

Teaching English as a Third Language to Minority Adult Learners in Norwegian Secondary Schools

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The aim of this study was to explore English teachers' teaching techniques perceived as important when teaching English as a third language (L3) to minority adult students in secondary schools. Using a quantitative research approach, 95 teachers from two districts in the Viken county of Norway completed a 15-item questionnaire titled. Perceived Strategies for English Teaching Scale and an open-ended question about ways of teaching vocabulary for effective English teaching to support students learning in their classrooms. Descriptive statistics, ANOVA, and t-tests were used to analyse the data. The results showed that teaching vocabulary, reading, and grammar, among others, were strategies considered as important in teaching English. Reflecting on teachers challenging roles in teaching English as L3 to minority adult learners with varied English knowledge a collaborative teaching strategy was found to be very useful. The respondents also identified certain ways of teaching vocabulary to support students learning. Implication for further research is discussed.

Keywords: Norway, English teaching, minority students, teaching strategies

Introduction

English as a global language is central for both communication and the development of individual identity (Utdanningsdirektoratet, 2020). However, teacher training programs in Norway do not provide English teachers with the necessary skills to teach English as a third language (an L3) as there is no political decision situating English as L3 in language planning in Norway. In this study the term “L3” is used to mean foreign language study for minority adults who have Norwegian as their second language and learning the English language in addition. Teachers may require multilingual competence to teach English as a third language. In many countries, including Norway, curriculum competence and knowledge of English as a foreign language are important in studies, social and working life. Students should be able to read, write and speak in social settings. To be able to understand and speak English, researchers have noted that students need both the ability and will to use the language supported by grammar and vocabulary to equip students with the necessary competence and skill in English reading, writing, and oral communication (Wilkins, 1972; Macaro, 2003). According to Dörnyei (1998), teaching students is almost impossible if the students are not motivated to learn the language, as learning a foreign language is a long process. Research claims that motivation is the driving force for learning a foreign language (MacIntyre & Gardner, 1989; Dörnyei, 1998). In fact, studies show that

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there are more than 400,000-2,000,000 words in the English language, only a small number of these appear frequently in the materials we read, and when we learn these words we cover most of the words needed to communicate in English (Nation, 2013; Macaro, 2003; Schmitt & Schmitt, 2020). According to Macaro (2003), four essential word categories are important to know to be able to count and explore words; *tokens*, *types*, *word families*, and *lemmas*. *Tokens* refer to the total number of words in a text, for example, there are twenty-two tokens in this sentence. *Types* are the number of different words in a text. Measuring types could be useful if we wanted to measure the range of vocabulary used in a text. To be able to learn and use English, it is essential to know the word categories, which again depends on the will and ability to learn them.

The will and the ability to use the language depend on three factors: motivation, language anxiety, and attitude. Without these factors, long-term goals could hardly be accomplished. While motivation provides both the incentive to initiate learning and move on, language- anxiety is associated with a negative impact on the language learning. It has been found to cause poor performances on tests and influence both the learning and production of foreign language (MacIntyre & Gardner, 1989). Gardner (2010) argues that L-anxiety has reciprocal influences on language achievement.

Many teachers lack the necessary techniques or competence to teach English as L3 and many studies concur with this assertion. Although some research has investigated teaching English as L2 little has been done to explore or examine teaching competence of teachers of English as L3, which is directed to minority adult students in the Norwegian context, thus creating a research gap in this area. There is little literature regarding teacher competences for teaching L3 in Norway and there is also a void when it comes to multilingual didactic in the Norwegian teacher education programs (Dahl & Krulatz, 2016; Surlakovic, 2014; Haukås, 2014). As a result of the limited research found from the Norwegian context, this study can give some insight within L3 research, and hopefully contribute to the existing knowledge.

The study, therefore, aimed to explore teaching techniques perceived by teachers as important in teaching English as a foreign language L3. It also aimed to investigate the influence of teachers' background variables on English language teaching among adult learners. These aims underscored examining teachers' teaching techniques and motivation elements in the process of foreign language learning.

