

UNDERSTANDING THE FACTORS THAT HAVE INFLUENCED THE GRADUAL INCREASE IN THE NUMBER OF STUDENTS WISHING TO BE GRANTED A BA IN NORWEGIAN LANGUAGE AND LITERATURE

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ABSTRACT. *Understanding the factors that have influenced the gradual increase in the number of students wishing to be granted a BA in Norwegian language and literature.* This study has intended to identify the reasons which have led to an increased interest in the study of Norwegian at The Faculty of Letters of Babeș-Bolyai University over the past years. According to the data gathered from the 86 respondents, students are enrolling for reasons that account for both intrinsic and extrinsic motivational factors. The fact that the only BA programme in Norwegian language and literature can be found in Cluj-Napoca might be one of the main reasons for the growing number of students. Good job opportunities (abroad and in Romania), and the reputation on the Department of Scandinavian Languages and Literature (internationalization and exchange mobilities, teaching methods, extracurricular activities, junior summer schools, etc.) also contribute to the increase in the number of students.

Keywords: *foreign language learning, qualitative research, quantitative method, motivation, learners' expectations, work opportunities, cultural enrichment, professionalism, internationalization.*

REZUMAT. *Înțelegerea factorilor ce au influențat creșterea treptată a numărului de studenți care doresc să obțină o diplomă de licență în limba și literatura norvegiană.* Acest studiu a dorit să identifice motivele care au determinat interesul crescut pentru studiul limbii norvegiene la Facultatea de Litere a Universității Babeș-Bolyai din ultimii ani. Conform datelor strânse de la

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cei 86 de respondenți, am aflat că studenții se înscriu din motive care țin atât de factori motivaționali intrinseci, cât și extrinseci. Faptul că la Cluj-Napoca se află singurul program de licență în limba și literatura norvegiană poate fi unul dintre motivele principale ale numărului tot mai mare de studenți. Șansele unor locuri de muncă bune (în străinătate și în România), precum și reputația Departamentului de Limbi și Literaturi Scandinave (internaționalizare și mobilități, metode de predare, activități extracurriculare, școli de vară etc.) contribuie constant la creșterea numărului de studenți.

Cuvinte cheie: *învățarea unei limbi străine, cercetare calitativă, metodă cantitativă, motivație, expectanțele studenților, oportunități de carieră, dezvoltare culturală, profesionalism.*

Introduction

This study is comprised of two sections. The first section presents some theoretical underpinnings indicating relevant literature connected to the topic of the research. It also provides details about the BA Norwegian Programme in Cluj-Napoca. The second section indicates the research design and the analysis of the data gathered.

Theoretical underpinnings

Motivation represents a powerful incentive towards learning a foreign language. Dörnyei, a leading expert in understanding motivation in the case of second language learning, suggests that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals” (1998, 117). Other individual differences such as aptitude, age, attitude, personality or learning preferences (McDonough, Shaw & Masuhara 2013; Harmer 2007; Lightbrown & Spada 2001) are also relevant, but motivation sustains the hard work necessary to learn a new language. Motivation is a valuable characteristic of a language learner because it guarantees a good starting point in learning the language. It “provides the primary impetus to initiate learning [...] and [...] the driving force to sustain the long and often tedious learning process” (Dörnyei 1998, 117). Motivation can be intrinsic or extrinsic. Extrinsic motivation might fade away when its purpose has been accomplished, but intrinsic motivation provides better outcomes in the long run. In this respect, Williams (1991, 207) claims that young learners “will

learn better if they have a positive attitude towards what they are doing and if they are motivated or want to do it". In this regard, adult learners of foreign or second languages also need to develop and focus on their intrinsic motivation. Therefore, when planning and delivering instruction, teachers should make informed decisions in order to adapt the teaching to learners' needs and interests. Still, it is also relevant to take into consideration the outcomes of a study programme. As such, students need to be prepared for what awaits outside the classroom, i.e. how they will put in practice the knowledge they have acquired. Consequently, a study programme intends to cover at large both students' intrinsic and extrinsic motivation as well as the coverage of the syllabus. This study aims to better understand what motivates students to graduate a BA in Norwegian Language and Literature, what their learners' expectations are and how they envisage their work opportunities.

