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## The Role of Teaching Arabic Literary Texts in Enhancing Oral Fluency for Advanced Learners According to CEFR Standards: The Case of KSU.

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### Abstract:

*This study investigates how Arabic literary texts can improve oral fluency and rhetorical awareness among advanced learners (C1-C2) according to CEFR standards. The research explores how engaging with literature can lead to more transparent and precise oral expression, reducing ambiguity and unnecessary embellishments. A 12-week intervention program was designed, including targeted lessons on rhetorical devices and text analysis. Using a mixed-methods approach, the study analysed quantitative data from pre- and post-intervention assessments with SPSS and qualitative data from classroom discussions and instructor interviews with NVivo. The findings show significant improvements in oral fluency, vocabulary use, and clarity of expression. Students demonstrated enhanced rhetorical awareness and improved ability to engage and persuade their audiences. This study emphasises the effectiveness of literary texts in promoting advanced oral proficiency and suggests further research into their role in developing other language skills.*

\* **DJEMAI MAHMOUD BOULAARES**

## 1. Introduction:

### *Central Argument:*

Literature has long been considered crucial in language education, especially in improving reading, writing, and oral expression skills. For advanced learners, communicating precisely and clearly in spoken language is particularly important. This study examines the impact of Arabic literature on enhancing oral fluency, with a specific focus on learners at the advanced C1 and C2 levels, as defined by the Common European Framework of Reference for Languages (CEFR). Arabic literary texts, renowned for their linguistic, rhetorical, and cultural complexity, offer students a unique opportunity to refine their spoken communication skills, enabling them to express their thoughts more precisely, clearly, and convincingly.

### *Research Problem:*

Even though learners at the C1 and C2 levels possess a solid understanding of grammar, they often struggle to express themselves naturally and persuasively in speech. This disconnect between their theoretical knowledge and practical speaking ability can result in an overreliance on figurative language or unnecessary embellishments, which may hinder rather than enhance communication.

Previous research has shown that although grammar-focused instruction is essential, it often needs to be supplemented to help learners develop dynamic and effective oral fluency in real-world situations (Byram et al., 2001). This study aims to fill this gap by suggesting that exposure to Arabic literature can help learners move beyond grammatical accuracy and towards greater fluency and communicative clarity (Roslan & Sahrir, 2020).

### *Significance:*

Arabic literature is a valuable educational tool that helps improve reading and writing skills and aids in developing oral fluency. Literary texts expose students to various narrative styles, registers, and rhetorical strategies that can be directly applied to their speech. These texts challenge learners to interpret and express complex ideas, emotions, and arguments, improving their ability to communicate similar ideas orally, precisely and coherently.

Literature is crucial in second language acquisition, as it bridges the gap between language skills and cultural competence. It provides learners with meaningful contexts for language use (Kramsch & Widdowson, 1998). For Arabic language learners, engaging with literary works enhances their understanding of the cultural and historical contexts of the language, thereby improving their rhetorical awareness. This is particularly beneficial for advanced students seeking to utilise Arabic in professional or academic settings where effective communication is crucial (Mohamed & Omer, 2000).

## Objective

This study aims to investigate the impact of engaging with Arabic literary texts on the oral fluency of advanced learners. The goal is to promote logical, clear expression that avoids unnecessary embellishment and ambiguity. Specifically, the research examines how exposure to literary narratives can improve learners' ability to structure their thoughts, avoid overusing figurative language, and focus on precise communication. This study builds on existing research highlighting the pedagogical importance of literature in language learning, specifically focusing on enhancing oral fluency in Arabic (Habash, 2010).

The study addresses a gap in advanced Arabic language education research by focusing on oral fluency and literary engagement. While extensive research has been conducted on reading and writing proficiency, the impact of scholarly texts on students' speaking abilities has received less attention. This study will assess how literary texts can help students improve their oral expression, moving beyond grammatical accuracy to achieve fluency, persuasiveness, and cultural awareness.

## 2. Research Hypotheses

- **Hypothesis 1:** Engaging with Arabic literary texts greatly enhances oral fluency and improves the accuracy of expression among learners at the C1-C2 levels. This hypothesis posits that interaction with Arabic literature will lead to advancements in students' oral fluency and precision. By exposing learners to a diverse range of vocabulary, complex sentence structures, and expressive styles found within literary works, we anticipate an enhancement in their ability to speak both more fluidly and accurately. This hypothesis will be evaluated by measuring oral proficiency before and after an intervention focused on literary engagement.
- **H2:** Engaging with literature minimises ambiguity and artificiality in speech, promoting a more precise and concise expression of ideas. This hypothesis emphasises the role of literature in aiding learners to develop a more natural and accurate speaking style, free from unnecessary embellishments or vague expressions. By analysing and discussing literary texts, students are expected to internalise clearer modes of communication. This hypothesis will be evaluated through a qualitative analysis of oral presentations and instructor feedback, with a focus on reducing ambiguity and overly formal language.
- **H3:** This hypothesis suggests that exposure to literary texts can improve students' understanding of rhetoric, helping them use rhetorical devices more effectively in spoken communication. It proposes that literature offers students examples of sophisticated rhetorical techniques they can incorporate into their speech. Students will likely enhance their rhetorical skills by studying how metaphors, analogies, and other rhetorical tools are used in literary works and apply these techniques more effectively. This hypothesis will be evaluated through both qualitative and quantitative assessments of students' rhetorical proficiency in speech.

