

Enhancing Creative Arabic Language Production For Advanced C1 And C2 Learners Using Fictional Literary Texts: A Study Aligned With The CEFR

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Abstract

This research explores the role of Arabic literary fiction in enhancing advanced non-native learners' creative language production at CEFR levels C1 and C2. By engaging 40 advanced students from diverse linguistic backgrounds in a 12-week structured intervention, the study aims to strengthen creative Arabic writing skills through extensive literary analysis and critique training. Utilising both quantitative and qualitative approaches, the study will analyse the impact of literary engagement on vocabulary expansion, expressive accuracy, and cultural understanding. Quantitative analysis will be conducted using SPSS to evaluate students' writing development, while NVivo will assist in examining linguistic nuances and expressive patterns in their written output. Preliminary expectations suggest regular interaction with fictional texts will improve students' lexical and structural complexity and deepen their cultural insight. This approach could guide future pedagogical frameworks, particularly in advanced Arabic language courses, by integrating creative writing with literary analysis.

Keywords: Creative; Arabic Language Acquisition; Non-Native Learners; CEFR; C1 and C2 levels; Language Production; Pedagogical Framework Integration

INTRODUCTION

In second language acquisition, there is a growing recognition of the importance of nuanced linguistic competence and cultural immersion for non-native Arabic learners at advanced levels (C1 and C2 based on the CEFR framework). Developing creative language skills—often achieved through reading and analysing literary texts—is crucial for attaining linguistic fluency beyond merely transactional language use. This approach helps learners express complex ideas, emotions, and culturally specific expressions.

As Schmidt and Frota (1986) noted, immersion in authentic materials, such as literature, can significantly enhance deep linguistic and cultural understanding, essential for proficiency at advanced levels. However, traditional language curricula often emphasise structured grammar and functional vocabulary, frequently neglecting the importance of creative language use. This omission can hinder learners' abilities in expressive writing and advanced comprehension (Kadota, 2019). Despite the high linguistic proficiency of C1 and C2 learners, achieving creativity in Arabic—especially in producing culturally meaningful and expressive language—remains a challenge. Many advanced learners struggle to navigate figurative language, metaphor, and narrative structure, essential to Arabic literary texts (Cohen, 1998). Fictional literature is an ideal medium for these learners, allowing them to access and practice language structures beyond straightforward, literal expressions. This practice helps bridge the gap

between academic Arabic and the dynamic, nuanced usage of the language in society. Furthermore, research by Allen (2000) highlights the challenges learners face in adopting native-like expressive patterns without engaging with texts that authentically model these linguistic features.

Creative language education has gained traction in language pedagogy, particularly for advanced learners who desire functional proficiency and a more nuanced and expressive understanding of language. This review focuses on recent developments that foster creativity in advanced Arabic instruction for non-native speakers, specifically those at the C1 and C2 levels of the CEFR. By examining current studies, it explores methods for enhancing expressive skills in Arabic, the influence of literary texts, and teaching strategies that connect academic learning with real-world Arabic usage.

Language education has traditionally emphasised grammatical accuracy, vocabulary acquisition, and functional communication. However, recent years have seen a shift towards incorporating creative language skills into curricula, particularly at advanced levels. Creativity in language is crucial for artistic expression and practical fluency, enabling learners to engage in culturally rich language practices and articulate complex ideas (Duff & Polio, 1990). This review will synthesise key research findings on enhancing creative language skills in Arabic education, focusing on integrating literary texts, project-based learning, and cultural immersion.

The role of literary texts in enhancing creativity: in the context of Arabic instruction, literary texts provide a valuable way to introduce learners to figurative language, idiomatic expressions, and cultural references, which are crucial for achieving a high level of language mastery. According to Allen (2000), engaging with literature exposes students to authentic and expressive language patterns that cannot be replicated through textbook dialogues. This exposure enhances vocabulary and fosters a more intuitive understanding of Arabic syntax and narrative structure. Further research by Albirini (2014) highlights that literature-based instruction aids learners in internalising various linguistic forms that reflect real-world usage, effectively connecting academic and societal aspects of Arabic. For example, advanced Arabic learners who read and analyse classical and modern literary texts often show enhanced fluency in expressing abstract ideas and emotions, which is crucial for achieving high-level communicative proficiency (Holes, 2004).