Literature Review

Considering the vast amount of research conducted on English as a foreign language, teaching and learning vocabulary and motivation stand out at the international level. There is little literature regarding teacher skills for teaching L3 in Norway, and there is also a void when it comes to multilingual didactic in the Norwegian teacher education programs (Dahl & Krulatz, 2016; Surlakovic, 2014; Haukås, 2014). The few existing ones related to regular students and not adult

minority learners found that teachers in Norway had “moderate” competence in adaptive English teaching. According to the new subject curriculum (Utdannings direktoratet, 2020; Kunnskapsdepartementet, 2020), English is central for cultural understanding, technology development, communication, and identity development. English language is, therefore, an obligatory subject in both Lower and Upper secondary schools. Research shows that the vocabulary knowledge of Norwegian students in Lower and Upper secondary schools as well as adult English learners is low and even lower among minority adult learners (Olsen, 2016; Nation, 2008; Onyszko, 2019). Onyszko (2019) tested vocabulary size and found that the upper secondary school first year (VG1) students had an average receptive vocabulary of 8,338 word families and an average of 4,769 word families for their productive vocabulary size. The same study found that the students heavily relied on high-frequency words when writing in English and that the mid- and low-frequency words were used very limited, and those who performed less had negative attitudes and language anxiety towards English (Gjerde, 2020; Jakobsson, 2018). Motivation is also a widely researched area within L2 and L3 learning. But similarly, there is little research from the Norwegian context.

Teacher Techniques for Teaching English as a Third Language (L3)

Teacher competences are vital to teaching English as a second language (L2) and English as a third language (L3) (Langeland, 2012; Onyszko, 2019; Dahl & Krulatz, 2016). Teacher techniques in the current study are defined as the knowledge and competence needed by teachers to be successful in teaching English as L3 in secondary schools. These techniques include teaching vocabulary, teaching grammar, enhancing positive language attitudes (L-attitudes), reducing language anxiety (L-anxiety), helping students to develop writing and reading skills as well as collaborative teaching among others. There is no single document containing all the key and effective English teaching strategies, but rather an attempt to identify useful ones. Teaching strategies and teacher competencies are considered one of the backbones of effective and successful teaching (Kuyini et al., 2016).

Research on vocabulary, Language attitudes (L-attitudes), and Language anxiety (L-anxiety) in the Norwegian context has shown varying differences in their effects on English language learning. Although vocabulary and motivation are widely studied areas on the international level, less research has been conducted in the Norwegian context. Several of the studies that are found have commented on this research gap, and their studies, along with this, lay the foundation to limit this gap.

Langeland (2012) looked at how the English vocabulary of forty 5th graders developed over three years. She tested English teaching and its effects on pupils receptive and productive written vocabulary and found that the pupils moved slowly, but not evenly, towards greater lexical richness both in their receptive and productive vocabulary through the three years. The receptive vocabulary test (Peabody Picture Vocabulary Test Version 4) showed an increase in mean from 122.3 to 149.4 from 5th to 7th grade. In teaching writing skills, she found that

students productive writing skills increased. In Langeland's studies it was emphasized that teachers should teach low-frequency words to increase students writing skills.

Helness (2012) conducted a study looking at 57 written texts produced by 7th graders and 57 written texts by 10th graders and compared their vocabulary variation, lexical density, and text length. She found that there was not a difference in lexical density between the two groups, and the vocabulary variation seemed to be higher in grade 10, but these results were found to be inconclusive. 7th graders, however, wrote longer texts, while L3 minority adult learners wrote shorter texts, despite having less time than 10th graders, which Helness implies can be due to the nature of the writing tasks.

Furthermore, techniques such as teamwork, peer tutoring, and collaborative teaching skills are seen to facilitate learning English as a second language (Olsen, 2016). Two master's theses help shed light on teaching English as L2/L3 and knowledge of Norwegian students in lower and upper secondary schools. Olsen (2016) focused on how an explicit focus on vocabulary can facilitate pupils' vocabulary acquisition. He investigated teachers' teachings focusing on content and teacher-initiated focus on teaching the word and found that word teaching improved students' performance in English through teamwork and collaborative learning.

Onyszko's (2019) research investigated teaching/learning English through a few techniques and found that peer-tutoring increased students' participatory responses and thereby enhancing oral presentations as well as increasing receptive and productive vocabulary size of the students. In collaboration both teachers and students harness their own creative thinking and share ideas with each other (Kuyini et al., 2016).

Motivation is also a widely researched area within L2-L3 teaching/learning. Jakobsson (2018) found as part of his study that Norwegian 10th graders' motivation toward English correlated with their grades in written and oral English, thus teacher's ability to motivate students in their teaching of L2 or L3 will enhance performance (Jakobsson, 2018). Motivation is related to attitudes towards learning. Jakobsson's (2018) investigation found that students who reported having negative attitudes towards English got low English grades and the students who reported positive attitudes attained high English grades.

