

Language Requirements in English Recruitment Advertisements in Finland

A Duunitori Corpus Study

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This thesis studies job advertisements from a Finnish job search engine Duunitori. The aim is to study language requirements in ads written in English. The goal is to study what languages employers require and how the requirements are presented. This includes analyzing the order in which requirements are presented and what kind of vocabulary is used to describe language requirements. The analysis is conducted with manual reading and corpus analysis. The corpus is a self-made collection of 120 job ads.

The results of the study show that there are both fixed and varied features in language requirements. English and Finnish are notably the most requested languages. They are often presented as requirements, but sometimes as an optional skill. Language requirements are usually expressed in the middle or last when listing requirements in job ads. This, and the limited word count used when listing language requirements can be an indication that language skills are valued less than other skills. Variation is evident when analyzing how language requirements are expressed. A varied vocabulary is used when describing what level of language skill is required or how language is expected to be used at work.

Lack of established practices in describing language requirements causes variation which can cause confusion among job applicants. Job ads can be improved with a unified way of communicating language requirements and clear descriptions of how language is utilized in the open position.

Key words: language requirements, job ad, job advertisement, corpus linguistics, language skills

Table of Contents

1	Introduction	5
2	Language and Worklife	8
2.1	Job Recruitment Advertisement	8
2.2	Language Requirements	9
2.3	Multilingualism in Finnish Workplaces	11
2.4	Corpus linguistics	13
3	Materials and Methods	17
3.1	Duunitori.fi	17
3.2	Data Collection	18
3.3	AntConc and Compiling a Corpus	19
4	Analysis and Results	22
4.1	Required Languages	22
4.2	How Are the Language Requirements Presented	25
4.2.1	Language Requirements in Comparison to Other Requirements	28
4.2.2	Language Requirements Vocabulary	35
5	Discussion	48
6	Conclusion	51
	Primary Source	53
	List of References	53
	Appendices	57
	Appendix 1 Job Ad Example	
	Appendix 2 List of Material References	
	Appendix 3 Finnish Summary	

List of Tables

Table 1 Number of times each language was discussed in the data	22
Table 2 Number of times a language is presented as a requirement or an advantage	24
Table 3 Collocates for <i>communication</i> organized according to frequency	31
Table 4 Ten of the most common items in the corpus	36
Table 5 Ten of the most frequent collocates for <i>language</i> organized according to frequency	36
Table 6 Ten of the most frequent collocates for <i>proficiency</i> organized according to frequency	38
Table 7 Collocates for <i>fluency</i> organized according to frequency	40
Table 8 Collocates for <i>fluent</i> organized according to frequency	40
Table 9 Collocates for <i>fluently</i> organized according to frequency	41
Table 10 Eleven of the most frequent collocates for <i>ability</i> organized according to frequency	42

1 Introduction

Finland, as most of the world, is experiencing globalization and is becoming more multilingual in many settings. Due to multiple phenomena around the world, such as wars and global warming, immigration has and will increase and thus bring with it a workforce whose native language is not Finnish. Growing globalization also requires companies to adapt to the linguistic needs of working internationally.

Finnish economy relies heavily on foreign workforce such as seasonal workers to work in farming and travel sectors (Ministry of the Interior). In addition to seasonal workers, in 2020 Finland received applications for residence permits from cooks, nurses, cleaners, restaurant workers and specialists, such as IT experts (Finnish Immigration Service). In 2022, there were 193 572 foreign-language speakers employed in Finland (Statistics Finland). Foreign workforce is also needed due to the aging of the Finnish population (Bäckman and Hakala 2024).

To make working in a multilingual community possible, be it international or a multilingual group based in the same area, communication via language is a crucial mediator (Gutierrez-Wirsching et al. 2015). To create a work community where communication is efficient, companies apply language requirements when looking for new employees. Those requirements may, for example, be based on company policy, location of the position or work tasks.

In Finland, unemployment rate is historically high and according to Statistics Finland (2026) is 10.3 % for persons aged 15 to 74 in January 2026. Because of this, open positions can receive hundreds of applications. Clearly laid out requirements are extremely important in a situation like this to use both employers' and job applicants' times efficiently

In this study, *language requirement* refers to requirements or expectations employers have expressed in *job ads*. The requirements can be specific languages or more general desires related to language skills of applicants. While one often has at least a vague idea of what a job ad often looks like, the way language requirements are expressed can be a less familiar concept. The main purpose of a job ad is to promote an open position to appropriate applicants that can fill that open position. While job ads can traditionally be considered a form of advertisement, online job ads differ from them in many ways. The internet is another dimension of globalization and is a tool that spreads online job ads to an almost unlimited audience of possible job applicants.

One platform that utilizes the reach of the internet is *Duunitori.fi*, which is a Finnish search engine for open positions in all fields. In the Duunitori website, employers can post job ads to promote open positions in their organizations and reach job applicants.

The aim of this study is to analyze how employers convey language requirements to possible applicants. The research questions for this study are:

1. What language requirements are presented in the job advertisement?
2. How are the language requirements presented?
 - a. How are language requirements presented in relation to other requirements present in a job advertisement? For example, in what order are requirements presented and how are different requirements described differently?
 - b. What vocabulary features can be observed in the data? For example, what words are used to describe the concept of language skills, what words are used in the headings used in job ads or what words commonly collocate.

Based on personal experience in the Finnish academic and working life, I hypothesize that Finnish, Swedish and English will be the most common language requirements. Finnish and Swedish are both official languages in Finland, and English has an important role in most fields thus them being required in multiple positions. While language skills seem to be valued, I believe that more concrete requirements, such as education and experience, will be more commonly presented in the advertisement than language due to them being easier to verify and define.

In this study, *language skills* refer to the ability to use a certain language to communicate. However, the definition of being skilled or proficient in a language is a common question in linguistics and its description can vary depending on the context. Often individuals and organizations may have different ideas of what proficiency in language skills is. Therefore, it is important to establish that in this study the meaning is based on the everyday requirements of language skills in working life.

This thesis studies recruitment advertisement collected from Duunitori.fi. The material consists of manually collected job advertisement written in English. More specifically, the focus is on the sections of the advertisement which discuss language requirements for the advertised position. The study relies on both qualitative and quantitative data. This study utilizes a self-compiled corpus of 120 job ads.

The structure of the thesis is as follows. First the background of the study is laid out in section 2. Section 2.1 discusses job ads as a genre as well as some previous studies. Section

2.2 discusses language requirements in the context of job ads. Section 2.3 then discusses multilingualism and languages in Finnish workplaces to create context for the material of the study. Section 2.4 discusses corpus linguistics as a methodological approach. Section 3 presents the methods and materials of this study. Section 4 includes the analysis of the material as well as the results of this study. Section 5 then gathers and discusses those results. Finally, section 6 concludes this study.

2 Language and Worklife

This section of the paper discusses previous studies about job ads and language requirements. Sections 2.1 and 2.2 introduce some previous studies as well as theoretical background about job ads and language requirements. As most of the job ads in the material are located in Finland, section 2.3 discusses language in Finnish workplaces. Finally, section 2.4 discusses the methods of corpus linguistics utilized in this study.

2.1 Job Recruitment Advertisement

Linguistic studies in the field of recruitment advertising are rather scarce. Most studies do not have their focus on the recruitment advertisement itself but on larger constructs such as advertisement as a genre. Bhatia (2006) classifies job ads as “primary members of the colony of promotional genres” (Bhatia 2006), which also includes advertisements and sales promotion letters, for example. Bhatia (2006) states advertisement to be “the most traditional form of promotional activity, which is intended to inform and promote in order to sell ideas, goods or services to a selected group of people”. This statement applies to all advertisements but also in recruitment advertisement, where the product to promote is the vacancy and the employer.

Job advertising is often seen as a branch of traditional advertising, which has attracted a much larger amount of research. Bruthiaux (1996) classifies job offers as one of the categories of classified advertisements in American English. Studies of this type, however, often study physical advertisements in newspapers, which are quite different due to their limited length and space as well as limited reach. A recruitment advertisement posted on an internet site can in theory reach anyone in the world, but one posted in a local or even national newspaper cannot. Internet job ads can also include links to the website of the employer, for example, which mean that they can, in theory, have an unlimited amount of possible information.

The language in which a job ad is written can be guided by multiple reasons. A study interviewing Dutch job ad writers by van Meurs et al (2015) found that there are multiple reasons why an ad might be fully written in English, despite it not being a local language. The reasons include English being the corporate language, internationality of the organization or field, English being the standard for job ads in that organization, targeting English-speaking

or international applicants or even the fact that the writer of the ad has personal reasons to choose English, such as lack of time or interest to translate an English source material (van Meurs et al. 2015).

Many studies using job ads as their material focus on phenomena such as employer branding, framing, discrimination or analyzing a specific field. The studies come from fields such as psychology, business, economics, engineering and even library and information science. This shows that job ads can provide a very wide range of data to study. For example, Kuhn and Shen (2012) studied the gender discrimination in Chinese job ads and found that gender-targeted job ads are very common, and employers can have a preference regarding applicants' age, height or beauty. These are of course characteristics that would be unheard of to list in a job ad in Finland or even be suggested during a recruitment process.

Job ads can vary in length, amount of information and level of information. They usually “provide informative data elements such as employer, industry, occupation, salary, and education and skill requirements.” (Carnevale, Jayasundera, and Repnikov 2014, 4). According to the Duunitori-website, important steps in creating a successful job ad are creating an applicant profile and writing an interesting job ad (Duunitori 2025). A comprehensive job ad should include the title of the position, description of the tasks, requirements and skills expected from the applicants, information about the employer, what the employer offers, such as salary and benefits and should include a persuasive and authentic photo (Duunitori 2025).

2.2 Language Requirements

In the context of this study, language requirements refer to language knowledge demands set by an employer for a job applicant. These demands can also be presented as less absolute and more as desired strengths or skills that the employer perceives as an advantage. Language requirements can also create challenges to the recruitment process, such as possible discrimination.

Marconi, Vergolini and Borgonovi (2023) conducted a study by analyzing online job advertisement in European Union countries and The United Kingdom. According to their study, in 2021, English was the most often desired language, with German as the second most requested language. Overall, English was the sixth most desired transversal skill, others being “adapt to change” or “use Microsoft Office”, for example. In addition to English, local languages, like Basque, were also quite highly required (Marconi, Vergolini and Borgonovi

2023). Transversal skills refer to skills that can be innate or developed through studying, learning or training (Alfaro et al. 2025, 492). They are not directly tied to a job or a field but rather extend to a variety of situations and skills. Macroni, Vergolini and Borgonovi's (2023) study used the Web Intelligence Hub's Online Job Advertisement (OJA) database which is a collection of job ads in all official EU languages among other widely used languages in the European Union (Cedefop 2019, 21).

From the perspective of an English-speaking country, a study by Grosse (2010) concluded that corporate recruiters required foreign language and cultural knowledge at Thunderbird's Master of International Management program and the University of South Carolina's Master of International Business Studies, which are leading business programs in the United States. Slightly over half of the open positions studied required knowledge of Spanish, German, French, Japanese or Chinese, for example (Grosse 2010, 19). So, even in an English-speaking country, skills that support international working are appreciated.

Discrimination is a remarkable problem in recruitment processes in Finland, though efforts to reduce it, such as anonymous recruitment, are becoming increasingly common. For a person with immigrant background, discrimination can be related to their name, education obtained elsewhere, and language. A barometric study by Bergbom, Toivanen and Väänänen (2020) conducted a survey that studied 250 human resource professionals, most of which were women and from the Greater Helsinki area. The study showed that one in ten responders of the study have observed discrimination in recruitment in their organizations, most often related to national and ethnic background or gender. Especially for women with immigrant background, language, or rather lack of language skills, can also be a hindrance for employment. (Bergbom, Toivanen and Väänänen 2020). The responders of this study highlighted that in a multicultural and multilingual workplace, issues relating to language challenges are the most prominent (Bergbom, Toivanen and Väänänen 2020, 80). Those issues emerge in the functions and the distribution of work, social relations, customer service, managing difficult issues, orientation and communication (ibid). In addition to insufficient Finnish or Swedish skills, lack of English skills, especially from managers, is also seen as a problem (Bergbom, Toivanen and Väänänen 2020, 80-81).