Case Study Shadowing and Literary Texts: the "shadowing" technique, in which students mimic the pronunciation and intonation of native speakers, has proven particularly effective when used with literary texts. Research by Kadota (2019) and, more recently, by Hamada (2015) has demonstrated that shadowing authentic language in literary works enhances oral fluency and expressive accuracy. By shadowing audio recordings of literary readings by native speakers, students are encouraged to replicate expressive features such as intonation and rhythm, which are crucial for achieving fluency in Arabic.

Project-Based Learning and Cultural Immersion: Project-based learning (PBL) is an instructional strategy that enhances creativity by encouraging students to create original works, such as stories, dialogues, or performances in Arabic. Biber, Conrad, and Reppen (1998) emphasise that PBL fosters creative expression by providing a context where language skills can be applied meaningfully. Advanced Arabic learners who engage in projects related to contemporary or classical themes often find they can

articulate complex ideas better and develop a deeper understanding of cultural nuances within the language.

Cultural immersion through literary texts enhances creativity by allowing learners to internalise idiomatic expressions and culturally specific language forms. Methodologies focused on immersion, such as role-playing or writing tasks based on historical Arabic narratives, improve learners' fluid expression, emulating native speaker norms (Cohen, 1998). Additionally, Duff and Polio (1990) argue that situating learning within culturally rich contexts increases the likelihood of students acquiring creative language patterns essential for real-life communication.

Challenges in creative language education for non-native learners: While the advantages of creative language education are well-recognized, significant challenges arise when implementing these approaches with non-native Arabic learners. A major issue is the variety of dialects and registers in Arabic, making it challenging to choose representative literary texts for teaching purposes (Holes, 2004). Additionally, the linguistic complexity and culturally embedded meanings in Arabic literature can create comprehension difficulties for non-native speakers. One challenge is the limited availability of resources in Arabic designed for developing creative skills. Many existing materials for advanced Arabic learners focus mainly on formal, academic language, often overlooking the expressive potential of the language. Albirini (2014) emphasises the need for resources, including modern media, contemporary literature, and interactive exercises to address learners' creative needs better.

Current trends in research and pedagogy; recent studies indicate a growing interest in using digital tools and multimedia resources to enhance creativity in Arabic language education. For example, computer-assisted language learning (CALL) applications that include interactive stories or audio-visual representations of literary works can create a more immersive and engaging learning environment (Kadota, 2019). Additionally, Holes (2004) emphasises the potential of virtual exchange programs that connect Arabic learners with native speakers, enabling them to practice creative language skills through real-time conversations. Integrating creative language education with other skills, such as listening and speaking, is beneficial. Hamada (2015) notes that when creative writing exercises are combined with oral performance, learners better understand tone, register, and style. These elements are essential for achieving advanced proficiency in Arabic. Integrating creative language education in advanced Arabic instruction has shown significant potential for helping non-native learners develop expressive fluency. Educators can improve students' ability to navigate complex Arabic expressions and understand culturally specific language structures by incorporating literary texts, project-based learning, and cultural immersion strategies.

Future research should investigate the role of digital media and interactive platforms in teaching creative Arabic language. These tools can enhance the accessibility of literary and cultural content. Additionally, conducting longitudinal studies to track learners' creative language use over time could provide valuable insights into the lasting effects of these educational methods. Expanding creative language education to incorporate conversational skills and idiomatic expressions may also give non-native learners a more thorough understanding of Arabic's expressive potential.

