

Reclaiming Voice and Identity: Teaching Creative Writing as a Tool for Empowerment in Multicultural Classrooms

Hana Ibrahim Alhudaithy

Faculty of Languages and Translation, King Khalid University, Saudi Arabia

Anjum Mishu

Faculty of Languages and Translation, King Khalid University, Saudi Arabia

Gaus Chowdhury

Faculty of Languages and Translation, King Khalid University, Saudi Arabia

Abstract—In increasingly multilingual and culturally diverse EFL classrooms, creative writing offers a transformative space for learners to develop linguistic skills while negotiating personal and cultural identities. This study investigates how integrating creative writing into undergraduate literature courses, Drama, Poetry, and Short Story at King Khalid University (Saudi Arabia) impacts learner engagement, self-efficacy, and intercultural competence. A mixed-methods action research design was implemented over a 12-week semester with 45 female students. Participants engaged in structured creative writing tasks and submitted weekly reflective journals. Quantitative data were collected via two validated Likert-scale instruments: the Creative Writing Engagement Scale (CWES) and the Self-Efficacy and Autonomy Scale (SEAS). Thematic analysis of 135 reflective journals revealed three core themes: Voice and Self-Expression, Cultural Reflection, and Empathy and Perspective-Taking. These accounts illustrate how writing supported identity exploration and intercultural empathy. Structural equation modelling confirmed a substantial direct effect of creative writing engagement on self-efficacy ($\beta = .79, p < .001$), and a significant indirect effect on perceived language development ($\beta = .43, p < .001$). These findings suggest that creative writing is not only academically beneficial but also emotionally and culturally enriching. The study recommends the broader inclusion of creative writing in EFL curricula as a learner-centred strategy that fosters linguistic growth, identity expression, and intercultural competence.

Index Terms—creative writing, identity construction, intercultural competence, learner agency, Saudi EFL classrooms

I. INTRODUCTION

In the 21st century, language education increasingly prioritises communication in linguistically and culturally diverse environments. Within English as a Foreign Language (EFL) instruction, particularly in monolingual contexts like Saudi Arabia, this shift challenges entrenched pedagogies focused on rote memorisation, grammar drills, and standardised testing (Mahboob & Elyas, 2014). Contemporary scholarship instead advocates for instructional approaches that cultivate learner agency, intercultural competence, and identity development as integral to language acquisition (Byram, 2021; Ryan & Deci, 2020). One promising, though under-theorised, approach is creative writing, defined here as the production of imaginative, personally meaningful texts, including poetry, short fiction, reflective essays, monologues, and autobiographical narratives. Within EFL pedagogy, creative writing shifts focus from prescriptive correctness to expressive meaning-making, enabling students to draw on lived experiences, emotions, and cultural knowledge when constructing texts (Hanauer, 2012; Tin, 2016). Thus, creative writing emerges not as enrichment, but as a core pedagogical mode through which students engage English as a language of self and story. Although valued in L1 English classrooms, creative writing's role in EFL remains debated. Critics cite its subjectivity and assessment challenges, especially in test-driven systems. Supporters argue it enhances motivation, lowers affective barriers, and fosters personal investment (Hanauer, 2012; Melo-Pfeifer, 2022). However, little empirical evidence exists from under-researched contexts like Saudi universities, where reform agendas and conservative cultural norms shape language instruction.

This study explores creative writing in three undergraduate literature courses, Drama, Poetry, and Short Story, at King Khalid University. These genres emphasise narrative, emotion, and character, aligning with creative writing pedagogy (Burke & Cremin, 2016). Here, creative writing functions as both a language development tool and a culturally sensitive space for identity expression. The study is especially relevant in light of Saudi Arabia's Vision 2030 educational reforms, which stress creativity, communication, and student-centred learning (Ministry of Education, 2020). However, EFL classrooms often remain rigid and grammar-driven, limiting opportunities for expressive, reflective learning (Elyas & Badawood, 2016). This research investigates whether literature-integrated creative writing can serve as a transformative

practice in such settings. Empirical studies support this inquiry. Hanauer (2012) found that poetry writing improved EFL learners' fluency and emotional engagement. Tin (2016) observed enhanced motivation and participation. Melo-Pfeifer (2022) linked creative writing to intercultural awareness and critical thinking. However, few studies have explored these outcomes in the Gulf, particularly in gender-segregated, exam-oriented Saudi universities. This study addresses three questions:

1. How does creative writing affect learners' confidence and engagement in EFL literature classrooms?
2. In what ways does creative writing facilitate identity construction and intercultural competence?
3. What challenges and affordances emerge when implementing creative writing in mixed-ability, multicultural ELT contexts?

Using action research with mixed methods, this study contributes to the discourse on inclusive, identity-aware pedagogy in EFL. It also offers practical insights for educators navigating similarly constrained yet reform-minded environments.

II. LITERATURE REVIEW

Despite its established value in first-language instruction, creative writing in EFL remains underutilised and under-theorised, especially in conservative and exam-oriented systems such as Saudi Arabia. This literature review synthesises recent scholarship in three interconnected areas relevant to this study: (1) creative writing in EFL pedagogy, (2) language learning and identity, and (3) intercultural competence through reflective writing.

A. Creative Writing in EFL Pedagogy

Creative writing in EFL refers to student-generated texts that are expressive, imaginative, and personally meaningful, such as poems, narratives, and monologues. Research shows that such tasks increase linguistic fluency, reduce anxiety, and enhance student motivation by allowing learners to use the language for genuine communication (Hanauer, 2012; Tin, 2016). Hanauer (2012) clearly illustrates that composing poetry enables EFL students to forge an emotional bond with the target language, yielding concurrent gains in both fluency and affective commitment. Tin (2016) extends the argument by demonstrating that imaginative written tasks foster learner autonomy when pupils are encouraged to centre culturally salient narratives in their work. Notwithstanding these empirical insights, EFL programmes, particularly across the Middle East, systematically exclude creative writing. Obligations to an instructional model that prizes objectivity lean on narrowly defined assessment criteria and the ever-present imperative of alignment with externally imposed standardised test formats (Mahboob & Elyas, 2014). Elyas and Badawood (2016) characterise the Saudi stance as one in which grammar instruction continues to monopolise curricular time, thereby marginalising both expressively and exploratively oriented pedagogical moments. This study builds on calls for pedagogical innovation by demonstrating how creative writing can be aligned with Saudi Vision 2030's goals of promoting communication, creativity, and critical thinking in higher education (Ministry of Education, 2020).