Another study showed that overall, for a person with immigrant background, Finnish language skills are expected to be of native level to succeed at work (Lehmuskunnas et al. 2020, 3). The study is part of a larger project to improve integration of immigrants. The study interviewed 1009 professionals who oversee recruitment in businesses. The interviews showed that recruiters consider language skills extremely important; less than one out of four

businesses are willing to hire an applicant with immigrant background that does not speak fluent Finnish. In general, a business is more likely to hire a Finnish applicant than an immigrant applicant. One in four businesses would recruit employees directly from a foreign country, but again, those that would not, say the reason is the lack of Finnish language skills of foreign workforce. (ibid).

According to Gabelaia and Hopfer (2025), in the context of recruitment, multilingualism can be both an asset and a restraint. Their mixed-methods study utilized the methods of survey study and semi-structured interviews of 30 participants to determine the role of multilingualism in modern hiring practices (Gabelaia and Hopfer 2025, 4). The results of the study showed that there is a considerable correlation between multilingual language proficiency and employability (Gabelaia and Hopfer 2025, 10). However, despite multilingualism being a remarkable asset in the recruitment process, the study also found that multilingual employees experience overwork, undervaluation and identity commodification, meaning that while language skills may offer an advantage in the entry to an organization, it is not a guarantee to progress to higher positions within the organization (ibid).

These examples of previous studies in language requirements show that studies are often tied to a specific field or geographical location or region. The study conducted in this paper is mainly geographical as the material is collected only from one Finnish website. However, the language of the advertisement is the fixed feature in the material of my study whereupon the location of the job position may vary. While the majority of the positions in the material are located in Finland, a few positions are located elsewhere. This phenomenon will be further discussed in section 4.1.

These previous studies also show that language plays a major role in the recruitment process. While language skills and multilingualism can be a significant asset for employability, lack of language skills can in turn be a hinderance. Employers can expect near native-level language skills from applicants with immigrant backgrounds which can create inequality in the recruitment and selection process. While discrimination is not distinctly evident in job ads, it is a common phenomenon in recruitment processes in Finland, especially for people of color, immigrant background and lack of Finnish language skills.

2.3 Multilingualism in Finnish Workplaces

Similarly to the almost the whole world, Finland is also becoming more and more multilingual. Finnish workplaces used to be quite homogenous when it came to language and

cultural aspects but today there is a growing number of employees working in a language that is not their native language (Kotilainen, Kurhila and Lehtimaja 2022). Despite the strong position of English, it is not believed to overpower Finnish in domestic market companies (Moisio and Martikainen 2020, 34). Some business fields, such as IT, require only English when others require Finnish or Swedish, some even all three. Therefore, knowing English is not always a guarantee for employment in Finland, despite its image as the language of business.

Discussion about multilingualism in Finland also requires discussion about immigration, especially labor immigration. As mentioned in the introduction of this study, the Finnish economy is quite reliant on foreign workforce. In 2022, there were 193 572 foreign-language speakers, meaning their native language is not Finnish or Swedish, employed in Finland (Statistics Finland). This statistic of course does not show how many of those speakers also know Finnish or English, for example, or what their level of competence in those languages is. While many immigrants work in lower paying jobs, for example in the healthcare and industrial sectors, it is becoming increasingly more common for people with immigrant background to work in positions requiring higher education, for example in specialist and senior positions (Sutela 2024).

Multicultural and multilingual workforce can create challenges to communication and the languages used to communicate. According to a study by Angouri and Miglbauer (2013), interviewed employees of multinational companies face multiple language related challenges, especially relating to limitations of communicating in English or other second languages (246-247). Employees also find it more difficult to engage in small talk than discussions and terminology related strictly to work (Angouri and Miglbauer 2013, 247-248) and this may lead to social inequalities and other social challenges within and outside the workplace.

There are ways to navigate these possibly complex and challenging linguistic situations in workplaces. Kotilainen, Kurhila and Lehtimaja (2022) discuss these different language solutions. First, and the most common solution is choosing one corporate language. As mentioned above, this language is usually English as it is commonly considered the simplest solution. However, there is an issue with this choice; not everyone speaks English. Even if a highly educated person knows the vocabulary of their field, they may not know or feel comfortable using English in more casual settings. Knowing English and not Finnish can also create social challenges outside the workplace (ibid).

In Finland, using Finnish as the language of the workplace is also an option, even if not all employees speak Finnish at a high level. This can be an effective way for a non-

Finnish speaker to learn the language, though sometimes the expectations for the speed at which a person learns Finnish can be too high (ibid). This can also create imbalances within the workplace. Finnish-learners can feel that they burden their colleagues with their slower or insufficient communication (Kotilainen, Kurhila and Lehtimaja 2022).

The third solution Kotilainen, Kurhila, and Lehtimaja (2022) present is multilingualism which means that languages are switched depending on the situation and speaker. In a functional multilingual situation, most employees can use the language they feel is their strongest, but some situations can also utilize multiple languages, and depending on the participants, one can use Finnish and the other English, and the communication can go on using both languages (ibid).

Multinational and multilingual organizations may also require or train their employees to possess intercultural skills, especially intercultural communication skills. Intercultural communication refers to a situation where people of different origins are communicating. Intercultural skills in their most generalized form refer to a set of skills that make intercultural communication possible, such as “respect for otherness, non-discrimination, dialogue between people coming from different historical-geographical contexts, awareness of the structural characteristics of society that reproduce social inequalities to promote actions capable of defying the status quo” (Martorana, Rania and Lagomarsino 2021).

The choices a company makes about how to navigate languages translate into their job advertising. Some even specifically mention what the language of the company is, but it is impossible to know how this translates into reality and how attentive and comprehensive the linguistic choices and policies in each company are. Languages used within the company are also not the only matter outlining language requirements. They can also be guided by language needs of target groups or stakeholders or geographical location of the open position.

2.4 Corpus linguistics

To define what corpus linguistics is, is not a simple task. According to Guy Aston, a recognized researcher and author in the field of corpus linguistics, interviewed by Viana, Zyngier and Barnbrook (2011), corpus linguistics can be classified as both science and methodology. As a methodology, corpus linguistics is “employed to provide data for dictionaries and grammars, to produce language teaching syllabuses and materials, or for natural language processing procedures of speech recognition, automatic text categorisation/summarisation, machine translation, or authorship attribution.” (Viana,

Zyngier, and Barnbrook 2011, 2). In this study, corpus linguistics reaches even beyond this definition as it is utilized to analyze a certain group of texts to recognize features and patterns.

The beginnings of what we consider modern day corpus linguistics can be traced back to the late 1950s (McEnery and Hardie 2013). This is when computer technology, which corpus linguistics relies on, started to develop significantly to a point where large bodies of text could be computerized (ibid).

The Brown Corpus is often titled as the first ever computerized corpus. It was created by Nelson Francis and Henry Kučera in 1961-1964 at Brown university (Leech et al. 2009, 24) and is a collection of American English text samples. While the creation of the Brown Corpus is a notable event in the history of corpus linguistics, by today's standards the corpus is small with 500 texts and one million words and has quite a limited range of language with only consisting of written and edited texts (Leech et al. 2009, 25). To compare, Corpus of American English (COCA) has 1.0 billion words and Corpus of Historical American English (COHA) has 475 million words, for example (English-corpora.org). Despite the limitations of the Brown Corpus, the corpus provided a model for many later corpora and comparative corpus linguistics (Leech et al 2009, 27).

One of the most notable pioneers in corpus linguistics is John Sinclair (1933-2007). His publications such as *Collins Cobuild English Language Dictionary* (1987) have been remarkable in the field (Moon 2009, 1). The Cobuild project's goal was to build an English corpus which would then be used to produce a monolingual learner's dictionary. This was quite innovative at the time as corpora were only used by relatively few linguists (Moon 2009, 4).

While compiling corpora can be extremely time-consuming and demanding, as its history has shown, the advantages are remarkable. The most notable advantages for manual analysis are speed and reliability. Corpora can provide large amounts of material and can provide precise numbers (Lindquist and Levin 2018, 24).

While there are many methodological ways to utilize a corpus, one of the most common and integral is *frequency of occurrence* (Miller 2020, 77). Frequency of occurrence refers to the number of times a feature occurs in the corpus (ibid). To create a list of frequencies, there are fundamental methods one must apply to corpus analysis (ibid).

Zipf's law describes the pattern most languages follow. According to the law, "texts [are] made up of relatively few frequently occurring words and a large number of words occurring quite rarely" (Miller 2020, 78). Thus, in simplified terms, Zipf's law is that "frequency of occurrence patterns in inverse proportion to frequency rank. If the most

frequently occurring word [...] occurs x times, the next most frequent word [...] occurs approximately half as often “(ibid). Zipf ([1935] 1965, 21) also deduced that the length of a word affects its frequency; the shorter the word, the more it is used. Job ads often have limited space and word count therefore shorter words may be favored due to human nature but also limitations created by the platform job ads are published on.

To analyze the frequency of a word, one must first consider what a word is (Miller 2020, 80). While it may seem obvious, for example in English, compounded words can be constructed as open, for example, *process development*, closed, for example, *interpersonal*, or hyphenated, for example, *solution-oriented*, transparent, for example, *multicultural* or opaque, for example, *groundbreaking*, or be treated as one or two words (Miller 2020, 80, my examples). In addition to this, there is a great amount of variation in how words appear in texts; there are different ways to spell words, depending on variations of language or simply just spelling errors (Miller 2020, 80). Decision also needs to be made about what related forms are included in a single item. For example, it should be considered whether all words of a word family (*work*, *working*, *worker*) are considered one item or multiple items. An *item* typically refers to a single piece or unit within the corpus, often a single word or part-of-speech. For this study, members of a word family were treated as different items. For example, *fluent* and *fluency* were studied as separate items.

To understand the frequencies, the distinction between *type* and *token* should be established. Token refers to a “single linguistic unit, most often a word” (Baker, Hardie and McEnery 2006, 159) and “a single word can be split into more than one token (ibid.), for example *I’m* can be split into *I* + *am*. The number of tokens in a corpus is therefore the full word count of the corpus. Type on the other is “the total number of unique words” (Baker, Hardie and McEnery 2006, 162) in a corpus. For example, the word *company* can appear multiple times in a corpus, but it is considered and counted as a single type no matter how many times it appears. The ratio between type and token can demonstrate the lexical diversity of the corpus and its texts (ibid.). The type/token ratio can be calculated by dividing the number of types with the number of token and expressing the result as a percentage (ibid.). The higher the percent of the ratio is, the higher the lexical diversity.

To compare frequencies across texts or text types, the frequency counts must be in a comparable form; either *raw* or *normalized* frequency (Miller 2020, 82). Normalized frequency means “dividing a raw frequency by the total number of words in a text (or corpus) and, optionally, multiplying the result by a meaningful common denominator that is somewhat comparable to the length of the corpus (or texts within a corpus)” (Miller 2020,

83). Raw frequency then refers to the true number of times an item appears in a corpus (Miller 2020, 82). Both ways of analyzing corpus results have benefits but this study uses raw frequency numbers, as opposed to normalized frequencies. This is due to the size of the corpus being quite small. This study also does not make comparisons between corpora; therefore, raw numbers are adequate.

When it comes to studying a small sample of texts, it is especially important to consider the range and dispersion of an item. While a word can appear multiple times, it is important to consider how the word is dispersed within the corpus, meaning, does it appear multiple times in a handful of texts or does it appear only a few times in multiple texts across the corpus (Miller 2020, 84-85).

In addition to frequency lists, distributional hypothesis is a common element to be analyzed in corpus linguistics (Gries and Durrant 2020, 141). In this study, distribution relates to lexical co-occurrence which refers to how words co-occur or collocate with each other (Gries and Durrant 2020, 142). The most straightforward method of studying collocates is analyzing raw co-occurrence frequency, meaning, how often does a certain word appear with another word (Gries and Durrant 2020, 143).

