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COMMENTARY

Linguistics education and its application in the workplace: An analysis of interviews with linguistics graduates

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This paper provides an overview of post-study employability for students of linguistics. We begin with a review of the literature on employability, education, and skills. We then conduct an analysis of fifty-one interviews with people who studied linguistics and went on to work in a diverse range of occupations. We provide a summary of the interview participants, and then conduct an analysis of the domain-specific and transferable skills reported and the advice offered in these interviews. Finally, we look at how linguistics programs can use the existing literature and insights from these interviews to help their students think about careers.*

Keywords: linguistics, employment, education, careers, skills, interviews

1. INTRODUCTION. Within higher education there are some programs that are more directly vocational—studying education or law can lead to careers as teachers or lawyers—and other programs, such as those within a Liberal Arts or Bachelor of Arts degree, where there is a less direct correspondence between the degree and a specific vocation. Data from the UK and Australia has shown that students in less directly vocational programs tend to take longer to find full-time employment (Treffers-Daller & Sakel 2010), in part because of the general nature of their skills (British Academy 2004, QILT 2019). It is, however, exactly the transferable critical-thinking skills these programs provide that are cited as highly in demand by employers in a recent British Academy report (2020). One challenge in helping students see how the skills they acquire in studying linguistics are relevant to a wide range of careers is that the majority of people who teach linguistics in a university setting are career academics,[1] who often have little direct experience of working in other industries.

To help students and teachers better understand the many different ways people apply their linguistics training in a range of careers, the first author began a monthly series of interviews with people who studied linguistics and subsequently found employment outside of academia. The series ran from 2015 to 2022 and includes over eighty interviews. We have used the first fifty-one of these as a data set to better understand what people take from their linguistics training into their careers. This paper provides an overview of the employment-relevant skills that linguistics provides, drawing on the general literature and a synthesis of the interview data. We also explore the kinds of advice that those in employment offer to job seekers and assess how educators are best placed to act on this advice to support students. Our aim in doing this is to provide linguistics professors with the information they need to discuss careers and employment with their students, and to help them see how their own program content aligns with job

[1] Note that the term 'university' is used throughout this paper to refer to institutions of higher education in general.

skills. This paper may also be of use to linguistics students who are looking to translate their educational experience into career-focused skills.

2. BACKGROUND. Passionate linguistics educators see the intrinsic value in the discipline, but also educate students who need to consider the job market and their future employment prospects. This summary of the literature on skills and employment gives context to the interview participants' responses and provides professors with a high-level overview to contextualize discussions about careers with students. This section moves from the general to the specific: first an overview of general employment trends, then the role of liberal arts education in job skills training, and finally the small body of existing literature on linguistics and careers. We specifically do not discuss academic employment. There are far more people graduating from master's and Ph.D. programs in linguistics than there are university-based research and/or teaching positions in linguistics (Linguistic Society of America 2021), and this is the career most academic staff are best placed to discuss with their students. For the sake of the many students who will not directly use their knowledge of morphology, discourse analysis, et cetera in their careers, we need to articulate why these skills matter more generally.

Employment trends can be hard to pin down, particularly at a time of major upheaval like the COVID-19 pandemic, during which we wrote this paper. Even so, there are some large-scale themes regarding careers and employment that are relevant to the conversations educators have with students and to the experiences of the participants in the interview series. Much has been made of the KNOWLEDGE ECONOMY, the current work landscape which is characterized by careers that include constant change, and the need for flexibility and skills that can be used in jobs that do not yet even exist (Brown et al. 2003, Römgens et al. 2020). These trends are likely to become even more important as technology continues to render repetitive, task-based work obsolete, leaving the workforce focused further on jobs that require creativity (Sherringham & Unhelkar 2020).

EMPLOYABILITY can be defined as the fit between workers' skills and the skills required to perform a specific job (McQuaid & Lindsay 2005), with employability in the knowledge economy including a wide range of skills and attributes. There is a broad literature across the economics, higher-education, and workplace-learning disciplines on employability and its constituent features, but very little consensus on the definitive features of employability (McQuaid & Lindsay 2005, Römgens et al. 2020). McQuaid and Lindsay (2005), in a comprehensive survey of the employability literature, list twenty-five factors (breaking out to over 100 example elements) under three major categories of INDIVIDUAL FACTORS, PERSONAL CIRCUMSTANCES, and EXTERNAL FACTORS. We refer the interested reader to McQuaid & Lindsay 2005 and Römgens et al. 2020 for more detail on the relevant literature. There are ongoing debates in both the policy and academic literatures as to whether employability is the responsibility of higher-education institutions or employers (Andrews & Higson 2008, Pham & Jackson 2020, Succi & Canovi 2020). We return to this debate, and the role of linguistics educators in student employability, in the discussion in §6.

Although there is variation in how employability is defined in the literature, three themes are worth noting. The first is that despite the lack of consensus on the exact skills and attributes that constitute employability, the macro-categories of DOMAIN-SPECIFIC and GENERAL skills are commonly observed. These are given a range of names; for example, domain-specific skills are also known as 'hard', 'technical', or 'core' skills. University degree content is traditionally in the area of domain-specific skills. General skills

are also known as 'soft', 'transferable', 'professional', or 'generic' skills (Tymon 2013, Clarke 2017, Römgens et al. 2020, Succi & Canovi 2020). This range of terms suggests the somewhat nebulous nature of existing accounts of employability. For example, Tymon (2013:5) reviews five different lists of employability competencies from the literature and notes that 'communication' and 'teamwork' skills are the only elements that occur across all of these frameworks. For this project we define domain-specific skills as those that apply knowledge from linguistics directly to the work being undertaken. We define TRANSFERABLE SKILLS as those acquired regardless of the domain-specific context in which they are learned. For example, drawing a syntax tree is the direct result of domain-specific knowledge, while data analysis is a transferable skill that could be learned through the process of studying any subfield of linguistics. Transferable skills can, and often are, learned without being overtly taught or named.

A second theme that arises from the employability literature is that university students are aware of the importance of employability and workplace skills, but are unclear about what these skills might be (Tymon 2013) or about how their expectations may not align with those of employers (Succi & Canovi 2020). Helping students connect their education to workplace skills can enable them to feel more confident as they move through their education and into employment. Most of the existing literature on this topic focuses on students and recent graduates from business schools (e.g. Rao 2014, but see Li 2013, which includes students from other disciplines). Exploration of student and employer expectations in other fields is needed, which is one of the contributions of the current paper.

The final theme from the employability literature is that while formal education is time-bound, employability is considered a career-long attribute (Römgens et al. 2020). Allowing students to make connections between their education and job skills can potentially help them across their full career trajectory, not just with their first job. It is this career-spanning element of employability, and the relevance of different skills and experiences at different career stages, that was the motivation for ensuring that the linguistics jobs interviews were conducted with people at various points in their careers, from recent graduates to people with multiple decades of experience. General skills are often reported by employers as highly desirable (Archer & Davison 2008, Succi & Canovi 2020), but as mentioned above, the extent to which it is the responsibility of higher-education institutions to provide these skills to their students remains unclear.