These three hypotheses will be investigated using a comprehensive mixed-methods approach, integrating quantitative data and qualitative insights to explore how engagement with literature enhances oral fluency, clarity, and rhetorical skills among advanced learners.

### 3. Literature Review:

#### *The traditional role of literature in language learning:*

The role of literature in language education has long been recognised for its ability to expose learners to complex language structures and enhance critical thinking. Carter and Long (1991) identify three principal approaches to using literature in language education: the cultural, language, and personal growth models. These frameworks collectively emphasise the value of literature in promoting linguistic, artistic, and personal engagement. In particular, the language model emphasises how literary texts serve as advanced linguistic input, challenging learners to interact with intricate syntactical structures and nuanced vocabulary. This model directly supports enhancing oral and written fluency as students gain exposure to authentic language use.

Kramersch (1993) argues that literature serves as a bridge between linguistic competence and cultural understanding. Immersing learners in texts that reflect the cultural and historical contexts of the target language encourages students to navigate between their native linguistic frameworks and those of the new language. This process enhances communicative competence and pushes learners to express complex ideas more fluently. Kramersch further emphasises the cognitive benefits of literary engagement, as students are compelled to interpret metaphorical language, analyse characters, and infer deeper meanings. These skills translate into improved oral expression as students articulate these interpretations.

Maley and Duff (2007) note that literary texts provide a rich context for language use. They note that literary works engage learners' intellect and emotions. By exploring the diverse rhetorical strategies found in literature, learners are encouraged to express themselves more creatively and fluently. The complex nature of literature mirrors real-world language use, challenging learners to communicate clearly and logically, particularly in spoken discourse. This connection between literature and fluency is crucial, as it exposes learners to language that requires precision and critical engagement.

#### *Gaps in the Teaching of the Arabic Language:*

Despite the well-documented advantages of literature in language learning, further research is needed to explore how literature affects oral fluency in Arabic. Much of the existing literature on Arabic language instruction emphasises reading comprehension and writing skills, with fewer studies exploring the role of literature in enhancing oral proficiency.

For example, Al-Dajani (2019) investigated the use of literary texts to enhance reading comprehension among Arabic learners. His study markedly enhanced students' ability to navigate

complex language structures in texts but did not extend to oral fluency. Al-Dajani's research, while valuable, leaves open the question of how literature might impact spoken Arabic, particularly in advanced learners.

Similarly, Al-Tamimi (2012) conducted research that highlighted the benefits of cultural immersion through the use of Arabic literature in language learning. By engaging with literary texts, learners gained insights into Arab cultural practices, values, and historical contexts, enriching their language understanding. However, Al-Tamimi's study primarily addressed reading and writing skills, leaving a gap in our understanding of literature's potential to develop speaking abilities. Al-Tamimi suggested that future research should explore the oral dimension of language learning, notably how literature might support learners in achieving greater fluency and rhetorical precision in spoken Arabic.

This gap is particularly significant given the challenges advanced Arabic learners face in achieving fluency. Despite their command of grammar and vocabulary, many learners at the C1 and C2 levels need help with ambiguity, artificiality, or overly formal speech patterns. Cook (2016) highlights how second-language learners often rely on direct translations from their native language, resulting in speech that may be grammatically correct but lacks natural fluency. In Arabic, where diglossia presents an additional complication, learners face the challenge of mastering both Modern Standard Arabic and various dialects. This gap in research highlights the need for studies that investigate how Arabic literature, rich in rhetorical and linguistic devices, can aid learners in overcoming these challenges and enhancing their oral expression.

### ***Bridging Literature and Oral Expression:***

Literature enhances oral fluency by exposing learners to a range of linguistic and rhetorical devices. Maley and Duff (2007) argue that literary texts prompt learners to move beyond surface-level language use, leading to a deeper understanding of language's rhetorical function. Engaging with literature encourages the effective use of metaphor, imagery, and parallelism, which is essential for clear and precise oral communication. Interacting with complex linguistic structures helps learners develop a more nuanced approach to expressing ideas in speech.

