree) think that traditional approaches like lectures, worksheets, and guided practice still help in developing students' descriptive writing skills. These practices are often helpful in providing students with structure and utmost clarity especially when teaching writing at the basic levels, which includes grammar, sentence construction, and narration.

Nonetheless, the 10.67% who disagree, 1.33% strongly disagree alongside the 24% who were neutral indicates that this perception is not universal among educators. It could be that the 'neutral' responses are suggesting a level of belief in traditional methodologies being required, but with others methods also needed to complement them. There are probably some teachers who would not agree but it is difficult to see why in the modern world traditional ways alone are seen as serving our learners. These are teachers who need to consider creativity, critical thinking and the technology that now pervades their profession. Perhaps they do not believe students are motivated to learn at a higher level when chained by the constraints of traditional curriculum and instruction designed framework, which inhibits full development of their ability. These responses can be understood in light of an ongoing tension about teaching within education, or the tension between traditional and innovative approaches to educational

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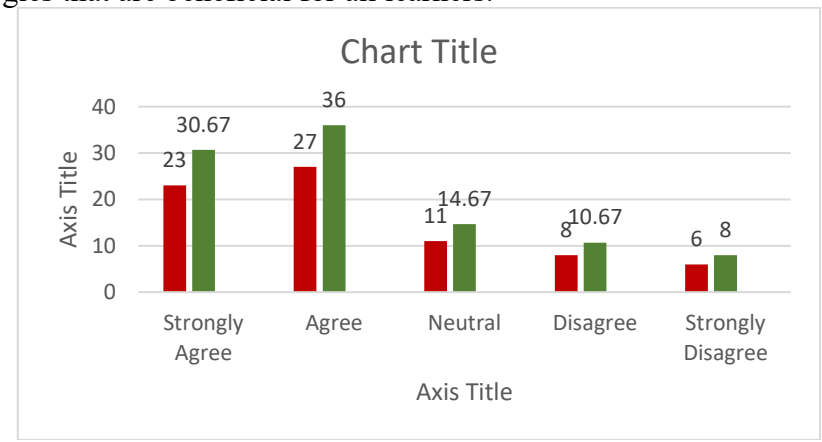
methods, as well as questions of whether people ought to use (only) one of them for basic skills versus higher level thinking.



Question No. 16 Struggling with teaching description creatively is a result of students' multilingual backgrounds.

A mean value of 4.13 indicates strong agreement that students' multilingual backgrounds serve as barriers when teaching descriptive writing innovatively. Concerning the application of innovative teaching methods, 45.33% strongly agreed and 33.33% agreed, which showcases that a considerable number of educators understand that linguistic diversity poses a challenge. Teachers in multilingual classrooms face students with different proficiency levels, which can hinder the use of advanced language skills or creative expression-based teaching methods. Moreover, the need to differentiate instruction for students with diverse language backgrounds can be a burden due to the time and resources required to design such lessons.

Nonetheless, the neutral 14.67% and 2.67% disagree and 4% strongly disagree suggest not all educators perceive multilingualism as a potential hindrance to innovative teaching. These educators might find that students' multilingual backgrounds provide diverse resources for creative teaching. The disagreement could also suggest that some educators feel sufficiently supported in the use of inclusive and adaptive teaching strategies that engage and support growth for multilingual learners. Although the existence of multiple languages does pose some challenges, it also provides an opportunity to cultivate culturally responsive innovative teaching strategies that are beneficial for all learners.



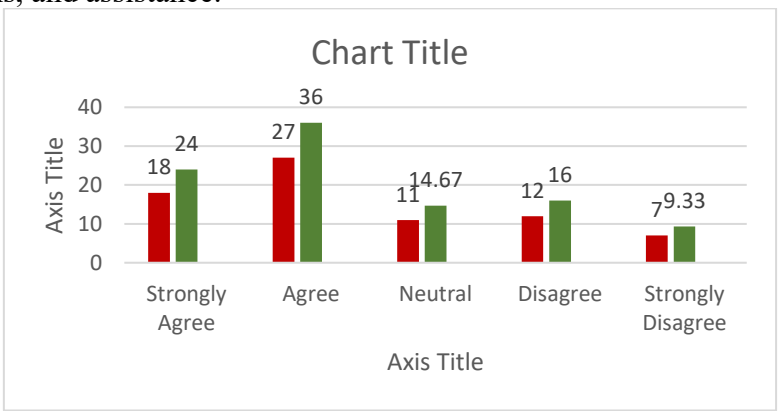
Question No. 17 Problem-solving capabilities of students are enhanced through collaborative writing projects.

A 3.71 mean value indicates that participants moderately support using collaborative writing to help learners develop problem-solving skills. A good proportion of respondents (30.67% strongly agree and 36% agree) hold the view that collaborative writing promotes critical thinking and problem-solving skills. Collaborative writing motivates students to collaborate, share ideas, and address problems as a group. This not only helps students improve their writing

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skills, but also aids in developing their ability to communicate, negotiate, and synthesize ideas—skills essential to problem solving.

