

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

Asma BOUAMRA ¹ *

¹ Larbi BenM'Hidi University (Algeria), Bouamra.Aasma@univ- oeb.dz

Received: 27/02/2024

Accepted: 15/11/2024

Published:19/12/2024

Abstract:

In Algerian Tertiary teaching context, vocabulary considered the cornerstone of Second/foreign language instruction. Teaching vocabulary using short stories deemed advantageous according to many researchers. The purpose of this paper is to explore composition teachers' teaching practices, and mainly their insightful perspectives towards using short stories as an instrument in teaching vocabulary based on students' exposure to short story texts. The paper aims also aims to address the position of vocabulary within the teaching of composition and particularly narration (short stories) at Algerian composition instruction. Additionally, it endeavors to explore teachers' integration of appropriate short story texts within composition curriculum. Accordingly, a questionnaire administered to sixteen teachers of Composition instructing third Year students at Larbi Ben M'Hidi University. Data treated statistically using statistical program (SPSS, Version: 23). Results demonstrated statistical difference regarding students' responses. Implications posit that short stories considered authentic material that could help students increase vocabulary knowledge.

Key words: Algerian Tertiary Instruction, Composition Curriculum, Vocabulary Knowledge, Short Stories

1. Introduction

Today, teaching English as a second/foreign language in 21st century moved through drastic changes that spark new teaching/learning paradigms. The position of instructing vocabulary within Algerian composition curriculum is quite challenging due to the new changes of teaching approaches and materials. Hence,

* Asma BOUAMRA

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

instructors of English metamorphosed their traditional ways and methods Vis à Vis vocabulary instruction towards building students' linguistic knowledge in particular and consolidating their lexicon in general. Accordingly, promoting ESL/EFL Students' lexicon knowledge becomes an obligation for most Algerian instructors', which they consider informative, and a fruitful instructing venture. Adding that, the newly adopted methods launched recently by academicians and researchers transformed vocabulary teaching onto a vitality and a fluid teaching experience. In this vein, Sternberg (1987) demonstrated, "vocabulary is one of the best indicators for intellectual ability, and an accurate predictor of overall verbal intelligence and success at school. Additionally, a rich vocabulary is a valuable asset and an important attribute in many areas of life, not just in school". Similarly, Barton (2001, p. 88) pointed out "And, the more they read, the more their vocabularies will grow".

The adoption of competency-based approach or the latest communicative approach reflected positively upon the teaching of vocabulary and at a certain level provided new prospects for the teaching of vocabulary for instructors. Accordingly, the advent of these methods/approaches into composition curriculum in general, and vocabulary instruction in particular helped instructors to ameliorate students' four language skills, and particularly their lexicon knowledge. In the same token, Ghanbari and Marzban (2014, p. 3855) stated: "vocabulary can lead the learners be more confident in using the language". Likewise, Wei and Attan, (2013, p.1) acknowledged, "Upon knowing a sufficient number of words, learners would be able to chain these words together to construct meaning for communication".

Algerian higher education embraced the advent of literary texts and mainly (short stories) within the teaching of vocabulary at University instruction. The integration of literary texts and mainly (short stories) within the teaching of vocabulary is greatly advantageous due to its richness of authentic vocabulary knowledge, linguistic knowledge, and cultural knowledge. In light to that, Collie and Slater (1990: 3), asserted, "There are four main reasons which brought literature into the ESL classroom. They are considered to be valuable authentic materials for cultural enrichment, language enrichment, and personal involvement". Furthermore, Mrat (2016: p.82) added, "Literature is a rich source of meaningful input for language learners, and it is useful to enhance language proficiency". In fact, integrating short stories into English composition curricula received instructors' consensus because short stories considered a powerful and a fruitful teaching tool for vocabulary enhancement. To this end, Richgels (2000) asserted, "story recall provides students with an opportunity to organize the sequence of events, to utilize the vocabulary items found in story and to expand children's comprehension of the world as well. Eventually, Abdalrahman (2021: p.4) added, "Literature helps learners learn the meaning of the words in context".