So far, we have been discussing employability as though it is a feature of the job-seeking individual. It is important, however, to remember that employability is as much constrained by demand-side realities as it is by the competencies of those already in the workforce and those newly entering it upon graduating from university (Harvey 2001, McQuaid & Lindsay 2005). This paper focuses on the experiences of employees, but employability can also vary because of factors in the economy. The 2008 global financial crisis and Great Recession, for example, saw a reduction in job opportunities for university graduates that had nothing to do with the competence of those individuals. In fact, the failure of the economy is often incorrectly framed as a failure of the individual (Brown et al. 2003), and though it is not within the scope of this paper to critique the issues with contemporary labor systems, it is worth noting the limitations imposed by framing employability in this way as exclusively a function of the university-educated individual or their university educators. It is also worth talking about this frankly, since this is the economic reality students are entering, and to pretend otherwise is to intentionally ensconce academia in the ivory tower it is often accused of inhabiting.

Within the literature on careers and employability for university graduates, a small body of work looks at liberal arts graduates.[2] This work provides sustained evidence that these graduates have skills employers value, and strong records for employability. A 2020 report from the British Academy demonstrates that humanities graduates have skills that are seen as highly desirable by employers, including communication skills, the ability to collaborate, research and analysis skills, and the ability to work with independence, creativity, and adaptability, as well as the flexibility to move across industries over the course of their careers. Similarly, a 2017 report commissioned by the New South Wales Department of Education (Australia) identifies key work skills for the twenty-first century, including critical thinking, creativity, metacognition, and problem solving (Lamb et al. 2017). Employers are aware that humanities graduates have a competitive skill set; the 2019 Graduate Outcome Survey (QILT 2019) in Australia showed that three years out from the completion of a degree, humanities graduates were in full-time employment at higher rates than students with degrees in science and math, and earned more for that work (see Hurley 2020 for a summary). Atfield and Purcell (2010), writing during the Great Recession over a decade ago, noted that it is increasingly the role of the university to explain how their students are ready for employment. Although they were talking specifically about the UK context, the need to educate students and prospective employers on the skills that university graduates bring into the workforce is a trend that has only grown stronger internationally.

Beyond the literature that looks at liberal arts students as a broad category, there is also a small body of literature on the employability of linguistics graduates specifically. Treffers-Daller and Sakel (2010) surveyed 387 graduates from eleven UK universities six months after they graduated. They found no major difference in employment rates between linguistics students and students from other areas of the university. Treffers-Daller and Sakel also conducted focus groups with a small subset of recent graduates, which included a discussion of transferable skills. Themes that were reported from these discussions included communication skills, IT and data-handling skills, analytical skills, independent work skills, and organizational skills. Treffers-Daller and Sakel (2010:18, 24) note that students need more information about possible career paths and an ability to better articulate the general skills they have acquired. In addition to this quantitative survey data there is some general literature based on the observations linguists have made from their experiences working with students (Hudson 2003, Trester 2017, 2022). Common skills mentioned include communication skills, particularly intercultural communication skills, problem-solving and analysis skills, and research skills.

Treffers-Daller and Sakel (2010:4) raise concerns that anxiety about employability will push students toward areas of study with more transparent vocational pathways. For linguistics as a discipline to thrive, we as educators have to find ways to clearly articulate the skills that linguistics training can offer students and the potential career pathways available to someone with a linguistics degree. We can also provide ways to help students turn the observations about skills and employability discussed above into useful actions that will enable them to find employment that relies on the skills and knowledge they gained during their linguistics training. Our analysis of interviews with fifty-one people who studied linguistics fills an existing gap in the conversation about linguistics employability skills by looking at the self-reported insights of graduates and identifying the themes in these narratives.

[2] We use the North American term 'liberal arts' in this paper. We use it broadly interchangeably with the terms 'humanities' and 'arts' more commonly used in the UK/Australian context; however, we acknowledge that there are differences in these educational traditions, and also acknowledge that some traditions place linguistics in the social sciences.

3. DATA. The data in this analysis consists of an existing set of fifty-one interviews with people who studied linguistics and then went on to a range of careers. These interviews were conducted monthly by the first author as part of a series for the general-audience linguistics blog *Superlinguo* between May 2015 and December 2022. The interviewees in this series were self-selecting volunteers who answered either a private or public request for participation. The interviews were conducted via email; participants were sent a list of questions, and their responses were edited for clarity but not content. These fifty-one interviews represent the first fifty published blog posts in this series. (The April 2018 post was with two communications professionals.[3] These participants responded to the questions in separate correspondence, but their answers were presented together.)

All participants were asked the same set of questions, making the structure of the interviews consistent. The questions are as follows; the bolded parts appear in the final published interviews.

    0. What is your job title?
    1. **What did you study at university?** (What was your degree? What linguistics did you study? What else?)
    2. **What is your job?** (Fancy title? What do you do day-to-day?)
    3. **How does your linguistics training help you in your job?** (Or, does it help at all?)
    4. **Do you have any advice you wish someone had given to you about linguistics/careers/university?**
    5. **Any other thoughts or comments?** (Also, is there anything I should be asking that I'm not?)

Question 0 was used to title each interview (e.g. 'Interview with an exhibition content manager' or 'Interview with a journalist'). Eleven of the fifty-one participants did not have a response for question 5, and one participant did not have an answer for question 3 (interview 13). Each interview includes a short introductory paragraph written by the first author and gives links to other interviews in the series at the end. This content was not included in the analysis. We did not control for demographic background, including gender or location, of the participants in the study, and thus do not take gender and location into account in our analysis of the data. In conducting these interviews, we intentionally targeted individuals with a wide variety of educational and employment experiences. The majority of participants trained in Australia, North America, and Europe, and their highest linguistics degree attainment was varied, as seen in Table 1.

HIGHEST DEGREE ATTAINED	TOTAL
Undergraduate (non-Linguistics major)	3
Undergraduate (Linguistics major)	16
Undergraduate honors (Linguistics)[a]	8
Masters (Linguistics)	8
Applied Masters (Linguistics)	3
Ph.D. (Linguistics)	13

TABLE 1. Level of participants' educational attainment in linguistics.

[a] What constitutes an honors degree varies depending on the country of study. In the US, a B.A. is four years with an optional honors research thesis. In the UK and Australia, a B.A. is three years with an additional fourth year for the research thesis. We do not distinguish between these experiences for this study.

[3] See https://www.superlinguo.com/post/173428713556/linguistics-jobs-interview-with-two.

Because the interviews were published on a public website, those who participated later were able to read previous responses to the questions. We found a small handful of cases where participants made this overt, such as participant 18, who offered the advice to 'search for some of the connections between linguistics and other fields on job search engines or by reading blogs like this one', and participant 26, who framed their advice in contrast to earlier interviews ('I know some previous interviewees have said they wish they had been more aware of the (lack of) job prospects for linguists … ').

The full list of job titles from these interviews is given in alphabetical order in Table 2. In a handful of instances two people have the same job title but very different pathways into and experiences with those careers, including two journalists and two communications professionals. Job titles were self-ascribed by the interviewees, and some are more specific than others.