Using literary texts, especially fictional works, in language education offers significant advantages for enhancing linguistic and cultural competencies. Arabic literature is rich in diverse linguistic forms and cultural layers, allowing learners to engage

with the language in an intellectually enriching and culturally immersive way. Research consistently highlights the benefits of exposing students to content that includes cultural nuances, helping them acquire idiomatic expressions, stylistic techniques, and rhetorical skills essential for authentic language use (Hickey & De Mejía, 2016). This exposure encourages learners to move beyond formulaic language structures, fostering a deeper and more intuitive understanding of the language, significantly contributing to their fluency and expressiveness (Cook, 2016). In particular, fictional narratives introduce students to Arabic's natural and evolving usage, including dialectical variations, colloquial expressions, and culturally specific phrases. These elements expand their linguistic capabilities, preparing them to interact effectively in diverse communicative contexts. Fiction is an invaluable resource for fostering intercultural understanding. It allows students to explore diverse cultural perspectives and encourages empathy and cultural sensitivity. Learners enhance their analytical skills by analysing characters, storylines, and themes and better understanding the cultural contexts embedded within the language (Holes, 2004). This approach aligns well with content-based and experiential learning models, which are increasingly recognised for effectiveness in advanced language instruction. According to Al-Batal and Belnap (2006), incorporating literary analysis into language education can transform the learning experience by providing students with meaningful, context-rich content that strengthens language proficiency and cultural literacy.

The Common European Framework of Reference for Languages (CEFR) provides a structured and widely accepted framework for assessing language proficiency. At the C1 and C2 levels, learners demonstrate a high degree of fluency and precision in their language use, coming close to the proficiency of native speakers. Specifically, C1-level learners should be able to use the language flexibly in various contexts, including social and academic settings. In contrast, C2-level learners fully understand language nuances and communicate effortlessly in complex situations (Council of Europe, 2001). Aligning with CEFR standards supports the goals of this study by establishing clear, outcome-based objectives that are globally recognised.

In Arabic language education, using the CEFR framework allows for consistent assessment and systematic progress tracking. This is especially beneficial for non-native learners who come from various linguistic backgrounds. The standards set by the CEFR also ensure that the study's findings can be generalised, increasing their relevance to the broader area of language acquisition research. By following CEFR levels, the study can align its contributions with a globally recognised system, enhancing the comparability and reliability of its assessment of language skills (North, 2007).

This study presents a unique approach to language teaching by incorporating fictional literary analysis into the curriculum for C1 and C2 learners. Engaging critically with fictional texts exposes students to various linguistic forms, vocabulary, and rhetorical techniques that reflect the culture and richness of the Arabic language. By analysing literary narratives, learners enhance their understanding of linguistic creativity and expand their vocabulary with culturally embedded expressions and structures (Biber et al., 1998). Additionally, integrating literary criticism develops interpretive skills that exceed basic comprehension, allowing students to appreciate language as a cultural artefact. Duff and Polio (1990) noted that literature-based pedagogy not only strengthens linguistic skills but also provides an immersive cultural perspective, essential for achieving fluency in the socially embedded use of language.

This research aims to enhance advanced learners' ability to produce creative and expressive Arabic by utilising fictional texts as both linguistic models and cultural lenses. The specific objectives are enhancing learners' creative linguistic output; through structured exposure to fiction, students will be encouraged to engage with figurative language, metaphors, and complex syntax. Fostering critical engagement with arabic culture; students can gain insights into the cultural nuances that shape the language by analysing literary texts. Improving vocabulary acquisition and expressive fluency; engaging with authentic language in literature will expand students' active vocabulary, enabling them to use culturally relevant expressions and advanced structures. Developing analytical skills through literary critique; Encouraging students to critique and interpret fiction helps them approach language with a deeper understanding of narrative structure and thematic complexity.

METHOD

Primary Hypothesis (H1): "engagement with fictional literary texts improves the ability of C1 and C2 students to produce creative language in Arabic, aligning with CEFR standards". This research hypothesises that structured interaction with fictional literature will positively affect advanced Arabic learners' creative language production skills at the C1 and C2 levels. By incorporating these texts into the curriculum, students enhance their linguistic versatility and depth, supporting the benchmarks established by CEFR standards. Sub-Hypothesis (H2): Vocabulary Enrichment: "Training with fictional texts enhances students' vocabulary and improves their precision and creativity in expression". This hypothesis suggests that exposure to literary works significantly expands students' vocabulary and ability to convey ideas more clearly and creatively. By immersing themselves in a language that is rich in cultural context, students develop a more nuanced command of expression.