Gjerde (2020) did a research on L-anxiety in oral activities in the English lessons in Norway. She investigated lower secondary English teachers' and pupils' beliefs regarding this. She found, through interviews and questionnaires, that both the teachers and pupils considered high self-exposing activities that included oral communication to be the most anxiety-provoking activities in the English classroom. Gjerde explains that the students reported the fear of making mistakes, being critically evaluated, and being mocked as the main reasons for their classmates' L-anxiety. However, some aspects helped reduce the L-anxiety, such as lower self-exposing activities, like group work, speed-dating, and group games. Additionally, the pupils found it anxiety-reducing when the teacher primarily spoke English during the lessons and if the teacher was calm and patient.

Lastly, a study conducted by Myhre and Fiskum (2020) found that the students' L-anxiety decreased when they had lessons outside in smaller groups. The pupils reported that making mistakes in oral English was one of the main reasons for why they were anxious, hence teachers who encourage working in smaller groups reduced the L-anxiety since not as many people heard the mistakes of a group member. The outdoors also helped reduce L-anxiety because of the lesser theoretical focus they experienced outside, where they could speak more freely without worrying about the accuracy of what they said. Myhre and Fiskum concluded that the students reported an increased willingness to communicate in English when they could use the language in a more realistic setting, and when they had interesting ways of learning. Literature shows that mastery of the English language by teachers makes them speak freely in the class when teaching and students emulate teachers' behaviors also to endeavor to practice their English. These identified strategies are essential when it comes to teaching English as L2/L3, however minority adult students in secondary schools have diverse backgrounds when it comes to level of English knowledge and have diverse needs which of course is a challenge for English teachers. Teachers, therefore, put forward concerns about lack of skills to support students to learn English. Studies on teaching English to immigrant students in Norway have shown that teachers are left on their own regarding effective English teaching strategies to support minority adult students (Surlakovic, 2014; Haukås, 2014). According to Spernes and Fjeld (2017), English teachers and other bilingual language teachers are less considered regarding planning of didactic work in schools. They concluded in their research that bilingual language teachers are not able to use their full potential due to little opportunity at their disposal to contribute to designing and planning of the English teaching curriculum, which in turn might have a negative effect on minority students' English learning (Spernes & Fjeld, 2017).

Norwegian teachers have expressed the need to develop competences in teaching English to adult learners. It seems that teachers who have taken courses and trained to teach English as their main subject are positive and capable of providing better instructional practices than teachers who are not trained or not have English as their main teaching subject to teach English (Damsgaard & Eftedal 2014; Dahl and Krulatz, 2016). Therefore, teachers without the requisite qualification to teach English as a second or third language should be encouraged to do so through teacher training designed for that purpose.

Motivation

Teaching and learning a new language involves both intrinsic and social motivation, and intrinsically motivated students have an inherent interest in what they read and spend more time reading it (Huang & Reynolds, 2022). According to Gardner (2010), motivation is perhaps one of the most important elements in the process of foreign language learning. It has a huge impact on an L2 learner's learning outcome in the sense that an individual's willingness and ability to L2/L3 motivation research has gone through different stages, and researchers have conceptualized various L2 motivation models in the field, from Gardner's socio-

educational model (Gardner, 2010; 2019). This socio-educational model includes instrumentality, integrativeness, and attitudes to learning situations, these three constructs are positively related. It means that learners with high integrativeness see the language learning situation positively and therefore, have high levels of instrumentality (Gardner, 2019). The interrelationship of these three elements can be explained in the interaction of teachers and students in the teaching and learning process. Teachers' motivational role is to enhance students' positive language attitude while at the same time reducing their language anxiety (Huang & Reynolds, 2022). The skill to connect integrativeness, instrumentality and control of attitudes at the same time can be difficult, and the central challenge for teachers in this regard is to identify skills that are important to teach English as a foreign language to students in the classrooms for a greater learning outcome.

The Present Study

Three major research questions were addressed in the study. The first question explored teaching techniques teachers considered as important in teaching English as L3 in the classroom. The second question examined teachers' background variables and their influence on the teaching techniques. Lastly, teachers were asked to identify effective ways of teaching vocabulary/learning words. The following research questions were addressed:

1. What teaching techniques do teachers of L3 consider as important and use in the classroom?
2. What is the influence of teachers' background variables on English teaching techniques?
3. What do teachers consider as effective ways of learning words to enhance minority adult student's vocabulary acquisition?