JOB TITLE	
Accent coach	Language creator
Agency owner & executive editor	Language revitalization program director
Apprentice mechanic	Learning scientist
Client services manager	Lexicographer
Communications consultant	Librarian
Communications professional (2)	Linguistic project manager at a language tech
Communications specialist	company
Community outreach coordinator	Local radio digital managing editor
Computational linguist	Marketing content specialist
Conductor	Media language researcher
Copywriter and brand strategist (and fiction	Museum curator
author)	PR consultant
Data analyst	Product manager
Data scientist	School linguist
Editor and copywriter	Senior content project manager
Educational development lecturer (and	Software engineer
linguistic consultant)	Speech pathologist
English foreign language teacher	Standards engineer
Exhibition content manager	Study abroad facilitator
Freelance editor, writer, and trainer	Text analyst
Freelance translator and editor	'The career linguist'
High school teacher	Think tank researcher
Humanitarian aid worker	Tour company director
Internet linguist	Translator and business owner
Interpreter	University course coordinator
Journalist (2)	User experience (UX) researcher

TABLE 2. Job titles given by participants in the interview series.

The majority of participants included their names, though some did not include their full name or did not include the name of their employer. We quote individual interviews by job title and identification number, which is based on the chronological order of publication (see the appendix for the list in this order).

Some limitations and caveats follow from the scope of the interview series. The first is that the range of jobs and narratives represented is constrained to those who volunteered to participate. The fact that participants self-selected means they are more likely to have already decided that their linguistics training has some positive bearing on their current job or overall career trajectory. Additionally, the focus on a range of careers and experiences means that the set of fifty-one interviews does not realistically reflect the prevalence or likelihood of a particular career. While we acknowledge these limitations,

the heterogeneity of the participants' experiences makes this set of interviews unique. There is also a time-depth of career experience to these interviews that is not found in most of the literature on job skills: some participants are not just months or years after graduation, but decades into established careers where they still find their linguistics skills to be relevant.

The appendix includes the full list of interviews, with hyperlinks to each. The *Superlinguo* blog is archived by the National Library of Australia, through PANDORA, Australia's web archive.[4]

4. METHODS. The approach to coding the interviews was positivistic in nature, given that we were seeking specific answers about the skills participants gained as a result of their studies. The data was highly structured, as all participants were asked the same questions without follow-up or clarification. We used multiple analytical techniques in the coding and analysis stages of the research. The initial stage was attribute coding (Saldana 2009), in which we coded for EDUCATION and JOBS (see Tables 1 and 2). This was followed by structural coding (Saldana 2009) to break the data into broad categories of SKILLS and FURTHER ADVICE. From there, we used a content-analytical approach (Bazeley 2013) for the analysis of skills and further advice, focusing specifically on responses to questions 3 and 4. In the final stages, we used a focused coding approach (Saldana 2009) for skills and a pattern-coding approach (Saldana 2009) for the section on further advice.

Table 3 provides an overview of the analysis conducted and the location of the information within this paper. This analysis provides the reader with a high-level synopsis of the nature of these interviews and their insights about linguistics, jobs, and employability.

INFORMATION	STRUCTURED SUBCOMPONENTS
LEVEL OF EDUCATIONAL ATTAINMENT	Described in Table 1 above
JOB TITLE	Described in Table 2 above
DOMAIN-SPECIFIC SKILLS	Exhaustive list in participants' own language, aggregated into themes, presented in Table 4
TRANSFERABLE SKILLS	Exhaustive list in participants' own language, aggregated into themes, presented in Table 5
ADVICE AND INSIGHTS	Thematic coding, presented in Table 6

TABLE 3. Overview of analysis.

We initially used NVivo, a qualitative research software program (QSR International 2020), to break down the responses to individual questions, and from there moved to a spreadsheet to populate a table listing the range of skills provided. The two categories of DOMAIN-SPECIFIC SKILLS and TRANSFERABLE SKILLS were used per their definitions in the introduction (§1). We identified the categories and their labels within the data set, rather than apply an existing categorical schema. This was done to best represent this specific data set, but also because, as discussed above, the literature on transferable skills does not have a single, agreed-upon set of skill categories.

Every effort was made to use the language of the participants to guide the assignment of codes and categories to the data, and then to align the data in accordance with the literature. We took into account both the way individuals constructed their experience and our knowledge of the linguistics curriculum. Because the information in the interviews

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[4] PANDORA is searchable through Trove, and all of the interviews can be accessed through Trove by adding the library's prefix onto the *Superlinguo* URL: http://webarchive.nla.gov.au/awa/20200904191514 /http://pandora.nla.gov.au/pan/147470/20200905-0016/.

was participant-led with no structured follow-up, it is possible that our analysis is actually an underreporting of how linguistics training is applied in the context of work. We took a deliberately broad approach to what constitutes a skill and included anything participants said they had used in the context of their employment (as opposed to something that could possibly be useful in general). This exploratory approach fits best with this preexisting set of interviews, but a more detailed methodology could be created in a subsequent study, in which people would be asked in a more structured way to name specific skills and the tasks in which they are used.

All skills listed and mentioned in this paper are specific to a general linguistics degree. In a handful of cases participants mentioned the skills gained as a result of the broader liberal arts degree, but these were not counted or included in the results as they were incidental and not specifically solicited in the interview structure. One participant who did not argue for linguistics being specifically useful still provided an endorsement for social sciences more generally:

> Frankly, I don't think my linguistics training assists any more so than any other social science would. I strongly believe that I use daily the 'generic' skills developed through my undergraduate study, and even more so during my PhD. (Client services manager; #14)

We acknowledge that many other linguistically motivated methodologies could be brought to bear on this data, but we are focusing on an approach that combines our skill sets and expertise. We discuss how students can use the collection of interviews as a data set for exploration in the discussion section (§6).

5. Results. In this section we discuss the results of the analysis of the interviews. We begin with a brief discussion of the variety of jobs that participants do (§5.1), and then explore the skills gained in linguistics training by looking at both discipline-specific and transferable skills (§5.2). Finally, we discuss some of the career advice and insights provided by the interviewees (§5.3). Throughout, we illustrate key themes and findings with quotes from the interviews.

5.1. Variety of jobs. We listed the job titles interviewees gave in Table 2 above. In this section we want to make clear that all participants, regardless of their specific job, found some utility in their linguistics education for their work. While we acknowledge that the self-selecting method through which interviewees were recruited may contribute to this pattern (see discussion in §3), the heterogeneity of the jobs and experience represented here speaks to the breadth of careers where people derive benefit from studying linguistics. While all participants agreed that linguistics was relevant to their work, they sometimes reflected on the fact that this was not overtly discussed in their linguistics education:

> Being able to work as a journalist, teacher, translator/interpreter, editor, writer, or even in public relations or the field of intelligence, is something I don't think ever gets discussed in the classroom in terms of linguistic jobs in the 'real world'. (Interpreter; #3)

We return to the need for more conversations about work and careers in §6.

5.2. Domain-specific and transferable skills from linguistics training. Participants reported both domain-specific and transferable skills they had acquired in their linguistics training that were relevant to their work. We extracted these in the participants' own language and, where appropriate, grouped them together by theme. The results we present are the self-described skills participants reported in the context of their work. We therefore do not include here any skills that participants mentioned as

having gained from their linguistics studies, but did not specifically indicate as relevant to their careers.

Domain-specific skills. Table 4 lists the domain-specific skills and knowledge by frequency of mention, and indicates the participants who reported them. We also provide quotes for each skill to give a sense of how participants talked about them. Many quotes include reference to several areas of linguistics, indicating the complex ways individuals draw on skills from their degree in their work.