Lazar (1993) supports this view, claiming that literature helps learners develop rhetorical awareness and linguistic accuracy. Through literary analysis, learners become attuned to how authors manipulate language to achieve specific effects, such as persuasion or empathy. This awareness translates into improved speaking skills as learners better understand how to use rhetorical devices in their communication. Advanced learners, in particular, benefit from this exposure, as they often struggle to break away from formulaic or translated expressions and achieve true fluency in their target language.

Literature holds significant potential to enhance oral fluency in Arabic language learning. Both classical and modern Arabic literature are rich in rhetorical tools that can sharpen learners' speaking abilities. By engaging with Arabic literary texts, learners can observe how skilled writers

and poets utilise language to convey complex thoughts clearly and persuasively. This engagement helps learners develop a more authentic and natural speech pattern as they internalise effective rhetorical strategies and apply them in their oral expression.

However, integrating literature into speaking curricula presents challenges, particularly in selecting appropriate texts for learners at different proficiency levels, as Lazar (1993) notes. Texts that are too challenging may overwhelm students, while those that are too simple may require additional linguistic or cognitive stimulation. For advanced Arabic learners, selecting texts that strike a balance between accessibility and complexity is crucial. The diglossic nature of Arabic further complicates this process, as learners must navigate between different forms of the language. Therefore, careful consideration must be given to choosing literary texts that are both relevant and linguistically enriching for the target learner group.

The literature reviewed here demonstrates how literary texts can significantly enhance language learning, particularly in terms of oral fluency. Despite extensive research on the role of literature in reading and writing, a gap exists in understanding how literature can enhance spoken Arabic. This study aims to address that gap by exploring how engaging with Arabic literary texts can improve the oral fluency of advanced learners. The focus was on reducing ambiguity, improving rhetorical precision, and promoting more transparent communication. This research will use quantitative and qualitative analysis to deepen our understanding of how literature contributes to oral proficiency in Arabic.

#### 4. Research Design

##### *Study Type:*

This study employs a mixed-methods approach, combining quantitative and qualitative methodologies to thoroughly assess the influence of Arabic literary texts on the speaking fluency and persuasive skills of advanced learners. The mixed-methods framework enables the accurate measurement of enhancements in fluency and coherence through quantitative data, while also gathering learners' viewpoints and experiences through qualitative analysis.

##### *Sample:*

The sample comprises **40 advanced learners** (C1-C2 according to CEFR standards) enrolled in programs in Arabic as a foreign language. These learners have diverse cultural and linguistic backgrounds, which provide a wide variety of perspectives on how engagement with Arabic literature can influence oral expression. They were selected for their proficiency in Modern Standard Arabic (MSA) and already possessed foundational skills that enabled them to comprehend and analyse complex literary texts.

##### *Duration:*



The intervention is designed to span 12 weeks, systematically aimed at improving learners' fluency, rhetorical skills, and clarity in oral expression. Each week, participants engage in activities that blend literary analysis with practical applications in spoken discourse. This comprehensive program consists of three distinct phases, each focusing on specific aspects of oral fluency and rhetorical development.

### ***Intervention Phases:***

#### **Phase 1: Weeks 1-4 – Introduction to Rhetorical Devices and Fluency Enhancement**

The first phase focuses on familiarising learners with critical rhetorical devices in Arabic literary texts, such as **metaphor, simile, analogy, and allusion**. This foundational work is designed to help learners understand the role of these devices in creating persuasive, clear, and compelling speech.

- **Week 1-2:** Learners are introduced to selected prose and poetry that exemplify various rhetorical strategies. Group discussions focus on identifying these rhetorical techniques and considering how they can be adapted for use in oral communication.
- **Week 3-4:** Learners participate in **guided group discussions** where they orally analyse the literary texts, focusing on articulating complex ideas and improving the natural flow of speech. These discussions enhance oral fluency by encouraging clear, structured, and logical expression.

#### **Phase 2: Weeks 5-8 – Deepening Logical Expression and Rhetorical Proficiency**

In this phase, students explore more advanced literary texts and focus on improving their clarity and precision in oral expression. Texts are chosen based on their rhetorical complexity and thematic depth.

- **Week 5-6:** Students engage in **debate exercises** on analysing literary themes and rhetorical strategies. The goal is to enhance students' ability to communicate complex ideas logically and clearly, avoiding ambiguity and overly embellished speech.
- **Week 7-8:** Students deliver **oral presentations** analysing specific aspects of the literary texts they have studied. These presentations aim to refine their rhetorical skills, and feedback focuses on their fluency, clarity, and logical structure.

#### **Phase 3: Weeks 9-12 – Practical Application of Rhetorical Devices in Speech**

The final phase emphasises applying rhetorical techniques in prepared and spontaneous oral communication, encouraging students to integrate these skills naturally into their speech.