Methods

Research Design

The research data was quantitative designed to measure or determine the relationships between Items used in the research to find variability (Creswell, 2003). The quantitative design was to examine relationships between variables employed and teachers' instructional behaviours and practices in the classrooms.

Participants

Using a quantitative research approach, 95 teachers from lower and upper secondary schools from two districts of Viken county in Norway were invited to and completed a two-part study questionnaire titled Perceived Skills for Teaching English as L3 Scale (PSTESL).

The participants were made up of 40 male teachers (42%) and 55 female teachers (58%). The choice of participants was based on convenience sampling where the researcher considered the willingness and proximity of the schools involved, also because of the pandemic. Out of the 95 participants 15 teachers (16%) had a master's qualification and the rest 80 (84%) had a bachelor qualification. With respect to teaching experience as many as 60 (63%) have taught for more than 10 years and the rest 35 (37%) have taught for five years or less.

Instrumentation and Data Collection

Two sets of questionnaires were used to collect the data *Perceived Skills for Teaching English as L3 Scale (PSTESL)*, originally developed by Fer (2007) and modified by the author to suit this study. The first set consists of background variables such as gender, age, training, and experience. The second part consists of 15 items centred on techniques regarding teaching vocabulary, teaching grammar, debating, project work, practicing pronunciation, reading, writing, dictation, lecturing, etc.

Participants were required to rate each item from 1 = Not Important, 2 = Important, 3 = Very Important and 4 = Exceptionally Important. Teachers were required to complete and return the questionnaires to the researcher or representative in their respective schools. Since the questionnaires were to be completed anonymously, consent was implied in the completion and return of the questionnaires. In addition, an open-ended question, which asked teachers to list ways of teaching words to enhance minority adult students learning, was added to the questionnaire. This question was designed to obtain information from teachers about helping students to acquire adequate vocabulary in English.

Data Analysis

The teachers' response data from the questionnaire were subjected to reliability analysis. The results showed a Cronbach's Alpha of 0.705, which is within the range acceptable for research (Cooksey, 2007). Data were then converted from the raw data into a structure after which the data analysis began. The data were therefore used for further analysis with respect to the study's research questions. Descriptive statistics t-tests and One-way between-groups ANOVA were used to analyze data.

Results

As mentioned above, descriptive statistics and t-tests were used to analyze the data relating to teachers' techniques in teaching English as L3 and the rating of the importance of these strategies as well as the effect on teachers' background variables.

For research question one, the analysis (see Table 1) shows that 12 of the 15 strategy items were rated above 3 on a 4-point Likert-scale classification,

indicating the relative importance of the majority of techniques included in the *Perceived Skills for Teaching English as L3 Scale (PSTESL)*. However, the teachers rated strategies in Teaching vocabulary to meet students' word acquisition (M=3.80) Teaching grammar (M=3.77) and Developing writing skills of students (M=3.57), as the most important. On the other hand, techniques such as reducing language anxiety (3.21), Teamwork (M=2.92) and Enhancing language attitude (M=2.50) were rated as less important.

Table 1. Descriptive Statistics

Item	N	Mean	Std. Deviation
4 Teaching vocabulary	95	3.80	0.360
1 Teaching grammar	95	3.77	0.354
11 Developing writing skills	95	3.57	0.548
5 Developing reading skills	95	3.56	0.515
6 Developing speaking skills	95	3.50	0.744
10 Progress assessment	95	3.45	0.623
8 Peer tutoring	95	3.41	0.564
14 Correct pronunciation	95	3.36	0.537
7 Project based work	95	3.23	0.521
13 Involving students in debate	95	3.31	0.734
12 Collaborative Teaching	95	3.22	0.855
3 Reducing language anxiety	95	3.21	0.875
2 Teamwork	95	2.92	0.690
9 Good technology skills	95	2.61	0.585
15 Enhancing positive language attitude	95	2.50	0.618

Valid N (listwise) 95

Background Variables and PSTESL Scale

The t-test analysis that explored teachers background variables and strategies found statistically significant differences in mean scores on some items for Gender, Extra training in the English language, and Educational Qualification at the $p=0.05$ confidence level. Details are explained below (see Tables 3 and 4).