The BA programme in Norwegian at Babeş-Bolyai University of Cluj-Napoca, Romania

Norwegian language education has been offered at the Department of Scandinavian Languages and Literature, Faculty of Letters of Cluj-Napoca since 1991. The Department of Scandinavian Languages and Literature provides the only BA in Norwegian Language and Literature which is accredited at national level (both as a major and a minor Norwegian specialization). As a consequence of its uniqueness, the number of students that register for this BA has grown gradually in the last years. The total of students who attend today the BA Norwegian courses amounts approximately to 355 students. This study intends to understand the reasons that have led to this growth.

Students who have Norwegian as major have 10 hours of teaching per week, while those who have Norwegian as minor have 8 hours per week. The lessons are divided into courses in literature and language, seminars and practical courses. The BA programme in Norwegian provides to its students an integrated approach to learning the Norwegian language and to becoming familiarized with the Norwegian culture. According to the syllabus, there are a variety of courses that tackle the development of linguistic and communicative competence, as well as cultural competence, i.e. knowledge about literature, arts, social conventions, norms, awareness of dialect differences, etc. Likewise, students are offered a comprehensive view of the way in which the Norwegian language functions in different communicative contexts. The integration of the cultural component in the learning of Norwegian adds to the development of an efficient and appropriate communication.

Ever since the bachelor programme in Norwegian language and literature was established in 1991, students have benefited from the internationalization of

their studies by having guest lecturers and author visits from Norway or from other European universities. Firstly, the Ministry of Foreign Affairs' and later NORLA's guest lecturers and author visits scheme have consistently provided students with a complementary perspective on Norwegian culture, language and literature, even when the Norwegian study did not have a Norwegian foreign lecturer that the department first obtained in 2015. On average, two lecturers or writers received NORLA's travel support to teach at the Department of Scandinavian Languages and Literature every year. We mention just some of them, Edvard Hoem, Lars Saabye Christensen, Hanne Ørstavik and Per Thomas Andersen. Visiting lecturers and author visits, teacher exchanges with universities in Norway and Europe in the framework of the Erasmus and EEA programmes, the translation seminars organized by the department in collaboration with NORLA, the teacher seminars at University of Oslo and University of Agder, and the Norwegian lecturer working at the Department of Scandinavian Languages and Literature have strengthened the internationalization process of the programme. The teachers at the Department of Scandinavian Languages and Literature contribute to this form of internationalization through engaging in teaching mobilities at universities in Norway or Europe in the framework of the EEA and Erasmus programmes, or by participating in international seminars and conferences.

The research

The second part of this study provides details about the research that has been conducted. The following hypothesis guides the entire study: The gradual increase in student population for obtaining a BA in Norwegian language and literature in Cluj-Napoca might be influenced by intrinsic motivational factors (the language itself, the Norwegian culture) and extrinsic motivational factors (local economic factors, the Norwegian welfare system, the Scandinavian department's reputation, and increased student mobility).

This study is part of a larger project aimed at pointing out possible reasons for which the number of undergraduate students in Norwegian language and literature (major and minor) has steadily increased since the programme was established, but especially in the last decade. Therefore, this study analyses the findings of just some of the questions indicated in Annex 1 which are relevant for supporting the hypothesis.

As regards the research methodology, both a quantitative and a qualitative research have been included. The first one provides an objective and quick gathering of the data. It is mainly used in order to receive information regarding the learners' opinions and their perceptions or attitudes towards a

certain topic. The data obtained through the second method (i.e. qualitative research) tends to be interpreted in a more subjective manner since the focus is placed on understanding complex issues (why respondents have this particular view on something). The qualitative method is used in this study as a secondary design to complement the quantitative method. In what concerns the research instruments, a survey was given to respondents. This survey contained twenty-eight closed questions with a Likert scale and five open questions. The focus group discussions organized with students (enrolled at the BA programme in Norwegian) at the beginning of each October, for the past five years, represented the starting point for developing the items of the questionnaire. The questionnaire intended to identify the scores obtained for some of the possible reasons that might have led to the growing interest in attending this BA programme. Having in mind the outcomes of such focus groups and the recurring topics encountered, the questionnaire had three main objectives:

a) to identify the extent to which respondents were motivated to study Norwegian but also to become acquainted with Norwegian culture (items 1, 2, 3, 7, 11-14, 21-22).

b) to identify the extent to which respondents were satisfied with the teaching methods and internationalization opportunities offered by the Department of Scandinavian Languages and Literature (items 4-6, 8, 19-20, 23, 26-28).

c) to identify the extent to which respondents plan to use their knowledge of Norwegian in continuing their MA or PhD studies or when it comes to finding a job (items 8-11, 15-18, 24-25).