DOMAIN-SPECIFIC SKILLS	#	MENTIONED BY	QUOTES
LINGUISTIC META-AWARENESS	19	9, 10, 11, 13, 15, 18, 20, 21, 22, 26, 30, 31, 35, 37, 39, 41, 44, 48, 49	'What helps most is my awareness of language in situations.' (School linguist; #41)
PHONETICS/PHONOLOGY	9	7, 12, 18, 21, 26, 32, 36, 44, 50	'Many speech and literacy difficulties link straight back to phonological rather than motor difficulties.' (Speech pathologist; #12)
SYNTACTIC ANALYSIS	8	2, 3, 21, 24, 28, 29, 34, 49	'I've even had to draw a syntax tree in a meeting.' (Senior content project manager at Transparent Language; #18)
LANGUAGE ANALYSIS	8	2, 6, 7, 12, 23, 24, 25, 42	'It's fascinating to me the things that others don't know about how to analyze language, I guess just because that's my content area.' (Text analyst; #23)
LANGUAGE USE ANALYSIS	7	4, 7, 9, 24, 27, 42, 49	'When I write definitions and example sentences, I'm always thinking about the collocations of words so I can help present the most useful constructions to people looking up the word.' (Lexicographer; #42)
SOCIOLINGUISTIC ANALYSIS	5	9, 22, 27, 46, 48	'Interactional sociolinguistics can teach us a lot about why certain customer service phone calls don't go well.' (Communications consultant; #27)
HISTORICAL LINGUISTICS	4	35, 36, 38, 40	'Jumping into conversations frequently about the historical significance of a particular word or phrase, writing about my own etymology journal (and constantly telling others to create their own), and explaining to clients why I make the edits I'm making.' (Agency owner, executive editor; #38)
LANGUAGE ACQUISITION	4	15, 22, 41, 44	'I also use my knowledge of language acquisition and sociolinguistics in projects that involve localization, learning new systems, and system design to match the user's mental representation of what the system should look like and do.' (User experience (UX) researcher; #22)
LINGUISTIC STRUCTURES	4	6, 11, 26, 40	'Any editor needs to be intimately acquainted with the nuts and bolts of language, and there's really no better way to do that than by studying linguistics.' (Editor and copywriter; #6)
SEMANTIC ANALYSIS	4	3, 7, 34, 49	'Quickly analyzing the semantics and meaning behind a comment is necessary for the collection of information, as opposed to a word-for-word translation.' (Interpreter; #3)

(Table 4. *Continues*)

DOMAIN-SPECIFIC SKILLS	#	MENTIONED BY	QUOTES
LANGUAGE VARIATION	2	9, 20	'Being able to draw on knowledge of things like how people use language, power structures in language, cultural and social differences in language use and language's role in identity is hugely helpful.' (Copywriter and brand strategist (and fiction author); #9)
LANGUAGE DOCUMENTATION	2	8, 36	'Our training helps to make existing linguistic materials accessible and empowers people to begin using linguistic methods themselves to document languages or to prepare resources that can be more widely used for language revitalisation activities.' (Language revitalisation program director; #8)
DISCOURSE ANALYSIS	2	1, 20	'Discourse Analytic tools like negation, presupposition triggers, discursive othering, deixis in reference, and a functional perspective on narrative tend to come in particularly handy with my work whether I am training, consulting, or engaged in capacity-building efforts.' (The career linguist; #20)
PSYCHOLINGUISTICS	1	44	'I'm using the principles that I learned in classes on second language acquisition, speech perception, and psycholinguistics to inform new, better ways to teach languages.' (Learning scientist; #44)
MORPHOLOGICAL ANALYSIS	1	36	'Most useful in my day-to-day life is coursework I did in phonetics, phonology, morphology, historical linguistics, field work, cognitive science, and pidgin and creole studies.' (Language creator; #36)
CREOLE STUDIES	1	36	

TABLE 4. Domain-specific skills reported by participants. # = total number of times mentioned.

The domain-specific skills span linguistic subdisciplines, as well as skills learned across a linguistics degree such as linguistic meta-awareness. While some may initially appear to be knowledge rather than skills, the application to participants' work clearly shows that an understanding of linguistics has an application in the workplace, and that participants deem them to be domain-specific skills they have.

TRANSFERABLE SKILLS. Participants reported a range of transferable skills they use in their jobs. Many of the skills were reported in the context of a particular occupation, and we have therefore aggregated them into common themes. Table 5 lists transferable skills by frequency of mention grouped thematically, and indicates who reported them. It is possible that some of these skills could be further condensed in some models of employability skills. For example, teaching could be a communication skill, and data management and data analysis can be viewed as separate components of transferable research skills.

The list of self-reported transferable skills from linguistics does not reflect the full range of such skills that are discussed in the employability literature. Tymon's (2013: 844) survey of six key definitions of employability includes skills not mentioned by any participants in the interview series. Commonly reported employability skills in Tymon's summary that were noted by interview participants include: teamwork, ability to cope with uncertainty, taking on responsibility, professionalism, reliability, and self-manage-

TRANSFERABLE SKILLS	#	MENTIONED BY	QUOTES
TEACHING	14	3, 4, 10, 12, 13, 15, 20, 25, 30, 32, 37, 41, 44, 50	'English Language draws on a lot of my linguistics study, and also keeps me in touch with how people think and write about language.' (High school teacher; #4)
			'My linguistic training has been invaluable for learning language, teaching English, and developing culturally appropriate strategies to communicate successfully in a wide range of situations.' (Tour company director; #10)
COMMUNICATION	12	6, 7, 9, 20, 22, 34, 37, 40, 42, 44, 48, 49	'My communication recommendations will always depend on a nuanced understanding of both context and desired interactional outcomes.' (The career linguist; #20)
			'I feel like I'm a much better communicator than I was when I first started college. I'm a lot more flexible in interpretations and I care a lot more about getting to the root of what a person is trying to communicate, rather than what words they chose and what those words mean to me specifically.' (Marketing content specialist; #48)
DATA ANALYSIS	12	2, 7, 8, 11, 21, 24, 27, 34, 35, 40, 42, 49	'My knowledge of how people think about language and use language helps me successfully predict what search terms people will use to find information, which helps me catalog the items in such a way that they're more findable.' (Librarian; #24)
CROSS-CULTURAL COMMUNICATION	10	3, 10, 21, 22, 30, 32, 35, 41, 46, 48	'My background in sociolinguistics has taught me the significance of diversity among groups of people (like users of a product) in so many ways.' (Product manager; #46)
DATA MANAGEMENT	8	3, 8, 18, 22, 23, 24, 29, 41	'I use many of the data organization skills I absorbed during my Language Transcription class.' (Text analyst; #23)
PROFESSIONAL WRITING	6	2, 6, 26, 27, 36, 42	'And I'm able to do a lot of proofreading with confidence because I studied orthography and punctuation in a way that a non-linguist probably hasn't.' (Communications consultant; #27)
LEARNING	6	10, 15, 18, 22, 26, 40	'having a B.A. in Linguistics has been an invaluable leg up in learning foreign languages.' (Study abroad facilitator; #21)
BUSINESS MANAGEMENT SKILLS	3	20, 32, 39	'After my MA I developed a new division to focus on words … I couldn't have set up Word Savvy without a linguistics background.' (PR consultant; #39)
TRANSLATION	2	3, 48	'I like to tell myself I went into translation, just between human and machine languages rather than from one human language to another.' (Software engineer; #47)
RESEARCH	1	50	'having the research skills honed by two degrees in linguistics has been invaluable … ' (Exhibition content manager; #50)

TABLE 5. Transferable skills reported by participants, grouped by theme. # = total number of times mentioned.

ment. Some of these elements were mentioned by participants, but not directly linked to skills gained in their education. For example, the freelance translator and editor (participant 17) explicitly mentioned the lack of teamwork in their role as a freelance translator:

'But this is not something I would recommend to people who thrive in teamwork. It's quite a solitary profession'. This provides scope for some additional transferable skills that educators can build into their curriculum. Abrams (2005), for example, outlines the experience of teaching an applied linguistics program that centered collaboration alongside other transferable skills. It is unclear from these interviews if participants did not learn these skills in their linguistics education, or whether they did but the nonexhaustive structure of the interviews or their own employment experience did not provide the opportunity to report on these skills. We discuss the potential for more structured data collection that includes a variety of potential skills in the conclusion.