Algerian teachers who instruct composition at Larbi Ben M'Hidi University encounter some pitfalls and difficulties while teaching vocabulary using appropriate

short stories within writing (Composition) discipline. Teachers' found some difficulties in regard multicultural/transcultural short story texts that appear complex, and culturally different to students. The present paper aims to explore composition teachers' teaching practices, attitudes, and perspectives, in addition, to their methods while teaching vocabulary to graduate students' using literary texts and mainly (short stories). The paper also aims to highlight to what extent short stories help students' build their vocabulary knowledge and strengthen their lexicon/ vocabulary knowledge.

2. Aims of the Present Paper

The present paper aims to:

1. Explore EFL Composition Instructors/Teachers' teaching practices regarding their use of Short Stories in developing Algerian Tertiary students' vocabulary knowledge.
2. Highlight the importance of integrating short stories within Graduate Composition (Writing) to strengthen Tertiary students' vocabulary knowledge.
3. Pinpoint the status of vocabulary within Composition teaching curriculum.
4. Indicate the relevance between short stories learning and vocabulary knowledge.

3. Research Questions

Based upon Research aims, the present paper seeks to answer the following research questions:

1. To what extent Composition Instructors' select appropriate Short Stories for Graduate Students?
2. To what extent does short stories aid Tertiary students' to enrich their lexicon baggage?
3. Do short stories help to consolidate Algerian Tertiary students' vocabulary knowledge?
4. Do short stories help to build Algerian Tertiary students' vocabulary knowledge?

4. Research Hypothesis

In light with the preceding stated Research Questions, one formulated Research Hypothesis is stated as follows:

- If Composition teachers' integrate short stories appropriately within Composition instruction, it will aid Tertiary students' to build their vocabulary knowledge and develop their lexicon.

5. Background Study of the Paper

Numerous studies were put forward such as that of Bakhodrirovna (2015), Parvareshbar (2016), Rodriguez (2017), Ahmed (2017), Abdalrahman (2022),

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

Bhatti et al (2022), all seeking to provide with a theoretical framework, and practical results to elicit the research gaps of these studies and to supply the study at hand with relevant results.

Bakhodrirovna (2015), in his paper, discussed the problems in regard Students' improvement of vocabulary skills, and the factors, which inhibit this skill from development. In fact, teachers have used different methods, in order to review their positive and negative sides. In the main, teachers used three ways to stress the importance of vocabulary. Exams and tests considered the main tools, which instructors used to implement and which based on vocabulary knowledge made for future workers. Results found that vocabulary is the source for trading, and the key to activate learners' background knowledge and motivate them.

Parvareshbar (2016), in his paper, aimed to investigate the impact of using short stories on building vocabulary knowledge of students at Iran. The paper tempted to include new teaching tools, and methods to improve students' vocabulary knowledge. The paper was experimental in perspective, and adopted the quasi study. Results revealed an improvement with group experiment and this improvement is credited to the extent effect in which short stories could improve vocabulary knowledge of learners effectively.

Rodriguez (2017), in his paper, elicited some findings regarding developing students' linguistic competence via the use of short stories. The present paper focused on the use of literature in ESL/EFL classroom instruction and based mainly on instructing English via the use of short stories. It aimed to develop oral skills of students through the use short stories. The study based on student's artifacts, oral reports, and a survey. Findings elicited significance improvement of vocabulary of students for both oral and written short stories.

On his turn, Ahmed (2017), in his paper, aimed to test the improvement of student's vocabulary via the use of short stories, and investigating its effects with secondary school students in urban and rural areas. The present paper is experimental in perspective. It comprised fifteen students selected randomly. Data treated statistically using (SPSS version 20).The treated data proved statistically significant improvement as compared to rural group.

In his paper, Abdalrahman (2022) revealed that acquiring English started with the use of vocabulary. Accordingly, Instructors at Tertiary level used literature in order to expand students' vocabulary and to achieve their learning outcomes. In addition, the use of short stories as a main instructed method to develop students' vocabulary proved effective at the outset. The present study is descriptive in the main. Implications suggested that students should learn written and spoken discourses in literature.

On their turn, Bhatti et al (2022) acknowledged that literature (short stories) becomes important in the teaching of vocabulary. The study at hand was conducted to alarm teachers about the best way to develop English vocabulary of their students. The study was experimental in the main. A random selection of students

managed to be used in the study. In addition, to a survey questionnaire which also used as a tool to collect data. Data treated statistically using SPSS. Results demonstrated short stories valuable importance in vocabulary learning.