Gender and Teachers' Competencies

The data analysis showed that while gender had no effect on the entire scale, it did have a significant effect on six items of the scale. The items are Vocabulary teaching, Reducing language anxiety, Encouraging language attitude, Developing reading skills, Using Progress assessment information to plan lessons, Collaborative teaching, and use of peer tutoring strategies (see Table 2).

Table 2. T-test for Gender and PSTESL Items

Item		N	Mean	Std. Deviation	Sig.
4 Vocabulary teaching	Male	40	3.62	0.482	0.000
	Female	55	3.81	0.470	
10 Using progress assessment	Male	40	3.39	0.717	0.000
	Female	55	3.03	0.533	
3 Reducing language anxiety	Male	40	2.74	0.718	0.000
	Female	55	3.33	0.613	
15 Encouraging positive language attitude	Male	40	3.17	0.554	0.000
	Female	55	3.65	0.437	
8 Use of peer tutoring strategies	Male	40	2.11	0.570	0.000
	Female	55	2.71	0.522	
12 Collaborative teaching strategies	Male	40	3.21	0.605	0.001
	Female	55	3.54	0.582	
5 Developing reading skills	Male	40	3.13	0.501	0.009
	Female	55	3.25	0.454	

Teachers' Extra Training in English Teaching and Strategies

The t-test analysis for the Extra Training in English variable and strategies found statistically significant differences in mean scores on some items for those who received training and those who did not receive such training at the $p=0.05$ confidence level. Teachers who had training considered the following strategies more important. The strategies are Item 4 Teaching vocabulary to meet the learning needs of students, Item 1 Teaching grammar, Item 11 Developing writing skills, Item 12 Collaborative teaching, Item 15 Encouraging positive language attitudes and Item 8 Use of peer tutoring strategies (see Table 3).

Table 3. Group Statistics for Extra Training in English Teaching

Extra training in English (No =1, Yes = 2)	N	Mean	Std. Deviation	Sig	
4 Vocabulary teaching	No	35	3.61	0.549	0.007
	Yes	60	3.85	0.358	
1 Teaching grammar	No	35	3.62	0.776	0.009
	Yes	60	3.49	0.711	
11 Developing writing skills	No	35	3.28	0.504	0.010
	Yes	60	3.51	0.506	
12 Collaborative teaching	No	35	3.52	0.591	0.013
	Yes	60	3.49	0.506	
8 use of peer tutoring	No	35	2.58	0.606	0.006
	Yes	60	2.85	0.358	
13 Involving students in debate	No	35	3.35	0.801	0.011
	Yes	60	2.98	0.908	
7 Project based work	No	35	3.35	0.527	0.044
	Yes	60	3.54	0.505	

Teacher Qualification and Strategies

The t-test analysis for teachers' educational level variable and competencies, as shown in Table 4, found statistically significant differences in mean scores on some items for those with a Master's degree in English and those with a Bachelor's degree in English as minor at the $p=0.05$ confidence level. Teachers

with a bachelor's degree rated items 10 (Progress assessment), 1 (Teaching grammar), and 11 (Developing writing skills) higher than those with a master's degree. On the other hand, teachers with a master's degree rated eight strategies items higher than those with a bachelor's degree. The techniques are items 4 (Vocabulary teaching), 1 (Teaching grammar), 11 (Developing writing skills), 6 (Developing speaking skills), 13 (Involving students in debate), 12 (Collaborative teaching), 15 (Encouraging positive language attitude), 9 (Good technology skills), (Use of peer tutoring technique), 7 (Project based work), 2 (Teamwork) and 3 (Reducing language anxiety).