- **Week 9-10:** Students participate in **storytelling exercises**, where they must seamlessly incorporate rhetorical devices into their narratives. These exercises challenge students to maintain clarity while employing advanced rhetorical strategies.
- **Week 11-12:** The intervention concludes with **final presentations**, in which students present detailed analyses of literary texts or original ideas, demonstrating their ability to articulate complex thoughts fluently and persuasively. Feedback sessions provide comprehensive evaluations of each student's rhetorical and communicative performance.

### *Data Collection and Tools:*

#### **Quantitative Analysis**

Quantitative data were collected through **pre- and post-intervention tests** to assess learners' oral fluency, vocabulary usage, and rhetorical competency. We use **SPSS software** to analyse these metrics, focusing on the following areas:

- **Fluency improvement:** Measured through speed, coherence, and natural flow in speech.
- **Clarity and precision:** Evaluating reductions in ambiguity and artificiality in learners' speech.
- **Rhetorical awareness:** Assessing the frequency and effectiveness of rhetorical devices used in speech.

We statistically analyse the data using **paired T-tests** to compare pre- and post-intervention fluency scores and **ANOVA** to explore differences based on learners' cultural and linguistic backgrounds.

Qualitative data were gathered through semi-structured interviews with learners and instructors, as well as an analysis of classroom discussions and **reflective journals** maintained by the learners. We use **NVivo software** to identify recurring themes and patterns in the qualitative data.

- **Interviews:** These provide insights into learners' experiences with the literary texts and their perceived improvements in oral fluency and rhetorical precision.
- **Classroom discussions and journals:** These are analysed to track learners' evolving understanding of rhetorical devices and how this has influenced their oral expression.

We used NVivo to conduct thematic analysis, categorising data into critical areas such as fluency, clarity, rhetorical sophistication, and the avoidance of artificiality in speech.

### *Presentation of Results:*

#### **Quantitative Results:**



Quantitative data illustrated through tables and charts:

- **Table 1:** Displays improvements in fluency scores from before to after the intervention.
- **Table 2:** Shows ANOVA results indicating variations in fluency improvements across subgroups.
- **Chart 1:** A visual representation of rhetorical device usage before and after the intervention.

### Qualitative Results:

The qualitative findings are presented as follows:

- **Figure 1:** A word cloud depicting frequently used rhetorical terms in post-intervention discussions.
- **Thematic excerpts:** Direct quotes from learners are included to illustrate their reflections on rhetorical skill development.

This **mixed-methods study** provides a detailed analysis of how engaging with Arabic literary texts enhances oral fluency and rhetorical precision. Using **SPSS** for quantitative analysis and **NVivo** for qualitative insights, the research aims to illustrate the decisive role that literature can play in helping learners achieve clarity, precision, and fluency in their oral expression. Integrating literary techniques into oral communication improves language proficiency and equips learners with the rhetorical tools necessary for compelling and persuasive speech.

### 5. Data Analysis:

#### Quantitative Analysis

We used SPSS software to quantitatively assess the impact of Arabic literary texts on oral fluency, vocabulary use, and clarity of expression. Statistical tests such as **paired t-tests** and **ANOVA** were performed to compare pre- and post-intervention results. These analyses provide insights into the effectiveness of the intervention.

#### *T-Tests and Pre-Post Comparison:*

The **paired t-test** was utilised to assess significant differences in learners' performance before and after the 12-week intervention. This analysis gauges the improvements in two primary areas.

1. **Oral fluency** is assessed based on speech speed, coherence, and natural flow.
2. **Vocabulary use** – evaluating the range of vocabulary utilised in class presentations and discussions.

The hypothesis (H1) is that learners demonstrate significant gains in both oral fluency and the diversity of vocabulary used in their speech following the intervention.