3 Materials and Methods

This section discusses the methodology of this study. First, I will introduce Duunitori.fi, from which the material of this study was collected. Then I will discuss the process of how the material for this study was collected in more detail. Next, the methods of conducting a corpus using the corpus tool AntConc are outlined.

3.1 Duunitori.fi

Duunitori.fi is a Finnish job search engine and working life media. It publishes news, stories, studies and helpful tips about job-hunting and recruitment. Duunitori Oy was founded in 2009 by Thomas Grönholm and Martti Kuusanmäki and for the last six years their revenue has grown on average 70 % per year (2023). In addition to Finland, Duunitori Oy has expanded their business to Sweden and Norway (ibid). In Finland, Duunitori is the largest job search engine, and the site was visited over 55 million times in 2024 (Oy Suomen Tietotoimisto).

The search engine for open job positions provides multiple ways to filter the search. The user can filter by duties, location, nature of the contract or job title. For this study the results were filtered by setting the language of the advertisement to English. The language options for filtering are English, Finnish and Swedish. This highlights the eminent role of English in the job market as Finnish and Swedish are both official languages in Finland, while English is not.

For this study, Duunitori.fi was chosen due to it having a large number of job advertisements and its comprehensive search engine filter. Most job search engines allow the user to switch the language of the site to English (such as Jobly.fi) but do not offer the possibility to filter the language of the advertisement. While some have a language filtering feature similarly to Duunitori.fi (for example Työmarkkinatori.fi) the number of open positions advertised on the site is much smaller. On November 11th, 2025, Työmarkkinatori.fi has 440 open positions with English advertisement and Duunitori.fi has 1 491, providing a broader scope of positions available for English-users. According to Duunitori, currently about 10 % of all open ads are in English. According to classification by Duunitori, about 1 percent of ads include both English and Finnish. There are only a few duplicate

advertisements, and it is more common for multiple languages to be used in the same advertisement.¹

For some additional information about Duunitori.fi, I reached out to them via email. Firstly, I inquired about the language of the advertisement and how the search results are determined. This is not always unambiguous. During the data collection process, it became clear that often one ad may contain several languages, and sometimes, for example, the English job description may be more concise and limited than the Finnish one. According to Duunitori, they have, at least for now, consciously decided to include advertisements including multiple languages in the search results instead of limiting the results to purely English advertisements. This means that several languages can be detected in the ads when filtering the results. Because different users have different needs, defining the search results means balancing between not wanting relevant ads to be missed, but on the other hand, not showing irrelevant announcements.² This also supports the decision to include multilingual advertisements, which will be further discussed in section 3.2.

Despite this very comprehensive and useful information, I did not receive any clear comment on how the search engine utilizes AI. As with most platforms, it is likely safe to assume that AI has a significant role in the search engine feature. According to the email Duunitori is “constantly researching and developing the classification of notifications based on different characteristics - both through artificial intelligence and more traditional means”. AI is being used when it comes to developing the search engine and likely also within the search engine.³

3.2 Data Collection

This study analyzes Duunitori.fi job ads written in English. The material for this study was collected manually from Duunitori.fi between February 3rd, 2025, and October 8th, 2025. As mentioned above, the only filter applied to the search was that the language of the advertisement is English. All professional fields, cities and regions were included. The results were in order from newest to oldest. During the first day of collection there were 1877 search

¹ This information is based on private email communication with a Duunitori representative on November 18, 2025

² This information is based on private email communication with a Duunitori representative on November 18, 2025

³ This information is based on private email communication with a Duunitori representative on November 18, 2025

results with these filters. The advertisements used for this study were published on the site between January 31st, 2025, and October 8th, 2025.

The search results were then individually read through, and each appropriate advertisement was copied into a Word file. This stage of the study required careful and manual reading as not all the ads qualified for the study. The ads included for the study had to include a job description in English, language requirements and be unique so no reposted or double posted advertisements would be included in the study. This meant that the process of collecting data included multiple discarded advertisements. Overall, 27 ads were discarded. The most common reason was that the description was in Finnish. These ads were shown because they included an introduction of the company or employer in English, but the job description itself was in Finnish. There were also a few results of the same position in different locations. The descriptions were the same, only the location of the job was listed differently in Duunitori. Then I only included one of the ads in the data. Some advertisement included both Finnish and English. In those cases, the ads were included in the study if the English description was as adequate as the Finnish description and was comprised of the same information.

After collecting the full ads, the sections that discuss language requirements were identified. They were then organized according to language and level of requirement. First, what languages were required, for example, English, Finnish or Swedish or multiple languages, were identified. Then, what this study calls *level of requirement*, whether a language was an unconditional demand or a skill that was seen as an advantage. At this point of the study, the occurrences were counted and transformed into numeric data. The full ads with discussion of language were then added into a corpus, making the final number of ads in the corpus 120.

3.3 AntConc and Compiling a Corpus

AntConc is “a freeware corpus analysis toolkit for concordancing and text analysis” (Laurence Anthony’s website).” In its simplest form, a concordance is a list of all attestations (or hits) of a particular search word or phrase, presented with a user-defined amount of context to the left and right of the search word or phrase” (Wulff and Baker 2020, 161). AntConc was chosen for this study because it is free and easily available to use.

Compiling even a small corpus such as the one used for this study requires several steps, most of which include manual labor. Firstly, one must consider the representativeness

of the data of which the corpus is comprised of (Ädel 2020, 4) Collecting samples that best fulfill the aim of the study was further discussed in section 3.2. After choosing which job search engine to utilize for this study, 186 job ads were collected. From those, 25 ads were discarded due to various reasons, which were also discussed in more detail in section 3.2. The ads included 39 ads that did not discuss language or language requirements at all. These ads were not included in the corpus. This made the final number of the advertisements for the corpus for this study is 120. As the objective of this study is to analyze how language requirements are presented, excluding ads that do not discuss language requirements from the corpus does not have an effect on the results. This decision was also made to keep the corpus and work required to create the corpus more manageable for a study of this size. The chosen ads were then added into their own Microsoft Word files.

According to Ädel (2020, 8-9), corpus compilation also requires ethical considerations. The job advertisements of this study were collected from a public domain and include no confidential or personal information obtained from private communication, so no consent is needed. The examples used in the study are also not directly tied to specific employers or companies.

After collecting the data, following the instructions provided by Laurence Anthony's website, the raw files were added to a new corpus. AntConc provides a possibility to adjust a wide range of settings, but this corpus mostly relies on basic settings, as the files used were simple and did not include parts of speech, for example. These settings were also recommended by the instructions. Character encoding is set to default UTF-8, which is standard in the linguistic field. Token definition was set to not include numerals or other characters.

AntConc has a tool to test the token definition before saving the corpus. The "token testing area" was utilized to assure the settings yielded proper and useful results. After choosing the appropriate settings the corpus was saved and tested. The final size of the corpus came to be 120 files and 84 238 tokens. While this is small corpus, it is an effective way to compile and study the material.

Corpus compilation also requires some critical assessment when it comes to representing a part of a language or language users (Ädel 2020, 22). It is inevitable that all the intricate contextual information that guides the use of language cannot be transferred into a corpus (*ibid*). According to Ädel (*ibid*), this can be compensated by comprehensively describing the material with metadata, such as location and publication information of the job advertisements of this study. This study also discusses the current climate of the setting where

the advertisements are published in, to create social context as well, for example, the general employment situation and employment of immigrants in Finland at the moment. While even this cannot compensate for all the loss, it offers some context and frame for the material.

4 Analysis and Results

This section discusses what language requirements were detected in the data and how they are presented as requirements for a job. The first section outlines the most required languages in the job ads. Section 4.2 focuses on how the requirements are presented in general, for example, how specific the requirements are. Section 4.2. discusses the language requirements in relation to other requirements, such as other skills or education. It also outlines the basic structure and features of a job ad to have a framework for the comparisons. Section 4.2.1 analyzes common words and phrases used when presenting language requirements. This section especially utilizes the corpus collected for this study.

Essential terms for this section of the study are *range* and *frequency*. Range refers to the number of texts in a corpus in which a search query appears. Frequency refers to the total number of appearances a query, or a word, appears in the corpus. For example, *language* has a frequency of 58 and a range of 40, meaning that it appears 58 times across 40 different texts.

4.1 Required Languages

As stated in earlier sections, overall, 159 ads were collected to conclude the following results. This includes ads that do not mention language requirements from those, 120 ads discuss language requirements. Those requirements were stated in various ways. By differentiating the different languages that were mentioned, a table visualizing the number of ads each language is discussed in was created. This section gives some context and scale for the phenomena that will be discussed in later sections.

Table 1 Number of times each language was discussed in the data

English	114
Finnish	63
Swedish	10
German	2
Spanish	1
Portuguese	1
Danish	1
Russian	1

Language not specified	8
------------------------	---

The number does not refer to the absolute word count for the word *English* or any of the other languages, but rather the times a language requirement was brought up in the ads. These numbers were counted manually from the materials as corpus query would also include languages as adjectives (*Finnish company* instead of *Finnish language*). As table 1 shows, in the 120 ads that discuss language, English was mentioned in 114 times in the ads, making it the most desired language. The second most desired language was Finnish with 63 mentions. Swedish was mentioned 10 times. German was mentioned two times. Spanish, Portuguese, Danish and Russian were all mentioned once.

The languages mentioned only one or two times were often related to positions that specifically work with that language or its users or are located in a country where a certain language is spoken. For example, (36) *German-speaking Key Client Manager* was searched to work with German clients and a German team.⁴

English being the most desired language in this set of data could simply be explained with the fact that the language of the ads is English as well. Ads written in English are more likely to reach English-speaking job applicants than ads written in Finnish or Swedish, for example, “ads written in a language implicitly require some knowledge of that language. For example, if an ad in the Netherlands is written in English [...], then this ad requires some knowledge of English [...], even if this requirement is not made explicit in that ad” (Marconi, Vergolini, Borgonovi 2023, 14).

The geographical location can also be an indication of language requirements. While most locations are in Finland, there are some exceptions. For example, a position for a (117) *Production Support Manager* in Stockholm requires English and Swedish. However, location does not always mean that a certain language is required, for example, a position for a (86) *Network Planning Manager* based in Budapest only requires English and no Hungarian language skills. In cases like this, it is likely that international communication is more emphasized than communication with locals.

English is an established language of science and technology and the majority of the open job positions in the data are in those fields and require a high level of education. As

⁴ List of material references included as Appendix 2 List of Materials

Appendix 2 List of Materials shows, many positions require a high level of education. For example, (1) *Project Engineer*, (4) *Data Analyst* and (5) *Full Stack Developer* all require at least a Bachelor's degree. According to Duunitori.fi and their salary comparison feature, the average salary for a project engineer in Finland in 2024 was 4 335 euros, for a data analyst, 4 724 euros, and for a full stack developer, 4 823 euros, while the average salary in the whole country was 3 796 euros (Statistics Finland 2024). This, according to previous studies, aligns with English being the most desired language. According to Chiswick and Miller (2010, 368), “earnings increase with the English-language requirements of the occupation. Level of English associated with 15,9% higher earnings for the native born, 15,9% for the foreign born”. So, to generalize, if a position requires English, it is likely to have higher salary, which often follows higher education.

Language not specified (Table 1) refers to a situation where the language is not clearly stated, for example, (40) *Nordic languages*. This type of expression was detected eight times in the ads. Overall, most ads mention language requirements once.