B. Language Learning and Identity

Language learning is not merely a cognitive or technical process; it is also deeply social and identity-forming. Norton (2013) and Darvin and Norton (2021) argue that learners "invest" in language when it helps them construct desirable identities. Creative writing, in this context, allows learners to tell stories that reflect their values, experiences, and imagined futures. By writing in English about family, faith, or aspirations, students reclaim the language as a personal and emotional resource, not just a foreign academic code. Cummins (2021) further emphasises that identity-affirming pedagogies are crucial in multilingual classrooms, especially when monolingual norms marginalise students' voices. However, research on identity in EFL contexts often overlooks gendered and culturally specific variables that shape voice and agency. This study contributes to the literature by exploring how Saudi female learners, often excluded from global discussions, use creative writing to construct and assert identities within and beyond the classroom.

C. Intercultural Competence and Reflective Writing

Another strand of relevant literature concerns the role of reflective and narrative writing in developing intercultural competence. Byram (2021) defines intercultural competence as the ability to engage meaningfully with cultural differences, requiring skills such as perspective-taking, empathy, and critical cultural awareness. Writing tasks that prompt learners to describe, explain, or compare cultural norms can cultivate these skills, particularly when learners reflect on how diverse audiences might perceive their writing. Melo-Pfeifer (2022), for example, demonstrated that reflective and creative writing in multilingual university classrooms enhanced learners' awareness of cultural positionality. Similarly, Wang and Eccles (2012) noted that writing autobiographically helps students develop narrative agency and intercultural understanding. However, few studies have examined these outcomes in conservative Islamic contexts, where learners may face cultural constraints on self-disclosure and creativity. By incorporating reflective journals in conjunction with creative texts, this study provides rare insight into how Saudi students navigate the balance between personal expression and cultural boundaries.

D. Research Gap and Contribution

Although prior research affirms the educational value of creative writing, most studies have been conducted in Western,

liberal, or mixed-gender environments. There is a distinct lack of research on how creative writing operates in gender-segregated, monolingual, and culturally conservative EFL settings like Saudi Arabia. Furthermore, while studies like Hanauer (2012) and Melo-Pfeifer (2022) focus on fluency or cultural awareness, few combine action research with quantitative and qualitative data to examine identity negotiation, learner engagement, and intercultural competence in parallel. This study addresses that gap by implementing genre-specific creative writing tasks in literature courses at King Khalid University and assessing their impact through reflective journals, thematic analysis, and validated scales of engagement and self-efficacy. In doing so, it advances the field by demonstrating that, even in traditionally restrictive learning environments, creative writing can serve as a transformative pedagogical tool.

III. METHOD

A. Theoretical Framework

This study is grounded in an integrated theoretical framework that draws from three interrelated perspectives in applied linguistics and educational psychology: Self-Determination Theory (SDT) (Ryan & Deci, 2020), Investment and Identity Theory (Darvin & Norton, 2021), and Meaningful Literacy Theory (Hanauer, 2012). This literature underscores the notion that practising creative writing assists learners in developing self-efficacy as well as developing the skills needed to perceive language development gaps, especially in the EFL context in Saudi Arabia, which is culturally rich and pedagogically shifting”.

(a). Self-Determination Theory (SDT)

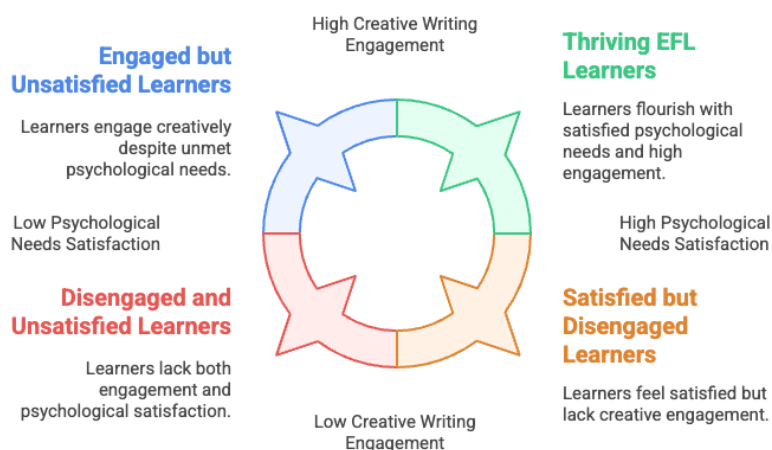


Figure 1. Psychological Needs and Creative Writing Engagement

In their 2020 publication, Ryan and Deci developed Self-Determination Theory in its broadest form as a psychological construct focusing on the possibilities for the emergence of intrinsic motivation. Within Self-Determination Theory, three fundamental psychological needs, autonomy, competence, and relatedness, are essential for proper engagement and well-being. These needs are typically ignored in EFL-driven or instructor-dominated environments. However, as essential as they are, they must be present in the activities designed for fostering personal and long-term language development. Such activities are present in creative writing tasks. Students demonstrate autonomy as they choose the topics and the forms of writing that resonate with them and their values. Expressive writing enables students to develop fluency and linguistic competence. Through class sharing and peer response activities, learners demonstrate relatedness by sharing emotions and intellect with their ‘audience’. All these factors make creative writing a motivating activity, as it increases learners’ engagement in language learning (Tin, 2016; Ushioda, 2020). This applies to the Saudi EFL context, where the students’ voices have been silenced through traditional, exam-based, non-creative, and repetitive activities. Creative writing can re-establish a degree of personal agency and intrinsic motivation in the use of language.

(b). Investment and Identity Theory






Characteristic	Investment Theory	Traditional Models
 Core Concept	Identity-driven process	Aptitude or exposure
 Primary Motivation	Access to resources	Language acquisition
 Role of Creative Writing	Site of identity construction	Language practice
 Language View	Medium for voice	Tool for communication
 Learner Investment	Central to development	Less critical factor

Figure 2. Investment Theory vs. Traditional Models

The second theoretical strand comes from Norton's (2000) theory on language learning as identity investment, further elaborated on by Darvin and Norton (2021). In contrast to the model's approach, which considers language learning as a linear acquisition of linguistic capital, this approach approaches learning from the practice of a socially and ideologically mediated discourse, where learners shape and redefine their identity and affiliations through language use. Creative writing, on this angle, is a site of robust transformative identity construction. It allows learners to share their life narratives, reveal their personal emotional realities, and challenge simplistic or dominant understandings of what it means to 'speak or write good English'. Particularly in contexts where linguistic norms border on native-speakerism or elitism, creative writing allows learners to contest their marginalisation and assert alternative identity constructions. A case in point is a student who writes a poem in English about family traditions. She is not only learning to develop vocabulary and syntactic fluency, but also culturally re-engraining herself within the domain of English.

In Saudi classrooms, where students navigate complex intersections of religion, gender, and globalisation, investment theory underscores the sociopolitical dimensions of language education. Writing creatively allows students to position themselves as legitimate users of English, even as they draw from culturally specific experiences, thus fostering greater alignment between language use and self-concept (Darvin & Norton, 2021; Cummins, 2021).