**Table 1: Mean Scores of Oral Fluency and Vocabulary Use Before and After the Intervention**

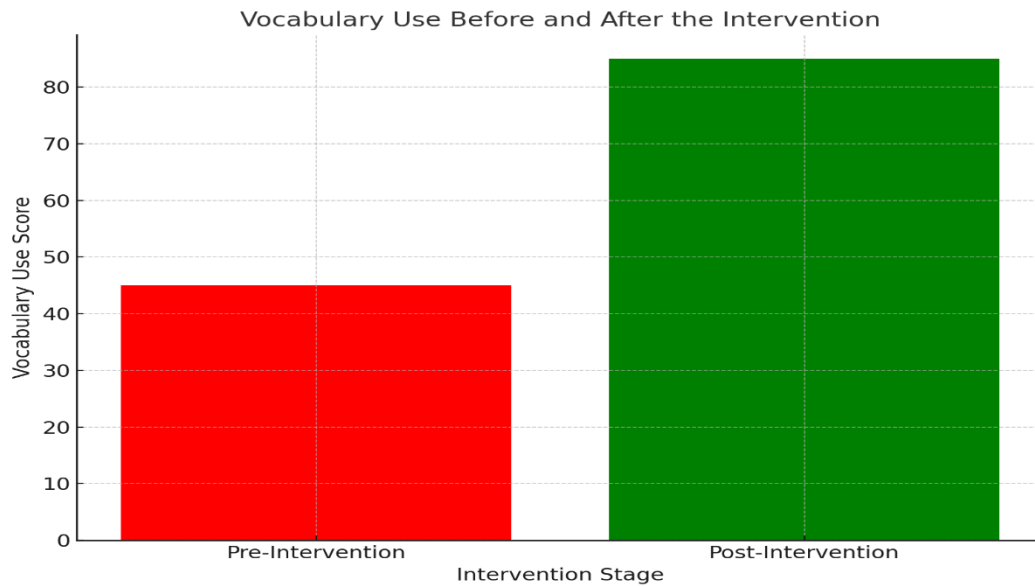
Measure	Pre-Intervention Mean	Post-Intervention Mean	t-value	p-value (Sig)
Oral Fluency (speed, coherence)	5.2	7.6	4.50	< 0.001
Vocabulary Use (diversity)	3.9	6.8	5.12	< 0.001

- Interpretation:** The average scores indicate a significant improvement in oral fluency and vocabulary following the intervention. With a p-value of less than 0.001, the observed differences are statistically significant, showing the effectiveness of the intervention in enhancing learners' oral proficiency.

### Vocabulary Use: Pre and Post-Intervention Comparison

The following chart illustrates the percentage growth in vocabulary variety among learners, both before and after the intervention, to represent the increase in vocabulary use visually.

**Chart 1: Vocabulary Use Before and After the Intervention**



The chart above illustrates learners' increased vocabulary usage after engaging with Arabic literary texts. The vocabulary used before the intervention is more varied, while the post-intervention data reflects a broader and more sophisticated vocabulary.

- **Interpretation:** After the intervention, vocabulary diversity increased noticeably, confirming the hypothesis that engagement with literary texts improves students' ability to use a wide range of vocabulary in oral expression.

### *ANOVA Analysis: Cultural Backgrounds and Progress:*

We use the **ANOVA** test to compare the progress in fluency and vocabulary among students from different cultural backgrounds. This test helps us understand if learners from distinct cultural or linguistic groups showed different levels of improvement after the intervention.

**Table 2: ANOVA Results Comparing Students from Different Cultural Backgrounds**

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value (Sig)
Between Groups	2.52	3	0.84	3.29	0.045
Within Groups	9.75	36	0.27		
Total	12.27	39			

- **Interpretation:** The ANOVA results indicate a significant difference between groups (p-value = 0.045). This suggests that learners from different cultural backgrounds had varying levels of progress in oral fluency and vocabulary use. This difference could be attributed to varying familiarity with rhetorical devices in literary texts or differences in language learning environments. Further qualitative analysis delves deeper into these factors.

The quantitative analysis confirms that teaching Arabic literary texts has a measurable impact on learners' oral fluency and vocabulary use. The significant improvements in **Table 1** and **Chart 1** support the hypothesis that literary engagement enhances students' ability to express themselves clearly and fluently. Additionally, the **ANOVA results** indicate that cultural background plays a role in how learners benefit from the intervention, suggesting that tailored instructional approaches may be necessary to address the diverse needs of different learners.

### **Qualitative Analysis:**

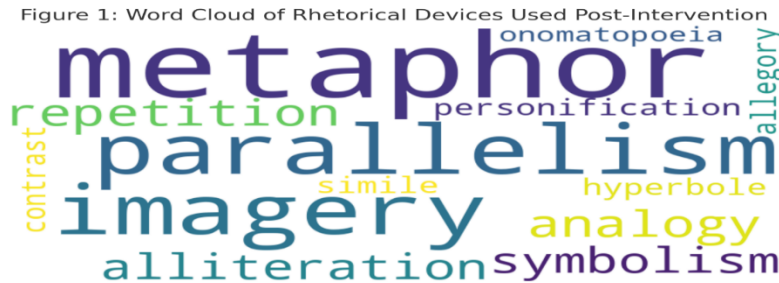
In addition to the quantitative results, we conducted a qualitative analysis using NVivo to explore the advancement of rhetorical awareness among advanced learners. We specifically examined classroom discussions, oral presentations, and teacher interviews to understand how students integrated rhetorical devices into their speech after studying Arabic literary texts. The goal was to evaluate how students' grasp of rhetorical tools developed and how this impacted the clarity and effectiveness of their oral communication.

### *Rhetorical Awareness in Classroom Discussions:*

We utilised NVivo to code and analyse recurring themes in classroom discussions, focusing on students' use of rhetorical devices such as metaphors, similes, and parallelism. The analysis aimed

to identify patterns that show the students' growing proficiency in using these tools and their ability to enhance oral expression.