Table 2 Number of times a language is presented as a requirement or an advantage

English required	110
Finnish required	48
English as an advantage	3
Finnish as an advantage	16
Other language as an advantage	15

The way employers express their expectations about the language skills of the job applicants vary. While some ads state that a certain language is a required trait, in some, certain languages are described as positive, but not an absolute demand. Table 2 shows how this phenomenon is distributed between languages, especially between English and Finnish, as those are the most common languages mentioned in the ads. The numbers represent the number of ads each language requirement or expectation is stated in. Here it is important to note that some ads mention multiple languages or both requirements and advantages, meaning that the combined number of times of these occurrences is higher than the number of ads. For example,

(106) *Fluent in English; Finnish language skills are seen as an advantage.*

This example is listed under a section listing qualities the applicants need. This can be interpreted to mean that the position requires English without exception, but Finnish is not an unconditional skill but an advantage. English is a requirement in 110 positions, while Finnish is required in 48 positions. Multiple positions require both Finnish and English, for example,

(107) *communicate effectively in both Finnish and English.*

English is only stated as an advantage in three positions while Finnish is seen as an advantage in 16 positions. So, while the trend appears to be that English is mostly an unconditional requirement, while Finnish language skills are more optional. Other languages were mentioned as an advantage 15 times, the languages were varied, and some ads did not mention any specific language, as example (40) showed, but rather expressed that all language skills are appreciated.

4.2 How Are the Language Requirements Presented

The way employers express their need for the language skills of the applicants is different from advertisement to advertisement.

As section 4.1 shows, these needs are often expressed as a requirement or an advantage. It is more common that a certain language skill, in the context of this study often English, is presented as a requirement or an expectation. When presented as a requirement, the desired languages are clearly laid out, for example

(37) *Good command of English, as it is our working language*

(70) *You have fluent spoken and written communication skills in Finnish and in English*

Requirements and advantages may also be grouped together, such as

(40) *Fluent communication skills in Finnish and English (written and spoken), language skills in other Nordic languages and German are considered as an advantage.*

This example is listed under a section titled (40) *We are looking for:*, which can be interpreted to perhaps be a more loose or relaxed expression, though the language requirements are expressed quite distinctly.

Examples (37), (70) and (40) above also show how the specificity of the requirements can vary. While some ads specify the desired languages, this is not always the case. As an advantage, language skills are more likely to be expressed more vaguely, for example

(70) *other languages are considered as a benefit.*

However, advantages can be clearly defined as well, for example (37) *working proficiency in Finnish* under section (37) *Any of the following are considered an advantage.* This raises the question of how strongly this skill is stressed when it comes to selecting a new employee. For example, working proficiency could mean that Finnish is the language used at the workplace meaning that an applicant without Finnish language skill is automatically at a disadvantage compared to one that speaks Finnish or is even a native speaker.

Some positions give slightly more freedom when it comes to language skills. For example, the applicants can be expected to have proficiency in either Finnish or English;

(59) *The employee must have good proficiency in Finnish or English.*

The job advertisement referenced here does not specify why the position requires one or the other. The optional requirements could be related to the location of the job, the varying languages of the workplace or languages of stakeholders. For example, members of the workplace might speak English, Finnish or both languages. To ensure fluent communication with peers, the applicants are expected to speak at least one of these languages.

Another varying feature detected in language requirements is the specificity of level of language skill. The examples above already show that employers can describe the level of language skills in many ways and there appears to be no established method of description. Some employers describe the ways the applicants must be able to use a language in a very detailed way, for example,

(63) *Strong command of English, both oral and written, with the ability to convey technical information clearly and concisely.*

This example shows three characteristics to more precisely demonstrate the language needs of the position. Firstly, *oral* and *written*, meaning the applicants must be able to produce both spoken and written language to communicate. Secondly, *technical information*,

which refers to applicants being able to use the vocabulary of the field they are applying to. Thirdly, they must be able to communicate the information in a clear and concise way. This could mean the applicants are expected to be efficient communicators or that they know the correct terms and customary ways to communicate in the field of the open position.

Some ads even use *Common European Framework of Reference for Languages* (CEFR) to express the level of language skill requirement. Six ads stated that they require *advanced (C1) or above* level of English skills. C1 is on the “proficient user” level of CEFR and can, for example, understand an extensive variety of challenging texts, use language adaptably and effectively, and produce clear and “detailed text on complex subjects” (Council of Europe 2026). All the ads describing language requirement in this manner came from the same employer and thus this is not a common way to describe language requirements. The terms used to describe levels of language proficiency or skills will be further analyzed in section 4.2.2.

When considering other requirements, such as education or technical skills, there appears to be less variation. The large amount of variation when it comes to descriptions of language requirements raises the question; is it easier to specify other requirements? For a degree in a certain field, one receives a piece of paper (or digital proof) to show that they have completed certain courses and spent a certain amount of time to acquire a certain set of knowledge and skills. For languages, this is most often not the case. Other skills appear to have a more established way of expression. For example, *degree in a relevant field* is a common phrase to state a requirement in education. Examples following this structure are

(8) *B.Sc or M.Sc in Electrical Engineering.*

(60) *Bachelor’s degree in a technical field.*

Similarly, experience in the field is usually stated following a specific structure. For example,

(16) *At least 3-5 years of work experience in elevator maintenance and/or technical support, as well as strong product knowledge.*

(5) *Must have: minimum 3 years of working experience with JavaScript, ReactJS*

These examples very clearly state the number of years of experience the applicants are expected to have, as well as the type of work or field they are expected to have experience in. Similar structures can be seen in technical skill requirements. For example,

(4) *Technical Skills: Experience with PowerBI, SQL, Python, relational databases, and data modelling. Proficiency in Microsoft 365 applications, especially Excel and PowerPoint.*

(21) *Familiarity with working with data, using Looker or similar data visualization tools is a plus.*

These examples clearly state the types of tools or coding languages the applicants are expected to have experience and knowledge of or that a certain technical skill is an advantage.

4.2.1 Language Requirements in Comparison to Other Requirements

This section discusses the basic structure of a job ad as well as some of the most common requirements presented in them. After this, the layout and extent of language requirements is studied and compared to other requirements. This section also discusses the relationship between language and communication in light of the data of this study.

Most job advertisements follow a basic, established structure. First, the name and location of the open position is stated. Next the open position, location and employer are described. This section is often formed as a paragraph in full sentences and includes information such as field, achievements and geographic distribution of the company, description of the team or area the open position is located in, or some core values of the company. This descriptive section can also sometimes be placed towards the end of the job ad. The next section commonly lists the responsibilities and tasks of the open position. After this, requirements are often listed. Next, skills and qualities that are viewed as an advantage are described. This section of the paper discusses these listing sections of a job ad from the perspective of language requirements. As the job ad example in Appendix 1 shows, expectations and advantages can also be grouped together.

After listing the requirements and advantages of the applicants, job ads can list the benefits of the company, such as health plans, flexible working hours, training and wellbeing benefits, as is evident in the example in Appendix 1. The final sections of a job ad usually include instructions on how to apply and who to contact for more information. Some positions

also include links to the company website for more information on requirements or the application process.

In addition to language requirements, there is a wide spectrum of skills, experience and traits companies can list in a job ad. A few of these, such as education, have been briefly mentioned earlier in this paper. Education is commonly the first requirement listed. In the corpus, search query *education* has a total hits number of 26, *degree* has a total hits number of 91. Four of the most frequent collocates to *degree* are *in*, *bachelor's*, *master's* and *doctoral*, when window span for the collocates is set to one word on each side of the item. The frequency of *in* can be explained with the structure *a degree in*, for example, (5) *bachelor's degree in computer science*. The collocates *bachelor's*, *master's* and *doctoral* indicate that English job ads are often targeted to highly educated applicants.

The way employers phrase their requirements for experience can be more complicated as there are different types of experience required. Experience can be related to the years the applicants have worked in a certain field or position or with certain tasks. It can also refer to experience using tools, techniques or performing tasks, which are not always tied to a number of years. Search query *experience* produces 337 total hits, meaning that it is mentioned multiple times in multiple ads. Experience and education are usually discussed under headings that list requirements for the position. They are often listed in their own bullet points, similarly to language requirements, as example in Appendix 1 shows.

Education and experience requirements can be expressed using very specific and detailed language that takes up multiple lines in the job ad or be expressed very precisely while language requirements usually only take up one or two lines or phrases of the job ad and have less variation on this aspect. For example,

(25) *You have a Master's degree in Economics, Applied Economics, International Economics, or related fields.*

to express education requirements and

(25) *You have at least 3 years of professional experience in the relevant domains: Behavioral Economics, Econometrics, Macroeconomics, Microeconomics, Development Economics, International Economics, Labor Economics, Environmental Economics, Health Economics, Public Economics, etc.*

to express experience requirements. Education requirements are expressed using 14 words and experience requirements are expressed using 31 words. In the same ad, language requirements are expressed using nine words;

(25) *Your level of English is advanced (C1) or above.*

So, in general, language requirements take up a very small amount of space from job ads, especially when compared to other requirements.

Another example showing the positioning between language requirements and educational and other experiences is this open position for a (60) *Project Engineer*.

- *Bachelor's degree in a technical field.*
- *Technical background with some experience with sensors and automation systems.*
- *Experience in Python or other programming languages.*
- *Experience in working in a highly dynamic environment.*
- *Familiarity with Windows and Linux operating systems.*
- *Excellent written and spoken English skills.*

This example (60) shows that language requirements are listed last in the bullet points. It has the common order of listing education requirements first, then technical and professional requirements. The bullet points and separations of requirements on their own lines make it easy and efficient for the possible applicants to read and interpret. As a matter of fact, bullet points are very common in job ads, likely for the reason that it makes the job ads accessible and practical to read.

Skills and experience related to communication can often be grouped together with language skills. When communication skills are separated from language skills, common skills presented with communication are interpersonal skills, collaboration skills and presentation skills. Search query *communication* has a total of 119 hits in the corpus. With a window span of five words on both sides, collocates include noun items like *skills*, *English*, *Finnish*, *collaboration*, *interpersonal*, *stakeholder*, *presentation* and *teamwork*, as can be seen from table 3. The collocates show that the context for communication can be social skills or language skills. Table 3 also shows that adjectives, such as *excellent*, *strong*, *good* and *fluent*

are also commonly used with *communication* to describe that adequate communications skills are desired. Table 3 shows 20 of the most frequent collocates for *communication*.

Table 3 Collocates for *communication* organized according to frequency.

Collocate	Frequency	Range
and	134	77
skills	87	73
in	51	39
excellent	35	34
english	27	27
strong	22	21
good	18	16
written	16	15
finnish	16	15
collaboration	11	11
verbal	9	9
fluent	9	9
interpersonal	9	9
stakeholder	7	6
presentation	7	7
teamwork	5	5
sciences	5	2
findings	5	5
timely	4	3
specialists	4	2

The collates shown in table 3 indicate that communication and language are often closely tied together in job ads. When the term *communication* is used to describe language skills, it often refers to the ability to communicate in a certain language and when communication is separate, it refers to the ability to communicate in certain contexts or about certain topics. In the context of language, communication can be used as a broader term to simply be able to interact with coworkers and stakeholders using a certain language, for example,

(92) *Good communication skills in English (oral and written) are essential.*

The example above also showcases multiple of the most common collocates; *and*, *skills*, *in* and *english*, for example. *And* also indicates that it is common to list languages or skills, such as *oral and written*, as example (92) shows.

When communication is not directly tied to language skills, the skill context is often social, technical or related to being able to communicate central themes or phenomena of the field of the open position.

(41) *Strong communication skills for reporting findings and collaborating with teams.*

Example (41) shows that *communication* here means the ability to communicate findings as well as social, collaborative skills. The word *collaboration* is also evident in the most frequent collocates. They are presented together as a requirement.

(104) *Fluent in written and spoken English, good communication and teamwork skills are required.*

Example (104) above uses *communication* more generally by simply stating that the position requires *good communication*. It is presented at the same bullet point as language requirements, under requirements for the position. In addition to language and communication, the same section includes requirement for *teamwork skills*, which can also be considered a social skill, similar to collaboration. The examples above show that language requirements can be associated with social skills, such as teamworking. Languages are a tool for communication, but field-specific jargon or collaboration skills are often skills required through specific experience, not by simply knowing a specific language, thus some employers specify communicative skills beyond language skills.

In addition to these concrete skills, some job ads add a humorous “requirement” or a description of personality traits suited for the open position or the atmosphere of the company. For example, personality or ambition related description like

(38) *Curious mindset & enthusiasm to learn new continuously.*

(53) *You are a creative Teamplayer with a creative mindset and strong organizational skills to manage multiple campaigns simultaneously, and you have the ability to innovate and think outside the box.*

These examples above include common descriptors like desire to learn new things, creativeness and innovative personality.