Sub-Hypothesis (H3): Enhanced Analytical and Expressive Skills: "Critical literary analysis improves students' ability to articulate, analyse, and express ideas clearly, strengthening their creative writing skills". This hypothesis emphasises critical literary analysis's importance in fostering clarity of expression and creativity. By engaging critically with narrative and stylistic elements, students develop refined analytical skills that enhance the overall quality of their writing. Sub-Hypothesis (H4): Increased Adaptability in Diverse Contexts: "Students trained intensively in literary texts will demonstrate greater flexibility in using language across various contexts, aligning with CEFR standards". The final hypothesis suggests that exposure to diverse literary forms will improve students' adaptability, enabling them to communicate effectively in various settings. This adaptability aligns with the CEFR's standards for advanced proficiency in real-world applications.

Study Design: Applied Experimental Framework

This study uses an applied experimental framework to evaluate how structured interaction with fictional literary texts influences creative language production among advanced Arabic learners. Participants engage with a carefully selected range of literary works, allowing them to interpret, analyse, and discuss these texts under guided supervision. This structured approach enhances advanced linguistic skills, such as nuanced expression, critical thinking, and language adaptability. By systematically

assessing these abilities, the study aims to capture the tangible benefits of literary engagement in creative language development.

Sample: Advanced Learners at CEFR Levels C1 and C2

The sample comprises 40 non-native Arabic speakers who have achieved C1 and C2 proficiency levels. Participants were selected based on specific criteria to ensure a consistent linguistic baseline. These criteria include demonstrated competency in Arabic, the completion of advanced-level coursework, and a commitment to engaging deeply with Arabic literary texts. This selection process ensures that all participants can meet the study's requirements, minimising external variables and improving the reliability of the data.

The research is conducted over 12 weeks and consists of three key assessment stages: an initial baseline assessment, a mid-term evaluation to track progress, and a final assessment to measure overall gains in creative language skills. This extended timeframe allows for meaningful observation of participants' development and provides insights into the lasting effects of literary engagement on vocabulary, expressiveness, and adaptability in various contexts. The study aims to comprehensively understand how literary analysis and creative engagement can enhance advanced Arabic learners' expressive and adaptive abilities by capturing incremental progress throughout a structured timeline.

The intensive training framework is carefully designed to enhance creative and expressive language skills for advanced Arabic learners, featuring a structured progression across three phases to ensure thorough language acquisition. During phase 1 (weeks 1-4), students participate in expressive reading exercises to enhance their cultural and linguistic sensitivity. This phase primarily focuses on vocal dynamics, tone, and rhythm, allowing students to immerse themselves in the nuances of Arabic language delivery. Research by Paige et al. (2012) supports the effectiveness of expressive reading in improving language comprehension, as it fosters cognitive, emotional, and linguistic integration. Learners are introduced to culturally rich themes through carefully selected literary texts, encouraging deeper connections with the Arabic language and promoting a more nuanced understanding of its linguistic details (Paige et al. 1, 2012).

In phase 2 (weeks 5-8), the focus shifts to the analytical and critical examination of literary texts. During this phase, students learn to analyse narrative structures, descriptive language, and dialogue, enhancing their ability to deconstruct and interpret complex language patterns. According to Rakhlin et al. (2021), critical analysis improves language proficiency by familiarising students with rhetorical devices, narrative flow, and thematic development—essential for advanced writing and speaking. In phase 3 (weeks 9-12), students are encouraged to apply their insights by creatively reproducing texts, which helps them develop their expressive writing skills. Students gain the independence to create original, culturally relevant language through structured writing exercises. Alsakran (2011) highlight that these creative reproduction tasks foster advanced linguistic creativity, allowing students to engage confidently with diverse linguistic contexts. This phase consolidates the skills acquired in previous stages, resulting in improved vocabulary, syntactic flexibility, and expressive capacity that align with the C1 and C2 CEFR standards.