Details regarding the research:

Location: Faculty of Letters, Babeş-Bolyai University, Cluj-Napoca

Number of respondents: 86 (a quarter of the 355 registered students in Norwegian language and literature study programme) students volunteered to participate in this study after being informed about the details of the study.

Respondents' profile: The surveys was applied to current undergraduate students, 1st, 2nd and 3rd year. It did not consider the students in the optional Norwegian course at the master's level or the PhD students.

Respondents' age: 97% of the respondents are between 19 and 21 years old and only 3 % are between 21 and 23 years old. The data obtained indicate that the respondents' first choice after completing upper secondary education has been to learn a new language, namely Norwegian.

Data collection: questionnaire

Data gathering: respondents provided answers on a voluntary basis after they have been explained the aims of the research.

A quantitative method was used in order to analyse the twenty-eight closed questions. The respondents had to choose answers from one to five on a scale where one meant *strongly disagreeing* and five *strongly agreeing*. Responses were evaluated by using Google Forms. The five open-ended questions were investigated using a qualitative method. First of all, data was analysed and then the overall trends in the themes were identified, counted, codified into keywords and frequency was calculated.

Still, some perspectives need to be taken into consideration. The small number of respondents, the fact that this is not a longitudinal research study, that the quantitative and qualitative methods were not used to validate one method against the other, and that other data collection tools haven't been used represent reasons that cannot sustain the generalization of the results.

Analysis of results

When it comes to the topic of motivation, the following items have been selected for analysis in the present study: item no. 2 (*"I am studying Norwegian because when I began my BA studies it was perceived as a unique/rare language in Romania"*), item no. 13 (*"I decided to learn Norwegian because I liked the Norwegian culture"*), item no. 14 (*"I keep a regular contact with the elements that comprise the Norwegian culture (art, literature, food, clothing, architecture, holidays etc.)"*), item no. 21 (*"My choice of studying Norwegian was influenced by the good reputation of the Norwegian programme studies at the Scandinavian languages and literature department"*) and item no. 22 (*"The teachers in the Scandinavian languages and literature department demonstrate professionalism throughout the teaching process"*).

The results for item no. 2 indicate that there is a great interest in studying Norwegian at bachelor level because it is perceived as a rare language and this constitutes an advantage in many areas (further education, research projects, job opportunities, etc.). A total of 84.9% of the respondents strongly or fairly agree that Norwegian is a rare language in Romania. Only 10.5 % of the respondents were uncertain and did not know what to answer. The remaining part (4.7%) answered that they did not choose Norwegian because this is a rare language.

Items no. 13 and no. 14 tackled the intricate relation between language and culture. A total of 54.6% of the respondents strongly or fairly agree that they began studying Norwegian because they were interested in the Norwegian culture. Surprisingly, 32.6 % of respondents did not know what to answer and 12.8% replied that they did not register for the Norwegian studies with regard to the Norwegian culture. Almost half of the respondents have shown great

interest in the Norwegian culture and this is a good starting point for the learning process. According to recent studies (Liddiecoat & Scarino 2013, Byram, Gribkova & Starkey 2002, Kramsch 2003 etc.), foreign language education has an intercultural dimension and the focus must be placed on both language and culture (own and foreign). Those who learn a foreign language must develop in addition to communicative competence an intercultural communicative competence that would allow them to communicate in diverse socio-cultural contexts.

Learning a foreign language implies cultural enrichment. Item no. 14 intended to indicate how often the respondents take contact with the Norwegian culture. Results indicate that 52.3% of the respondents have regular contact with the Norwegian culture. Because knowledge of culture plays an important role in mastering a foreign language, teachers have to provide students with opportunities to make use of authentic resources when reading, listening, speaking and writing in Norwegian.