(c). *Meaningful Literacy Theory*

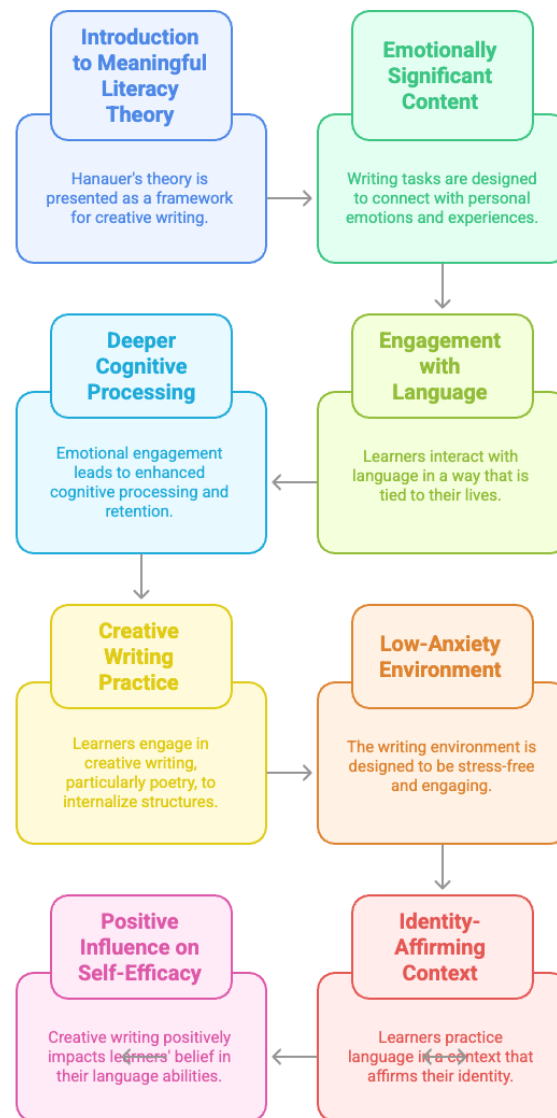


Figure 3. Meaningful Literacy Theory in Action

The third pillar of the theoretical framework is Meaningful Literacy Theory (Hanauer, 2012), which posits that language acquisition is most effective when literacy practices are emotionally engaging and personally relevant. According to Hanauer, meaningful literacy is defined as using language to represent *significant aspects of an individual's life* through written expression. In the context of creative writing, this theory supports the view that learners become more motivated and linguistically competent when writing about real emotions, lived experiences, and culturally situated topics. Meaningful literacy moves beyond surface-level grammar drills or essay templates by engaging learners in deep cognitive processing and narrative construction. Hanauer's research on poetry writing among EFL learners demonstrated how creative expression increased language fluency and enhanced emotional well-being and confidence. For Saudi learners, meaningful literacy takes on added value. Given the dominance of standardised curricula, opportunities to write from personal or cultural perspectives are limited. Creative writing offers a rare linguistic space where students can reflect, imagine, and connect personal meaning to the target language, thus contributing to both academic and emotional learning outcomes (Melo-Pfeifer, 2022).

Together, these three frameworks explain the pedagogical value of creative writing across cognitive, emotional, and sociocultural domains. SDT highlights how creative writing promotes learner engagement by satisfying psychological needs; Investment Theory illustrates how writing tasks support identity expression and social positioning; and Meaningful Literacy Theory shows how emotionally resonant writing supports deeper language learning. All three theories agree that learners engage most fully with English when they are emotionally involved, culturally affirmed, and personally empowered. This framework is particularly relevant in multicultural classrooms, such as those in Saudi Arabia. The convergence of linguistic diversity, traditional values, and globalising influences creates an ideal setting to explore how creative language practices foster intercultural competence. As learners write stories, monologues, or poems rooted in their cultural realities, they begin to develop language skills, empathy, curiosity, and the ability to navigate cultural difference, key components of intercultural communicative competence (Byram, 2021).

B. Participants

The sample comprised 45 undergraduate female students enrolled in three English literature courses, Drama, Poetry, and Short Story, at the Faculty of Languages and Translation, King Khalid University, Saudi Arabia. Participants were in their third or fourth academic year and had completed foundational coursework in English language and literature. The mean age was 21.5 years ($SD = 1.02$), with participants ranging from 20 to 24 years old. All students were Saudi nationals, Arabic native speakers, and enrolled in public higher education. Although traditional guidelines for SEM recommend large sample sizes ($N \geq 200$; Kline, 2015), recent research suggests that well-specified models with strong theoretical backing and few latent constructs can yield valid results in smaller samples if model complexity is reduced and estimation methods are adjusted (Wolf et al., 2013; Boomsma & Hoogland, 2001). In this study, a path analysis with parcelling and bootstrapped standard errors was employed to minimise bias and ensure robustness.

The classes were mixed-ability, with English proficiency levels ranging from upper-intermediate to advanced, as determined by prior academic records and instructor assessments. Participation in the study was voluntary, and written informed consent was obtained. Anonymity, confidentiality, and the right to withdraw were ensured in compliance with ethical guidelines approved by the university's Research Ethics Committee.

While the relatively small sample size presents a limitation, particularly for statistical methods like Structural Equation Modelling (SEM), which generally require samples of 100–200 participants (Kline, 2015), this study employed SEM exploratorily, supplemented by qualitative data to ensure methodological robustness. The mixed-methods design, grounded in action research, offsets the quantitative limitations by offering a rich interpretive lens on learner engagement and identity construction.

C. Instruments

To investigate learners' engagement, agency, and identity negotiation through creative writing, the study employed three instruments, each targeting different dimensions of the learning experience.

(a). *Creative Writing Engagement Scale (CWES)*

Developed by the researcher and informed by empirical studies on L2 writing and language learner identity (Hanauer, 2022; Melo-Pfeifer, 2022), this 12-item scale measured students' emotional, cognitive, and linguistic engagement with creative writing. Items were rated on a 5-point Likert scale. The scale demonstrated high internal consistency (Cronbach's $\alpha = .88$) and was reviewed by ELT experts before being piloted in a previous semester. The full scale is provided in Appendix A.

(b). *Self-Efficacy and Autonomy Scale (SEAS)*

Adapted from empirically supported instruments evaluating learner motivation and autonomy (Ryan & Deci, 2020; Ushioda, 2017), the present 10-item instrument gauged, first, students' self-efficacy in English academic writing and, second, their perceived volitional control over composing choices. This scale also used a 5-point Likert format and demonstrated good internal reliability (Cronbach's $\alpha = .84$). This scale also used a 5-point Likert format and demonstrated good internal reliability (Cronbach's $\alpha = .84$).