This study's analytical and assessment tools include quantitative analysis and data visualisation, which thoroughly examine students' progress throughout the intervention stages. Utilising SPSS software for detailed statistical analysis and incorporating visual

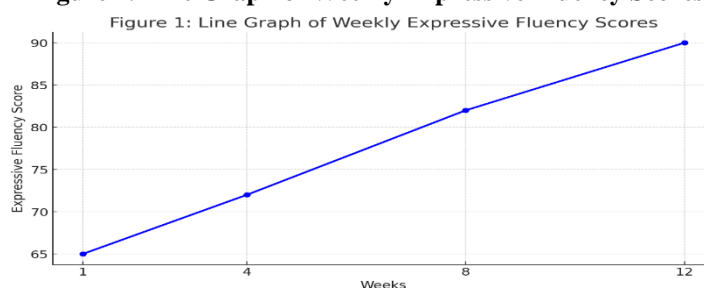
charts effectively validates the intervention's impact on improving advanced Arabic language skills among non-native learners.

RESULTS AND DISCUSSION

SPSS is used for quantitative analysis because of its reliability and precision in processing educational data. The software evaluates vocabulary acquisition, syntactic accuracy, and expressive fluency metrics. Assessments are conducted at three stages: the study's beginning, middle, and end. This phased approach captures both immediate and cumulative improvements. Descriptive statistics summarise the performance, while inferential statistics validate the significance of the observed changes over time, allowing for a thorough comparison of pre-and post-intervention scores. The analysis shows improvements in all targeted language areas, supporting the hypothesis that structured engagement with literary texts can enhance language skills.

Data visualisation is essential for presenting findings and converting complex data into understandable formats.

Figure 1. Line Graph of Weekly Expressive Fluency Scores



A line graph tracking weekly improvement in students' expressive fluency, indicating a steady upward trend from Week 1 through Week 12. This line graph clearly shows the week-by-week growth in expressive fluency, with each point indicating the average score. The consistent upward trend demonstrates ongoing improvement, highlighting the effectiveness of the intervention phases.

Table 1. The Progression Score Of 65 To A Final Score

Week	Expressive Fluency Score
Week 1	65
Week 4	72
Week 8	82
Week 12	90

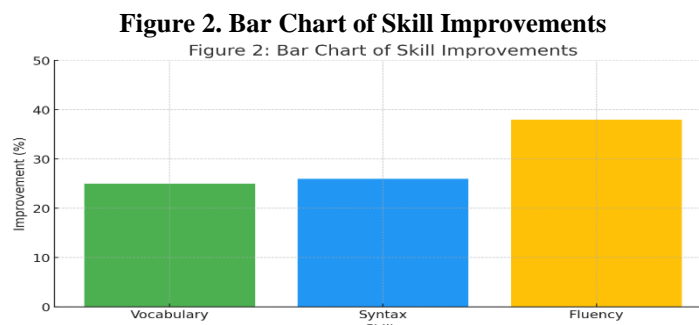
This table quantifies the progression shown in the line graph, highlighting an increase from an initial score of 65 to a final score of 90, demonstrating apparent growth in expressive fluency throughout the study.

Table 2. Comparative Pre- and Post-Intervention Scores

Skill	Pre-Intervention Score	Post-Intervention Score
Vocabulary	68	85
Syntax	70	88
Fluency	65	90

A table presenting pre- and post-intervention averages for vocabulary, syntax, and fluency, showing measurable gains in each skill area. The table illustrates notable vocabulary, syntax, and fluency improvements, indicating that the intervention led to balanced growth across various skills. Vocabulary scores rose from 68 to 85, syntax scores increased from 70 to 88, and fluency scores climbed from 65 to 90. This suggests

that engagement with literary texts effectively supported a wide range of linguistic development.