Table 4. Group Statistics for Teacher Qualification

Qualification		N	Mean	Std. Deviation	Sig.
4 Vocabulary teaching	Bachelor Degree	80	3.68	0.708	.012
	Master Degree	15	3.98	0.552	
1 Teaching grammar	Bachelor Degree	80	3.68	0.541	0.000
	Master Degree	15	3.99	0.115	
11 Developing writing skills	Bachelor Degree	80	3.49	0.564	0.000
	Master Degree	15	3.86	0.454	
6 Developing speaking skills	Bachelor Degree	80	3.07	0.322	0.000
	Master Degree	15	3.60	0.513	
13 Involving students in debate	Bachelor Degree	80	3.63	0.541	0.000
	Master Degree	15	3.97	0.537	
8 Use of peer tutoring strategies	Bachelor Degree	80	2.46	0.605	0.000
	Master Degree	15	2.85	0.511	
12 Collaborative teaching	Bachelor Degree	80	3.71	0.503	0.002
	Master Degree	15	3.91	0.562	
15 Encouraging positive language attitude	Bachelor Degree	80	3.09	0.669	0.000
	Master Degree	15	3.59	0.859	
9 Good technology skills	Bachelor Degree	80	3.46	0.902	0.035
	Master Degree	15	3.53	0.648	
7 Project based work	Bachelor Degree	80	3.14	0.403	0.000
	Master Degree	15	3.55	0.521	
3 Reducing language anxiety	Bachelor Degree	80	2.48	0.753	0.036
	Master Degree	15	2.67	0.501	

Experience in Teaching English and PSTESL Items Scores

A One-way ANOVA carried out for Years of teaching experience showed significance for only vocabulary teaching ($p=0.04$) (see Table 5). Teachers who have taught for more than 5 years considered vocabulary teaching as more important than those with less experience. All the other items showed no significant differences with experience (see Table 5).

Table 5. ANOVA: Years of Teaching Experience and Vocabulary Teaching

	Years	N	Mean	Std. Dev.	Anova
Vocabulary teaching	1-5	10	2.42	0.744	0.043
	6-10	25	2.54	0.732	
	11-15	40	2.70	0.712	
	16-20	10	2.92	0.678	
	21-25	5	2.83	0.810	
	Over 25	5	3.23	0.595	
	Total	95	3.04	0.732	

Discussion

This study examined the strategies Norwegian teachers perceive as most important in their effort to teach L3 adult minority students in grade 10. The descriptive results showed that teachers rated competencies such as vocabulary teaching, grammar teaching, development of reading and writing skills, mastery of subject, and collaboration as most important. These competencies are noted as important in other studies (Bjørke, 2018; Schmitt, 2014), and also vocabulary teaching and mastery of the English subject as some of the competencies teachers lack that constitutes a low level of English teaching skills (Schmitt & Schmitt, 2020; De Wilde & Eyckmans, 2017). The study findings depart from a similar study in Swedish where teachers considered competencies in project work and collaboration as important (Henry, Korp, Sundqvist, & Thorsen, 2018). They further state that in projects work, teachers get entire classes caught up in a tide of motivational energy, where enthusiasm and goal-targeted behavior becomes the focus. However, very little can be conveyed by the ability to do projects and debate in English without vocabulary and grammar (Schmitt & Schmitt, 2020). This is not surprising because in collaboration, teachers suggest improvements for students, while similarly students easily collaborate with each other to improve their arguments and phrasing of sentences.

Another finding of this study was the use of technology and mastery of the English language as a teaching subject in the class as an important teaching skill for teachers for both motivation and as an interactive communication tool for learning pronunciations and speaking. This finding is not surprising. In Norway, digital competence and skills are included as core elements of a national curriculum of which teachers are aware, so it is vital to be able to use computers properly both for teachers and students. This finding supports the study of Rasmussen and Damsa (2016) of a relationship between teachers' digital competence and skills as an important factor in student's learning. Teachers who are conversant and comfortable to use computers, iPad and apps can make teaching more interesting for students. Technology skills impact students' motivation to learn and is seen as a key factor that influences the rate and success of L3 learning in general (Dörnyei, 1998). Further, mastery of subject enthuse students' motivation. Specifically, motivation has an important role in the vocabulary learning process, where motivation should be present to expect the learners to "notice" the words (Nation, 2013). Indeed, students need vocabulary to be able to learn a new language.

Development of reading skills, development of writing skills and progress assessment were rated low in terms of importance. The findings of low ratings in reading and writing skills may partly be a result of students not wanting to read in class based perhaps on English language anxiety. However, this result is surprising because teachers are supposed to encourage both reading and writing skills of students. It is important to note that low scores on reading skills may impact vocabulary acquisition and teachers' competencies, and their desire to seek enhancement of such knowledge and its use in the classrooms (Nation, 2013). Similarly, language attitude and language anxiety in teaching were overlooked and not considered very important even though they constitute useful strategies in language teaching for supporting students (Dörnyei, 1998; Tseng & Schmitt, 2008).