6. Method and Instrument of the Paper

6.1. Background of Respondents

The given paper explores Composition instructors' perspectives, attitudes, and perceptions regarding instructing vocabulary using short stories. It explores an investigation of a quantitative questionnaire disseminated to sixteen teachers at OEB University. The questionnaire designed as an instrument to collect data from respondents. It is comprised of fifteen (15) questions; 14 of them treated statistically using SPSS (version: 23), except for the last question that have not received statistical treatment, and hence, was oriented to receive teachers' implications, recommendations, and suggestions to integrate effectively short stories and vocabulary within composition instruction.

The given questionnaire comprised Yes/No questions and Multiple-choice questions. Wallace (1998) stated that Yes/NO questions yield straightforward answers from respondents.

7. Analysis of Teachers' Questionnaire (Statistical Results)

7.1. Reliability and Validity of Teachers' Questionnaire

The quantitative questionnaire administered to 16 Instructors of Composition analyzed statistically using Social Package for Social Statistics (SPSS, Version: 23). Internal consistency of the questionnaire tested using Cronbach's Alpha Coefficient (up than 0, 50 is valid and reliable). The Cronbach's Alpha coefficient of the present paper is 0, 71, which is an adequate degree that reflects that Teacher's questionnaire is suitable for the paper. The Cronbach's Alpha showed that the paper is reliable and valid.

Reliability Scale : ALL VARIABLES

Reliability Statistics	
Cronbach's Alpha	N of Items
,718	10

8. Frequency Table (Frequencies)

Table 1: Gender Representation Percentage

1.Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	37,5	37,5	37,5
	Female	10	62,5	62,5	100,0

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

	Total	16	100,0	100,0	
--	--------------	----	-------	-------	--

Source : SPSS Statistical Analysis (Version : 23)

Table one of part one represents gender domination of Female participants with 62, 5% of participants. While, Male participants demonstrate 37, 5% of participants. It indicates that Female respondents outnumber Male ones.

Table 2 : Teachers' Professional Career

2. Professional Career					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MB Postgraduate	4	25,0	25,0	25,0
	Magister	6	37,5	37,5	62,5
	PhD/ Doctoral Student	6	37,5	37,5	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis (Version : 23)

Table 2 demonstrates equal responses from Magister and doctoral students with 37, 5% for each option. While, MB Postgraduate teachers represent 25% of participants.

Table 3: Teachers' Teaching Years

3. How long have you been teaching English subject to graduate students in Algerian EFL University institutions?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 Years	2	12,5	12,5	12,5
	2-5 Years	3	18,8	18,8	31,3

	+ 5 Years	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

Sources : SPSS Statistical Analysis (Version : 23)

Table 3 demonstrates that a large portion of respondents opted for more than five years option representing 68, 8% of participants. While, some respondents opted for 2-5 years option representing 18, 8% of participants. Whereas, other participants opted for 1-2 years option representing 12, 5% of participants. It indicates that most respondents opted for more than five years option and that they are experienced teachers.

Table 4 : Teachers' Training

4. Have you received any in-service training to teach English discipline in Algerian University institutions?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	93,8	93,8	93,8
	Yes	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis (Version : 23)

Table 4 demonstrates that a large portion of respondents opted for No option representing 93, 8% of participants. While, yet one participant opted for Yes option representing 6, 3% of participants. It indicates that most respondents have not received any in-service training in their teaching career.

Table 5: Teachers' Consensus about their Integration of Short Stories to Expand Students' Vocabulary Lexicon

5. As an instructor of composition in Algerian University, are you with integrating short stories to expand graduate tertiary students' vocabulary words?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	100,0	100,0	100,0

Source: SPSS Statistical Analysis (Version: 23)

Table five of part two demonstrates that a large portion of participants opted for Yes option representing 100% of participants.

This table has an arithmetic mean about 2, 00 and its normative deviation is about 0, 00 with severity level about 0, 00(t-test).

Table 6: Teachers' Teaching Practices and the Development of Students' Vocabulary

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

6. Do the EFL curriculum you are currently using in your graduate written expression instruction maintain the development of students' vocabulary based on short stories?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	18,8	18,8	18,8
	Yes	13	81,3	81,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis (Version: 23)

Table six of part two demonstrates that a large portion of participants opted for Yes option representing 81, 3% of participants. While, other participants opted for No option representing 18, 8% of participants.