(75) *Most of our team members have a developer or engineer background and our hobbies and interests include games of all sorts, bouldering, books, circus, cooking, and, of course, sailing. If you enjoy these as well you should fit in just right! And in case you have experiences and interests to add to the list, even better!*

Example (75) above is perhaps written with a more humorous tone, while also describing the work community. Interestingly, the job ad including the previous example, also included the following:

(75) *Our working language is English, but you'll find folks to chat also in Dutch, Chinese, Finnish, Swedish and Russian to name a few.*

This example was the next phrase of the same section. Language requirements of this position are presented in a section of their own, but this company also states that their working language is English, which is not usually this directly expressed in job ads.

Unlike the example above, language skills are commonly presented right before the humorous or personality “requirements”. For example, an ad for an open (53) *Performance Marketing Specialist* lists six bullet points under “Requirements:”. Four of the first bullet points list requirements for education, work experience and technological and field-specific skills, which follows the common pattern for job ads discussed on the earlier part of section 4.2.1 of this study. The fifth point presented is

(53) *Excellent written and verbal communication skills in Finnish and English.*

The sixth point presented under “Requirements:” section is

(53) *You are a creative Teamplayer with a creative mindset and strong organizational skills to manage multiple campaigns simultaneously, and you have the ability to innovate and think outside the box.*

Thus, language requirements are usually included in the “concrete” skills while personality traits are lighter requirements, while still highly appreciated.

When language requirements are compared to the order in which education and

experience are listed, language requirements are listed after. In a section describing the minimum requirements of a job position, language is often listed last, in a section listing positive advantages, language can be approximately in the middle of the list or last. Sometimes language skills are mentioned in both listings, but still often last. Even when the open position is heavily related to language, language skill requirements are not the first requirement listed. For example, in a job ad for (15) *Customer Success Manager, Spanish Speaking* language mentioned in the job description but when listing requirements, it is third and second to last;

(15) *Deep understanding of the LATAM region and experience working with countries in the area, Excellent English skills are a must: English is our internal working language, Near-native level or fully professional Spanish language skills is a must, and Portuguese is an added bonus!, Passionate about working with customers!*

The result is similar when looking at an ad for (36) *German-speaking Key Client Manager*, where German and English language requirements are mentioned second to last in a section titled (36) “We are looking for”. This finding indicates that there is a fixed order in which requirements are presented. The established practice is that language skills are one of the last things listed in the requirements of an open position, even when language skills are essential in the position.

The way each section is located in a job ad can be an indication of how much employers value each requirement. As education is often listed first, it can be assumed that employers believe that a certain education is the most important and valuable for a role, language requirements are located towards the middle or end of ads, thus their value is less than most other requirements.

As stated earlier, language requirements are often grouped together with communication skills. In addition to this, language skills can also sometimes be grouped together with seemingly “random” things, for example,

(12) *You are a team player and communicate excellently in English.*

Here the employer perhaps indicates that for them, being a good team player means good communication skills. And in this company, communication takes place in English.

A specific section dedicated to language skills is rare in job ads as language skills are

usually included in the general requirement listing. In the material of this study, there is only one ad, which has a separate section for language requirements; an open position for (43) *Postdoctoral Researcher in Computational Design for Climate-Adaptive Urbanism* included a separate section titled “Language skills:” with listings

(43) *Excellent written and spoken English.*

(43) *Finnish or Swedish skills are not mandatory but considered an advantage.*

This job ad combined required language skills and language skills seen as an advantage. Before this section, the ad listed “educational background” requirements, “professional qualification/skills” requirements and “technical skills” requirements. After language skills there is a section for other skills. So even when language skills have their own section in the job ad, the position of the section is towards the end of the listing.

4.2.2 Language Requirements Vocabulary

This section analyzes job ads on word- and phrase-level. Methodologically, this section mostly utilizes tools of corpus linguistics to understand common vocabulary phenomena in job ads.

As discussed in section 3.2, Zipf’s law states that texts are made up of frequently occurring, often short words and rarely occurring longer words. This also applies to the vocabulary of job ads. Shown in table 4 are ten of the most common items in the corpus: *and*, *the*, *to*, *in*, *of*, *a*, *for*, *we*, *with* and *you*. The most common types of words are prepositions, pronouns and conjunction that are key grammatical components to form sentences. *Finnish* is the 79th most frequent item in the corpus. However, here it is important to remember that Finnish can also be used as an adjective to describe a company, for example (90) *a profitably growing Finnish company*. No other languages are included in the 100 most frequent items. *Communication* is the 82nd most frequent item in the corpus, which, as determined above, can often be linked to language skills. *Skills* is the 34th most frequent item, which can, among many other collocates, be used in the construction *language skills*.

Table 4 Ten of the most common items in the corpus

Type	Frequency	Range
and	4586	120
the	2680	120
to	2364	119
in	1862	120
of	1704	118
a	1664	119
we	1168	118
for	1154	120
you	1127	118
with	1015	120

Table 5 Ten of the most frequent collocates for *language* organized according to frequency.

Collocate	Frequency	Range
skills	30	21
english	27	25
finnish	24	18
fluent	10	9
proficiency	8	8
written	7	7
advantage	6	5
spoken	6	6
considered	4	4
swedish	4	3

Table 5 above shows ten of the most common collocates for *language*. It shows that, in fact, the most frequent collocate, with window span of five on each side of the word, for the query *language* is *skills*. The construction *language skills* appear 24 times in the corpus with a range of 18, meaning that there are job ads which mention language skills multiple times. For example, a job ad for an (2) *Integration Owner* states that,

(2) *Fluent language skills in English; Finnish or Swedish language skills are an advantage*

This example groups requirements and advantages together into the same section and bullet point.

The third most frequent collocate for *language* is *Finnish*. *English* is the second most frequent collocate. The search query *Finnish language skills* has a total hits number of six,

while *English language skills* only has three hits. In this set of material, it is more common to use *language skills* with Finnish than English. The query *English skills* has seven hits while *Finnish skills* does not appear in the corpus. However, out of the seven *English skills* hits, Finnish is included three times, for example

(32) *Fluent verbal and written Finnish, Swedish and English skills.*

(26) *Fluent English skills (Finnish is an advantage).*

Search query *Finnish skills* does not have any hits in the corpus, *English skills*, however, appears seven times in seven texts in the corpus.

(15) *Excellent English skills are a must: English is our internal working language.*

Example (15) gives quite specific language requirements. It uses the adjective *excellent* to describe that the position requires a high level of skill as well as the word *must* to express that the requirement is unconditional. It also states that English is the *internal working language* of the organization to give context for the language requirement.

To conclude about the use of the word *skills*, there appears to be no strong favoritism in using the term with one language over another. Overall, *skills* appears a total of 351 times across 115 texts in the corpus

Overall, the word *language* appears 58 times in the corpus, in 40 different job ads and *languages* appears 16 times in 15 different ads. When examining the query *languages*, previously mentioned programming languages' effect can be seen. For example, "Proficiency in programming languages such as Java, or JavaScript". Out of 16 hits, nine refer to something other than natural spoken languages.

The word *English* appears 150 times, in 116 different ads, meaning only four ads do not mention English and *Finnish* appears 127 times, in 76 different ads. So consistently, *English* appears more often than *Finnish*. To highlight the clear preference employers have for English and Finnish languages, the query *Swedish* has 13 hits in 12 different ads, German has five hits in two ads, Russian has two hits in two ads. *Sámi*, *Sami* or *Saami* have no hits even though the Sami languages are official minority languages in some areas of Finland. The Sami languages are quite heavily tied to sparse population areas of Finland, therefore positions requiring these languages are likely also quite rare.

Next, I will discuss different terms used to describe the level of language requirements. Section 4.2 discusses CEFR but now it is time to more closely examine the terms *proficiency*, *native level*, *fluency*, *ability*, *skill* and *knowledge*, for example. These are terms that were detected during the material collection process and manual close reading. With a quick look at the material, it may seem that these words almost function as synonyms for each other with similar meaning and uses. Sacket et al. (2017, 265) however state that “generally knowledge has referred to facts a person knows; skills, to what a person currently can do; aptitude, to a person’s potential to learn, achievement, to what a person acquired after a given period of time; and ability has been used to mean all of the above.” There are differences in meaning and nuances from which the reader of the job ads can deduce what is the desired level of requirement for the desired language, or even how much value is put on that skill.

Table 6 Ten of the most frequent collocates for *proficiency* organized according to frequency

Collocate	Frequency	Range
in	36	31
english	15	14
finnish	14	13
language	8	8
or	8	7
skills	7	7
good	5	4
python	4	4
advanced	3	3
c	3	3

The query *proficiency* has 37 total hits with a range of 32. As table 6 above shows, the most common collocate is *in*, as the grammatical construction *proficiency in something* is commonly used. The second most common collocate with a frequency of 15, is *English* and the third is *Finnish* with a frequency of 14, so there appears to be no remarkable difference between these languages and the use of proficiency. The fourth most frequent collocate is *language* with 8 hits. This query was performed with the window span set to one item on the left side and five on the right side, to accommodate for the grammatical structure and possible listing of languages. A common construction in job ads is, for example,

(83) *Proficiency in Finnish and English language.*

The word *proficient* has four hits across four texts in the corpus, one of which is used in the context of language.

(109) *Proficient in English, both written and spoken, as English is the corporate language of Patria.*

Thus, it is more common to use the noun proficiency than the adjective proficient when describing language requirements. The three other texts using the word proficient, used it to describe technical skills. For example,

(116) *Proficient computer skills, including Microsoft Office Suite.*

The concept of language proficiency is a major topic of discussion in the linguistic field. Carroll (1961) suggests that proficiency is made up of *knowledge* and *skill* where knowledge is the possession of information and skill is the ability to use that knowledge. I have already stated that *skill* is a common term used with language requirements. Carroll's (1961) distinction would then align with likely desire of employers that the applicants have language *skills*, not only *knowledge*, therefore they are able to use the required language in their daily work life in a way the open position demands. This is also supported by the fact that

(84) *Knowledge of the Finnish language*

is the only example where the word *knowledge* appears with a language-related collocate.

Similarly to *proficiency*, language *fluency* is a term that can provoke a debate as it can be difficult to define. For most non-linguistic people, fluency is often used as a synonym for oral proficiency, for communicative language teachers it can mean the effectiveness of language use (Chambers 1997, 536). In the job ads of this study, fluency is not clearly defined but used in a more general way. Both proficiency and fluency are terms that are usually associated with language teaching and second language acquisition. Mutta et al. (2026, 144) define fluency as “uninterrupted language production which progresses smoothly and with ease”. However, they also state that there are challenges with the definition, as different researchers define the term differently, depending on their study and context. Second language fluency studies often focus on either spoken or written fluency (Mutta et al. 2026,

144) while employers often state that they require fluency in both written and oral skills, or might not specify this aspect of language skills at all.

Table 7 Collocates for *fluency* organized according to frequency

Collocate	Frequency	Range
in	24	21
english	18	18
both	6	6
finnish	6	6
written	5	5
hands	3	3
spoken	3	3
proficiency	3	3
matrix	2	2
ict	2	2
relationship	2	2
pl	2	1

Corpus query *fluency* has both frequency and range of 21. With a window span of five on the left side and five on the right side, *in* is the most common collocate, English is the second most frequent, both is third, *Finnish* is fourth, *written* fifth and *spoken* seventh, as can be seen from table 7. The collocates *in* and *both* are explained with a common construction in the material; *fluency in something*. For example,

(44) *Fluency in both Finnish and English.*

(14) *Fluency in written and spoken English.*

Fluent has 36 total hits and a range of 34. As table 8 below shows, with the window span set to five words on the right and left side, it has quite similar collocates to *fluency*, such as, *written, English, spoken and Finnish*.