The open-question no. 1 (*"How often and in what ways do you use Norwegian outside the classroom?"*) targeted respondents' interest in improving language and cultural knowledge outside the classroom. Results indicate that there is a great interest in improving Norwegian language knowledge (44 answers) by using internet resources, social media, television programmes, films and apps, etc. Such resources offer our students the opportunity to make direct contact with Norwegian culture. In addition, Norwegian is used outside the classroom for entertainment purposes (24 answers) or for establishing and maintaining social relationships (12 answers). Fourteen respondents did not indicate any answer.

Items no. 21 and no. 22 take into account the reputation of the Department of Scandinavian Languages and Literature as a reason to study Norwegian. The results indicate that 57% of the respondents had heard about the department before enrolment, while 14% (strongly disagree and slightly disagree) of the respondents responded that the department's reputation was not the reason why they chose the study programme. The Department of Scandinavian Languages and Literature offers every year between the 22nd and the 26th of July a course that targets high school students (11th grade) from all over the country in the framework of Junior Summer University (JSU), the first of its kind in Romania. This summer university was organized for the twelfth time in 2019. Students can experience for two weeks the student life in Cluj-Napoca and can choose their favourite courses offered by various faculties. The Norwegian course held by doctoral students and teachers provides details about Norway's society and culture, but also a brief introduction to phonology, vocabulary and grammar. After the completion of the course some of the students

intend to enrol at the Department of Scandinavian Languages and Literature. This course also contributes to disseminating the department's reputation.

Item no. 22 indicates that 96.5% of respondents consider that the teachers within the department are well prepared and trained for the teaching process. Professionalism is built up through continuing professional development. Teachers at the Department of Scandinavian Languages and Literature regularly attend various conferences and teacher seminars both in Romania and abroad.

Considering the extent to which respondents were satisfied with the teaching methods and internationalization opportunities offered by the Department of Scandinavian Languages and Literature, the following items have been selected for analysis in the present study: item no. 4 (*"I enjoy attending the courses, the seminars and the practical course at the Department of Scandinavian languages and literature"*), item no. 5 (*"I enjoy the learning materials (course books, workbooks) established in the syllabus as well as other authentic materials (movies, newspapers, songs, etc.)"*) that are presented to us"), item no. 8 (*"I like the teaching methods that are used by teachers in order to help me learn Norwegian"*) and item no. 24 (*"I consider that the study of Norwegian at the Scandinavian languages and literature department is preparing me for a career in the field"*). These items are directly related to teaching and address several points, such as the respondents' views on the curriculum, on the teaching materials and on the teaching methods. Item no. 24 lays emphasis on job opportunities in relation to studying Norwegian.

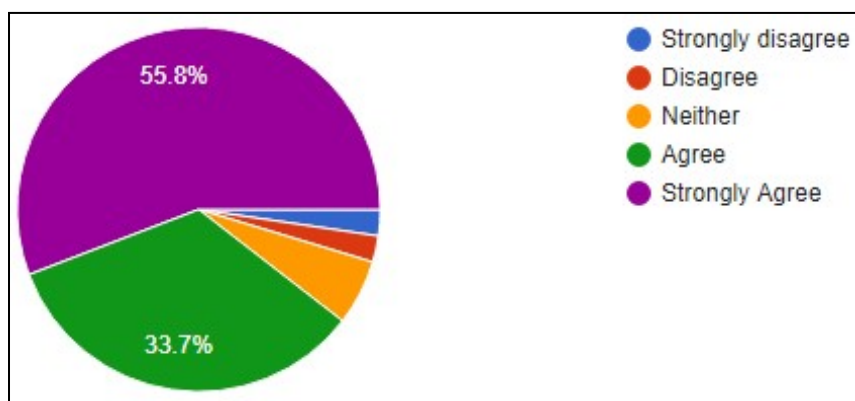


Image 1. Respondents' opinions related to lectures, seminars and practical courses.

With reference to item no. 4, a considerable percentage of the respondents (89.5%) have a positive experience in relation to the teaching of Norwegian during lectures, seminars and practical courses (Image 1 above).

The open-ended question no. 4 (*“What recommendations would you make for the improvement of the teaching-learning process at the Scandinavian department?”*) provided important indications that the teaching of Norwegian is very intensive and useful, but also some suggestions for further improvements (more focus on practical courses such as interpretation and translations).