We have thus far presented all mentions of domain-specific and transferable skills as separate. However, we also cross-coded participants' responses where domain-specific skills were overtly linked to transferable skills, which occurred seventy different times across the interviews. Where the links were made, the nature of this data did not allow us to make any robust observations about the relationship between these domain-specific and transferable skills, as this was not always made overt in the interviews. We found that the same domain-specific skills were linked by participants to different transferable skills. For example, the domain-specific skill of analysis of linguistic structures was reported as relevant to transferable skills in both professional writing (participants 2, 6) and data analysis (participants 7, 42). Our preliminary observations suggest that a different set of data may provide more structured insights into the broad range of ways in which linguistics can be applied to work.

5.3. Career advice. Alongside discussion of skills, participants also shared a range of insights, suggestions, and advice in these interviews. We aggregated these elements, mostly drawn from question 4, which explicitly solicits advice. We then conducted a thematic analysis to gain insight into common advice and suggestions shared by interviewees.

Table 6 provides an overview of the themes and topics of advice offered, along with frequency counts and references to the specific interviews. We provide quotes in the analysis below, rather than in the table itself. Forty-five of the participants gave advice relevant to linguistics and careers that were included in the thematic analysis. We included only themes that were addressed by more than one participant, as advice mentioned only once was relevant to very specific careers and contexts. We acknowledge that advice presented in summary and aggregate has the potential to appear contradictory or reductive; however, even given the open framing of the question ('Do you have any advice?'), common themes emerged across the interviews.

THEME	TOTAL	INTERVIEWS
Linguistics is broadly applicable.	18	1, 3, 4, 12, 14, 19, 23, 25, 29, 31, 33, 34, 35, 37, 38, 39, 44, 45
You need more career discussion or planning.	14	3, 6, 7, 12, 15, 16, 18, 20, 21, 24, 26, 30, 34, 50
Try different things.	13	1, 2, 18, 25, 29, 31, 33, 35, 36, 42, 44, 46, 47
Do what you love.	11	6, 9, 18, 24, 25, 26, 27, 28, 37, 40, 48
Make the most of opportunities.	10	1, 8, 11, 20, 21, 26, 32, 40, 44, 47
People around you matter.	6	2, 8, 9, 11, 12, 28
Networking is useful.	5	22, 26, 28, 35, 44
You don't have to know what you want to do.	3	5, 6, 24
Your career is not linear.	2	37, 49

Table 6. Themes of advice given regarding linguistics and careers.

Before we discuss any insights from these themes, we want to briefly discuss the nature of advice giving and the stance taken in these interviews. The advice in these inter-

views is given from the position of someone who is now in the workforce and where the reader is presumed to be a student or recent graduate. While audience design in advice giving is important for how the advice is framed (DeCapua & Dunham 1993), we believe there is greater utility in thinking about this advice from the perspective of educators who can preemptively enact these suggestions, essentially intervening on behalf of students to ensure more equitable access to any insights. Much of what is presented as advice for individuals is actually an effect of systemic issues, which educators are better positioned to address. For this reason, we discuss the advice given within the frame of insights that educators can gain from it. We also acknowledge that the nature of advice giving is culturally constructed (Chentsova-Dutton & Vaughn 2012) and that specific advice in these interviews may be presented in a way that is not useful or is face-threatening for educators or students in specific sociocultural settings (in the sense used in politeness theory, e.g. Brown & Levinson 1987).

LINGUISTICS IS BROADLY APPLICABLE. Eighteen of the participants encouraged readers that linguistics is broadly applicable, making this the most common piece of advice offered. This echoes our own argument, drawn from both the literature and demonstration of the range of domain-specific and transferable skills in these interviews. Some participants spoke of linguistics skills in general, as in the following quote:

> As a linguist, you possess skills not everyone has and you are extremely marketable outside of academia. (Communications specialist; #45)

Others spoke of the transferability of the skills:

> There's more than one way to use your linguistic skills and background. (Freelance editor, writer, and trainer; #37)

However, it is up to educators to help show how linguistics skills can be transferable skills:

> I wish that it had been emphasized just how versatile and broadly applicable a degree in Linguistics can be. (Interpreter; #3)

We also note that some participants identified other key themes from the literature on employability, with three acknowledging that you do not have to know what you want to do in the rapidly changing career landscape, and two sharing the advice that careers are not linear, which can help reduce expectations that career trajectories should be clear from the start.

YOU NEED MORE CAREER DISCUSSION OR PLANNING. Fourteen participants gave advice around the need to plan, discuss, and consider careers actively, indicating that while participants in the series are aware of the benefits of linguistics in employability, they share our concern that job skills and planning need to be made more overt within education. Some thought that more discussion of possible careers would be useful (participant 15), while others wished that the transferability of skills had been made clearer (participant 3):

> It would have been great, if I had some advice on other possible pathways, where I could do more applied linguistic work. I am most likely unaware of all the possible options. (Educational development lecturer; #15)

> I wish that it had been emphasized just how versatile and broadly applicable a degree in linguistics can be, and not just as a stepping stone for academia or an MA program. (Interpreter; #3)

For other participants, their advice was framed around just having any opportunity to stop and take stock of career skills:

> I wish someone had told me that it was okay to take a few years off and really figure out what I wanted to do with my life. I fell into linguistics because I liked words and language and I thought it was interesting. But I didn't consider the job prospects, and it wasn't until I had graduated that I realized I wasn't really interested in ANY of the linguistics-related jobs that were out there. I wasn't very good at thinking more than a year or two into the future, and sometimes that type of foresight only comes when you're older. (Librarian; #24)

Some participants talked about wanting to be able to connect with their linguistics educators regarding discussions about careers:

> I wish someone within the field had sat me down and had a serious discussion about career prospects and what it would take to achieve them. I don't mean the pep talk every first year [student] gets so they give their money to the university. I mean a real, unbiased discussion with someone in the field. (Apprentice mechanic; #16)

It is our hope that this paper provides more linguistics educators with the perspectives and skills to have these conversations.

Several participants offered advice that active thinking about careers and employability were something that could begin before tertiary education:

> High school kids need to be assured that they can be bold with their choices at university. They don't just have to pick the thing that sounds like it will give them the best chance of a job. (Editor and copywriter; #6)

> I mostly just wish I had known about linguistics in high school. (Community outreach coordinator; #49)

While this is framed as reflections on participants' own experience and advice for current students, it is educators who are best placed to act. It suggests that providing pathways into linguistics for high schoolers has merit, as does providing the same kind of career thinking and support for existing programs such as VCE English Language in Victoria, Australia, or the current planning for Advanced Placement (AP) Linguistics in the US.

