

## STUDENT PERSPECTIVES ON FUTURE CAREERS: WHAT IS THE ROLE OF LANGUAGES? A ROMANIAN CASE STUDY

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**ABSTRACT.** *Student Perspectives on Future Careers: What is the Role of Languages? A Romanian Case Study*<sup>4</sup>. This article explores language learner motivation among Romanian students studying Norwegian at bachelor level. The article focuses on the students' views on career opportunities and on how their language skills can open possibilities for different kinds of language-related careers. Two cohorts of students were interviewed. The second cohort had experienced internships in international companies, which was reflected in the interviews of this group. The study adopts a plurilingual perspective with a focus on the role of English in Europe. The study provides insights into the labour market involving proficiency in minor languages and into the perspectives of students entering this job market with regard to job satisfaction.

**Keywords:** *language learners, minor languages, motivation, career paths, job satisfaction.*

**REZUMAT.** *Perspective în carieră ale studenților: Care este rolul limbilor? Un studiu de caz românesc.* Articolul explorează motivația cursanților, în rândul studenților români care studiază norvegiană la nivel licență. Articolul se concentrează asupra opiniilor studenților asupra oportunităților de carieră și asupra modului în care abilitățile lor lingvistice pot deschide diferite posibilități în carieră legate de această limbă. Două cohorte de studenți au fost

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intervievate. A doua cohortă a efectuat stații în companii internaționale, ceea ce s-a reflectat în interviurile acestui grup. Studiul adoptă o perspectivă plurilingvă, cu accent pe rolul limbii engleze în Europa. Studiul oferă perspective asupra pieței muncii care implică competența în limbile minore și perspectivele studenților care intră pe această piață a muncii în ceea ce privește satisfacția la locul de muncă.

***Cuvinte cheie:** cursanți de limbă, limbi minore, motivație, traseu în carieră, satisfacție la locul de muncă.*

## 1 Introduction

The present article relates to a project which researches Romanian students' motivation for choosing to study Norwegian, a minor language with 5.2m speakers. The project period runs from May 2018 to 31 December 2021 and is a collaboration between one Romanian and two Norwegian researchers. The project also addresses whether students foresee any challenges with working in a language which is not their first; how they plan to cope with these challenges; and how they see the role of English in their future careers. This is knowledge that may only be gained by interviewing students who have chosen to study Norwegian in a Romanian context.

We have chosen to research these questions using a case study method, viz the study of 'a single entity with clearly defined boundaries' (Dörnyei 2007: 151). The research design is based on qualitative interviews with two cohorts of Romanian bachelor students at the Babeș-Bolyai University in Cluj-Napoca, Romania; Cohort1 in 2018 and Cohort2 in 2019 (for details, see section 3. Method/Material).

While both cohorts were asked about their motivation for studying Norwegian and their relationship with other languages, the second round in 2019 took the subject further. Career prospects were also in focus in 2018. However, Cohort2 had experienced internships in an international company in Cluj, which was not the case for Cohort1. We therefore decided to include questions relating to this experience in our Interview questions. See Appendix 1 & 2 for the interview questions used for the two cohorts.

The interview material yielded information on a number of issues relative to the case. In the present article we have chosen to focus on the following research questions:

- RQ1 Why do the students choose to study a minor language like Norwegian?

- RQ2 What kind of career do the students envisage?
- RQ3 How do students see the role of other languages in their future careers?
- RQ4 (2019 cohort only) What do students regard as most important with respect to job satisfaction?

## 2 Theoretical considerations

Learning languages is an important component of EEA/EU educational policies, as the acquisition of at least one second language is mandatory (*Eurostat*). The first language of choice is English, and it has thus become a truism that mastering English at some level has become a basic skill in a European context. Higher education will expect students to be able to access information and produce texts in this language even in a domestic context, as few subject fields can be studied at higher levels without this practice. In a European context English is thus no longer learnt with the aim of integrating in a country which has it as its mother tongue, but is used as a lingua franca or ‘contact language’ (Seidlhofer 2005: 339), ‘that is, used as a means of communicating with others from different first-language backgrounds’ (Piekkari et al. 2014: 5). A corollary is that the language is learned in different domestic contexts, which leaves room for situated research to uncover its role in different European countries, Romania being a case in point.