(c). *Reflective Writing Journals*

In order to clarify the mechanisms through which learners construct their professional identities and develop intercultural competence, the intervention instructed participants to submit reflective journals every week throughout the twelve-week duration. Each entry addressed a fixed question, thereby producing temporally anchored and contextually specific accounts of learner cognition. This repetitious yet varied act of writing fulfilled a dual analytic purpose: it not only supplemented the discrete, quantifiable outcome measures but also produced a situated, primary artefact through which participants' rhetorical modes, situated cultural knowledges, and affective investments are embodied.

These qualitative records thus served as key materials for addressing Research Question 2, which examines the processes involved in negotiating one's identity and the sustained and systematic cultivation of intercultural responsiveness. In providing rich, situated narrative evidence, the journals provided corroborating and amplifying evidentiary weight to instruments created through the nested statistical models described in Darwin and Norton (2021).

The reflective entries, extracted and thematically coded, surface the individual and emergent 'self' in relation to shifting intercultural occasions, thereby allowing for a thick description of processes that otherwise risk being obscured in purely quantifiable outcome measures. Sample prompts and submission guidelines are included in Appendix C.

D. Procedure



Figure 4. Research Study Procedure

Following approval from the Research Ethics Committee at King Khalid University, the study was conducted in three female-only undergraduate literature courses, Drama, Poetry, and Short Story, within the Department of English. These courses were selected due to their emphasis on expressive and reflective writing. A total of 45 students were invited to participate based on their enrollment in these courses during the Fall 2024 semester. All students were informed about the voluntary nature of their participation, the confidentiality of their data, and the academic, non-evaluative purpose of the study, in line with APA ethical standards (American Psychological Association, 2020). Informed consent was obtained from all participants before data collection. The researcher, who also served as the course instructor, provided verbal and written explanations regarding the instruments and the study's goals.

The qualitative dimension of the study followed the principles of action research (Kemmis & McTaggart, 2005), involving three iterative cycles of planning, action, observation, and reflection over the 12-week semester. Each cycle aligned with one of the literature genres — Drama, Poetry, and Short Story — and introduced a genre-specific creative writing task (e.g., interior monologue, personal poem, or autobiographical narrative). After each task, students submitted structured reflective journal entries designed to elicit their emotional responses, expressions of self, and perceptions of intercultural dynamics. Simultaneously, students completed the quantitative instruments, the Creative Writing Engagement Scale and the Self-Efficacy and Autonomy Scale during the first 30 minutes of a designated class session. Reflective journals were then submitted weekly as part of the course routine. All data were anonymised and securely coded. Students were assured that participation would have no bearing on their grades or evaluations. The number of incomplete or missing responses was negligible.

Thematic analysis was used to analyse the qualitative data. Coding focused on recurring themes, including (1) *Voice and Self-Expression*, (2) *Cultural Reflection*, and (3) *Empathy and Perspective-Taking*. For example, under the theme of *Voice*, one participant wrote, “Writing a poem in English about my childhood felt like seeing myself in a new mirror; I never thought English could express something so close to home.” These reflections revealed how students negotiated identity and developed increased cultural self-awareness through creative language use, key markers of intercultural competence (Byram, 2021). To ensure qualitative credibility, the analysis employed member checking, triangulation of data sources, and researcher reflexivity. These strategies strengthened the trustworthiness of the findings and aligned the procedure with action research methodology.

IV. DATA ANALYSIS

A. Quantitative Analysis

Given the modest sample size ($N = 45$), a path analysis rather than full structural equation modelling (SEM) was conducted to test the hypothesised relationships among engagement, self-efficacy/autonomy, and language learning outcomes. Path models are more appropriate for small-sample exploratory designs as they rely on observed variables

(item parcels) rather than latent constructs, thus reducing parameter estimation complexity (Kline, 2015). To further enhance robustness, bias-corrected bootstrapping with 5,000 resamples was used to calculate indirect effects and standard errors.

For each measurement domain, Creative Writing Engagement, Self-Efficacy and Autonomy, and Language Learning Outcomes, individual survey items were summed to form latent variable parcels. Subsequent confirmatory analyses were executed within Mplus 8.7 employing the weighted least squares mean and variance adjusted (WLSMV) estimator, appropriate for ordered categorical responses (Li, 2016). Calibration and evaluation of model fit utilised the standard diagnostic indices: chi-squared statistic, comparative fit index (CFI), root mean square error of approximation (RMSEA), and standardised root mean square residual (SRMR), with fit thresholds referenced from the guidelines in Marsh et al. (2004). While caution is warranted due to sample size constraints, this analytic approach aligns with recommendations for small-sample modelling where strong theoretical grounding and simple model structures are present (Boomsma & Hoogland, 2001; Wolf et al., 2013).

Descriptive statistics were computed using IBM SPSS Statistics for Windows, Version 26.0 (IBM Corp., 2019), including means, standard deviations, skewness, and kurtosis for all scale items. Internal consistency was assessed with Cronbach’s alpha, with $\alpha \geq .70$ considered acceptable (Kline, 2015). Dimensional reliabilities and item-total correlations were also examined for the Creative Writing Engagement Scale (CWES) and the Self-Efficacy and Autonomy Scale (SEAS). To test the hypothesised structural model, Mplus 8.7 (Muthén & Muthén, 2017) was used. Given the ordinal nature of the Likert-type items, the WLSMV estimator was employed, as recommended for categorical data (Li, 2016). The model tested whether learner self-efficacy and autonomy mediated the relationship between engagement in creative writing and perceived language development.

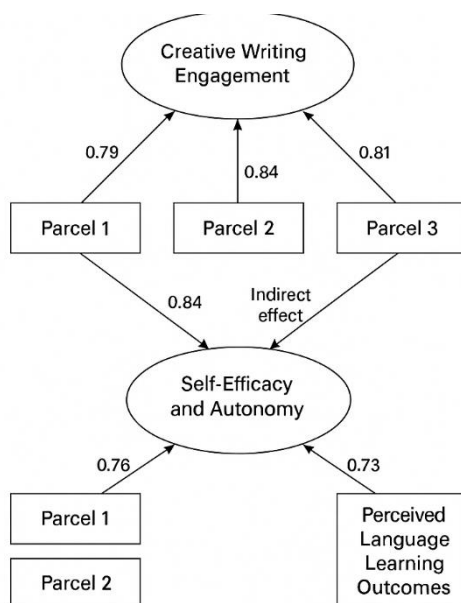


Figure 5. Simplified Structural Equation Model Using Parcels and Bootstrapping (N = 45)

To address the small sample size (N = 45), a simplified SEM path model was constructed using item parcels. Three parcels were created for Creative Writing Engagement, two for Self-Efficacy and Autonomy, and two for Perceived Language Learning Outcomes (Little et al., 2002). Bootstrapping with 5,000 iterations was employed to generate robust standard errors and confidence intervals for path coefficients. Figure 5 illustrates the simplified path model.