TRY DIFFERENT THINGS. The advice to try different things refers to a number of contexts, including in study (participant 18), language learning (participant 35), and trying different jobs while still studying (participant 29):

> Use some of your interest to do research early (high school and freshman year early); explore related fields, even if you don't think you're good at them, sign up for computer classes, and make connections between your passion and potential applications. (Senior content project manager at Transparent Language; #18)

> Yes. Everything you do counts in some way. Every language you study will benefit you. This is coming from a person who studied 9 languages but uses only 3 professionally. (Translator and business owner; #35)

> There are a ton of jobs available for students that will let you learn different skills and get a sense of what you want to do with your time later on. (Think tank researcher; #29)

Educators can use this advice in helping individual students plan their education, or in helping a class see the benefit of interdisciplinary perspectives, or in introducing new skills or software.

DO WHAT YOU LOVE. Some participants discussed the theme of doing what you love with regard to study:

> Study the things you're interested in; you'll have a better time. (Museum curator; #28)

Others discussed doing what they loved with regard to careers, without necessarily linking it back to education:

> Love your work, whatever it is. That way fulfillment lies. If you do, earning enough money can and will follow, despite your worst fears. (Freelance editor, writer, and trainer; #37)

Participant 24 presented a more nuanced reflection on loving what you do not only at university but also in potential jobs:

> So sure, study something that you love in university (this is the advice everyone gave me). But study something that will also lead you to a life you'll love in the future (this is the advice I wish I had been given). (Librarian; #24)

This also links to the theme that more overt discussion and reflection on careers is needed. Career satisfaction is complex and is motivated by a variety of factors, including personality (Lounsbury et al. 2003, Joo & Ready 2012) and remuneration (Beutell & Wittig-Berman 1999). Satisfaction with study likewise is determined by a variety of factors, including quality of teaching, institutional support, cost and perceived value, and successfully finding employment (Alves & Raposo 2007). This was a self-selecting cohort of participants, with the consequence that linking linguistics to a love of study and careers is to be expected. We return to the value of creating a love for linguistics, and the workplace benefits, in the discussion (§6).

MAKE THE MOST OF OPPORTUNITIES. In this section we discuss the advice to make the most of opportunities (mentioned by ten participants) alongside the other two remaining themes: networking is useful (five participants) and people around you matter (six participants). We discuss these three together because they all relate to the importance of actively forging a career, and often require skills that are beyond the usual domain-specific or transferable skills of a linguistics education.

Making the most of opportunities can relate to those that are available to students (participant 26), those that occur by having access to research academic opportunities (participant 23), and workplace opportunities specifically (participant 44):

> It's really important to seek out and take advantage of opportunities for students like summer research programs, internships, or volunteering with organizations like RNLD here in Melbourne. Get to know your lecturers and tutors and ask them what you can get involved in. (Linguistic project manager at a language tech company; #26)

> As your professors have all done research in their careers, ask them how they found funding and take advantage of these resources as often as possible. (Study abroad facilitator; #21)

> I interned at a small start-up for two summers, and that's where I began learning that how you talk about your trade and your ideas to non-expert colleagues is at least as important as what your ideas are in the first place. (Learning scientist; #44)

Encouraging students to participate in the opportunities available to them can therefore be framed in terms of the potential value to their careers. There are some elements of the advice around opportunities that are harder for educators to directly convey: for example, the idea that one should value the people around you and how that relates to making the most of your networks and context, whether that is in recognizing the value of the advice coming from those in your network (participant 12) or their passion for their own work (participant 2):

> I've always been lucky that I have had very wise people around me who have always given me very wise advice. (Speech pathologist; #12)

> I changed my majors a number of times until I found a discipline that not only sparked my interest, but was taught by an engaging and passionate department. (Journalist; #2)

This thread of advice serves as a reminder that the way we teach and discuss linguistics and careers with our students is seen as having a direct material benefit. We can also encourage our students to actively build their networks as they start the process of thinking about careers. Five participants overtly gave advice about the benefits of networking. The example quotes from participants 11 and 22 allude to the fact that this is something that potential job hunters might find intimidating:

> Don't be afraid to reach out to people you admire or look up to academically/professionally. They don't bite (hard). (Computational linguist; #11)

> Networking is so important. It's intimidating and can feel icky, but it's a necessary thing to learn to do. (User experience (UX) researcher; #22)

In §6.2 we provide a link to resources that includes networking activities for students to give educators structured support to incorporate more opportunities for students.

6. Discussion. The five questions used in our interviews prompted a range of reflections on opportunities and experience from participants. In this discussion we expand on three topics that can help students and educators in the discipline of linguistics use these insights to think more critically about the role of linguistics in students' education and employability. The first is to acknowledge the evidence that linguistics provides transferable skills that can be of benefit to a range of careers (§6.1). The second is that we need to build more opportunities to discuss skills and careers into students' educational experience (§6.2). In this section we provide resources and suggest actions to facilitate these discussions. The final topic of our discussion takes into consideration the larger employment context, and a need to actively promote more awareness of linguistics, and the valuable general skills it offers, to potential employers (§6.3).

6.1. Linguistics education provides transferable skills. Participants with a range of jobs and at various career stages all reported the value of their linguistics education and the skills it had given them. While interview participants were a self-selecting group, the breadth of occupations for which linguistic skills are reported to be useful can be used to demonstrate the value of linguistics to current students, as well as to potential students and employers. Not only have we illustrated that people bring up a range of domain-specific and transferable skills when discussing careers and linguistics, but many interviewees were also able to link their domain-specific linguistic skills to the transferable skills they use in the workplace.

The synthesis of these interviews also allows linguistics departments to make a strong case for ongoing institutional support and maintenance, as linguistics programs provide the kind of 'job ready' skills employers are looking for. Linguistics programs do not have to do this advocacy work entirely on their own. Although these interviews were specifically about linguistics, there is an indication that participants' experiences echo the general literature on the benefits of a liberal arts education more generally. We also hope that these interviews can help linguistics graduates translate the domain-specific skills they have acquired into the transferable skills language of the job market. This brings us to our second discussion point: the role of institutions in helping students think about work.

6.2. Training students to think about jobs. As these interviews demonstrate, participants took the skills they gained from their linguistics education and have found a variety of ways to apply them, directly or indirectly, in the workplace. In this section we provide some practical methods for professors and linguistics programs to help their students build these links. Teaching students to think about the work-relevant skills they are acquiring in their degree can have a positive effect on their likelihood of finding employment after graduating (Grosemans & De Cuyper 2021), which is a desirable outcome, for both individuals and institutions.