English has thus become an essential qualification when it comes to employment in international business. In Europe, multinational companies may decide to offshore (i.e. relocate while retaining the activity with the firm) or outsource (i.e. hire an independent supplier) part of their operations for financial reasons (Marin 2006). This will often mean relocation to countries where English is not the first language. This practice, which includes offshoring of jobs from Western European to Central and Eastern European countries has become prominent since the 1990s (Marin 2006). In such contexts, English will have the role of contact language. Proficiency in the language will be a requirement for employment, and impact on career paths. Thus, those wishing to be employed in such firms may find that they are not hired if they lack English language skills, or are prevented from ‘pursuing vertical career opportunities’ for the same reason (Piekkari et al. 2014: 136). Linguistic fluency can thus be a source of power, as it places the individual in question in a privileged position when it comes to possession of and communication of critical information, in addition to being ‘associated with professional competence’ (Piekkari et al. 2014: 63).

One field that is relevant when it comes to the importance of languages is the offshoring of language-sensitive services, i.e. services that require proficiency in a specific language. Such services exemplify relocated activities requiring skilled or intellectual labour (Piekkari et al. 2014: 194). This practice is particularly interesting when it comes to delivering services that require proficiency in the language of a high-cost country, Norwegian being a case in point. Norwegian is a minor language with about 5.2 million native speakers, but the language is also close to, and mutually intelligible with the other Scandinavian languages, Swedish (about 9.6m speakers) and Danish (about 6m speakers). This means that handling language-sensitive services requiring Swedish or Danish is within reach with a moderate additional language study.

Norwegian courses are available in all EEA/EU countries, but the Babeş-Bolyai University in Cluj-Napoca has the largest programme in Europe for learning Norwegian outside Norway, spanning from bachelor programme via optional master courses to PhD programme. Norwegian companies have a substantial presence outside Norway in the EEA area, including about 60 companies in Romania (*Norwegian Embassy website*). In such cases, English is normally chosen as the corporate language to bridge the language gap between the two countries. However, Norwegian proficiency will necessarily represent an additional part of the picture and present opportunities for employment where one of the Scandinavian languages is in demand. These opportunities broaden the employment prospects of a university degree in Norwegian and come in addition to the traditional avenues of employment for language graduates, such as teaching, translation and doing research.

In the EU, the most popular languages are the ones of the largest populations, viz. English, French, Spanish, Russian and Italian (*Eurostat*), and it is reasonable to assume that the opportunity to reach large numbers of native speakers together with the availability of language programmes will be important factors here. For minor languages like Norwegian, the motivation for their study can thus not be based on the number of native speakers. It may, however, be motivated by a generally international orientation; any professional opportunities linked to a degree in the language; together with the availability and quality of an educational programme. It should also be noted that Romania is a multilingual country in terms of mother tongue speakers. Romanian has 17 million, Hungarian 250,000 and Romani 50,000 speakers, in addition to speakers of German, Ukrainian, Lipovenian Russian, Turkish, Tatar and Polish, to mention the largest groups according to the 2012 census (Kuiken and van der Linden 2013: 10). Being exposed to different languages is thus common for the Romanian population.

As for the offshoring of language-sensitive services requiring other languages than English, an internationalising firm may decide to teach the language in company time (Bjørge and Whittaker 2019). In such cases, the job interviews for entry positions may be carried out in English, and English proficiency be regarded as an indication of the ability to learn other languages. Alternatively, a firm may recruit to entry positions based on language qualifications present in the local labour market. In both cases we are looking at recruitment requiring higher educational background including university degrees.

Another issue concerns the pressure on the mother tongue that comes from the growing influence of English. This is a major issue in Norway, where there is rising awareness of the need to develop the language to prevent domain loss in terminology fields, and to create ground rules for the use of Norwegian and English under the motto 'Bruk norsk når du kan, og engelsk når du må!'<sup>5</sup> (*The language council of Norway*). Romania's relationship with English is somewhat different, as Romanian is a Romance and not a Germanic language, and the historical influence from English-speaking countries like the UK and the US is less strong. Also, French used to be the first second language taught in schools before being gradually replaced by English in the last decades.

### **3 Method/Material (Research design)**

#### **3.1. Method**

The method chosen was that of the semi-structured individual interviews (Dörnyei 2007). The semi-structured format was chosen because it opens up for reflections on the part of the interviewee, and for follow-up questions on the part of the interviewer(s). The design worked according to plan, as the students spoke relatively freely, both when responding to main questions and to any follow-up questions.