This table has an arithmetic mean about 1, 81 and its normative deviation is about 0, 40 with severity level about 0, 00 (T-test).

Table 7: Teachers' Implementation of Short Stories to Foster Graduate Students' Vocabulary

7. To what extent are you with using short stories to foster graduate students based on narration/short stories means and methods to foster graduate students' vocabulary expansion and knowledge in your written expression instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	12,5	12,5	12,5
	Strongly Agree	14	87,5	87,5	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis (Version : 23)

Table 7 demonstrates that a large portion of participants opted for strongly agree option representing 87, 5% of participants. While, other participants opted for Agree option representing 12, 5% of participants.

This table has an arithmetic mean about 3, 87 and its normative deviation is about 0, 34 with severity level about 0, 00 (T-test).

Table 8: Teachers' Incorporation of Short Stories to Promote Students' Vocabulary Words

8. As an Algerian instructor of written expression, to what extent do you effectively incorporate innovative short stories to promote graduate students' vocabulary words?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	4	25,0	25,0	25,0
	Moderately	11	68,8	68,8	93,8
	Fairly	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis (Version : 23)

Table 8 demonstrates that most participants opted for moderately option representing 68, 8% of participants. While, other participants opted for extremely option representing 25% of participants. Yet, one participant opted for fairly option representing 6, 3% of participants.

This table has an arithmetic mean about 1, 81 and its normative deviation is about 0, 54 with severity level about 0, 00 (T-test).

Table 9: Teachers' Difficulties while Selecting Appropriate Short Stories filled with Vocabulary Knowledge

9. Do you encounter difficulties while selecting appropriate short stories that go with students' suitable vocabulary choice of words in your third year' composition instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not sure	4	25,0	25,0	25,0
	Yes	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis (Version : 23)

Table 9 demonstrates that a large portion of participants opted for Yes option representing 75% of participants. While, other participants opted for not sure option representing 25% of participants. It indicates that most participants do encounter difficulties while selecting appropriate short stories that contain adequate vocabulary knowledge.

This table has an arithmetic mean about 2, 75 and its normative deviation is about 0, 44 with severity level about 0, 00 (T-test).

Table 10: Teachers' Selection of Home Works and Assessment

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

10. Do your selection of lessons, home works, and assessment of graduate students' composition is based on the selection of short stories that seeks to promote students' vocabulary knowledge?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	25,0	25,0	25,0
	Yes	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis (Version : 23)

Table 10 demonstrates that a large portion of participants opted for Yes option representing 75% of participants. While, other participants opted for No option representing 25% of participants.

This table has an arithmetic mean about 1, 75 and its normative deviation is about 0, 44 with severity level about 0, 00 (T-test).

Table 11: Teachers' Satisfaction about their Students' Vocabulary Knowledge

11. Are you satisfied about your graduate students' vocabulary knowledge based upon using short stories in composition instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	31,3	31,3	31,3
	Yes	11	68,8	68,8	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis

Table 11 shows that a large portion of participants opted for Yes option representing 68, 8% of participants. While, other participants opted for No option representing 31, 3% of participants

This table has an arithmetic mean about 1, 69 and its normative deviation is about 0, 47 with severity level about 0, 00 (T-test).

Table 12: Teachers' Choice of Materials

12. What are the most selected materials you use in your instruction of written expression to develop students' vocabulary knowledge based on innovative short story instruction?				
	Frequ ency	Percent	Valid Percent	Cumul ative Percent

Valid	Students' immersion with short stories that contain complex vocabulary words flash cards of vocabulary items	4	25,0	25,0	25,0
	Guessing students to infer meaning of vocabulary from context using authentic short stories	12	75,0	75,0	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis (Version : 23)

Table 12 demonstrates that a large portion of participants opted for guessing students to infer meaning of vocabulary from context representing 75% of participants. While, other participants opted for students' immersion with short stories that contain complex vocabulary words representing 25% of participants.

This table has an arithmetic mean about 2, 75 and its normative deviation is about 0, 44 with severity level about 0, 00 (T-test).

Table 13: Teachers' Inquiries to Students about Expanding their Lexicon Knowledge

13. In your teaching instruction, to what extent do you ask students questions connected with developing vocabulary words and expanding their lexicon knowledge?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely	11	68,8	68,8	68,8
	Moderately	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

Source : SPSS Statistical Analysis (Version : 23)

Table 13 demonstrates that a large portion of participants opted for extremely option representing 68, 8% of participants. While, other participants opted for moderately option representing 31, 3% of participants.