Table 8 Collocates for *fluent* organized according to frequency

Collocate	Frequency	Range
and	47	29
written	23	22
skills	20	18
english	20	19

spoken	15	14
finnish	13	12
language	10	9
communication	9	9
both	5	5
interpersonal	3	3
verbal	3	3

Despite their similarities, *fluent* is more commonly used than *fluency* while still being used very similarly, for example,

(36) *Fluent written and spoken skills in German and English languages.*

(18) *Fluent Finnish and English language skills.*

The examples above are quite similar in meaning to examples (44) and (14) despite using a different form of the same word family.

Table 9 Collocates for *fluently* organized according to frequency

Collocate	Frequency	Range
to	6	4
communicate	4	3
finnish	4	4
english	3	3
ability	2	2
extensively	1	1
speak	1	1

Fluently has frequency and range of 4. Table 9 shows that it's collocates include words such as, *communicate*, *Finnish*, *English*, *ability*, and *speak*. The construction *ability to communicate fluently* is used in three of the four hits, for example,

(9) *Ability to communicate in Finnish fluently to communicate with local authorities.*

Fluency and its different forms are used almost exclusively in the context of natural spoken languages. It would be quite unusual to describe skills in programming languages as *fluent*.

Native-level or *native level* has two hits in the corpus,

(15) *Near-native level or fully professional Spanish language skills is a must.*

(39) *Native-level proficiency in the Finnish language.*

Both job ads are for positions that work directly with the language required; a (15) *Spanish speaking customer success manager* and an (39) *AI trainer for Finnish writers and speakers*. So, while employers may require a high level of sufficiency in a language, native-level is not commonly required, unless the position directly works with a language or a specific language speaking target group. In cases such as these, the required language skills are also presented in the job title, highlighting the language requirements even further.

The word *ability* has already come up in the context of other words, in constructions such as *ability to communicate*, but it is used in a variety of ways in the material. The search query *ability* has 136 hits with a range of 69. Table 10 shows that when looking at the collocates, the words connection to language requirements is not inherently apparent.

Table 10 Eleven of the most frequent collocates for *ability* organized according to frequency.

Collocate	Frequency	Range
to	150	65
and	122	55
with	42	28
skills	38	31
work	36	29
strong	11	11
independently	10	9
collaborate	8	6
effectively	8	8
under	6	5

The first collocate being *to* can be explained with the construction *ability to do something*. The construction *ability to communicate* has three hits in the corpus. For example,

(10) *Ability to communicate in Finnish and English.*

A more common construction appears to be (4) *ability to work independently* or references other ways to work or skills, such as

(74) *Ability to work under pressure.*

(94) *Ability to combine technical solutions and business needs.*

Therefore, it appears that *ability* is not a term usually associated with language requirements in job ads and if it is, it is paired with *communication*.

Knowledge has a total hit number of 106 and a range of 65. With the collocate window span set to five words on both sides of the query, there are no words relating to language or communication in the twenty most common collocates. Thus, this is also not a term usually associated with language. By manual reading, there is only one instance detected where *knowledge* is used with language requirements:

(29) *Excellent oral and written communication skills in English. Knowledge of Finnish language (written and spoken) is an advantage.*

The example above brings up an observation about word choices in job ads. Within one job ad, different words can be used to describe requirements of different languages. Two more examples of this are:

(80) *Proficiency in Finnish and good communication skills in English.*

(82) *Fluency in English with proficiency in Finnish language seen as advantage.*

As stated above, even linguists are not always in agreement of what *fluency* or *proficiency*, for example, mean, so how can a job applicant navigate the different meanings of these terms. For example, how do different applicants interpret (80) “proficiency in Finnish” and (80) “good communication skills in English” differently and can it cause confusion?

There can be differences in the nuances of the words used. As stated earlier, proficiency and fluency are terms that are often associated with second language learning, especially for linguists. Skills and knowledge are acquired and can thus also be words associated with second language rather than first language. Therefore, constructions such as *fluent language skills*, may create an impression that it refers specifically to second language skills, while not directly stated. This is likely not the intention of employers, but the goal is to generally state the language requirements while establishing some type of description of the

level of language skills required. Example (80) above could be interpreted to mean that the applicants are expected to have native-like level of Finnish proficiency and the type of level of English proficiency that allows them to communicate work-related matters adequately. The next example, (82), is more difficult to differentiate as fluency and proficiency are often used as near synonyms in the context of job ads. For a non-linguist, the word proficient can be a synonym for *competent* or *qualified*, for example, while fluency is a synonym for *effortless* or *easy*. By following this analysis of the words, example (82) requires the applicants' English language to be effortless, possibly native-level, and their Finnish to be competent, possibly expected to be used in professional, field-specific communication context. While this analysis can explain some nuance differences and meanings in the words, it should also be remembered that each applicant reading these job ads are individual with their own context for the words, thus they may possibly have different interpretations for the words. These differences in nuance can also be seen in the headings used in job ads.

Next, I will discuss common headings for sections under which language requirements are presented in job ads. This analysis was conducted by manually reading through the material and collecting the heading into a list from which common features can then be determined. The most common heading is simply, *requirements*. There were 13 job ads that listed language requirements under *requirements*. The second most common heading is *qualifications*. There were 11 job ads that listed language requirements under this heading. The third most common heading is *who we are looking for* with eight ads listing language requirements under this heading. Overall, there were 63 different headings used in the job ads.

To return to the meaning and nuance of words, while requirements and qualifications are used for a similar purpose, without context they have different meanings. According to the Cambridge Dictionary, in business English, *requirement* refers to “what is wanted or needed by someone” or “an official rule about something that is necessary to have or to do” and *qualification* refers to “an official record showing that you have successfully finished a course of training or study, have the skills necessary to do something” or “an ability, characteristic, or experience that makes you suitable for a particular job or activity” (Cambridge Dictionary). According to these definitions there are differences in the meaning of these words, *requirement* is a need or rule that applicants must possess or follow in order to be able to perform the tasks of the open position. *Qualification* refers to a skill or achievement the applicant has reached, which can sometimes be demonstrated by an official record. However, at first glance, they appear to be used as synonyms in job ad headings. In the corpus, *requirements* has 69 hits and a range of 51. For

example, an ad for a (25) *Freelance Economist* lists educational, experience, language and personality related requirements under the heading “Requirements”. The listing follows the established basic structure and contents of this section of job ads.

(25) *Requirements*

You have a Master's degree in Economics, Applied Economics, International Economics, or related fields.

You have at least 3 years of professional experience in the relevant domains:

Behavioral Economics, Econometrics, Macroeconomics, Microeconomics, Development Economics, International Economics, Labor Economics, Environmental Economics, Health Economics, Public Economics, etc.

Your level of English is advanced (C1) or above.

You are ready to learn new methods, able to switch between tasks and topics quickly and sometimes work with challenging, complex guidelines.

Our freelance role is fully remote so, you just need a laptop, internet connection, time available and enthusiasm to take on a challenge.

Qualifications has 43 hits across 34 texts in the corpus, therefore, overall, being used less than *requirements*. In the context of headings, it appears to be used in the same manner as requirements. For example, the qualifications for a (26) *Junior Software Developer* are presented as follows:

(26) *Qualifications:*

Recent graduate or up to 1-2 years of experience in software / web / mobile development.

Excellent communication skills (English mandatory written and spoken) and teamwork abilities.

Enthusiasm for learning and growing in the mobile development field.

You are curious, adaptable, enthusiast to learn

Residency in Finland is required.

Examples (25) and (26) show that while the dictionary definitions of the words requirement and qualification are different, they are used as synonyms in the context of job ad heading. They seem to combine the meaning of both words, as the listings under these

headings include needs established by the employer as well as official records, abilities, characteristics or experiences needed to succeed in the positions.

As discussed in the context of Zipf's law, humans tend to use language as efficiently as possible and with the limited space of job ads, it is no surprise that the common headings are simple and one word. Other examples of sufficient, short headings are *our expectations*, *requirements for the position*, *what we require* and *preferred qualifications*. They clearly state what the reader should expect under this heading while also being brief. The longest title found in the job ads is

(82) *Additionally, to ensure smooth start and succeeding in the role, it is required from the applicant to:*

It is very rare for headings to be this long and descriptive. The average word count for headings that list language requirements is 5 (rounded up to a single digit) but the most common headings are one, two, three or four words long.

Common terminology from the headings are *required/requirements*, *qualifications*, *skills*, *role*, *succeed (to succeed in this role)*, *expectations/expect* and *look for*. The common words associated with language requirements do not commonly appear in the headings, apart from *skill*. Headings are usually formed to be descriptive but general, allowing employers to list many or all requirements under the same heading. There is one exception in the material, the heading (43) *language skills*. This heading was under (43) *we are seeking a candidate with* which again was under (43) *your experience and ambitions*. Other headings under these umbrella headings were (43) *educational background*, *professional qualification/skills*, *technical skills* and lastly, *other skills*. *Language skills* was second to last, following the established construction of job ads. Under *language skills* was listed

(43) *Excellent written and spoken English.*

(43) *Finnish or Swedish skills are not mandatory but considered an advantage.*

In addition to single words or constructions in the passive forms or without a verb, such as *preferred qualifications*, the headings can be constructed with two different angles: *what we require* or *what are your qualifications*. While the angle and pronoun differ, the message conveyed is the same.

Despite the great variety in the expressions of language requirements, some fixed or more common expressions can be detected. Employers often require *proficiency*, *fluency* or *language skills*, most commonly in English or Finnish. This requirement is stated under headings such as *requirements* or *who we are looking for*, for example, usually among other requirements, such as education or experience in the field.

5 Discussion

The first research question this study set out to answer was: What language requirements are presented in the job advertisement? The most desired language from employers is English. It was required or seen as an advantage in 113 ads. Finnish was required or seen as an advantage in 64 ads, which was notably less than English but was still the second most requested language. Swedish was mentioned in 10 ads. Other languages requested by employers were Spanish, Portuguese, German, Danish and Russian, but they were only required in one or two ads.

This result aligns with Marconi, Vergolini and Borgonovi's (2023) study which found that English was the most desired language in EU countries and the UK, with local languages also being highly requested. In Finland, according to this study, English among local languages, Finnish and Swedish, are highly requested. However, these results are not completely comparable as the current study analyzed ads written in English, while the study by Marconi, Vergolini and Borgonovi (2023) studied ads in multiple European languages.

Bergbom, Toivanen and Väänänen (2020) found that language related challenges are not only evident in discrimination during the recruitment process but also in the lack of managers' language skills. The current study found that most job ads were for higher positions. It could be possible that management-level language issues are being tackled with clear language requirements, especially for multicultural and multilingual workplaces.

Next, this thesis analyzed how these language requirements are presented in job ads. Employers usually express their language needs as requirements rather than optional. While optional language advantages are also present in the ads, English or Finnish are required in 158 times and are advantages 19 times, showing that an absolute requirement is a more common way to express language requirements. The specificity of language requirements is also variable in the material. As the quantitative results show, while desired languages are not always specified, it is far more common to require a specific language. Another variable is how specifically employers communicate the level of language skill required in the open position. Some ads use CEFR, some multiple descriptive words and others simply words like *fluency* or *proficiency*, showing that there is a great amount of variation in this aspect of language requirements.

Compared to other requirements, such as education and experience, language requirements follow less structured expressions. Other requirements can be described in a more precise way that takes up multiple lines from the job ad while language requirements are

described more briefly and take up one or two lines. This can be an indication of what is considered to be most valuable for the open position by the employer. Compared to requirements related to personality or passions, language requirements are first. Communication is seen as a separate skill from language and even if specific languages are not mentioned, good communication skills (sometimes in very specific subject matters) can be required.

As these results show, there is a pattern when it comes to the structure of job ads and language requirement's location in that structure. However, there is no clear pattern when it comes to describing language requirements. Great amounts of variation can cause vagueness on what level of language skill is required and how applicants are expected to be able to use the required languages.

The word *language* is most used with the words *Finnish*, *skills* and *English*. "Proficiency in Finnish" or "Proficiency in written and spoken English" are also common ways to describe language requirements. Another way job ads express language requirements are "fluency in Finnish" or "Fluent English language skills." *Skill* is a more common way to describe language requirements than *knowledge* or *ability*. Common headings for sections listing language requirements are "requirements", "qualifications" and "who we are looking for". Most popular titles are short but descriptive. In addition to these headings, there are 60 other ways of titling requirement sections of job ads. Thus, variation in the vocabulary of language requirements is very high.