The interviewees were all bachelor level students. They signed consent forms and were informed that they could stop the interview at any time without giving any reason. None of the students used this option. The interviews were sound recorded and transcribed verbatim. To preserve anonymity, the names of the interviewees were not recorded.

The interviews were structured according to main interview questions combined with any follow-up questions and recorded. The textual data were then subjected to content analysis (Dörnyei 2007). In addition, each transcription was read through with a view to additional relevant material. For further details, see Table 1.

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<sup>5</sup> "Use Norwegian when you can, and English when you have to"

### 3.2. Material

The material is set out in Table 1.

**Table 1.** Interview rounds 1 (2018) and 2 (2019)

<b>Interview round 1 (Cohort 1)</b>	<b>Interview round 2 (Cohort 2)</b>
07–09 May 2018	09–10 May 2019
8 bachelor students	11 bachelor students
3 first year students (Cluj1–3) 2 second-year students (Cluj4–5) 3 third-year students (Cluj6–8)	11 second-year students
Code: Cluj1–Cluj8	Code: Cluj21–31
Total time: 1h 58min	Total time: 3h 31min
Interviewers: Bjørge, Tomescu Baciu	Interviewers: Bjørge, Tomescu Baciu, Whittaker
Location: Babeş-Bolyai University	Location: Babeş-Bolyai University

Interviews Cluj 1–3 were carried out in English, since they were first-year students. Cluj 4–8 and Cluj 21–31 were carried out in Norwegian and translated by one of the authors.

### 4 Findings

The findings will be presented according to relevance for the research questions set out above.

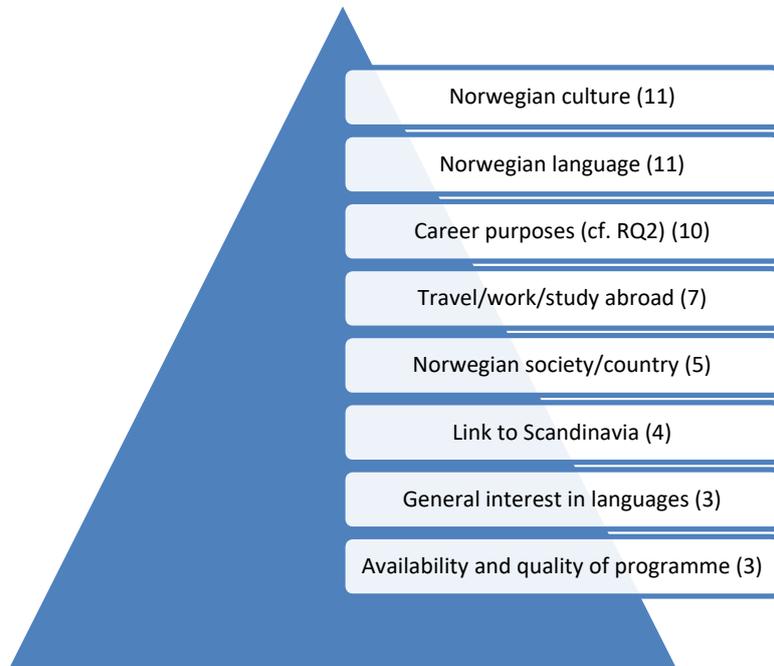
- ***RQ1 Why do the students choose to study a minor language like Norwegian?***

Both cohorts were of course students of Norwegian and had made their choice for different reasons. They answered to the question: Why do you study Norwegian?

Figure 1 presents the factors mentioned by the 19 students when asked ‘Why do you study Norwegian’, and how many times each factor was referred to by the interviewees (figures in brackets).

Features of Norwegian culture mentioned by the students included the country’s literature, mythology, Old Norse, history and even the youth cult series *Skam*<sup>6</sup>. When it came to the Norwegian language, students found it exotic and musical in addition to being genuinely interested in the language for its own sake.

<sup>6</sup> Popular TV series in Norway and abroad.



**Fig 1.** Why do you study Norwegian? (n=19)

Cohort 1 were also asked the question ‘What did you know about Norway before you started studying Norwegian?’ Of the eight students, two reported having a generally positive image of Norway, three stated ‘not much’ while three had some background in the language or culture from upper secondary school. Features mentioned were literature, culture, mythology, geography (‘fjords’), Fridtjof Nansen, the language itself, and the Cluj programme.