This table has an arithmetic mean about 1, 31 and its normative deviation is about 0, 47 with severity level about 0, 00(T-test).

Table 14: Teachers' Satisfactory towards their Teaching Materials

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

14. In comparison with other teachers' teaching ways and methods, to what extent are you satisfied about the major resources you have used to develop your graduate students' vocabulary knowledge based on short story instruction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fairly satisfied	11	68,8	68,8	68,8
	Satisfied	5	31,3	31,3	100,0
	Total	16	100,0	100,0	

Source: SPSS Statistical Analysis (Version : 23)

Table 14 demonstrates that most participants opted for fairly satisfied option representing 68, 8% of participants. While, other participants opted for satisfied option representing 31, 3% of participants.

This table has an arithmetic mean about 2, 31 and its normative deviation is about 0, 47 with severity level about 0, 00 (T-test).

9. Discussion of the Results

Statistical results of part one reveals gender representation and domination of female participants over male ones. It ensures that Female participants outnumber Male ones representing 62, 5% of participants. Concerning teachers' professional career, MB postgraduate and doctoral students receives equal responses with 37, 5% of participants. Regarding teachers' teaching years, most participants opted for more than five years option representing 68, 8% of participants'. Moreover, concerning teachers' training, a large portion of participants opted for No option representing 93, 8% of participants.

Part 2 results demonstrates that all participants opted for Yes option representing 100% concerning teachers' consensus about their integration of short stories to expand students' vocabulary. Regarding teachers' teaching practices and the development of students' vocabulary, a large portion of participants opted for Yes option representing 81, 3% of participants. In other responses, most participants opted for strongly agree option representing 87, 5% of participants. Regarding teachers' incorporation of short stories to promote students' vocabulary knowledge, most participants opted for moderately option representing 68, 8% of participants. In addition, a majority of participants opted for Yes option representing 75% of participants regarding teachers' difficulties while selecting short stories filled with vocabulary knowledge. Concerning teachers' selection of home works and

assessment, a large portion of participants opted for Yes option representing 75% of participants. Concerning teachers' satisfaction with their students' knowledge, a majority of participants opted for Yes option with 68, 8% of participants. In addition, concerning teachers' choice of materials, most participants opted for guessing students to infer meaning of vocabulary from context representing 75% of participants. Lastly, regarding teachers' inquiries to students about students' lexicon knowledge expansion, most participants opted for extremely option representing 68, 8% of participants. Overall, regarding teachers' satisfaction with their teaching materials, most participants opted for fairly satisfied option representing 68, 8% of participants.

10. Suggestions and Recommendations for Teaching Vocabulary

Actually, question fifteen did not received statistical calculation, and, therefore, was oriented to generate pedagogical guidelines and recommendations from Teachers to teach vocabulary in an effective way:

- ✓ Short Stories deemed authentic materials that should aid Tertiary students to increase the expansion of their vocabulary knowledge.
- ✓ Language instructors should expose Tertiary students' with sufficient vocabulary materials aiming to stimulate students delve into form and content of the language used.
- ✓ Teachers should integrate short stories appropriately in the language courses and towards language skills in order to acquire new words in their context to be better absorbed.
- ✓ Instructors should use short stories to teach vocabulary more proficiently in order to nurture students' four language skills.
- ✓ Teachers of Composition could expand their Tertiary students' vocabulary by directing them into activities such as inferring meaning of words from context, using flash cards which contain vocabulary words, and solving tasks which involve guessing words.
- ✓ Teachers of Composition should develop in students 21st century skills such as critical thinking, problem solving, and intuition to help them absorb lexicon words swiftly.
- ✓ Teachers should train students to use their cognitive skills and metacognitive skills appropriately.
- ✓ Expose students to multicultural/transcultural short stories that are culturally different proved good and helpful for acquiring new vocabulary words different from their own culture.