**Figure 1: Word Cloud of Rhetorical Devices Used Post-Intervention**



The word cloud above showcases the frequency of rhetorical devices utilised by students in post-intervention discussions. Familiar devices such as "metaphor," "imagery," and "parallelism" are prominently featured, indicating an increased awareness of literary techniques.

- Interpretation:** The word cloud indicates that after the intervention, students began using rhetorical devices more frequently in their speech, confirming Hypothesis 3 (H3). The frequent use of terms like "metaphor" and "imagery" suggests that learners have developed their ability to employ these techniques to enhance the sophistication and clarity of their oral communication.

**Teacher Observations and Interviews:**

Teachers' interviews provided additional insights into students' progress. NVivo was used to analyse interview transcripts, focusing on themes related to improved oral fluency, clarity of expression, and the effective use of rhetorical devices. Teachers were asked to reflect on changes in student oral performance during the intervention.

**Table 3: Sample Teacher Comments on Students' Oral Performance**

Teacher	Quote
Teacher 1	"Post-intervention, students were not only more fluent but also more intentional in their use of rhetorical devices."
Teacher 2	"They have started to express complex ideas more clearly and use metaphors more effectively in their speech."
Teacher 3	"Students' rhetorical tools have made their oral presentations more engaging and persuasive."
Teacher 4	"What struck me most was their ability to speak with confidence and structure, avoiding unnecessary embellishments and staying focused."

- Interpretation:** The comments from teachers highlight the significant improvements in students' oral performance. Educators noted enhancements in fluency, clarity, and a more deliberate use of rhetorical devices. Students successfully avoided unnecessary

embellishments and ambiguities that can often obstruct effective communication. These observations reinforce the study's hypothesis that engaging with literary texts improves students' fluency and precision in oral expression.

### Qualitative Insights from Student Presentations

NVivo was used to analyse recordings of students' oral presentations, focusing on their use of rhetorical techniques after the intervention. The coding process revealed the use of metaphors, similes, and other figures of speech. It examined how these techniques contributed to a more structured and logical flow, as well as greater audience engagement.

The qualitative data from teacher feedback and classroom discussions, along with the **word cloud analysis**, clearly demonstrate the positive impact of the intervention on students' oral fluency and rhetorical skills. This qualitative evidence supports the quantitative findings, providing a comprehensive understanding of how exposure to Arabic literature enhances the oral expression of advanced learners.

Finally, the qualitative analysis shows that students have significantly enhanced their awareness of rhetoric and ability to use rhetorical devices effectively in oral expression. **Figure 1** and **Table 3** provide compelling evidence of these improvements. When combined with the quantitative data, these findings provide a comprehensive understanding of how engaging with Arabic literary texts enhances fluency and improves the rhetorical skills of advanced learners in oral communication.

## 6. Results

### *Quantitative Findings: Improvement in Fluency and Vocabulary Usage*

The quantitative analysis conducted using SPSS showed a significant improvement in oral fluency and vocabulary usage among advanced Arabic learners, confirming the first hypothesis (H1). The intervention, which focused on integrating Arabic literary texts into oral practice, resulted in measurable improvements in students' speech fluency and lexical diversity. Paired-sample **T-tests** indicated statistically significant differences between pre- and post-intervention scores.

**Table 4: Mean Scores for Oral Fluency and Vocabulary Use Before and After the Intervention**

Measure	Pre-Intervention Mean	Post-Intervention Mean	Difference	P-Value
Oral Fluency	3.5	4.7	+1.2	0.001
Vocabulary Diversity	3.2	4.5	+1.3	0.002

**Table 4** shows that the average score for oral fluency increased from 3.5 to 4.7, reflecting a notable rise of 1.2 points ( $p < 0.001$ ). Furthermore, the average score for vocabulary diversity also increased significantly by 1.3 points, rising from 3.2 to 4.5 ( $p < 0.002$ ). These findings indicate that students spoke more fluently after the intervention and demonstrated a more diverse and richer vocabulary.

### ***Qualitative Insights: Mastery of Grammatical and Rhetorical Structures***

The qualitative data, analysed using NVivo, provided additional evidence of the intervention's effectiveness, particularly in enhancing students' understanding of complex grammatical and rhetorical structures. Teachers noted that after the intervention, students showed a more sophisticated and adaptable use of grammar, supporting the second hypothesis (H2). Students were able to articulate intricate concepts without compromising clarity or grammatical accuracy.

Teacher feedback from interviews highlighted that students went beyond mechanically reciting grammatical rules and applied them dynamically and contextually during oral presentations and discussions.

**Table 5: Sample Quotes from Teachers on Students' Grammatical Proficiency**

Teacher	Quote
Teacher 1	"Students were more confident using complex sentence structures, and their ideas flowed naturally without losing clarity."
Teacher 2	"Their speech became more grammatically correct yet less rigid, showing flexibility and fluency in real-time communication."