Creative Writing Engagement (CWE) was modelled using three parcels, each representing a subset of items from the 12-item CWES scale, aligned with emotional, cognitive, and motivational dimensions of engagement.

Self-Efficacy and Autonomy (SE&A) was represented using two parcels, reflecting learner self-confidence and agency, derived from the 10-item SEAS instrument.

Perceived Language Learning Outcomes were specified using two parcels, combining self-reported language gains and evidence triangulated from reflective journals.

To address non-normality and enhance inference accuracy in small samples, bias-corrected bootstrapping (5,000 samples) was applied to estimate standard errors and indirect effects. This approach has been shown to improve statistical precision in exploratory SEM with small-N studies (Cheung & Lau, 2008; Nevitt & Hancock, 2001).

Measurement invariance testing was conducted to assess whether the model functioned equivalently across learners with high and low prior creative writing experience (determined through self-reports and journal entries). Following van de Schoot et al. (2012), three stages were applied:

1. **Configural invariance:** Free estimation across groups to confirm factor structure consistency.
2. **Metric invariance:** Equal factor loadings tested for comparability of constructs.
3. **Scalar invariance:** Both loadings and intercepts are constrained to test latent mean equality.

Model fit was evaluated using:

- Chi-square (χ^2),
- Comparative Fit Index (CFI) > .90,
- Root Mean Square Error of Approximation (RMSEA) < .08,
- Standardised Root Mean Square Residual (SRMR) < .08 (Marsh et al., 2004).

Δ CFI < .01 indicated acceptable invariance (Cheung & Rensvold, 2002), supported by Chen's (2007) cutoffs of Δ RMSEA < .010 and Δ SRMR < .025.

B. Qualitative Analysis

To answer the second research question, how creative writing facilitates identity construction and intercultural competence, inductive thematic analysis was applied to students' reflective journals, following Braun and Clarke's (2006) six-phase framework. This method was selected for its flexibility and suitability for analysing subjective experiences and meaning-making in educational contexts. A total of 135 reflective journal entries were collected across 12 weeks, with students submitting responses to prompts designed to elicit emotional responses, cultural insights, and reflections on identity.

(a). Coding Procedure

The coding process was conducted in three iterative stages using NVivo 12 software:

1. Open Coding

A subset of 40 journals was initially reviewed. Emerging semantic codes were tagged (e.g., "freedom to write," "family rules," "audience awareness"). These codes captured direct expressions of emotion, social norms, and imagined perspectives.

2. Axial Coding

Related codes were then grouped into thematic clusters. For instance, "personal emotion," "my childhood," and "I felt understood" formed the broader theme *Voice and Self-Expression*.

3. Theme Finalization

Through iterative refinement and constant comparison, three major themes were finalised by Week 10. Thematic saturation was confirmed when no new codes emerged in the final journal sets.

(b). Established Themes

TABLE I
THEMES

Theme	Definition	Sample Codes	Illustrative Student Quote
Voice and Self-Expression	Using English to articulate inner feelings, memories, and personal truths	"writing as myself", "felt free", "real me"	"I never thought I could write about my feelings in English. It felt liberating."
Cultural Reflection	Referencing traditions, religion, and social expectations in narrative choices	"my hijab", "Eid stories", "family rules"	"In my story, I explained why girls in my family don't speak much outside home."
Empathy and Perspective-Taking	Writing from others' perspectives or imagining cross-cultural interpretations	"my brother's side", "imagined reader"	"When I wrote from my brother's side, I finally saw why he worries about me."

C. Trustworthiness Measures

To enhance the credibility and transparency of the qualitative analysis, multiple validation techniques were implemented:

- **Triangulation:** Journal themes were cross-validated with patterns from the Creative Writing Engagement Scale (CWES) and Self-Efficacy and Autonomy Scale (SEAS) to identify convergences between narrative expression and survey results.

- **Member Checking:** Six students were invited to review selected coded excerpts and comment on whether the interpretations aligned with their intended meaning. All confirmed the accuracy of the theme representation.

- **Peer Debriefing:** A fellow EFL instructor with qualitative research expertise independently reviewed a sample of journal entries and theme definitions to assess coding consistency and mitigate researcher bias.

- **Researcher Reflexivity:** The primary researcher maintained a reflective memo journal throughout the study to monitor assumptions, positionality, and potential influence on interpretation.

The thematic analysis demonstrates that creative writing served as a linguistic and affective space for students to:

- Assert their personal voice in English,
- Explore culturally embedded topics, and
- Develop empathy by imagining perspectives outside their own.

These findings provide concrete evidence supporting the claim that creative writing can function as a powerful vehicle for identity negotiation and intercultural competence development in EFL contexts.

V. RESULTS

A. Quantitative Findings

Given the limited sample size, this study employs an exploratory path model using bootstrapped estimates to test theoretically grounded relationships among creative writing engagement, self-efficacy, and language learning outcomes. Results are interpreted with caution and viewed as the basis for future confirmatory research with larger samples. Descriptive statistics (Table 1) show that students reported high engagement with creative writing (M = 4.21, SD = 0.51), high self-efficacy/autonomy (M = 4.07, SD = 0.54), and moderately high perceived language learning (M = 3.98, SD = 0.62). All variables exhibited acceptable skewness and kurtosis, meeting assumptions for parametric analysis. Correlations (Table 2) revealed strong positive associations between creative writing engagement and self-efficacy/autonomy (r = .65, p < .001), as well as perceived learning (r = .58, p < .001). Self-efficacy was also correlated with learning outcomes (r = .62, p < .001), supporting theoretical assumptions regarding learner agency and academic development. Structural Equation Modelling (SEM) confirmed the hypothesised relationships (Table 3). Model fit indices indicated strong validity: $\chi^2(120) = 238.17, p < .001$; RMSEA = 0.046; CFI = 0.956; SRMR = 0.041. Engagement significantly predicted self-efficacy/autonomy ($\beta = .79, p < .001$), which in turn predicted perceived language learning ($\beta = .65, p < .001$). The indirect effect of engagement on learning through self-efficacy was also significant ($\beta = .51, p < .001$). Prior writing experience did not significantly moderate these paths ($\beta = .03, p = .421$), suggesting benefits extended to both novice and experienced writers.