11. Conclusion

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

In light of the data gathered from Instructors of Composition, statistical results revealed that teachers' share almost the same attitudes regarding teaching vocabulary; still teachers use different methods, and talents which they exhibit throughout their teaching practices. The teaching of vocabulary using authentic short stories involved many creative ways, methods, and materials that every Instructor used differently to instruct vocabulary. In addition, to directing students' through activities such as inferring words from context and solving problems, in order to expand their lexicon knowledge, and develop their cognitive skills appropriately. It is therefore, found that exposing students to multicultural/transcultural short stories, which considered culturally different proved helpful for students to acquire new words dissimilar from their own culture. Overall, Algerian instructors share almost the same views and perspectives; however, they exhibit different teaching ways, instruments, materials, and methods.

The present paper was undertaken statistically using Social Package for Social Statistics (SPSS, Version: 23). Results indicate that Algerian Instructors of Composition have positive perspectives and attitudes towards teaching vocabulary using appropriate and authentic short stories in their instruction. It is proved through the hypothesis that short stories considered useful to expand Tertiary students' vocabulary enrichment of their lexicon knowledge, and build their stock of lexicon words. The given hypothesis go positively with the results that have treated statistically. The Cronbach's Alpha obtained from the statistical analysis of entire paper is 0, 71 that reflects validity and reliability and ensures that the quantitative questionnaire is suitable for the paper.

Implications posit that teachers could expand their Tertiary students' vocabulary by directing them into activities such as inferring meaning of words from context, and using flash cards which contain vocabulary words, and solving tasks which involve guessing words. In addition, it is found that Language instructors should expose Tertiary students with vocabulary materials aims to stimulate students' delve into form and content. Moreover, Stories deemed authentic materials that should aid Tertiary students to increase their vocabulary expansion. Likewise, it is found that Instructors should use appropriate short stories to teach vocabulary more proficiently in order to nurture their four language skills. Further, teachers of Composition should develop in students 21st century skills such as critical thinking, problem solving, and intuition to help them absorb lexicon words swiftly. Lastly, Teachers should train students to use their cognitive skills and metacognitive skills appropriately. Overall, Exposing students to multicultural/transcultural short stories, which considered culturally different, proved good and helpful for acquiring new vocabulary words different from their own culture.

Bibliography

1. Ahmed, N. (2017). Vocabulary Enhancement of Female ESL Learners through Short Stories: A Rural/Urban Perspective. *Language and Language Teaching Journal*. Vol. 20, No.2, pp.133-138.
2. Abdalrahman, K.K. (2021). Teaching and Learning Writing Skills through Literature. *Canadian Journal of Language and Literature Studies*, 1(2), pp: 1-10. [Http://doi.org/10.53103/cjlls.vli2.11](http://doi.org/10.53103/cjlls.vli2.11).
3. Abdalrahman, K., K. (2022). Teaching and Learning Vocabulary through Short Stories. *Canadian Journal of Language and Literature Studies*. Vol. 2(2), pp. 7-15.
4. Bhatti, S., M., Iqbal, A., Rafique, Z., Noreen, S., Tabassum, F. (2022). Short Stories as an Innovative EFL Teaching Technique to Improve Pakistani Elementary Students' English Vocabulary. *Journal on English as a Foreign Language*. Vol.12, No.2, PP: 405-420.
5. Bakhodrirovna, M., A. (2015). Effectiveness of Teaching Vocabulary through Short Stories. *Philosophy and Philology, World Science*. Number 1, PP. 55-57.
6. Barton, J. (2001). Teaching Vocabulary in the Literature Classroom. *The English Journal*, 90(94), P: 82-88. <http://doi.org/10.2307/821907>.
7. Collie, J., & Slater, S. (1990). *Literature in the Classroom: A Resource Book of Ideas and Activities*' Cambridge: Cambridge University Press.
8. Ghanbari, M., & Marzban, A. (2014). Effect of Extensive Reading on Incidental Vocabulary Retention. *Procedia- Social and Behavioral Sciences*, 116.3854-3858. <http://doi.org/10.1016/j.sbspro.2014.01.854>.
9. Mrat, C.T. (2016). The Use of Literature in Language Teaching. *Journal of Educational and Instructional Studies in the World*, 6(2), pp: 77-83.
10. Parvareshbar, F. (2016). The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners. *Theory and Practice in Language Studies*, Vol.6, No.7. PP. 1476-1483. Doi: <http://dx.doi.org/10.17507/tpls.060720>. Academy Publication.
11. Pesola, C. A. (1991). Culture in the Elementary Foreign Language Classroom. *Foreign Language Annals*, 24(4), pp: 331-346.
12. Richgels & McGee, L. M., (2000). *Literary Beginnings: Supporting Youth Readers and Writers (THIRD Ed.)*. Boston: Allyn and Bacon.
13. Rodriguez, A., G., L. (2017). Students' Language Skill Development through Short Stories. *Ikala, Revisita de lenguaje y Cultura*, 22(1), 103-118. Doi: 10.17533/udea. Ikala.