In addition, 14.67% remained neutral and 10.67% disagree, 8% strongly disagree with the statement, while 8% somewhat agreeing and 8% further consenting to a lesser extent. This implies that a significant number of educators appreciate the importance of collaborative writing, but some do not consider it useful in developing problem-solving skills. The neutrality may suggest that these instructors do not possess adequate exposure to collaborative writing activities or are unsure about their effectiveness. The disagreement may include worries about group dynamics, such as inequitable input or conflicts between students, that stultify the success of collaborative endeavors. Furthermore, the need to supervise large or heterogeneous groups has its own problems and, at times, students may be willing to work in groups but face challenges due to the perception that working in groups undermines individual learning objectives. These students may also feel that individual contributions will not be recognized. These opposing viewpoints indicate an absence of organized frameworks for guidelines regarding collaborative writing that help ensure students benefit from the activity. presenting roles, instructions, and assistance.

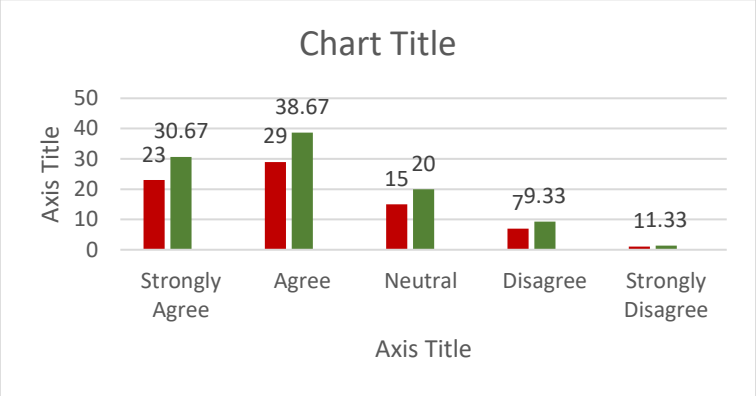


Question No. 18 I incorporate the use of real-world examples into descriptive writing for enhanced problem-solving.

The mean value of 3.49 shows there is a moderate agreement real-life problems are used in description essays for enhanced problem solving. 24% of respondents strongly agree and another 36% agree, which indicates a large number of teachers use real-life integration in their writing classes. Real-life problems make students active participants as they exercise thinking and apply their writing skills to solve actual problems. Moreover, students hone their critical thinking, decision-making, and problem-solving skills, ultimately equipping these beyond the classroom walls.

Nonetheless, 14.67% of respondents stayed neutral while 16% disagree, 9.33% strongly disagree which implies that there is little to no use of real-world applications about which scenarios are consistent or widespread. The neutrality suggests educators see the value and importance of real-world contexts, but struggle to pinpoint relevant scenarios that are inclusive of the curriculum and the students' needs. The disagreement might relate to lack of time, resources, or budgetary limits within the curriculum and rigid structure, preventing a sensible incorporation of real-world issues or approaches. Furthermore, some students may find it difficult to apply real-world concepts to their lives and, therefore, become much less engaged to the tasks at hand. These responses underscore the need for practical real-world contexts that appeal to different students' interests, readiness levels, as well as supporting teachers with adequate resources and guidance to thoughtfully incorporate these contexts into their lessons.

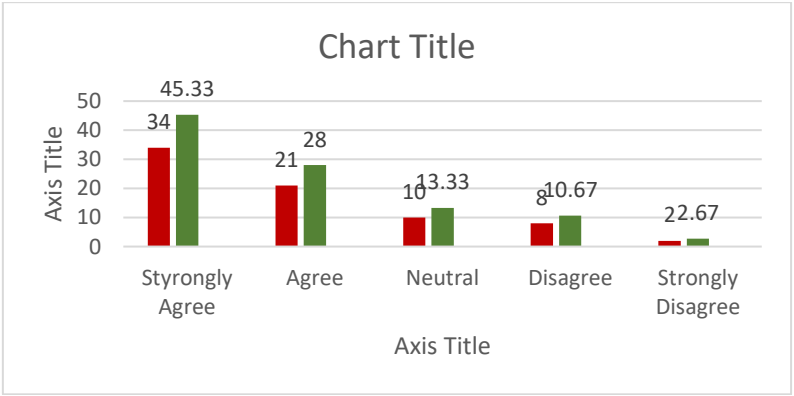
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Question No. 19 Innovative teaching professional development programs are accessible to me.

This statement suggests, with a mean value of 3.88, that there is a belief that professional development programs on innovative teaching are available to most educators. 30.67% strongly agree, and 38.67% agree to some extent, showing that a good number of teachers do have access to professional development that aims at new and innovative teaching. Such access is critical in ensuring that educators remain informed and up-to-date regarding modern pedagogical approaches, technologies, and strategies applicable to their teaching. Professional development enables educators to acquire appropriate contemporary skills like project-based learning, the use of digital tools, and creative writing that can be applied in the classroom.