We need to heed Treffers-Daller and Sakel's (2010:18, 24) call to give students more information about possible career paths and explanation of the general skills they have acquired. Some textbooks have begun to address the need to connect linguistics to career skills, including the introductory-level textbook *For the love of language* (Burridge

& Stebbins 2019), which has a whole chapter on linguistics and careers that introduces students to a variety of careers for which linguistics has proven useful. *Employing linguistics* (Trester 2022) is full of interviews and practical activities to help linguistics graduates think about their skills in relation to potential career options. Many individual professors and educators also do this work either in classrooms or in an ad hoc manner supporting individual students. This work is additionally being done through networks and member organizations, which helps reduce the burden on individual educators by providing them with resources and support. The Linguistic Society of America hosts the Linguistics Beyond Academia special interest group,[5] which provides resources, networking, and workshops, and the UpSkills project in Europe aims to help bridge research skills and industry jobs, while providing resources to linguistics educators.[6]

Professors can help their students think about the relationship between their education and careers in many ways. Below, we share three means of integrating the findings from this paper into the classroom, from lowest amount of effort to greatest. The first author has developed a resource set that includes slides and material that can be incorporated into lectures, the classroom, department workshops, and student self-directed activities to help students draw connections between their current classroom education and potential future careers (Gawne & McCulloch 2021).

The first action is to help students translate the domain-specific skills they are acquiring into transferable skills by drawing more attention to these transferable skills during teaching. Our summary of some of the main transferable skills, and quotes from participants regarding their utility, can be incorporated into a program overview in the first or final week of the program, or integrated across the program.

The second action is to use the published job interviews to include discussion of careers and skills in a program within the linguistics major to explore the range of careers and skills for which linguistics can be useful. In the resource kit we provide a lesson outline developed by Jorge E. Rosés that he uses with his undergraduate linguistics students. Students work individually or in small groups, selecting one of the job interviews. They then answer some targeted questions about the interviewee, their job, and the relevance of linguistics, and all share what they learned in classroom presentations. This allows students to start seeing how discipline-specific and transferable skills are relevant to various careers in linguistics. This activity can be tailored to the class level, with a simple content analysis for first-year students, or an analysis in the relevant linguistic methods in subsequent years. Since this collection of interviews is published online, it can also be used as a text for discourse analysis, corpus linguistics, systemic functional linguistics, or any other program that uses texts, providing students with both an analytical opportunity and a chance to consider careers.

The third action is to give students a chance to expand upon the interview series in their own exploration of jobs and careers. The resource set outlines the basics of setting up informational interviews, which are essentially a less structured version of the online interview collection. Tapping into the university's alumni network can help students develop their own picture of careers and local employability expectations. These skills go beyond the domain-specific and general job skills discussed and touch on important elements of the job-seeking experience that students often are not taught about, even though they can account for half of all job opportunities (Asher 2010, Topa 2011), and over 80% in some contexts (Topa 2019).

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[5] See https://www.linguisticsociety.org/content/linguistics-beyond-academia.
[6] See https://upskillsproject.eu/events/1st-multiplier-event/.

We hope that in providing a ready-made set of interviews and activities we can make it easier for linguistics educators to include more discussion of linguistics careers in their classroom.

6.3. FOSTERING AN ENTHUSIASM FOR LINGUISTICS. Linguistics programs can also help people connect their linguistics training to careers simply by fostering enthusiasm for the discipline. As many of the participants noted, they studied linguistics because they enjoyed it, and then made the connections between what they had learned and their current workplace situation. Therefore, alongside overtly teaching our students to connect the linguistics curriculum with the transferable skills it develops, we can additionally help students with their future career by instilling an enthusiasm for the analysis of language. It has long been the case that the vast majority of people who come into contact with linguistics at the undergraduate, and even graduate, level will not continue to jobs that involve direct vocational application of linguistic methods or technical approaches (Linguistic Society of America 2021 for US data). These interviews demonstrate that it is our job to impart enthusiasm for the fact that linguistics applies to any domain that uses languages, and that this constitutes a wide range of industries in the knowledge-worker economy.

We have a variety of excellent tools at our disposal to achieve these aims. The first is that linguistics lends itself well to inquiry-based learning using data and experiences from the real world. The second is that, more than ever, linguists are sharing excellent teaching materials and pedagogical approaches, including those that draw on constructed languages (Punske et al. 2020) and public engagement (Price & McIntyre 2023). The third is that there is now an ecosystem of public linguistic communication that helps students connect their classroom content to larger social themes and allows graduates to maintain a link with linguistics even when they move into working in a wide range of industries.

Public understanding of linguistics is also advantageous in helping to educate potential employers on the benefits of hiring employees with linguistics training. As we touched on in the background section, employability is also a demand-side issue. Public communication work that provides greater positive visibility for linguistics is one small way we can influence the demand side of employability while working with students to help them explain the value of their education.

7. CONCLUSION. This paper has summarized the existing literature and the experience of various linguistics graduates in order to provide a high-level overview of the labor market and the skills people bring to their careers. This set of interviews has provided some of the clearest publicly available data on the wide range of jobs for which linguistics is relevant. Regardless of whether they briefly studied linguistics in an undergraduate degree or completed a Ph.D. in the discipline, all interviewees connected their linguistics education to their current employment. For some, this was in the form of direct vocational relevance, but for many, linguistics provided general, transferable skills. Given that this is a self-selecting group of interview participants, it is not necessarily a substantive finding that they all make a link between linguistics and their employment, but it is noteworthy that they come from a broad range of jobs in a variety of sectors and economies and are reflecting on various career stages. Although these are not generalizable findings, they do indicate that linguistics has value for employability for many different careers.

Participants talked about their own training and careers and made many insightful observations about their experiences. One limitation of the interview design was that it

did not explicitly ask participants about their transition from education to employment. Given the importance of this transition, the *Superlinguo* standard interview question set has been updated with an additional question (now number 4), which asks, 'What was the transition from study to work like for you? (What was the biggest surprise? What did you have to change about your approach to things?)'. This will hopefully provide additional insights into how participants navigated the change to employment and illuminate more of the kinds of job-seeking and workplace skills we could be teaching current students.

The self-reporting in these interviews has a number of limitations. The first is that the interviews were not conducted with the intention of using them as a corpus, so there are some gaps in self-reported information. While the exploratory method was useful for gaining insight into some key employability features, a survey method could provide a structured approach that would allow for more systematic, quantifiable, and generalizable observations about linguistics and employment. The themes from this paper could help form the basis of such a survey, with consideration of the fact that some skills that are known to be part of employability were not reported by this group of interviewees. A survey would allow for comparison with students from other liberal arts disciplines and could be presented in a way that primes participants less. Such an approach has challenges as well, including defining a cohort and following up once they have graduated. Employability is a career-long element of the modern economy, which a 'time slice' survey may not capture.

Of course, studying linguistics is about much more than just employability. Linguistics can also be studied for enjoyment, for skills needed in one's personal life, or for community language maintenance. We also acknowledge that there are a far greater number of people studying linguistics who would like to go on to careers in research (and would be excellent at such a career) for whom this pathway is not available due to the paucity of academic funding. Being honest with students and illustrating the ways that linguistics can connect to a variety of occupations allows them to see the range of options available. Students should not be panicked into studying programs that are more transparently vocational; instead we can do better at showing the vocational value of the transferable skills that linguistics provides.

To be clear, we are not advocating that professors of linguistics move away from teaching discipline-specific skills, but rather that we better articulate the transferable skills that are gained within a linguistics program. Like Star and Hammer (2008), we believe that articulation of general skill acquisition does not have to be at the expense of the development of discipline-specific skills. Making these benefits of linguistics education clearer to students allows them to see the value of their education and the relevance to their future careers.