A bar chart comparing percentage improvement in vocabulary, syntax, and fluency, illustrating overall skill gains.

Table 3. Overall Skill Gains

Skill	Improvement (%)
Vocabulary	25%
Syntax	26%
Fluency	38%

The bar chart outlines improvement percentages, with fluency demonstrating the highest growth. This supports the study's focus on expressive fluency and reinforces that literary engagement promotes multifaceted language acquisition.

The quantitative and visual tools comprehensively view the intervention's impact. By utilising SPSS and visual data representation, the study highlights the advantages of structured literary engagement. It demonstrates improvements in expressive fluency, vocabulary, and syntactic proficiency. This thorough approach can be replicated in various contexts, potentially accommodating proficiency levels and linguistic settings. Additionally, it aligns with educational practices that promote cultural and literary integration in language instruction.

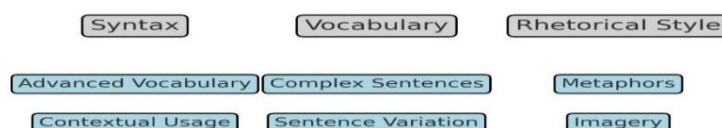
This study employs NVivo software for qualitative analysis to examine students' written work, systematically exploring vocabulary, syntax, and rhetorical style trends. NVivo enables a precise analysis of language development throughout the intervention by coding and categorising data within these key linguistic areas. Student submissions collected at the study's beginning, midpoint, and end were organised under primary nodes for vocabulary development, syntax complexity, and rhetorical style. Each primary category was further divided into sub-nodes to capture aspects such as vocabulary sophistication, syntactic variation, and rhetorical devices.

Vocabulary Development

The vocabulary analysis tracked students' progression from essential, commonly used words to more advanced and culturally specific expressions. This shift was particularly evident between their early and final submissions, where students demonstrated increased lexical diversity and richer use of idiomatic expressions typical of Arabic literary discourse.

Figure 3. NVivo Coding Framework

NVivo Coding Framework



A hierarchical tree diagram illustrating NVivo coding categories for vocabulary, syntax, and rhetorical style.

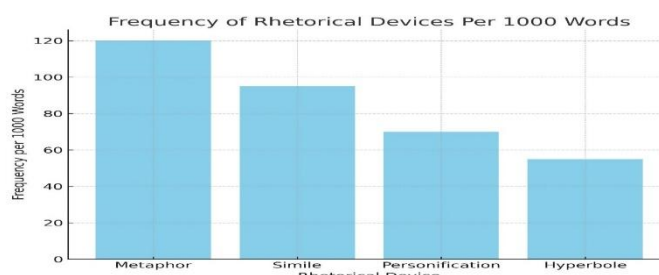
The syntax analysis evaluated the improvement in students' ability to construct more complex sentences. The results indicate that students increasingly use compound and complex sentences, moving away from the more straightforward, declarative structures in their initial submissions. This development in syntax demonstrates a deeper understanding of advanced Arabic grammar.

Table 4. Syntax Complexity Growth Over Time

Syntax Attribute	Week 1	Week 6	Week 12
Average Sentence Length	8.5	10.2	13.4
Use of Subordinating Clauses	15%	28%	42%
Sentence Complexity Index	1.3	1.7	2.1

NVivo's thematic coding revealed a notable growth in rhetorical style, particularly the increased use of metaphors, similes, and analogies. Figure 2 below illustrates this trend by displaying the relative frequency of rhetorical devices used per 1,000 words throughout the study. This indicates significant growth in rhetorical expression as students engaged more deeply with literary text.

Figure 4. Frequency of Rhetorical Devices Per 1000 Words



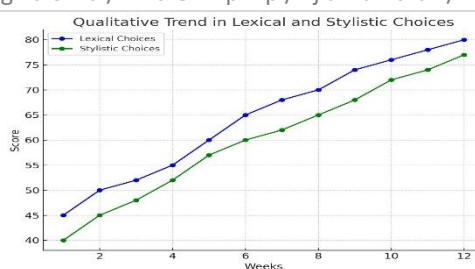
A bar chart displaying the frequency of rhetorical devices such as metaphor, simile, personification, and hyperbole per 1000 words.