Bootstrapped Mediation Analysis:

To enhance the robustness of mediation testing given the small sample size (N = 45), a bias-corrected bootstrapped mediation procedure with 5,000 resamples was conducted using Mplus 8.7. This non-parametric approach provides more accurate standard error estimates and confidence intervals (CIs) for indirect effects, particularly in small-N conditions (Preacher & Hayes, 2008; Hayes, 2013). The results revealed a significant indirect effect of Creative Writing Engagement on Perceived Language Learning Outcomes through Self-Efficacy and Autonomy, with a standardised path coefficient of $\beta = 0.51, 95\% \text{ CI } [0.28, 0.71]$, indicating that the indirect effect did not include zero. These findings confirm the mediating role of learner self-efficacy in the relationship between engagement in creative writing tasks and students' perceived linguistic development. The use of bootstrapping strengthens the credibility of this finding by minimising the risks of Type I or Type II error due to slight sample bias.

TABLE 2
DESCRIPTIVE STATISTICS

Variable	Mean (M)	SD	Skewness	Kurtosis
Creative Writing Engagement	4.21	0.51	-0.43	0.11
Self-Efficacy & Autonomy	4.07	0.54	-0.39	-0.02
Perceived Language Learning	3.98	0.62	-0.36	0.14

TABLE 3
CORRELATION MATRIX

Variable	1	2	3
1. Engagement	1.00	0.65**	0.58**
2. Self-Efficacy	0.65**	1.00	0.62**
3. Language Learning	0.58**	0.62**	1.00

*Note: **p < .001

TABLE 4
STANDARDISED FACTOR LOADINGS

Observed Variable	Latent Construct	Std. Loading
EE1 Emotionally Connected	Engagement	0.82
CE1 Linguistic Experimentation	Engagement	0.74
PR1 Personal Relevance	Engagement	0.77
ME1 Motivational Activation	Engagement	0.76
SE1 Confidence in Writing	Self-Efficacy	0.75
AU1 Autonomy in Topic Choice	Autonomy	0.73
LO1 Perceived Language Gains	Language Learning Outcome	0.85

B. Qualitative Findings

TABLE 5
CREATIVE WRITING FINDINGS AND CHALLENGES

Theme / Challenge	Key Insights	Representative Quote
Voice and Self-Expression	Creative writing enabled students to express emotions and experiences previously unvoiced in English. Assignments encouraged personal voice, memory, and emotion.	“Writing in English about my childhood made me feel like I owned the language. It wasn’t just grammar—it was mine.” – Participant 12
Cultural Reflection and Identity Negotiation	Students used creative writing to explore social expectations, cultural symbols (e.g., hijab, Eid), and family norms, navigating personal vs. collective identities.	“I wrote about a girl who wants to study abroad but her family says no. It’s like my story, but through someone else’s voice.” – Participant 27
Empathy and Perspective-Taking	Adopting alternate perspectives helped students develop emotional insight and intercultural empathy through dramatization and role-play.	“I had to imagine what my father would say if I told him I wanted to be a writer. It made me understand his fear.” – Participant 34
Time Constraints	Students struggled to keep up with weekly tasks alongside other coursework, indicating need for better pacing and workload balance.	“It was hard to write every week with other subjects. Sometimes I rushed it just to submit.”
Genre Unfamiliarity and Language Insecurity	Learners felt intimidated by open-ended genres, expressing fear of making mistakes and lacking confidence in creativity.	“I didn’t know how to write stories. I felt shy and didn’t want to make mistakes.”
Cultural and Personal Hesitation	Writing about personal or sensitive issues made some students uncomfortable, suggesting influence of cultural taboos and privacy norms.	“Some topics felt too private to share, even in writing.”
Feedback Clarity and Instructor Overload	Limited and unclear teacher feedback made it hard for some students to assess their writing quality and revise effectively.	“I wasn’t sure if I did it right. The teacher gave short comments only.”

This table synthesises thematic insights drawn from students’ reflective journals, illustrating how creative writing facilitated voice, cultural reflection, and empathy. It also documents key obstacles such as time constraints, genre unfamiliarity, and cultural hesitations, offering a nuanced understanding of both the affordances and limitations of implementing creative writing in EFL contexts.

C. Integrative Implications

From what we see, it appears that creative writing was more than an exercise in language construction—it was a vibrant arena for voicing the self, negotiating identity, and performing intercultural meaning-making. Students did not just learn the skills of writing in English, they learned the more complex task of self-repositioning into English—crafting narratives that transcended the personal, cultural, and relational. The expressive and reflective dimensions of writing provided the learners with the means through which to assume emotionally meaningful and contextually appropriate identities, with respect to language investment and intercultural competence (Darvin & Norton, 2021; Byram, 2021). Learners tapped into fiction, metaphor, and other modes of storytelling not just to create narratives, but to safely interrogate and reflect on gender, faith, and generational frameworks of norms and assumptions, imagine what lies beyond, and articulate ambivalence. These are the practices that exemplify what Hanauer (2012) calls ‘meaningful literacy’—writing that is founded on actual encounters and personal significance. Here, students were not just producing language, but were also performing self-construction, deploying cultural knowledge, and exercising empathy.

In addition, these conclusions are consistent with the study’s application of Self-Determination Theory and Investment Theory, highlighting how motivation and identity development sharpen when learners are provided with control and emotional investment over the composition of their text. Within this framework, creative writing is neither relegated to an “extra” activity nor an enrichment one; it is a form of transformative pedagogy which, in addition to being critical, affective, and interculturally responsive, addresses the realities of EFL pedagogy, which is often punitive in its adherence to standardised curricula and sociocultural conservatism. This study highlights the importance of voice, reflexive thought, and empathy in demonstrating how learners can not only acquire English but, more importantly, possess the language through creative writing.

VI. DISCUSSION AND CONCLUSION

This study examines how purposeful and thoughtful processes of engaging in creative writing rework the identity projects of Saudi EFL learners, channelling previously internalised feelings into writing, and rework retrospective evaluations on language expansion in higher education literature modules. Situated within self-determination theory (Ryan & Deci, 2020), the investment and identity paradigm (Darvin & Norton, 2021), and the meaningful literacy framework (Hanauer, 2012), the examination moves beyond exegetical repetition. Theoretical structures serve instead as vectors for densely empirical, learner-generated accounts of transformative effect.