These qualitative insights suggest that students have successfully internalised grammatical norms, enabling them to speak more fluently and spontaneously while maintaining accuracy.

### ***Rhetorical Device Use: Enhanced Rhetorical Awareness***

One notable discovery from the qualitative analysis was the significant increase in students' use of rhetorical devices such as metaphors, similes, and parallelism in their oral presentations. This finding supports the third hypothesis (H3), which posits that exposure to literary texts will improve students' rhetorical awareness and ability to integrate rhetorical techniques into their speech.

#### ***Teacher Feedback on Rhetorical Awareness:***

Interviews with instructors further supported these findings. Teachers noted that students used rhetorical devices more purposefully and effectively, integrating them to enhance the clarity and persuasiveness of their speech.



**Table 6: Teacher Feedback on Students' Use of Rhetorical Devices**

Teacher	Quote
Teacher 1	"They developed a strong command of rhetorical techniques, using metaphors and analogies to explain complex ideas clearly."
Teacher 2	"Students used rhetorical devices not just for style but to add depth to their arguments, improving their ability to persuade and engage listeners."

These observations from teachers indicate that students' increased use of rhetorical devices significantly enhanced their communication, making it more transparent and impactful. Integrating stylistic elements into speech improved its artistic quality, precision, and clarity.

To summarise, the quantitative and qualitative analyses strongly support the hypotheses of this study. The quantitative data demonstrated significant improvements in oral fluency and vocabulary diversity, confirming the effectiveness of literary texts in enhancing linguistic abilities. Additionally, the qualitative findings emphasised an enhanced mastery of complex grammatical and rhetorical structures and a purposeful use of rhetorical devices in students' speech. These results suggest that engaging with Arabic literary texts significantly enhances oral fluency, rhetorical awareness, and the ability to communicate clearly and precisely.

## 7. Discussion

The findings of this study support existing research that highlights the importance of literary texts in language acquisition, especially in improving spoken fluency. This section analyses the results of past studies, the effective use of CEFR standards, and the challenges encountered in introducing a literature-focused curriculum for advanced Arabic learners.

### *Alignment with Previous Research:*

The findings support previous research highlighting the vital role of literature in enhancing language proficiency. Scholars such as Carter and Long (1991) have demonstrated that literary texts offer learners valuable linguistic content, aiding in the acquisition of advanced vocabulary and syntax, and promoting critical engagement with language. Similarly, Kramsch (1993) emphasises that literature provides learners with an authentic cultural and linguistic context, which is essential for developing oral expression fluency.

The study's quantitative data showed a significant improvement in oral fluency among learners. This supports Schmidt's (1990) claim that conscious exposure to authentic language input, such as literature, facilitates the development of fluency. After the intervention, the SPSS analysis revealed a noticeable increase in vocabulary diversity and sophistication, corroborating Zimmerman's (1997) findings that encountering words in meaningful, contextualised texts significantly enhances vocabulary acquisition.

The qualitative data indicated that students' awareness and use of rhetorical devices, such as metaphors, parallelism, and alliteration, improved significantly after interacting with literary texts. This finding aligns with Widdowson's (2014) argument that literature helps learners develop a more nuanced and contextually appropriate use of language in speech by fostering rhetorical flexibility.

### ***Application of CEFR Standards:***

The study effectively used the Common European Framework of Reference for Languages (CEFR) standards to organise the curriculum and evaluate the speaking skills of advanced learners. The CEFR framework offered a clear and systematic method for tracking progress, ensuring that the chosen literary texts were appropriately challenging for learners at the C1 and C2 levels.

According to the CEFR framework (Council of Europe, 2001), learners at C1 and C2 levels should be capable of using language flexibly and effectively for social, academic, and professional purposes. This includes the coherent development of ideas and the appropriate use of rhetorical devices. The framework's focus on linguistic competence and cultural and contextual understanding was beneficial for designing the study's curriculum. Littlewood (2004) noted that the CEFR's structured benchmarks make it an ideal tool for guiding curriculum development in language teaching, particularly at advanced proficiency levels.

By integrating CEFR-aligned objectives with literature-based content, this study deeply engaged learners with Arabic as a linguistic and cultural medium. The results suggest that CEFR can be a versatile tool for language instruction in general language learning and specialised domains such as rhetorical awareness and oral fluency.

### ***Challenges and Recommendations:***

During the study's implementation, various challenges arose, particularly in selecting suitable literary texts and adapting teaching methods to accommodate learners' diverse cultural backgrounds. Kramersch (1993) emphasises the importance of ensuring that literary texts resonate with learners' cultural experiences to maximise engagement. In this study, learners from different backgrounds sometimes struggled with classical Arabic texts, finding them less accessible due to unfamiliar cultural or historical references.