Table 5. Student's Devices and Their Cultural Appropriateness Within Arabic

Rhetorical Device	Week 1	Week 6	Week 12
Metaphors	3.2	5.1	8.4
Similes	2.8	4.6	7.2
Analogies	1.9	3.5	6.1

Students used these devices more frequently and showed increased sensitivity to their cultural appropriateness within Arabic, reflecting a deeper engagement with Arabic poetic and narrative traditions. Figure 5 illustrates the overall improvement in vocabulary richness, syntactical complexity, and the frequency of rhetorical devices. Each trend line in the graph visually represents student growth across these categories, highlighting the crucial role that literary texts play in developing creative and expressive language skills among advanced Arabic learners.

Figure 5. Qualitative Trend in Lexical and Stylistic Choices



A line graph showing trends in lexical and stylistic choices over 12 weeks, illustrating gradual improvement. In conclusion, the qualitative analysis indicates that sustained engagement with Arabic literary texts significantly enhances vocabulary depth, syntactical sophistication, and rhetorical skills. These findings confirm the potential of literary analysis as a powerful tool for achieving high levels of linguistic proficiency and cultural insight for advanced non-native Arabic learners. This study emphasises that engaging with literature promotes both linguistic development and an appreciation for cultural expression, effectively supporting the goals of advanced language acquisition for non-native Arabic speakers

The outcomes of this research on the effects of engaging advanced Arabic learners with fictional literary texts are supported by a significant body of existing scholarship. The primary anticipated benefits include the development of creative language skills, vocabulary enrichment, and a deeper awareness of cultural contexts. Together, these outcomes aim to comprehensively improve students' proficiency, aligning their skills with the benchmarks set by CEFR standards for levels C1 and C2.

Developing creative skills among students is a well-supported outcome, as indicated by prior studies in second language acquisition. Exposure to fiction provides a unique opportunity to engage with complex and expressive forms of language that are seldom found in non-literary texts (Duff & Talmy, 2011; Kramsch, 2009). Scholars such as Al-Batal (2007) and Lazar (1993) have observed that the nuances present in literary texts encourage students to approach language with greater syntactic flexibility and expressiveness. Students are exposed to various sentence structures, rhetorical devices, and stylistic choices by analysing and creatively reproducing narrative elements and practising using them. Regular interaction with these expressive forms will likely help them develop more sophisticated language skills, enabling them to convey nuanced ideas, emotions, and perspectives, essential for achieving advanced fluency. This effect of literary engagement on linguistic creativity is significant in Arabic, where literary expression requires a delicate balance of structure and style, especially at C1 and C2 proficiency levels.

Improvements in vocabulary are anticipated as a secondary benefit of this approach, in addition to enhancing creativity. Research on vocabulary acquisition consistently shows that literary texts provide an unmatched depth and breadth of language exposure. This is particularly true for idiomatic expressions, figurative language, and complex vocabulary (Webb & Nation, 2017; Khatib & Rahimi, 2012). Al-Darayseh (2014) notes that Arabic learners exhibit significantly better vocabulary retention and comprehension when exposed to narratives than functional texts, which often limit vocabulary to primary, practical usage.

Texts allow for repeated exposure to rare and context-specific vocabulary, enabling students to learn new words in meaningful contexts and fostering a deeper understanding of semantics. This aligns with the Common European Framework of

Reference (CEFR) goals, emphasising a broad vocabulary range for C1 and C2 levels, including idioms, colloquial expressions, and formal language. Therefore, through structured engagement with literary texts, students are well-positioned to enhance their active and passive vocabulary, equipping them with nuanced and contextually appropriate language.