The teaching process also includes teaching resources. Item no. 5 intended to question the suitability of the teaching resources that are employed when teaching Norwegian. A large proportion of respondents (77.9%) are satisfied and very satisfied with the teaching resources that are used. Since respondents have no knowledge of Norwegian when they register for this programme, textbooks and authentic resources (literature, songs, films, videos, etc.) represent a valuable source of knowledge. The teaching of Norwegian covers both theoretical and practical concepts ranging from phonology to morphology and from syntax to lexicology or language variation, where language is analysed by looking at various types of texts. Authentic resources enable students to get a direct contact with the Norwegian culture and society through films, songs, paintings or comic strips. However, it seems that almost 19% of the respondents are not sure. The reason for this could be related to the fact that 1st year students have not had yet much contact with the teaching materials.

As regards the suitability of the teaching methods 82.5% of the respondents (item no. 8) like the teaching methods used at the department. Through written and oral assignments, role play, group work, project, films or the use of PowerPoint presentations, students get involved in class discussions and have the opportunity to improve their communication competence in Norwegian.

Items no. 6 (*“I enjoyed the lectures/presentations delivered by Norwegian teachers/authors/artists/Norwegian Embassy officials who came to the Department of Scandinavian languages and literature in Cluj-Napoca”*), 23 (*“It is a great advantage to have at the Scandinavian languages and literature department courses delivered by a native-speaker Norwegian lecturer”*) and 26 (*“The Scandinavian languages and literature department offers students various opportunities to study in Norway: Erasmus and EEA grants scholarships, summer courses, scholarships for writing BA thesis in Norwegian”*) lay emphasis on the internationalization opportunities offered by the Department of Scandinavian Languages and Literature. Item no. 6 indicates a high percentage (95.3% strongly agree and agree) of respondents who consider that they have benefitted from guest lecturers and author visits to the department. Image no. 2 below provides the details:

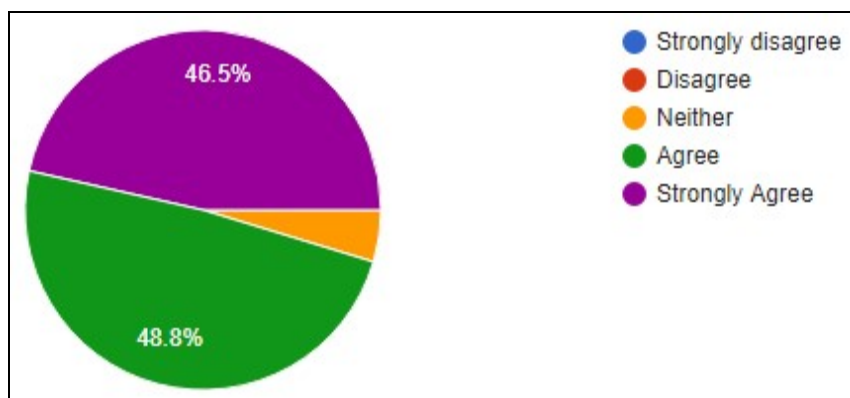


Image 2. Internationalization through lectures and presentations delivered by Norwegian teachers and authors.

Therefore, the department will continue to focus on the internationalization of its teaching.

An amount of 91.9% of the respondents (strongly agree and agree) states that it is advantageous to have a Norwegian foreign lecturer at the department. Much of the literature that tackles in the field of foreign language learning the issue of *non-native vs. native language teachers* (see Medgyes 2001) indicates strong, as well as weak points in what concerns both categories. Since in foreign language teaching much focus had been placed lately on issues of identity, either the students' or the teachers' identity, some researchers (see Moussu & Llurda 2008) disregard the use of terms such as *non-native* and *native* since these tend to have negative connotations in contexts that embrace plurilingualism and multiculturalism. The most obvious advantage of having a native speaker in the foreign language classroom is often linked to linguistic and communicative competence. People have a basic sense of what common syntax is in their own native language, whether they are familiar with syntactic explanatory models or not. In the same way, one can also consider cultural intuition and a way of thinking which are often conveyed unconsciously in the foreign language classroom. Thus, the teacher becomes a mediator between one's language and culture and the target language and culture (Pop 2019, 30). This will be useful for foreign language students because understanding the culture of the language represents a prerequisite for deeper understanding and awareness of the socio-cultural context in which communication takes place.