Several were motivated for studying or working abroad, but not necessarily on a permanent basis. The image of Norwegian society was to a certain extent linked to a generally positive image of Scandinavia. Some of the students were genuinely interested in languages in general. Finally, the availability and quality of the programme was mentioned as a deciding factor.

- ***RQ2 What kind of career do the students envisage?***

***Cohort 1 – first interview round, 2018***

Cohort 1 were asked questions relating to career ambitions in general. They were also asked whether they would like to work for an international

(Nordic/Norwegian) company, and their impressions of what working for such a company in Cluj would entail.

These students reported career ambitions relating to translation, teaching, writing articles, doing research in Norwegian language and literature in addition to studying and working internationally, perhaps in the Nordic countries. When asked whether they would like to work for a Nordic/Norwegian company, only one of the group of eight reported this as the primary aim. While the others did not reject this option outright, they had formed an opinion of what such a career would entail. They saw it as an opportunity to use their Norwegian in a professional capacity and practise the language, together with getting work experience. However, they were not keen to work in what they perceived as routine jobs in call centres but were positive to working for a company provided the work was non-routine.

### ***Cohort 2 - second interview round, 2019***

In this interview round, ten members of the cohort (Cluj21–24, Cluj26–31) had done a period of internship for the offshored operation of an international company. They were asked for their views of how they could use Norwegian in the Romanian job market. They were thus in a better position to have an opinion on the kind of job opportunities that were offered by these companies. This company recruits to some entry positions (Piekkari et al. 2014) on the basis of specific linguistic competences, as they deliver language-sensitive services.

The interview material was concentrated round three topics, namely employment opportunities for using Norwegian; whether the students were positive to working for an international corporation, and their reasons for choosing or rejecting this option (cf. Appendix 2).

The interviewees reported on employment opportunities in working for international companies, call centre work, embassy work, public administration, contact with Scandinavia, translation, teaching, interpreting and academic careers in general.

Nine of the ten were positive to working for an international corporation. The reasons were wide-ranging. Working for an international firm makes it possible to get 'in contact with different ways of living and different ideas' (Cluj21), 'Scandinavian calm, because we [Romanians] are very stressed every day' (Cluj 21), 'you get many opportunities and you get to know other cultures and ... you can learn to be more accepting' (Cluj23), 'it is an opening to other cultures and it is an opportunity to learn how other people work' (Cluj24), 'more contact with Scandinavia and with a country or with other countries that we believe are more developed ... work policies and human resources' (Cluj24), 'learn more Norwegian and learn about systems, system work from Norway and

Nordic countries' (Cluj26), 'the environment is different from jobs in Romania and where I do my internship they have a space for relaxing' (Cluj26), 'I like the work environment' (Cluj27), 'working for a Norwegian company is less stressful' (Cluj28), working for the company 'was very nice and the people are...kind' (Cluj29), 'you have to be patient, easy to talk to and helpful' (Cluj31).

The interviewee who rejected the option of working for an international company gave her main reason that 'I want to do something more creative, perhaps, like translation' (Cluj30), 'I think it can be very boring to do the same thing every day' (Cluj30).

For most candidates, pay and opportunities for travel were important. Call centres were described as 'interesting ... but it can be difficult' (Cluj21)

- ***RQ3 How do students see the role of other languages in their future careers?***

Both cohorts were multilingual in the sense of having 'knowledge and use of three or more languages' (Bhatia & Ritchie 2013: xxi). They all had Romanian, English and Norwegian, and reported familiarity at some level with one to four more languages. These included Hungarian (mother tongue for some students), French (which used to have a strong position in the Romanian school system before it was replaced by English), Italian, Spanish, German, Portuguese, Swedish, Japanese, Polish, Finnish and Korean.

The interviews with Cohort 1 took place in 2018 and included questions on expectations regarding the use of English in professional contexts and concerning proficiency in other languages than Norwegian. In addition to these questions, the interviews with Cohort 2 (2019) also included a question regarding the use of their mother tongue at work.

For **Cohort 1** English was regarded as an essential qualification; 'all the people I know speak English' (Cluj1), 'since we are always surrounded by information that comes from all these other parts of the world' (Cluj2), 'it is quite impossible to work in a place today and not use English' (Cluj4), 'a language that all the world knows and that we have in Europe' (Cluj4), 'if we have colleagues from other countries of course we will use English for them' (Cluj7).