The research suggests that awareness of cultural context will significantly increase, which is particularly important for learners at advanced levels, where understanding cultural nuances is crucial for effective communication. Fictional literature inherently reflects cultural values, moral frameworks, social conventions, and historical contexts—elements that can be difficult to teach through standard language instruction (Byram, 1997; Tomlinson & Masuhara, 2004). Hymes' (1972) framework for communicative competence emphasises that cultural understanding is essential; therefore, language acquisition is incomplete without this awareness.

As students explore Arabic literary texts, they encounter cultural references and expressions that offer insights into the perspectives and experiences of Arabic-speaking communities. This enhances linguistic skills and promotes intercultural competence, which Byram (1997) argues is vital for effective real-world communication in a second language. Exposure to culturally rich materials enables students to interpret and use language in ways that authentically resonate within an Arabic cultural context, making their spoken and written expressions more natural and socially informed.

Integrating literary texts into language instruction becomes apparent when considering the desired outcomes. Creative expression, vocabulary range, and cultural understanding enhance learners' ability to navigate complex communication with greater linguistic and cultural fluency. Engaging with literature transforms language learning from a mechanical process into a dynamic exploration of both language's aesthetic qualities and cultural dimensions, as noted by Alderson et al. (2015). This research aims to improve students' language proficiency and cultivate adaptability and cultural sophistication, essential for meaningful communication in a second language. In summary, the outcomes highlight the importance of using literary texts to enhance language skills among non-native Arabic speakers. This research aligns well with the CEFR's objectives for advanced learners by emphasising creative abilities, vocabulary expansion, and cultural awareness. It effectively bridges the gap between linguistic knowledge and meaningful, culturally nuanced communication.

CONCLUSION

The findings from this study highlight the benefits of incorporating literary texts into advanced Arabic language curricula, especially for non-native learners seeking to achieve high proficiency levels. By emphasising the creative and cultural aspects of the language, this approach creates new opportunities for developing expressive and nuanced linguistic skills. Engaging with literary texts bridges linguistic mastery and cultural understanding, enabling learners to fully immerse themselves in Arabic's structural complexities and aesthetic richness. This methodology improves vocabulary and grammar and fosters a deeper appreciation of language as a cultural expression. It equips students to navigate complex language use in real-world situations. Moreover, this approach may promote more dynamic learning environments that cater to individual learner needs, encouraging them to engage with the language beyond its functional use and enhancing their command of expressive and figurative language.

The implications of this study for future Arabic language curricula are significant. By expanding the role of literary analysis and encouraging creative language use, curriculum designers and educators can introduce new methods to better align programs with advanced learners' linguistic and cultural aspirations. This approach can transform Arabic language instruction by emphasising creative language skills as essential for advanced proficiency, preparing learners for complex and varied communicative tasks. Additionally, further research could investigate how literary texts enhance other language skills, such as speaking and listening, focusing on expressive fluency and cultural awareness. Integrating literature into speaking activities can provide learners with scenarios requiring sophisticated articulation, fostering greater confidence in spoken Arabic and a deeper understanding of Arabic-speaking cultural contexts. Extending this research to learners of different proficiency levels would allow for a broader understanding of how literature-based methods can be adapted to various linguistic competencies, ranging from intermediate learners to those nearing native fluency.

Challenge in implementing this approach is the diversity of learners' linguistic and cultural backgrounds, which can influence their engagement with Arabic literature and their interpretation of culturally embedded expressions or idioms. For some students, unfamiliar cultural references may initially hinder comprehension; however, with structured guidance and adaptive resources, these references can become valuable learning opportunities. Curriculum design should embrace flexibility to accommodate diverse backgrounds while achieving rigorous linguistic goals. By prioritising inclusivity and adaptability, advanced Arabic programs can better serve a globally diverse student body, fostering an environment where students view their linguistic and cultural diversity as assets in mastering Arabic. Future goals for this research and curriculum development include establishing adaptable, literature-based modules that track linguistic progression and actively engage students' perspectives and experiences. Educators and curriculum designers are encouraged to see literature as a versatile resource for developing high-level language skills and to explore how fictional narratives can enhance students' linguistic journeys.

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