At the Faculty of Letters within Babeș-Bolyai University, many of the foreign language departments find themselves in the fortunate situation to have foreign lecturers. The students at the Department of Scandinavian Languages and

Literature have benefitted in the past four years from seminars, practical courses and extracurricular activities delivered by a Norwegian lecturer. This accounts for the high percentage obtained for this item and stresses out the importance of the Norwegian lecturer, proving the preoccupation of the department to provide a higher standard in the bachelor's programme in Norwegian language and literature.

Item no. 26 regards the opportunities of internationalization abroad. About 81.4 % of the respondents agree and strongly agree that it is of great importance that the department offers mobility scholarships for studying Norwegian: EEA, Erasmus and mobility grants supported by DIKU and scholarships for summer courses at University of Oslo, University of Bergen and University of Agder. Some of the agreements for the summer courses scholarships date back to 1993. The students' need to obtain a study experience in Norway is today far higher than what one can offer considering the 355 students enrolled at the department. The long-term scholarships for Norwegian language and literature (Erasmus and EEA) seem to be insufficient taking into consideration the high number of undergraduate students found in Cluj-Napoca.

Items ranging from 15 to 19 are related to the respondents' interest in and opportunities to work with Norwegian in the labour market in Romania or in Norway. Items no. 15 (*"I study Norwegian because I want to get a job that allows me to use my Norwegian language skills."*) and no. 18 (*"I study Norwegian because it offers better career perspectives in a global world."*), are linked to each other since they emphasize the importance of Norwegian in a work context. Over 80% of the respondents seem to be aware that they want to use Norwegian in a work-related context and that Norwegian gives them better perspectives in the labour market. The answer is quite similar for both questions especially since most of the respondents had already come into contact with such companies during their work experience taking place in their 2nd year of study.

The answers to item no. 16 (*"I study Norwegian because I want to get a job that is better paid."*) indicate that work experience is relevant because the companies in which respondents conduct their practice often employ them in the third year of their studies or shortly after graduation. According to the respondents' answers to items no. 15, 16 and 18, about 80% of the students are aware that Norwegian, as a niche language, gives them the chance to get a better paid job. The results to the open question number 3 (*"What expectations do you have after graduation in what concerns your career?"*) indicate that 44 respondents are interested in going to work right after completing their bachelor's degree, 16 will continue their studies (MA or PhD) and improve their knowledge, while 5 do not know what the next step will be for them. A considerable number of the 21 respondents did not provide answers to this question. In this category can be included 1st year students who have not decided yet what to do after graduation.

Items no. 17 (*"I study Norwegian because there are many businesses in Cluj-Napoca and in Romania that require employees who are able to speak*

Norwegian.”), and 19 (“*I study Norwegian because I want to live and work in Norway.*”) can be tackled together because they explore respondents’ interest to work in Romania or in Norway. The respondents who want to work with Norwegian have chances to work either in Romania or abroad, and according to the respondents’ answers, 64% are interested in working in Romania, and especially in Cluj-Napoca, which offers good job opportunities, while only 22.1% strongly agree and 25.6% agree that they would like to get a job in Norway.

Item no. 24 (“*I consider that the study of Norwegian at the Scandinavian languages and literature department is preparing me for a career in the field.*”) is also linked to job opportunities. The data gathered indicate that a large proportion of the respondents (79%) believe that the Norwegian studies prepare them for the labour market. The practical courses they attend provide them with the possibility to make use of different resources and to create texts that pertain to diverse registers (e.g. prepare a resume, to train for a job interview).

The open question number 5 (“*In what areas/domains of activity do you intend to use your knowledge of Norwegian?*”) intended to provide additional information related to the respondents’ use of Norwegian after completing the bachelor’s degree. Results indicate that 38 respondents are aware that they are first and foremost students in the humanities and that they will gain competencies that will be further developed with the help of MA and PhD studies. The BA programme in Norwegian offers much more than just language teaching, and some of our students who have higher competences want to continue studying or working in the field of humanities: become interpreters, teachers of Norwegian or translators of Norwegian literature into Romanian which is something that the department takes pride in. The other answers gathered indicate the data presented in image no. 3 below: 20 respondents want to seek for professions in business, 5 respondents chose entertainment and 3 respondents do not know yet. Twenty respondents did not provide any answer.