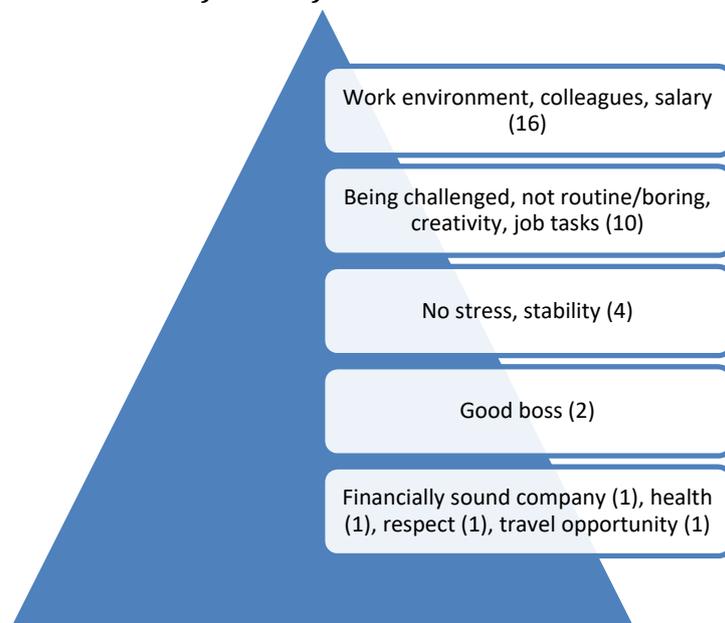
As for languages in general, they were seen as a competitive career advantage, and useful for travelling and studying internationally; 'I have an advantage over the competition and I see that as a way of making my way through the work-field' (Cluj1), 'especially when you know more languages' (Cluj3), 'more and more are multilingual...it's really a natural thing for us it's like you speak (five) languages in all things' (Cluj3)

For *Cohort 2* English was also regarded as an essential qualification, ‘a sign of professionalism’ (Cluj24), ‘to have a good job that gives you opportunities for advancing’ (Cluj25), ‘[Romanian] is important, but if you work in a multinational it is only important to speak with colleagues because English is more important than Romanian’ (Cluj26), ‘international auxiliary language’ (Cluj 28), ‘if one wants to work for corporations ... not allowed to be unable to speak English’ (Cluj31).

However, Romanian was of course essential at work. ‘Here in Cluj we use Romanian as the main language and it is very important to know it. Abroad it can be an advantage because I can use it as a second language’ (Cluj22), ‘I can’t imagine working here without speaking Romanian’ (Cluj23), ‘[Romanian] is important to have good contact if I choose to work in Romania... so I must communicate well with colleagues’ (Cluj24), ‘important when you communicate with each other so that you are not misunderstood, and there are some expressions you can only use in your own language’ (Cluj28)

On the other hand, Cluj27 stated that Romanian ‘would not play a great part [professionally] because employers look for rare languages, they like English, Norwegian or Swedish, not Romanian’ (Cluj27). When asked whether this also applied to a domestic career in Romania, the answer was still affirmative.

- ***RQ4 (2019 cohort only) What do students regard as most important when it comes to job satisfaction?***



**Figure 2.** Important factors for job satisfaction (n=19)

Figure 2 presents the factors mentioned by the 19 students as important for their job satisfaction according to how many times the feature was referred to by the interviewees (figures in brackets).

## 5. Discussion

The discussion is presented according to the findings referring to the four Research Questions.

### *RQ1 Why do students choose to study a minor language like Norwegian?*

This may be linked to the EEA/EU policies promoting languages to encourage mobility in the European labour market, both in terms of jobs and labour. By encouraging the study of languages such policies may contribute to an international orientation among students in European countries, who are exposed to other cultures during their studies. This orientation may be of a general nature or directed towards working internationally for shorter or longer periods.

Based on the 19 students interviews a number of reasons for studying Norwegian were identified (cf. Figure 1). From a student perspective learning the language was associated with a positive perception of Norway being a modern and developed country with a high standard of living, in line with other Scandinavian countries. It is also of interest that the Babeş-Bolyai cooperates with a company that provides internships relevant for students of Norwegian (from 2018), which arguably strengthens an already strong study programme (Cf. RQ2 below).