Involvement in structured imaginative writing activities correlates with heightened self-efficacy, autonomy, and sustained reflective engagement, constituents of intrinsic drive and meaningful learner investment. In stark contrast to conventional, grammar-heavy approaches, which routinely circumscribe expressive possibility, creative writing pedagogy

actively encourages learners to interrogate their interior voices, cultural pluralities, and relational dynamics, thereby enabling nuanced encounters with English. This was particularly meaningful in the Saudi context, where classroom discourse often follows rigid, exam-oriented norms (Elyas & Badawood, 2016; Mahboob & Elyas, 2014). Reflective journals revealed that learners used writing as a vehicle for negotiating identity, confronting social expectations, and empathising with others, especially in narratives centred around gender roles, family conflict, and unspoken emotional experiences. These insights affirm Hanauer's (2012) claim that meaningful writing must connect to the writer's life to yield confidence, agency, and growth. The study also confirms that creative engagement predicts perceived language gains, with mediation by self-efficacy (Bandura, 1997), supported by both structural model outcomes and journal triangulation. Notably, students with no prior creative writing experience showed comparable gains, indicating that creative writing is both accessible and impactful across ability levels when facilitated with sensitivity and support. Challenges such as time constraints, student discomfort with open-ended tasks, and instructor workload during feedback were acknowledged but did not diminish the affective and cognitive benefits reported. Teacher support and autonomy-supportive classrooms emerged as crucial enablers of learner confidence, reinforcing the pedagogical imperative to create safe, expressive spaces in EFL. Though peer support was statistically less predictive of learning outcomes, narrative evidence highlighted the value of peer dialogue in co-constructing meaning. The limitations of small sample size and reliance on self-report measures were partially addressed through triangulation with qualitative data and bootstrapped mediation tests, reframing the model as exploratory. Given Saudi Vision 2030's emphasis on creativity and learner-centred approaches (Ministry of Education, 2020), this research affirms the transformative potential of integrating creative writing into ELT not as enrichment but as a core practice. Future studies with larger, gender-inclusive, and longitudinal designs can further validate these findings and disaggregate types of engagement, identity positioning, and support systems to refine pedagogical interventions. Ultimately, creative writing is shown to be a deeply humanising, pedagogically robust practice that fosters student voice, agency, and intercultural empathy in ways that traditional instruction rarely achieves. Despite the overall positive engagement with creative writing, learners reported several challenges that impacted their participation. These included unfamiliarity with narrative forms, discomfort expressing personal themes in English, and uncertainty around evaluative criteria. Such concerns highlight the need for scaffolded instruction and culturally sensitive guidance, especially in contexts where creative expression may be novel or restricted by institutional norms.

In conclusion, this study provides compelling evidence that creative writing is not simply an enrichment activity but a vital component of inclusive, student-centred language education. By offering EFL learners a platform for self-expression, cultural exploration, and emotional connection, creative writing supports both linguistic competence and personal growth. In contexts like Saudi Arabia, where language education often underplays identity, this approach offers a powerful pedagogical alternative, one that views learners not as test-takers but as storytellers, thinkers, and cultural participants in the English language.

APPENDIX A. CREATIVE WRITING ENGAGEMENT SCALE (CWES)

This 12-item scale was designed to measure learners' emotional, cognitive, and motivational engagement with creative writing tasks. Items are rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Sample Items:

1. Creative writing allows me to express emotions I cannot normally share in English.
2. Writing poems or stories helps me explore my identity in English.
3. I enjoy using English to create fictional characters or settings.
4. I feel more emotionally connected when writing creatively in English.
5. Creative writing improves my English fluency.
6. Writing freely in English helps me take risks with language use.
7. I enjoy experimenting with new words or expressions in my writing.
8. Writing creatively makes English feel like a language I can make my own.
9. I look forward to creative writing assignments in class.
10. I find creative writing less stressful than other writing tasks.
11. Creative writing gives me a stronger voice in English.
12. Creative writing makes English feel more meaningful to me.

APPENDIX B. SELF-EFFICACY AND AUTONOMY SCALE (SEAS)

This 10-item scale assesses students' self-confidence in academic English writing and their sense of autonomy in making writing-related decisions. It uses a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

Sample Items:

1. I feel more confident writing in English after creative tasks.
2. I decide what to include in my writing without relying on fixed models.
3. I feel I have control over the writing process.
4. I trust my own ideas when writing in English.

5. I feel capable of completing creative writing tasks in English.
6. I am willing to take risks in my writing.
7. I often make personal choices in what and how I write.
8. I believe that I can improve my writing through practice.
9. I write more independently after engaging in creative tasks.
10. I feel motivated to express myself in English.

APPENDIX C. REFLECTIVE JOURNAL PROMPTS

Participants were required to submit reflective journal entries weekly during the 12-week intervention period. Each prompt encouraged self-expression, identity exploration, and intercultural awareness. Entries were submitted in English.

Sample Weekly Prompts:

1. Describe a moment in this week's writing that felt especially personal or expressive.
2. What emotions did you experience while writing this week's task?
3. Did you draw from your real-life experiences or imagination? Explain.
4. How did your cultural or religious background influence what you wrote?
5. What challenges did you face when trying to express yourself in English?
6. Did your writing this week help you understand someone else's point of view?
7. How did your story/poem/character relate to your own identity?
8. What new ideas or values did you explore in your writing?
9. How did writing help you reflect on your family, community, or society?
10. In what ways did creative writing feel different from academic writing?
11. What did you learn about yourself through this week's writing?
12. Would you like to continue writing creatively after this course? Why or why not?

ACKNOWLEDGEMENTS

The authors would like to thank the participating students of King Khalid University's Drama, Poetry, and Short Story courses for their collaboration and creativity. This research did not receive a specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

REFERENCES

- [1] American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- [2] Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W. H. Freeman.
- [3] Boomsma, A., & Hoogland, J. J. (2001). The Robustness of LISREL Modelling Revisited. In R. Cudeck, S. du Toit, & D. Sörbom (Eds.), *Structural Equation Modeling: Present and Future* (pp. 139–168). Scientific Software International.
- [4] Burke, C., & Cremin, T. (2016). *Creativity and Writing: Developing Voice and Verve in the Classroom*. Routledge.
- [5] Byram, M. (2021). *Teaching and Assessing Intercultural Communicative Competence: Revisited*. Multilingual Matters.
- [6] Chen, F. F. (2007). Sensitivity of Goodness of Fit Indexes to Lack of Measurement Invariance. *Structural Equation Modeling: A Multidisciplinary Journal*, 14(3), 464–504. <https://doi.org/10.1080/10705510701301834>
- [7] Cheung, G. W., & Rensvold, R. B. (2002). Evaluating Goodness-of-fit Indexes for Testing Measurement Invariance. *Structural Equation Modeling: A Multidisciplinary Journal*, 9(2), 233–255. https://doi.org/10.1207/S15328007SEM0902_5
- [8] Cummins, J. (2001). *Negotiating Identities: Education for Empowerment in a Diverse Society*. California Association for Bilingual Education.
- [9] Darvin, R., & Norton, B. (2015). Identity and a Model of Investment in Applied Linguistics. *Annual Review of Applied Linguistics*, 35, 36–56. <https://doi.org/10.1017/S0267190514000191>
- [10] Darvin, R., & Norton, B. (2021). Investment and Identity in Language Learning. *Language Teaching*, 54(2), 139–153. <https://doi.org/10.1017/S0261444820000518>
- [11] Elyas, T., & Badawood, A. (2016). English Language Educational Policy in Saudi Arabia Post 21st Century: Enacted Curriculum, Identity, and Modernisation. *Arab World English Journal*, 7(1), 3–18. <https://doi.org/10.24093/awej/vol7no1.1>
- [12] Elyas, T., & Picard, M. (2010). Saudi Arabian Educational History: Impacts on English Language Teaching. *Education, Business and Society: Contemporary Middle Eastern Issues*, 3(2), 136–145. <https://doi.org/10.1108/17537981011047961>
- [13] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- [14] Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). Teachers College Press.
- [15] Gutiérrez, M., Tomás, J. M., Romero, I., & Barrica, J. M. (2017). Perceived Social Support, School Engagement, and Satisfaction with School. *Revista de Psicodidáctica*, 22(2), 111–117. <https://doi.org/10.1016/j.psicod.2017.01.001>
- [16] Hanauer, D. I. (2012). Meaningful Literacy: Writing Poetry in the Language Classroom. *Language Teaching*, 45(1), 105–120. <https://doi.org/10.1017/S0261444810000522>
- [17] IBM Corp. (2019). *IBM SPSS Statistics for Windows* (Version 26.0).
- [18] Kemmis, S., & McTaggart, R. (2005). Participatory Action Research: Communicative Action and the Public Sphere. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 559–603). Sage.
- [19] Kline, R. B. (2015). *Principles and Practice of Structural Equation Modelling* (4th ed.). Guilford Press.