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

14. Sternberg, R.J. (1987). Most Vocabulary is learned from Context. In M. Mckeown, & M.E. Curtis (Eds.), *The Nature of Vocabulary Acquisition*, pp.89-106.
15. Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
16. Wei, W., & Attan, A. (2013). Exploring Strategies for Vocabulary Learning and Teaching for ESL Learners: A Literature Review. *Journal Teknologi*, 65(2), pp: 1-6.
[Http://doi.org/10.11113/jt.v65.2344](http://doi.org/10.11113/jt.v65.2344).

Appendix

Teachers' Questionnaire

Dear Teacher,

I would be gratefully glad if you spare few minutes of your time to fill in a questionnaire of a paper entitled: "Exploring Teachers' Attitudes towards Teaching Vocabulary to Tertiary Students through the Use of Short Stories"

Your contribution will be insightfully guiding the paper properly in terms of teaching practices.

Section one: Professional Background of the Participants

Tick the right box

1. Gender:

- Male
- Female

2. Professional Career

- MA postgraduate
- MB post graduate
- Magister
- PHD/ Doctoral student
- Professor

3. How long have you been teaching English Subject to graduate students in Algerian EFL University Institutions?

- A. 1-2 Years
- B. 2-5 Years
- C. + 5 Years

4. Have you received any in- service training to teach English discipline in Algerian University Institutions?

- NO
- YES

Section 2: The Position of Teaching Vocabulary using Literature (Short Stories) at Algerian University Institution

5. As an Instructor of Composition in Algerian University, are you with integrating Short Stories to expand graduate Tertiary Students vocabulary words?
 - Yes
 - No
6. Do the EFL curriculum you are currently using in your graduate Written Expression instruction maintain the development of students' vocabulary based on short stories?
 - Yes
 - No
7. To what extent, are you with using short stories to foster graduate Students' vocabulary expansion and knowledge in your Written Expression instruction?
 - Strongly agree
 - Agree
 - Strongly disagree
 - Disagree
8. As an Algerian instructor of Written Expression, to what extent do you effectively incorporate innovative short stories to promote graduate students' vocabulary words?
 - Extremely
 - Moderately
 - Fairly
9. Do you encounter difficulties while selecting appropriate Short stories that go with students' suitable vocabulary choice of words in your third Years' Composition instruction?
 - No
 - Yes
 - Not sure
10. Do your selection of lessons, home works and assessment of graduate Students' Composition is based on the selection of short stories which seeks to promote students' vocabulary knowledge?
 - Yes
 - No

Exploring Teachers' Attitudes towards Teaching Vocabulary to Algerian Tertiary Students through the Use of Short Stories

11. Are you satisfied about your graduate students' vocabulary knowledge based upon using short stories in Composition instruction?

- Yes
- No

12. What are the most selected materials you use in your Instruction of Written Expression to develop students' vocabulary knowledge based on innovative short story instruction?

- Students' exposure to authentic Short Stories that are filled with vocabulary knowledge
- Students' immersion with short stories that contain complex vocabulary words
- Flash cards of vocabulary items
- Guessing students to infer meaning of vocabulary from context using authentic short stories
- Choice of vocabulary words

13. In your teaching instruction, to what extent do you ask students questions connected with developing vocabulary words and expanding their lexicon knowledge?

- Extremely
- Moderately
- Fairly

14. In comparison with other Teachers' teaching ways and methods, to what extent are you satisfied about the major resources you have used to develop your graduate Students' vocabulary knowledge based on short-story instruction?

- Very satisfied
- Satisfied
- Fairly satisfied
- Not satisfied

15. As an Algerian instructor of Composition, what are your suggestions and recommendations to integrate effectively vocabulary knowledge within Composition curriculum via the use of Short stories to expand their lexicon words and develop their vocabulary knowledge?