### *RQ2 What kind of career do the students envisage?*

Academic careers were clearly important, as would be expected for students attending a language programme. However, offshoring has created a local labour market where Norwegian is a transferable skill and working for international companies locally was of interest. It is worth noticing that those who had experience from working as interns for the company in question were, with one exception, positive to this kind of employment. Two things may be noted here. First, the exposure to other cultures that was part of a language education was regarded as positive. Thus, learning about working and living conditions and human resource management in Scandinavia left the students with an impression that these compared favourably with their perception of local conditions. Secondly, the work environment was perceived as positive, both the physical premises in a new and modern building that had spaces for relaxation, and the work atmosphere itself that was described as less stressful than their perception of local companies. Their being interns and not full-time

paid employees may partly account for this. This may be linked to a perception of a labour market that straddles several EU/EEA countries and motivation for labour mobility. Employees working for different national systems may find differences that they may relate to. Thus, it may be noted that interviewees working for the outsourced unit of a Norwegian company in Latvia reported positively on their work environment, specifically the non-hierarchical management structure, which they saw as comparing favourably with the domestic situation (Bjørge and Whittaker 2019).

*RQ3 How do the students see the role of other languages in their future careers?*

The interviews confirmed the role of English as a contact language (Seidlhofer 2005), together with its role as a mandatory professional qualification (Piekkari et al. 2014). Interestingly, none of the interviewees mention a link to the UK or the US but talk about a language ‘that all the world knows and that we have in Europe’ (Cluj4) and an ‘international auxiliary language’ (Cluj 28). It was clearly perceived as even more important than the mother tongue if they were to work for an international company, in the sense that entry positions would have it as one of the qualifications. However, Romanian was of course important for communication with other Romanian speakers, particularly when it came to clearing up misunderstandings and expressing things that could only be explained in the mother tongue.

The Romanian students were all multilingual, and thus had a background for analysing the roles of the different languages that they mastered, e.g. using English to include non-Romanian speakers.

*RQ4 (2019 cohort only) What do students regard as most important when it comes to job satisfaction?*

A number of issues were mentioned (cf. Figure 2). Of particular importance is perhaps the focus on non-routine jobs that would allow them to develop and use their creative potential. Cohort 2 pointed out that learning about e.g. work conditions in other countries made them more aware of how labour market conditions differed from country to country. They thus have a comparative perspective on human resource management when they start working, which they may take with them in their further careers. It may also be the case that offshoring, as the activity is retained within the company, provides a broader exposure and awareness of such issues.

Again, data like these may help to build up a picture of what it is like to work for offshored companies in a country like Romania. This information should be of interest to companies recruiting in the country in the future.

## 6. Conclusion

Learning languages is one way of promoting mobility in the EEA/EU labour market. In this case study the authors present situated research from the perspective of a future labour force in Romania that are going to be part of this market, and that live in a country that receives offshoring from other European countries. Language skills thus become important in ways that are different from e.g. Scandinavian countries, where learning other languages than English primarily qualifies for teaching and translation employment. In Romania, on the other hand, learning other languages may qualify for entry-positions in offshored units of international companies that provide language-sensitive services. 'Exotic' languages like Norwegian can give opportunities for well-paid employment in this market. It is also clear that English is a basic skill in this market and functions as a contact language in situations where the interlocutors do not share a first language. Compared to Norway, however, the influence of English is not explicitly addressed in government policies aimed at protecting the mother tongue(s) from domain loss and describing appropriate guidelines for usage. On the other hand, the interviewees had opinions on the importance of using their mother tongue in certain contexts, such as its importance to ensure understanding and express things that could only be expressed by using their first language. In this we also see the awareness of linguistic issues that comes with a university education of a linguistic nature.

It is also clear that the job market within offshoring is varied. The present piece of research describes job opportunities of a non-routine nature that are attractive both from a working environment and pay perspective. By approaching the issue from the student perspective it becomes clear that they see a domestic job market that includes jobs that are interesting from a university-educated individual's point of view. It thus contributes to a diversified view of offshoring jobs, illustrated by the different opinions of the two cohorts that may be related to having had internship experience.

Finally, this is a case study with limited generalisability. It does, however, present situated research that lends a voice to a future workforce planning to work in the European labour market by exploiting the multilingual education advocated by EEA/EU policies.