- [20] Li, C.-H. (2016). Confirmatory Factor Analysis with Ordinal Data: Comparing Robust Maximum Likelihood and Diagonally Weighted Least Squares. *Behavior Research Methods*, 48(3), 936–949. <https://doi.org/10.3758/s13428-015-0619-7>
- [21] Li, T., He, P., & Peng, L. (2024). Measuring High School Student Engagement in Science Learning: An Adaptation and Validation Study. *International Journal of Science Education*, 46(6), 524–547. <https://doi.org/10.1080/09500693.2023.2248668>
- [22] Mahboob, A., & Elyas, T. (2014). English in the Kingdom of Saudi Arabia. *World Englishes*, 33(1), 128–142. <https://doi.org/10.1111/weng.12073>
- [23] Marsh, H. W., Hau, K. T., & Wen, Z. (2004). In Search of Golden Rules: Comment on Hypothesis-Testing Approaches to Setting Cutoff Values for Fit Indexes. *Structural Equation Modeling: A Multidisciplinary Journal*, 11(3), 320–341. https://doi.org/10.1207/s15328007sem1103_2
- [24] Melo-Pfeifer, S. (2022). Multilingualism, Identity and Creative Writing in Higher Education: Voices from Language Learners. *Journal of Multilingual and Multicultural Development*, 43(5), 456–472. <https://doi.org/10.1080/01434632.2020.1791457>
- [25] Ministry of Education. (2020). *Saudi Vision 2030: Education sector developments*. Retrieved July 5, 2025, from <https://www.moe.gov.sa/en/Pages/default.aspx>
- [26] Morgan, B., & Clarke, M. (2011). Identity in Second Language Teaching and Learning. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (Vol. 2, pp. 817–836). Routledge.
- [27] Muthén, L. K., & Muthén, B. O. (2017). *Mplus User's Guide* (8th ed.). Los Angeles, CA: Muthén & Muthén.
- [28] Norton, B. (2013). *Identity and Language Learning: Extending the Conversation* (2nd ed.). Multilingual Matters.
- [29] Pavlenko, A. (2006). Bilingual selves. In A. Pavlenko (Ed.), *Bilingual minds: Emotional experience, Expression, and Representation* (pp. 1–33). Multilingual Matters.
- [30] Ryan, R. M., & Deci, E. L. (2020). Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- [31] Tin, T. B. (2016). *Language Creativity in Everyday Contexts: Methodologies and Explorations*. Multilingual Matters.
- [32] UNESCO. (2019). *Framework for the Future of Education*. <https://unesdoc.unesco.org/ark:/48223/pf0000372323>
- [33] Ushioda, E. (2017). The Impact of Global English on Motivation to Learn Other Languages: Toward an Ideal Multilingual Self. *The Modern Language Journal*, 101(3), 469–482. <https://doi.org/10.1111/modl.12413>
- [34] Ushioda, E. (2020). Language Learning Motivation: Global Perspectives and the Road Ahead. *The Modern Language Journal*, 104(3), 734–739. <https://doi.org/10.1111/modl.12736>
- [35] van de Schoot, R., Lugtig, P., & Hox, J. (2012). A Checklist for Testing Measurement Invariance. *European Journal of Developmental Psychology*, 9(4), 486–492. <https://doi.org/10.1080/17405629.2012.686740>
- [36] Wang, M. T., & Eccles, J. S. (2012). Social Support Matters: Longitudinal Effects of Social Support on Three Dimensions of School Engagement from Middle to High School. *Child Development*, 83, 877–895. <https://doi.org/10.1111/j.1467-8624.2012.01745.x>
- [37] Wolf, E. J., Harrington, K. M., Clark, S. L., & Miller, M. W. (2013). Sample Size Requirements for SEM: An Evaluation of Power, Bias, and Solution Propriety. *Educational and Psychological Measurement*, 73(6), 913–934. <https://doi.org/10.1177/0013164413495237>

Hana Al-Hudaithy is an Assistant Professor and academic leader specialising in Applied Linguistics. Her research focuses on Applied linguistics, technology-enhanced language learning and discourse analysis. With a Ph.D. from the University of the West of England-Bristol, UK, she has extensive experience in curriculum development, accreditation, and administrative leadership at King Khalid University. She is an ISO-certified lead auditor and a recipient of the Saudi Cultural Attaché's Award. Email: hrashed@kku.edu.sa ORCID iD: <https://orcid.org/0000-0002-4560-0363>

Anjum Mishu is a lecturer in the Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia. She obtained her B.A. and M.A. in English (Language & Literature) from Khulna University, Bangladesh. She also did her CELTA from the UAE. Her research interests include Psychoanalytic Study of Literary Texts, Integrating Literature in ELT, Interdisciplinary Studies between Psychology and ELT, and Task-based Language Learning/Teaching. Email: aans@kku.edu.sa ORCID iD: <https://orcid.org/0000-0001-9244-2583>

Gaus Chowdhury is a lecturer in English Language Center at King Khalid University, Saudi Arabia. He received his B.A. and M.A. in English (Language & Literature) from Khulna University, Bangladesh. He also completed a CELTA course in the UAE. His research interests include CALL, CLIL, and Mobile Platform-based Language Teaching. Email: azamku09@gmail.com ORCID iD: <https://orcid.org/0000-0002-3410-6570>