Item no. 27 (“*The Norwegian study programme at the Scandinavian languages and literature department offers a comprehensive academic background based on abstract and critical thinking*”) reports back on respondents’ view of the academic background provided by the department. 69.8% of the respondents agreed that the studies at the department have developed their ability to think abstractly and critically. Developing abstract and critical thinking has probably been one of the main goals of our academic activity. In order to develop such capabilities, it is necessary to be able to see a case from several angles. It is conceivable that the study of a niche language, which Norwegian is definitely in a global context, contributes to the strength of this ability. This in turn can be linked to the Romanian business community’s interest in students who have knowledge of Norwegian. Although many of them will not use the language skills directly in their future work, the insight into a different way of thinking will allow for broader perspectives.

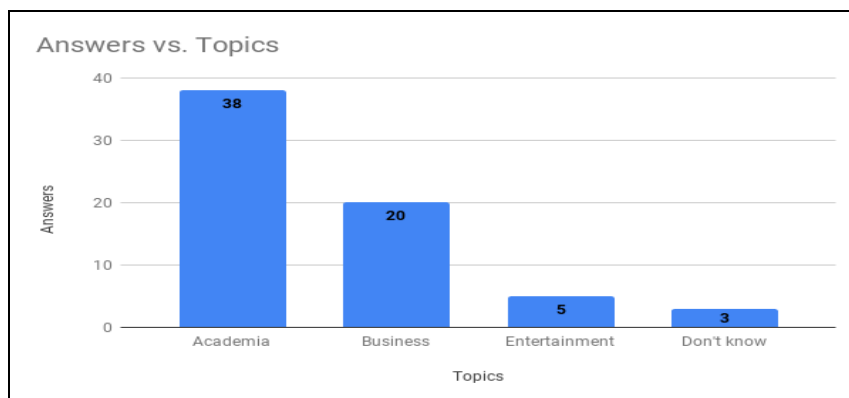


Image 3. Areas/domains of activity you intend to use your knowledge of Norwegian

As regards extracurricular activities organized by the Department of Scandinavian Languages and Literature (item no. 28), 53.5% of the respondents agreed that extracurricular activities (the student choir Glomma, the Norse reading group, city walks and event in connection with Christmas and May 17) were important and relevant to them. These extracurricular activities provide academic breadth and are relevant for the department. The relatively low percentage indicates that some of the activities are only relevant for a small group of students who are willing to spend their free time participating in them. For example, the Norse reading group does not provide a grade in the formal sense. Thus, only a small group of students, with strong academic involvement attend it regularly. The student choir, in turn, assumes that members are interested in singing and have abilities in this field. So, even though the extracurricular activities are not so relevant to everyone, it is still meaningful to maintain this offer. Those who participate are offered an enrichment of student life.

Conclusions

As mentioned in the beginning of the research section, the findings cannot be generalized for the entire group of 355 students enrolled at the BA in Norwegian language and literature. The results have not been replicated so that the hypothesis would gain more empirical evidence. Still, the data gathered from the 86 respondents and the high percentages obtained for most of the items enable us to conclude that they are enrolling in the study programme for various reasons that account for both intrinsic and extrinsic motivational factors. A high percentage (84.9%) of the respondents strongly or fairly agrees that Norwegian is perceived as a rare language in Romania. The fact that the only BA programme in Norwegian can be found at BBU in

Cluj-Napoca might be one of the reasons for the growing number of students. Good job opportunities (abroad and in Romania), and the reputation of the Department of Scandinavian Languages and Literature (student exchange mobilities, teaching methods, extracurricular activities, junior summer schools, internationalization of studies, etc.) also add to the increase in the number of students.