So how can a job applicant interpret what level of language proficiency or skill the open position truly requires? Sometimes they cannot, at least not until there is a clear, established way for employers to communicate how languages are expected to be used at work.

A solution to possible confusions caused by variation could be to follow common practice on how to describe language requirements. Practices could include a more detailed description of how the required language is used in the open position, for example, whether it is the working language of the company or is it needed to communicate certain themes to certain target groups. While many ads mention both oral and written proficiency, the context for how language is expected to be used is often not clarified. Exceptions to this are ads which state that applicants are expected to communicate certain themes with certain target groups. CEFR is also a way to universally describe one's language skills, but it may not be common knowledge for all employers that this framework even exists. There are free online CEFR

tests, but this of course does not determine how an applicant is able to use language in a spoken interaction.

6 Conclusion

To conclude the results of this study, the most conventional way for language requirements to appear in job ads is second to last or last when listing qualifications for the job which can be an indication of how much employers value language skills. Through this logic, employers value education, experience and technical skills above language skills. Language requirements are listed under headings like “requirements”, “qualifications” or “who we are looking for”, however, there is a great amount of variation in titles. Most common language requirements are English and Finnish, from which the English language is often an implicit requirement. Conventional ways to express language requirements are constructions such as (119) “Fluent Finnish and English language skills” or (96) “Spoken and written in both Finnish and English skills”, for example.

This study was conducted via a small corpus of 120 texts thus the results cannot be generalized. A way to confirm the findings of this study would be to conduct a comparative study between this and another corpus. Another corpus made up of job ads would best suffice to answer similar research questions as ones in this study. A comparative angle would also show if the frequency of an item is a lot or a little. It would, for example, show if 24 hits for *language skills* in 120 texts is a common frequency when compared to another or even a third collection of texts. Another way to compare and reinforce the results of this study would be to add an interview or questionnaire method to a similar study to help better understand how employers create and job applicants perceive language requirements. An interesting angle would also be to compare the language requirements between job ads written in English and Finnish. This would require a second corpus comprised of a similar number of Finnish ads as English ads. As English language was the most required language in English ads, it is possible that Finnish ads would follow the same pattern and have Finnish as their most required language, or that they also mostly require English, as it is a lingua franca in many fields.

The data came from Duunitori.fi which proved to be comprehensive and quite efficient to use for a study such as this as it provides a possibility to filter results according to the language of the job ad. During my research, I started to consider if it would be possible to filter the results according to language (or other) requirements. Duunitori also agrees that this would be a useful, but challenging feature. This would require employers to clearly state the language requirements, which at the moment is not the case in all ads. Duunitori is currently trying to develop a solution for this issue. They have received feedback that many applicants

from abroad and in Finland are looking for jobs that do not require Finnish language skills. At the same time, many advertisements written in English require language skills. Employers, in turn, have received feedback that they receive applicants who do not have the required language skills. Duunitori also regularly encourages employers to consider when language requirements are justified.⁵

In the current state of Finland's unemployment, a growing number of foreign language speakers in the workforce and globalization, language skills are likely to become an increasing requirement for positions on all fields which makes the need for analyzing and developing their expressions in job ads more needed than ever.

⁵ This information is based on private email correspondence with a Duunitori representative November 18th, 2025.

Primary Source

Duunitori.fi. *Avoimet työpaikat*. https://duunitori.fi/tyopaikat?filter_language=eng_lang

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Appendices

Appendix 1 Job Ad Example

Junior Software Designer, Wisetime

Wisetime / Clevry - Oulu

Published 31.1.2025 (Ends 16.2.2025)

Job description

We Are Looking for You

At Clevry, we are looking for 2-3 Junior Software Designers for our client, Wisetime Oy. This is a full-time, permanent position, and you will be directly employed by Wisetime Oy. The position will start as soon as suitable candidates are found.

About the Role

As a Junior Software Designer, you will contribute to the development of an ERP system. Your tasks will include investigating support requests with your team and participating in weekly meetings with an international team. These meetings focus on system development, customer needs, and new support requests, which may involve troubleshooting or implementing new functionalities.

Your work will include both front-end and back-end development:

Front-end: Delphi

Back-end: Oracle database

Version control: Git

This role is suitable for recent graduates or students finishing their studies, who have basic knowledge of SQL and experience with at least one programming language for UI development, such as Delphi, C# .NET, ASP.NET, or Visual Studio.

At Wisetime, you will receive comprehensive training and learn the necessary technologies. You will also get hands-on experience in customer projects from an early stage, with growing

responsibilities as you develop your skills. The most important qualities for this role are a genuine passion for programming and a desire to continuously improve your skills.

About the Company

Motherson is a multinational, people-focused enterprise serving a diversified industry range with a broad range of products and services, and is one of the 25 largest automotive suppliers worldwide. With facilities spread across 44 countries and the strength of 190,000 employees, the company has a truly global environment where diversity and inclusion drive our culture. Wisetime (a subsidiary of PKC Group), a member of Motherson Group, is a specialist in enterprise resource planning (ERP) systems located in Oulu, Finland. Our unique ERP system is used in a variety of industries globally including electronics, wiring harness, machine, mechanics as well as environmental technology industries. We offer our personnel the foundation to build their careers. If you are passionate about making an impact, we invite you to be part of our team. More about Wisetime: <https://wisetime.motherson.com/>

Key Responsibilities

- Investigate customer support requests and solve technical issues
- Contribute to ERP system development, including analyzing customer needs, implementing new features, testing, and documentation
- Work on front-end and back-end development based on your strengths

What We Expect from You

- A technical education background (e.g., vocational degree, BBA, or engineering)
- Basic knowledge of databases (Oracle PL/SQL or any SQL-based solution)
- Familiarity with at least one front-end programming language, such as Delphi, C# .NET, ASP.NET, or Visual Studio
- A customer-oriented, self-driven, and eager-to-learn attitude
- Problem-solving skills and a solution-oriented mindset
- Strong teamwork and communication skills
- A genuine interest in long-term professional growth

- Fluent English skills (Finnish is an advantage)

What We Offer

- A long-term career path, shaped by your skills and interests
- The chance to work on exciting global projects
- A workplace where you can develop your skills with the support of an experienced team
- A collaborative and encouraging work environment
- A hybrid work model after the onboarding period
- Modern and comfortable office space in Oulu city center
- Attractive employee benefits

Apply now!

If you recognize yourself in this description, please apply for the position by February 16th, 2025. However, we urge you to act quickly - we will proceed with potential candidates during the application period. You can also apply in Finnish. For further information, please contact Recruitment Manager Suvi-Anna Salonen (suvi-anna.salonen@clevry.com).

After applying, you will be invited to complete our online personality and ability assessments. You can complete the assessments at your convenience and get back to them if you cannot complete all assessments at once. Depending on the role, completing the assessments will take approximately 30-75 minutes.

Please note that we cannot receive applications via email due to data privacy legislation. We handle all inquiries on behalf of our client.

Additional information about our recruitment process

At Clevry, we believe that rather than focusing solely on hard skills, the key to success is based on soft skills and the willpower to rise beyond expectations. Therefore, our recruitment process involves psychometric assessments that evaluate soft skills and cognitive abilities essential for each role. By assessing soft skills, we can help applicants describe their own strengths more effectively and find employment quicker and more easily.

The recruitment process also involves an interview with both Clevry and the client company, so you will get to know both as the recruitment process progresses.

Additional information about Clevry

For over 30 years we have been the change maker for a more soft skills driven working life within talent acquisition, assessments, and advisory. We operate globally with customers, consultants and candidates from North America to Singapore with headquarters in Brighton, Stockholm and Helsinki. At Clevry we have over 150 soft skills certified recruiters, business psychologists and experts at your service. We find the right candidate for the job, and the right job for the candidate!

Appendix 2 List of Material References

	Title	Organization	Location	Date of Publication
1	Project Engineer	Vaisala Oyj	Helsinki	February 3, 2025
2	Integration Owner	Musti Group	Helsinki	February 3, 2025
3	Senior Software Engineer	Poolia IT	Helsinki	February 3, 2025
4	Data Analyst	Wärtsilä Oyi Abp	Helsinki, Turku, Vaasa	February 3, 2025
5	Full Stack Developer	TELUS International	Finland	February 2, 2025
6	Senior Software Designer	Wisetime/Clevry	Oulu	February 1, 2025
7	Solution Manager, Digital Tax and Statutory Reporting	Wärtsilä Oyi Abp	Helsinki, Turku, Vaasa	February 1, 2025
8	Electrical Supervisor/Commissioning Engineer	Wärtsilä Oyi Abp	Vaasa, Turku, Helsinki	February 1, 2025
9	Program Manager, Environmental Health and Safety (Finnish)	Google	Hamina	February 1, 2025
10	Partner Development Manager, Google Cloud (Finnish, English)	Google	Helsinki	February 1, 2025
11	Marketing Producer, Central Marketing	Supercell	Helsinki	February 1, 2025
12	Brand Marketing, Hay Day	Supercell	Helsinki	February 1, 2025
13	Junior Software Designer	Wisetime/Clevry	Oulu	January 31, 2025
14	Trainee, Services Business Development	Hiab	Helsinki	January 31, 2025
15	Customer Success Manager, Spanish Speaking	Supermetrics	Helsinki; Dublin, Ireland	January 31, 2025

16	Technical Support Specialist	Vaisala Oyj	Helsinki	January 31, 2025
17	Senior Scientist	Vaisala Oyj	Helsinki	January 31, 2025
18	Development Leader	Sandvik	Tampere	January 31, 2025
19	Senior Security Specialist	Telia Finland	Solna, Sweden	January 31, 2025
20	DevOps Engineer	Telia Finland	Vilnius, Lithuania	January 31, 2025
21	Operations Associate - Supply Activation	Wolt	Helsinki	January 31, 2025
22	Senior Manager, Employee Engagemant	Academic Work	Espoo	January 31, 2025
23	Analyst	Aalto University	Espoo	January 31, 2025
24	Product Owner, Production (AI Services)	OP Ryhmä	Helsinki	January 31, 2025
25	Freelance Ecomomist - AI Tutor	Mindrift	Finland	January 31, 2025
26	Junior Software Developer	Kantar Group	Vaasa	January 31, 2025
27	R&D Sourcing Manager	Orion	Espoo	February 3, 2025
28	Category Expertise Center Leader	Nokia	Reading, England	February 3, 2025
29	Research or Senior Scientist, TIMES modelling	VTT Oy	Espoo	February 3, 2025
30	Professor of Practice (Journalism)	Tampere University	Tampere	February 3, 2025
31	Postdoctoral Researcher in 2D material nanocomposites for tunable photonics	Aalto University	Espoo	February 3, 2025
32	Product and Development Manager	Nevel Oy	Helsinki	February 3, 2025

33	Area Sales Manager	Nevel Oy	Helsinki, Jyväskylä, Seinäjoki	February 3, 2025
34	Technical Support Specialist	KONE Oyj	Hyvinkää	February 3, 2025
35	Welder Turku Shipyard	Aputeam	Turku	February 3, 2025
36	German-speaking Key Client Manager	Management Events Oy	Helsinki	February 3, 2025
37	Summer Intern - Market Analyst (Product Management & Design)	Veikkaus Oy	Helsinki	February 3, 2025
38	Test Engineer, Integration	Nokia	Oulu	February 3, 2025
39	AI Trainer for Finnish Writers/Speakers - Finland (Freelance)	Alignerr	Finland	February 1, 2025
40	Insurance Segment Lead (Manager/Senior Manager)	BearingPoint Nordics	Helsinki	February 1, 2025
41	Freelance Site Reliability Engineer (Security Automation & Penetration Testing)	Mindrift	Finland	January 31, 2025
42	Senior Superintendent - Senior Maritime Technology Expert	Royal Caribbean Group	Turku	January 31, 2025
43	Postdoctoral Researcher in Computational Design for Climate-Adaptive Urbanism	Aalto University	Espoo	January 31, 2025
44	Cloud Service Manager	Open Text Oy	Tampere	January 31, 2025
45	Junior Recruiter	McKinsey & Company	Helsinki	January 31, 2025
46	Summer Trainee, Packaging Development	KONE Oyj	Espoo, Hyvinkää	January 31, 2025
47	Freelance AI Security Researcher	Mindrift	Finland	January 31, 2025
48	Freelance Mathematics Expert - AI Tutor	Mindrift	Finland	January 31, 2025
49	Freelance Economic Analyst - AI Tutor	Mindrift	Finland	January 31, 2025