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## APPENDIX 1

### Interview questions 2018 (Interviews in English and Norwegian)

#### GENERAL

1. Are you a bachelor or a master student?
2. How many credits have you taken/ are you planning to take in Norwegian?
3. What did you know about Norway before you started studying Norwegian?
4. About other Nordic countries? (Sweden, Denmark, Finland)
5. Did you have any Norwegian before you started studying the language?
6. What other languages do you speak?

#### MOTIVATION

7. Why do you study Norwegian?
8. Interest in the language? Literature? Culture?
9. Career as a researcher / teacher?
10. To get an advantage on the labour market?
11. In Romania? In a Nordic country?

#### NORWEGIAN FOR CAREER PURPOSES

12. Would you like to work for a Norwegian/Nordic company?
13. If so, why?
14. Do you know anybody who works for a Norwegian/Nordic company? (Type of company?)
15. Do they use Norwegian for job purposes/at work?

16. Do you think you will need Norwegian for job purposes? (Written communication? Oral communication?)
17. What do you find challenging with using Norwegian?
18. What challenges do you expect to meet if you are to use Norwegian in a job setting? (e.g. speaking on the phone, writing emails)
19. Do you have a strategy to solve these challenges?
20. Do you expect to use English at work?

## APPENDIX 2

### INTERVIEW QUESTIONS 2019 (interviews in Norwegian; English translation in brackets)

#### GENERELT

1. Hvor lenge har du studert norsk? (How long have you been studying Norwegian?)
2. Hvilke språk snakker du? (What languages do you speak?)
3. Hvilken rolle tror du engelsk vil ha i din yrkeskarriere? (What role do you think English will have in your career?)
4. Hvilken rolle vil morsmålet ditt ha i jobben? (What role will your mother tongue have in your job?)

#### MOTIVASJON

5. Hvorfor studerer du norsk? (Why do you study Norwegian?)
6. Hvordan tror du at du kan bruke norskstudiet på arbeidsmarkedet her i Romania (evt. overføringsverdi til svensk/dansk)? (How do you think you can use your Norwegian studies in the labour market here in Romania (also whether it has transferable value to Swedish/Danish)?)
7. Hvordan tror du det er å jobbe for et utenlandsk (norsk/skandinavisk/annet) firma her i Cluj/Romania? (What do you think it is like to work for a foreign (Norwegian/Scandinavian/Other) company here in Cluj/Romania?)
8. Hvordan vil følgende faktorer påvirke din motivasjon for en slik jobb: (How will the following factors impact on your motivation for this kind of job?)
  - a. Arbeidsoppgaver – rutine/ikke-rutine? (Job tasks – routine/non-routine?)
  - b. Karriere – muligheter for avansement? (Career – opportunities for advancing?)
  - c. Arbeidsmiljø – lokaler/hierarki? (Work environment – localities / hierarchy?)
  - d. Lønn – god i lokal kontekst/mulighet for opprykk? (Pay – good in local context / opportunity for advancing?)
  - e. Reisemuligheter – i Romania/ i utlandet? (Opportunities for travel – in Romania / abroad?)
  - f. Annet? (Other?)
9. Hvilke arbeidsoppgaver regner du med å håndtere på norsk? (What job tasks do you expect to deal with using Norwegian?)

- a. Telefonhenvendelser fra Skandinavia (Telephone calls from Scandinavia?)
  - b. Epostutveksling med Skandinavia (email correspondence with Scandinavia?)
  - c. Annet? (Other?)
10. Hvilke utfordringer tror du at du vil møte i denne sammenhengen? (What challenges do you expect to meet with in this connection?)
11. Hvordan har du tenkt å løse disse utfordringene? (How are you planning to deal with these challenges?)
12. Hvilke kunnskaper i tillegg til språk er viktige i dette jobbmarkedet? (What kind of knowledge in addition to languages is important in this job market?)
- a. Kjennskap til generelt regelverk i Skandinavia? (Familiarity with general regulations in Scandinavia?)
  - b. Kjennskap til skandinaviske enkeltbedrifter? (Familiarity with individual Scandinavian companies?)
13. Kan du nevne tre ting som er viktige for deg når det gjelder tilfredshet med en fremtidig jobb? (Can you mention three issues that are important to you when it comes to job satisfaction in your future job?)
14. Ble du mer motivert for norskstudiet etter praksisperioden/internship? (Did your period as an intern make you more motivated for studying Norwegian?)