APPENDIX NO. 1

Questionnaire for registered students

Please indicate the degree to which you agree/ disagree with the following statements:

No	Item	Strongly disagree	Disagree	Neither	Agree	Strongly agree
		1	2	3	4	5
1.	I study Norwegian because it seems easy to learn this language.	1	2	3	4	5
2.	I am studying Norwegian because when I began my BA studies it was perceived as a unique / rare language in Romania.	1	2	3	4	5
3.	I am studying Norwegian because I can speak other Germanic languages (such as German, English, Dutch, etc.)	1	2	3	4	5
4.	I enjoy attending the courses, the seminars and the practical course at the Department of Scandinavian Languages and Literature.	1	2	3	4	5
5.	I enjoy the learning materials (course books, workbooks) established in the syllabus as well as other authentic materials (movies, newspapers, songs, etc.) that are presented to us.	1	2	3	4	5
6.	I enjoyed the lectures / presentations delivered by Norwegian teachers / authors / artists / Norwegian Embassy officials who came to the Department of Scandinavian languages and literature in Cluj-Napoca.	1	2	3	4	5

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No	Item	Strongly disagree	Disagree	Neither	Agree	Strongly agree
		1	2	3	4	5
7.	I study Norwegian because I have family/relatives living in Norway.	1	2	3	4	5
8.	I like the teaching methods that are used by teachers in order to help me learn Norwegian.	1	2	3	4	5
9.	I am studying Norwegian because I want to continue my master programme studies at the Department of Scandinavian languages and literature in Cluj-Napoca.	1	2	3	4	5
10.	I am studying Norwegian because I want to continue my PhD studies at the Department of Scandinavian languages and literature in Cluj-Napoca.	1	2	3	4	5
11.	I am studying Norwegian because I want to continue my studies (MA, PhD) in the Nordic countries.	1	2	3	4	5
12.	I was familiarized with the Norwegian culture before studying Norwegian at the Department of Scandinavian languages and literature in Cluj-Napoca.	1	2	3	4	5
13.	I decided to learn Norwegian because I liked the Norwegian culture.	1	2	3	4	5
14.	I keep a regular contact with the elements that comprise the Norwegian culture (art, literature, food, clothing, architecture, holidays, etc.).	1	2	3	4	5
15.	I study Norwegian because I want to get a job that allows me to use my Norwegian language skills.	1	2	3	4	5
16.	I study Norwegian because I want to get a job that is better paid.	1	2	3	4	5

No	Item	Strongly disagree	Disagree	Neither	Agree	Strongly agree
		1	2	3	4	5
17.	I study Norwegian because there are many businesses in Cluj-Napoca and in Romania that require employees who are able to speak Norwegian.	1	2	3	4	5
18.	I study Norwegian because it offers better career perspectives in a global world.	1	2	3	4	5
19.	I study Norwegian because I want to live and work in Norway.	1	2	3	4	5
20.	I study Norwegian due to Norway's international role in a globalized world.	1	2	3	4	5
21.	My choice of studying Norwegian was influenced by the good reputation of the Norwegian programme studies at the Scandinavian languages and literature department.	1	2	3	4	5
22.	The teachers in the Scandinavian languages and literature department demonstrate professionalism throughout the teaching process.	1	2	3	4	5
23.	It is a great advantage to have at the Scandinavian languages and literature department courses delivered by a native-speaker Norwegian lecturer.	1	2	3	4	5
24.	I consider that the study of Norwegian at the Scandinavian languages and literature department is preparing me for a career in the field.	1	2	3	4	5
25.	I recommend to any future student to study at the Scandinavian languages and literature department.	1	2	3	4	5

UNDERSTANDING THE FACTORS THAT HAVE INFLUENCED THE GRADUAL INCREASE IN THE NUMBER ...

No	Item	Strongly disagree	Disagree	Neither	Agree	Strongly agree
		1	2	3	4	5
26.	The Scandinavian languages and literature department offers students various opportunities to study in Norway: Erasmus and EEA grants scholarships, summer courses, scholarships for writing BA thesis in Norwegian.	1	2	3	4	5
27.	The Norwegian study program at the Scandinavian languages and literature department offers a comprehensive academic background based on abstract and critical thinking.	1	2	3	4	5
28.	Extracurricular activities (e.g. choir, Old Norse reading group, city walks, National Day and Christmas celebrations) organized by the Scandinavian languages and literature department are important and relevant for me.	1	2	3	4	5

Open questions for registered students:

Question	Response:
1. How often and in what ways do you use Norwegian outside the classroom?	
2. How often do you use the resources at the Nordic library? (on a weekly or on a monthly basis)	
3. What expectations do you have after graduation in what concerns your career?	
4. What recommendations would you make for the improvement of the teaching-learning process at the Scandinavian department?	
5. In what areas/domains of activity do you intend to use your knowledge of Norwegian?	

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