Additionally, the data shows 9.33% of teachers disagree, 1.33% strongly disagrees and 20% neutral with the notion of having adequate professional development resources, which showcases the division in the respondents' perception toward access to professional development resources. These neutral responses suggest access to programs, but not to the degree deemed necessary for educators' professional advancement. The neutral responses may indicate that while programs are available, they may not be frequent enough or tailored to meet the specific needs of educators. The disagreement likely stems from schools or districts with limited resources, where professional development opportunities are scarce or difficult to access. Furthermore, these teachers may be located in rural or poorly funded regions lacking access or funding as well as relevant programs that fit their schedules. This gap in access highlights the importance of addressing these regional resource disparities while also considering the specific demands and contexts of teachers' challenges to training program design.



Question No. 20 Descriptive writing skills and cognitive skills in pupils are sharpened with the use of innovative teaching strategies.

This figure's mean value of 4.03 shows that there is strong agreement regarding innovative teaching methods improving cognitive skills and the quality of academic and descriptive writing. A considerable 45.33% of the respondents strongly agreed while another 28% simply

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agreed to the statement. This suggests that most educators appreciate the benefits of digital storytelling, creative writing prompts, and problem-based learning on students' writing skills and general cognitive abilities. Such innovative approaches foster engagement, critical thinking, as well as creativity, which improve learners' ability to articulate and solve problems in writing. These approaches also aid in the development of cognitive flexibility, allowing students to reason and apply knowledge in various contexts.

Nonetheless, neutrality was observed in 13.33% of the responses, 10.67% disagree and 2.67% strongly disagree. This implies that while innovative approaches as a whole seem to be beneficial, their effectiveness is not necessarily uniform or reliable across all classrooms. The neutral responses could suggest unacquaintedness with these methods or a decisional stalemate concerning the approaches' effectiveness over time. The disagreement may point to difficulties in applying these methods due to lack of sufficient put-along training and inadequate resources, or due to the disparity between students' learning needs and the innovative methods presented. An absence of traditional instruction may offer immediate outcomes for evaluation and analysis, though straightforward and unadorned may lack sophistication. These paradoxical answers emphasize the requirements for further study regarding the development of innovative methods of teaching to address varying classroom settings and students' needs.

Conclusion

This study highlights the impact of flexible teaching approaches on students' problem solving skills as it relates to descriptive writing and suggests that educators employ creative writing prompts, project-based learning, and peer critique to enhance critical thinking and problem solving skills. As with other developing nations, Pakistan's limited resources, large student enrollment, and multi language classrooms pose a unique challenge to fully realizing these approaches. Professional training designed to address these issues as well as relevant context driven innovations will greatly improve the quality of teaching and learning at the elementary school level.

Findings

- Descriptive writing is enhanced by innovative teaching approaches.
- Critical thinking is fostered in descriptive writing exercises related to real-life situations.
- Responding to interview questions reveals that teachers are generally willing to apply innovative approaches into the teaching of descriptive writing from different perspectives.
- Innovative teaching approaches are greatly restricted by large class sizes.
- Multilingualism is recognized as an impediment to teaching descriptive writing innovatively.
- Peer feedback is important in developing higher level thinking skills such as analysis and evaluation.
- Respondents strongly believe that implementing innovative approaches to teaching descriptive writing heavily relies on the availability of adequate resources.
- Interactive storytelling is an effective approach to developing problem-solving skills.
- Students are able to enhance their skills of descriptive writing through culturally relevant writing prompts.
- According to teachers, a major obstacle to implementing innovative approaches is a lack of resources.
- PBL is perceived as being successful in teaching problem solving in conjunction with descriptive writing.
- Access remains a barrier though technology may serve as a useful resource.
- There is a gap in professional development focused on teaching innovative strategies.

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- Instructors feel they are unprepared for dealing with large class sizes.
- Some teachers still value traditional methods, but there is an inclination to move towards greater innovation.
- Descriptive writing is regarded as one of the essential aids in the development of cognitive skills.
- It is more important for educators to appreciate student-led approaches to learning.
- A greater improvement in the quality of writing is achieved through peer evaluation.
- Teachers are more inclined towards practical and economical approaches that promote innovation.
- Strategies related to innovation are difficult to apply in the classroom due to multilingualism.

Recommendations

- Focus more on innovative strategies in professional development.
- Decrease the number of students in a class to increase the individual attention they receive.
- Access to available resources and technologies should be enhanced in order to foster innovation.
- Culturally relevant teaching resources should be developed that are friendly to multilingual speakers.
- Writing tasks should incorporate automatic peer feedback on defined rubrics.
- The use of PBL (Punjab Based Learning) should be encouraged in classrooms to promote enhancement of problem solving skills.

Gap for Future Research:

A gap exists that needs further investigation regarding the effects of context-specific low-cost technology innovations in underdeveloped areas such as rural Pakistan. Also, the previously conducted research on teacher training may also benefit from examining the innovative approach from the vantage point of longitudinal impact studies.

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