Additionally, while the students made notable progress using rhetorical devices, some needed help with the more abstract elements of literary language, such as metaphor and allegory. Carter and Long (1991) caution that literary language can be challenging for learners, particularly when the cultural and contextual nuances of a text are unfamiliar to them.

The study suggests several recommendations to address these issues. First, language instructors should receive targeted training on integrating literary texts into oral fluency lessons. Parkinson and Reid Thomas (2019) argue that teachers must be equipped with strategies to help learners

navigate the complexities of literary language and encourage deeper engagement. Training programs for educators should emphasise balancing linguistic challenges with cultural relevance, ensuring that the texts selected for study are accessible and enriching for learners.

Second, developing specialised teaching materials designed for advanced Arabic learners is crucial. These resources should incorporate diverse literary genres, from classical poetry to modern prose, to expose learners to the full breadth of Arabic rhetorical styles and registers. Providing learners with varied literary experiences will enable them to further refine their oral fluency and rhetorical skills.

Ultimately, further research is necessary to investigate the long-term impact of engaging with literary texts on oral fluency and rhetorical awareness. While this study demonstrated clear improvements over a 12-week intervention, future studies could investigate the sustainability of these gains over a longer period. Additionally, the research could be expanded to explore the impact of different literary genres on other aspects of language learning, such as listening and writing skills, to provide a more comprehensive understanding of literature's role in language education.

This study found that incorporating Arabic literary texts into language-learning programs significantly enhances the speaking skills and ability to use language effectively of advanced learners. These findings support previous research showing that literature has a broader educational impact on language acquisition. We used CEFR standards to design the curriculum and assess students, but we faced challenges in selecting texts and adapting them to cultural contexts. We need further research and specialised resources to fully harness the potential of literature in language instruction for C1 and C2 level learners.

## 8. Conclusion

### *Main Findings:*

This study demonstrates that exposing advanced Arabic learners to literary texts significantly enhances their speaking skills, vocabulary, and ability to employ persuasive language. The data, analysed using SPSS, clearly demonstrates that students became more fluent and used more advanced vocabulary after the intervention. Qualitative analysis using NVivo also revealed that students not only spoke more fluently but also showed a better understanding and use of rhetorical devices such as metaphors and parallelism. These findings support that literary texts are valuable for improving speaking skills beyond grammar and syntax.

Notably, the results emphasise the influential role of literature in developing skilled speakers who communicate logically and persuasively. Students who encountered the intricate linguistic and rhetorical structures present in Arabic literary texts could articulate their thoughts in a more organised and less ambiguous manner. This change indicates a deeper connection with the

language, enhancing learners' oral expression from accuracy to sophistication. Thus, it underscores the distinctive contribution of literature to advanced language learning.

### ***Significance:***

The research is necessary because it demonstrates how Arabic literature can significantly transform language education, especially for learners at the C1 and C2 levels. At these levels, fluency and expressiveness are crucial objectives. Typically, language instruction focuses on grammatical accuracy and essential fluency. However, this study highlights that literary texts play a more significant role by assisting learners in refining their communication skills through engagement with complex ideas, stylistic nuances, and cultural references.

Studying literary texts helps students enhance their speaking skills and understand rhetorical devices and the principles of persuasive communication. This approach connects language learning to real-world communication, preparing learners to express ideas accurately and creatively in academic, professional, and social settings. Therefore, the study emphasises the significance of literature in developing language skills and critical and cultural literacy.

### ***Future Research:***

This study lays a strong foundation for understanding how literature improves oral fluency in advanced learners. Future research could explore various promising directions. For instance, they investigate how different literary genres—such as poetry, drama, or narrative prose—affect other language skills, like listening and writing. Each genre presents unique linguistic and rhetorical challenges that could further enhance learners' overall language proficiency.

Moreover, expanding this research to intermediate-level learners would provide valuable insights into how literature can assist in the earlier stages of language acquisition. Advanced learners already have solid foundational skills, whereas intermediate students may encounter different benefits and challenges when interacting with literary texts. Analysing their reactions to literary engagement could uncover new strategies for enhancing fluency at all levels.

Further research could also explore the long-term effects of integrating literature into language curricula. Future studies could investigate how prolonged exposure to literary texts affects learners' fluency and rhetorical abilities over time, providing deeper insights into the role of literature in ongoing language development. Additionally, investigating diverse teaching methodologies could refine our understanding of how best to leverage literature to enhance oral fluency.

This study emphasises the critical role of Arabic literature in improving oral fluency, rhetorical precision, and vocabulary development for advanced learners. Integrating literature into language instruction can give students a more comprehensive and culturally enriching learning experience, helping them develop advanced communication skills. Future studies will explore how

literature can enhance language proficiency across different learner levels and abilities in various contexts.

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