APPENDIX

Below is the full list of where to access the fifty-one interviews online, and the order in which they were published (interview 31 is with two participants):

1. DATA ANALYST: http://www.superlinguo.com/post/118642648400/linguistics-jobs-interview-with-a -data-analyst

2. JOURNALIST: http://www.superlinguo.com/post/124186918977/linguistics-jobs-interview-with-a -journalist

3. INTERPRETER: http://www.superlinguo.com/post/128214004331/linguistics-jobs-interview-with-an -interpreter

4. HIGH SCHOOL TEACHER: https://www.superlinguo.com/post/131442688782/linguistics-jobs-interview -with-a-high-school

5. HUMANITARIAN AID WORKER: http://www.superlinguo.com/post/133484532107/linguistics-jobs-interview-with-a-humanitarian

6. EDITOR AND COPYWRITER: http://www.superlinguo.com/post/137971647324/linguistics-jobs-interview-with-an-editor-and

7. MEDIA LANGUAGE RESEARCHER: http://www.superlinguo.com/post/139313873336/linguistics-jobs-interview-with-a-media-language

8. LANGUAGE REVITALISATION PROGRAM DIRECTOR: http://www.superlinguo.com/post/141797685003/linguistics-jobs-interview-with-a-language

9. COPYWRITER AND BRAND STRATEGIST (AND FICTION AUTHOR): http://www.superlinguo.com/post/142972814522/linguistics-jobs-interview-with-a-copywriter-and

10. TOUR COMPANY DIRECTOR: http://www.superlinguo.com/post/145121599862/linguistics-jobs-interview-with-a-tour-company

11. COMPUTATIONAL LINGUIST: http://www.superlinguo.com/post/146520844381/linguistics-jobs-interview-with-a-computational

12. SPEECH PATHOLOGIST: http://www.superlinguo.com/post/147894187013/linguistics-jobs-interview-with-a-speech

13. EFL (ENGLISH AS A FOREIGN LANGUAGE) TEACHER: http://www.superlinguo.com/post/149620691074/linguistics-jobs-interview-with-an-efl-english

14. CLIENT SERVICES MANAGER: https://www.superlinguo.com/post/150930940729/linguistics-jobs-interview-with-a-client

15. EDUCATIONAL DEVELOPMENT LECTURER: http://www.superlinguo.com/post/152524200571/linguistics-jobs-interview-with-an-educational

16. APPRENTICE MECHANIC: http://www.superlinguo.com/post/156548163787/linguistics-jobs-interview-with-an-apprentice

17. FREELANCE TRANSLATOR AND EDITOR: http://www.superlinguo.com/post/157748101760/linguistics-jobs-interview-with-a-freelance

18. SENIOR CONTENT PROJECT MANAGER AT TRANSPARENT LANGUAGE: http://www.superlinguo.com/post/158976648257/linguistics-jobs-interview-with-a-senior-content

19. LOCAL RADIO DIGITAL MANAGING EDITOR: http://www.superlinguo.com/post/159914938178/linguistics-jobs-interview-with-a-local-radio

20. THE CAREER LINGUIST: http://www.superlinguo.com/post/160671767109/linguistics-jobs-interview-with-the-career

21. STUDY ABROAD FACILITATOR: http://www.superlinguo.com/post/161178062658/linguistics-jobs-interview-with-a-study-abroad

22. USER EXPERIENCE (UX) RESEARCHER: http://www.superlinguo.com/post/162252383196/linguistics-jobs-interview-with-a-user

23. TEXT ANALYST: http://www.superlinguo.com/post/163612654173/linguistics-jobs-interview-with-a-text-analyst

24. LIBRARIAN: http://www.superlinguo.com/post/164687104323/linguistics-jobs-interview-with-a-librarian

25. DATA SCIENTIST: http://www.superlinguo.com/post/165702012482/linguistics-jobs-interview-with-a-data

26. LINGUISTIC PROJECT MANAGER AT A LANGUAGE TECH COMPANY: http://www.superlinguo.com/post/166921953185/linguistics-jobs-interview-with-a-linguistic

27. COMMUNICATIONS CONSULTANT: http://www.superlinguo.com/post/167915790238/linguistics-jobs-interview-with-a

28. MUSEUM CURATOR: http://www.superlinguo.com/post/170238386626/linguistics-jobs-interview-with-a-museum

29. THINK TANK RESEARCHER: http://www.superlinguo.com/post/171283136149/linguistics-jobs-interview-with-a-think-tank

30. UNIVERSITY COURSE COORDINATOR: http://www.superlinguo.com/post/172249448291/linguistics-jobs-interview-with-a-university

31. TWO COMMUNICATIONS PROFESSIONALS: https://www.superlinguo.com/post/173428713556/linguistics-jobs-interview-with-two

32. ACCENT COACH: https://www.superlinguo.com/post/174315539081/linguistics-jobs-interview-with-an-accent-coach

33. CONDUCTOR: https://www.superlinguo.com/post/175217172284/linguistics-jobs-interview-with-a-conductor

34. STANDARDS ENGINEER: https://www.superlinguo.com/post/176421135887/linguistics-jobs-interview-with-a-standards

35. TRANSLATOR AND BUSINESS OWNER: https://www.superlinguo.com/post/177424731707/linguistics
-jobs-interview-with-a-translator-and

36. LANGUAGE CREATOR: https://www.superlinguo.com/post/178392573086/linguistics-jobs-interview
-with-a-language

37. FREELANCE EDITOR, WRITER, AND TRAINER: https://www.superlinguo.com/post/179529490940
/linguistics-jobs-interview-with-a-freelance

38. AGENCY OWNER, EXECUTIVE EDITOR: https://www.superlinguo.com/post/180492371790/linguistics
-jobs-interview-with-an-agency-owner

39. PR CONSULTANT: https://www.superlinguo.com/post/182353797752/linguistics-jobs-interview-with-a
-pr-consultant

40. JOURNALIST: https://www.superlinguo.com/post/183196498446/linguistics-jobs-interview-with-a
-journalist

41. SCHOOL LINGUIST: https://www.superlinguo.com/post/183681200155/linguistics-jobs-interview-with
-a-school-linguist

42. LEXICOGRAPHER: https://www.superlinguo.com/post/184512967606/linguistics-jobs-interview-with-a
-lexicographer

43. INTERNET LINGUIST: https://www.superlinguo.com/post/185962917501/linguistics-jobs-interview
-with-an-internet

44. LEARNING SCIENTIST: https://www.superlinguo.com/post/186776833731/linguistics-jobs-interview
-with-a-learning

45. COMMUNICATIONS SPECIALIST: https://www.superlinguo.com/post/187427299664/linguistics-jobs
-interview-with-a-communications

46. PRODUCT MANAGER: https://www.superlinguo.com/post/188176778397/linguistics-jobs-interview
-with-a-product-manager

47. SOFTWARE ENGINEER: https://www.superlinguo.com/post/188795466330/linguistics-jobs-interview
-with-a-software

48. MARKETING CONTENT SPECIALIST: https://www.superlinguo.com/post/189417326171/linguistics-jobs
-interview-with-a-marketing

49. COMMUNITY OUTREACH COORDINATOR: https://www.superlinguo.com/post/190482269985/linguistics
-jobs-interview-with-a-community

50. EXHIBITION CONTENT MANAGER: https://www.superlinguo.com/post/611420940961792000/interview
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