This finding is in contrast with previous studies on the connection between vocabulary learning and L-anxiety, where it was found that L3 anxiety can influence both vocabulary learning and production and that L3 anxiety can lead to poor performances on vocabulary tests, as well as lead to a longer time to learn new vocabulary and longer time completing vocabulary test (MacIntyre, 2017; MacIntyre & Gardner, 1989). High levels of anxiety can often come across as fears of using the language. Teachers' scores for enhancing language attitude and reducing student's language anxiety were low even though these strategies have been found to promote learning motivation. This finding is surprising and may perhaps be explained by teachers' background variables not captured by the current study.

Teachers' background variables of training and experience in English teaching showed significant differences in the use of vocabulary teaching strategies. Findings from teachers' background variables imply that, teachers with training and experience considered these competencies more important than those without training or experience. This finding supports the fact that training increases teachers' mastery of subject appreciation of effective English teaching practices such as encouraging positive attitudes, reducing students' language anxiety and collaborative output task strategies, which have been found to be important to outcomes in English teaching (Byrne, Flood, & Shanahan, 2012; Hashemi, 2011; Ozturk & Gurbuz, 2014; Young, 1990).

How Words in English could be learnt to Enhance Minority Adult Students Learning

The best ways to grasp English words fast identified by participants involved teaching through working with vocabulary strategies such as: teaching high-frequency words where students learn words through memorization, using word card, using word parts, using dictionaries effectively, connecting words to images or rhymes and rhythms, making word lists or mind maps, as well as encouraging students to watch English films, play games, and use English actively. While this mirrors previous studies (Nation, 2013; Gausland & Haukås, 2011), there is variation regarding what strategies teachers see as important and what is expected of teachers as experts in teaching English as L3 to minority adult learners.

Emphasis is being put on low- frequency and mid-frequency word learning in other studies as opposed to vocabulary strategies. The point here is that once the learners understand how to use some vocabulary strategies, the teacher can provide texts with high-frequency words, and the learners can learn new vocabulary by themselves with the help of the strategies. Studies have shown that there are only 13 different words that make up 25 percent of the words we read, and there are 100 words that make up 50 percent of the words we read. These words are called high-frequency words, and it important to teach them in language learning. Studies show that when teachers teach high-frequency words they will be covering most of the English words students need to know and also that words can be learnt out of school exposure (Nation, 2013; De Wilde, Brysbaert, & Eyckmans, 2020).

Conclusion

The study provides a unique picture of the perceptions of teachers in Norway about teaching strategies required for effective instructional delivery in the classrooms. Underpinned by Gardner's motivational theory, the study explored English teaching strategies and how language attitudes and language anxiety might contribute to motivation to study English and found that when teachers are confronted by students with a range of English learning anxiety, learning becomes difficult with resulting low performance and collaborative output. In this sense the study's findings reveal teachers' encouragement of positive attitudes of students toward the learning of English through mastery of the subject by teachers. The findings also provide grounds for developing a meaningful English training curriculum in Norway and teachers teaching adult minority students based on research evidence. Participants' responses both align with and contradict literature on what works when teaching English to minority adult students. This finding supports Dahl and Krulatz (2016), Surlakovic (2014) and Haukås (2014) who found teachers using generic strategies and call for more research in the field of teaching English as a foreign language. Thus, any new training curriculum could explore those contradictions while simultaneously addressing the identified strategies. What is worth pointing out in this study is that English teaching should not be up to the individual teacher but should be part of a broad research and teacher education in English. The issue of why some strategies work for some and not all is a pointer for further research.

Limitations and Future Study

This study has some limitations. The first limitation is focusing only on L3 teaching of minority adult students, which could not obtain consensus in the general teaching of L3 English. Since one of the aims of this study was to find results that could be useful for teachers in adult minority students' classrooms it was considered necessary to stick to these classes. This, could however have influenced the results since the teachers participating in this study might have been

better or worse at teaching English as L3 in general Norwegian 10th and VG1 graders.

Also, this study did not test English teacher's competencies on identified items. However, this was not the aim of the study. Given the limitations of this study, and the limited number of similar studies conducted in the Norwegian secondary school setting, further research is recommended in the general Norwegian English teachers' strategies to teach L3. It will also be interesting to investigate the connection between vocabulary knowledge, L-attitudes, L-anxiety and how these factors affect the teaching and learning of the English language.

Regardless of the limitations of this study, it aimed to address a gap in several areas of L3 research in the Norwegian secondary grade setting. It set out to investigate these areas and provide insight for teachers.

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