50	Freelance DevSecOps Engineer - Cybersecurity & Automation	Mindrift	Finland	January 31, 2025
51	Remote Support Engineer - Chromatography and Mass Spectrometry	Agilent	Finland	January 31, 2025
52	Head of Large, Complex & International Claims - Finland	If Skadeförsäkring AB	Espoo	January 31, 2025
53	Performance Marketing Specialist	Epasssi	Helsinki	January 31, 2025
54	Regional Data Privacy Correspondent (Lod2)	Ayvens	Finland	January 31, 2025
55	Summer Trainee, Cot Cycle	Vaisala Oyj	Vantaa	February 3, 2025
56	Project Manager	KPMG	Helsinki	February 3, 2025
57	AI-Powered Senior Sales Manager - Industrial Sector	Siili Solutions	Helsinki	February 3, 2025
58	Senior Manager Employee Engagement	Fortum	Espoo	February 3, 2025
59	Arkkitehti- tai maisema-arkkitehtiharjoittelija asemakaavoitukseen, kesätyö	The City of Vantaa / Zoning Team	Vantaa	February 3, 2025
60	Project Engineer	Vaisala Oyj	Helsinki	February 3, 2025
61	Application Consultant - Image Guided Surgery (IGS) / Oulu	Brainlab	Oulu	February 3, 2025
62	Sr. Product Improvement Engineer	Wärtsilä Oyi Abp	Vaasa; Turku; Genoa, Italy	February 3, 2025
63	Betonielementtien valmistaja	Henkilöstöliiga Turku Oy	Turku	February 3, 2025
64	Pipefitter/Plater	Aputeam	Turku	February 3, 2025
65	Kesätyöntekijä taloustoimintoon, Oyj Ahola Transport Abp, Kokkola	Oyj Ahola Transport	Kokkola	February 3, 2025
66	Summer Intern - Data Analyst (Product Management & Design)	Veikkaus Oy	Helsinki	February 3, 2025

67	Assistant Professor in Computer Science (Systems Security)	Aalto University	Espoo	February 4, 2025
68	Assistant Professor in Computer Science (Human-Computer Interaction)	Aalto University	Espoo	February 4, 2025
69	Manager, Supply Planning	Patria	Hämeenlinna, Tampere	February 4, 2025
70	Design Engineer, BMH Technology Oy, Rauma	BMH Technology Oy	Rauma	February 4, 2025
71	Information Security Log Management Specialist	Nixu	Espoo	February 4, 2025
72	Analyst / Data Scientist	If Skadeförsäkring AB	Espoo	February 4, 2025
73	Process Designer	Veolia Environment SA	Helsinki	February 4, 2025
74	Process Development Expert	Orion	Espoo	October 2, 2025
75	Senior Software Developer (Python)	Wärtsilä Oyi Abp	Helsinki	September 13, 2025
76	Data Analyst / Senior Data Analyst	Orion	Turku, Espoo	October 6, 2025
77	Data Scientist / Senior Data Scientist	Orion	Espoo	October 6, 2025
78	QARA Manager, IVD Instrument & Software	Aidian Oy	Espoo	October 3, 2025
79	Customer Care Manager, Maventa (Fixed term)	Visma Finland	Helsinki	September 26, 2025
80	Samlink Cyber Security Product Manager	Kyndryl	Espoo, Jyväskylä	September 18, 2025
81	Samlink BI Specialist for Regulatory Reporting	Kyndryl	Espoo, Jyväskylä	September 18, 2025
82	SAP EWM Process Lead / Functional Lead	Deloitte Oy	Helsinki	September 17, 2025
83	Samlink Business Analyst - Artificial Intelligence	Kyndryl	Espoo, Jyväskylä	September 18, 2025

84	Samlink Solution Architect-Lending	Kyndryl	Espoo, Jyväskylä	September 18, 2025
85	Samlink Program Manager-Payments	Kyndryl	Espoo, Jyväskylä	September 15, 2025
86	Network Planning Manager - Based in Budapest	Wizz Air Hungary Zrt.	Budapest, Hungary	September 17, 2025
87	Senior Reseacher, Freedstock and Pretreatment	Neste Oyj	Porvoo	October 7, 2025
88	Digital Commerce & Content Coordinator	Marimekko Oyj	Helsinki	October 7, 2025
89	Postdoctoral Researcher for development of graphene-based nerve interface device	University of Jyväskylä	Jyväskylä	October 6, 2025
90	Solution Architect (Banking and Insurance Sector)	Digia	Oulu	October 7, 2025
91	Regional Category Lead	Neste Oyj	Porvoo	October 8. 2025
92	Doctoral researcher in antivirals and virus-host interactions	University of Helsinki	Helsinki	October 7, 2025
93	Cybersecurity Lead Architect	Telia Finland	Solna, Sweden	October 4, 2025
94	Development Manager, Investments	Neste Oyj	Porvoo	October 4, 2025
95	Specialist, Safety Digitalisation	Neste Oyj	Espoo	October 3, 2025
96	Operational Excellence Lead	VR Group	Helsinki	October 2, 2025
97	Director, Core Technologies, BA Technology	Konecranes Finland Oy	Helsinki	October 1, 2025
98	Senior DevOps Engineer	Telia Finland	Sweden, Finland, Lithuania, Estonia, Norway	October 2, 2025
99	Senior Sourcing Manager	Telia Finland	Solna, Sweden; Helsinki; Oslo, Norway	September 26, 2025

100	Mainframe Developer	Accenture	Helsinki	September 25, 2025
101	Senior Process Development Engineer (Wastewater Treatment)	Neste Oyj	Porvoo	September 23, 2025
102	Head of Chemicals and Catalysts	Neste Oyj	Espoo; Amsterdam, Netherlands	September 23, 2025
103	Management Consultant- Talent & Organisation	Accenture	Helsinki	September 20, 2025
104	Project Researcher or Postdoctoral Researcher, Disease Networks, Faculty of Biochemistry and Molecular Medicine	University of Oulu	Oulu	September 18, 2025
105	Doctoral Researcher In Machine-Learning, Statistics and Data-Centric Engineering	University of Helsinki	Helsinki	September 19, 2025
106	Analytics Developer	Marimekko Oyj	Helsinki	September 19, 2025
107	Sales Engineer, Atlas Copco Rental	Atlas Copco Group	Vantaa	September 18, 2025
108	Three Postdoctoral Researchers, “Hydrogen Future as Climate Change Solution (H2FUTURE)” programme at the University of Oulu	University of Oulu	Oulu	September 17, 2025
109	Helicopter Technician B1.3, Arlanda, Stockholm	Patria	Stockholm, Sweden	September 17, 2025
110	Product Owner	VR Group	Helsinki	September 16, 2025
111	SAP Finance Specialist	Telia Finland	Vilnius, Lithuania	October 13, 2025
112	SAP Data and Reporting Specialist	Telia Finland	Vilnius, Lithuania	October 11, 2025
113	Backend Developer	Telia Finland	Vilnius, Lithuania	October 11, 2025
114	Head of Project Procurement	Enersense	Helsinki	October 10, 2025
115	Head of Subcontracting Sourcing	Enersense	Helsinki; Tallinn, Estonia	October 10, 2025

116	Security Team Lead, Hamina	AVARN Security	Hamina	October 10, 2025
117	Production Support Manager	Patria	Stockholm, Sweden	October 9, 2025
118	Doctoral Researcher in Biomechanics	University of Jyväskylä	Jyväskylä	October 10, 2025
119	Research Coordinator, Lammi Biological Research Station	University of Helsinki	Helsinki	October 9, 2025
120	2 Postdoctoral Researchers, Multimodal Sensing	University of Oulu	Oulu	October 8. 2025

Appendix 3 Finnish Summary

Useat työpaikat Suomessa ovat muutoksen keskellä, sillä ne kehittyvät yhä monikulttuurisemmiksi ja kansainvälisemmiksi, minkä myötä työpaikkojen kieli ei aina yksinkertaisesti ole suomi tai ruotsi. Tämän myötä työpaikkojen kielitarpeet ovat muuttuneet. Jotta yritykset voivat mukautua tähän muutokseen, on uusilla työntekijöillä oltava vaadittavat kielitaidot työn suorittamiseen. Nämä vaatimukset voivat perustua työpaikan menettelytapoihin, sijaintiin tai työtehtäviin ja ne voidaan esittää monin tavoin työpaikkailmoituksissa. Sen lisäksi, että työpaikkojen kielivaatimukset eivät ole yksiselitteisiä, Suomen vuoden 2026 työttömyystilanne on haastava ja avoimet paikat saavat suuria määriä työhakemuksia, mikä lisää tarvetta työpaikan kielitarpeiden selkeälle esittämiselle.

Tämän pro gradu -tutkielman tavoitteena oli selvittää, millaisia kielivaatimuksia englanninkieliset työpaikkailmoitukset sisältävät. Tutkimuskysymykset olivat seuraavat:

1. Mitä kieliä työpaikat vaativat työpaikkailmoituksissa?
2. Miten kielivaatimukset on esitetty?
 - a. Miten kielivaatimukset esitetään verrattuna muihin vaatimuksiin? Esimerkiksi, millaisessa järjestyksessä vaatimukset esitetään ja millaisia eroja vaatimusten kuvailussa on?
 - b. Millaisia sanastollisia piirteitä kielivaatimusten esittämisessä on?

Kielivaatimuksella viitataan työnantajien esittämiin vaatimuksiin ja toiveisiin koskien hakijoiden kielitaitoa. Se voi liittyä tietyn kielen osaamiseen tai tietynlaisiin konteksteihin, kuten kommunikaatiotilanteisiin tai teemoihin. Kielitaidon määrittely voi olla haastavaa. Tässä tutkimuksessa se viittaa henkilön kykyyn käyttää tiettyä kieltä kommunikointiin työpaikan määrittelemässä kontekstissa.

Tutkimuksen materiaalina on 120 englanninkielistä työpaikkailmoitusta, jotka on kerätty Duunitori.fi-sivustolta. Manuaalisen analyysin lisäksi materiaali on kerätty korpukseksi, jota tutkimus hyödyntää erityisesti sanaston analyysiin.

Työpaikkailmoitusten kielitieteelliset tutkimukset ovat melko harvinaisia. Erityisesti internetissä julkaistuja työpaikkailmoituksia ei juuri ole tutkittu esimerkiksi sanastollisesta näkökulmasta. Useat tutkimukset keskittyvät painettuihin lehti-ilmoituksiin, joita analysoidaan mainoksina. Internetissä julkaistut työpaikkailmoitukset poikkeavat kuitenkin perinteisistä, painetuista mainoksista merkittävästi. Ne saavuttavat kansainvälisen yleisön ja

ovat mitaltaan pidempiä. Ne voivat myös sisältää esimerkiksi linkkejä työpaikan kotisivuille, mahdollistaen lähes rajattoman määrän tiedon jakamista.

Kielivaatimuksia on tutkittu esimerkiksi vaadittujen kielten sekä syrjinnän näkökulmista. Kielivaatimuksia tutkittaessa näkökulma on usein maantieteellinen, jolloin selvitetään mitä kieliä vaaditaan missäkin. Kielivaatimuksiin liittyvä syrjintä on myös Suomessa merkittävä ongelma. Erityisesti maahanmuuttajataustaiset henkilöt kokevat, että kielivaatimukset heikentävät mahdollisuuksia saada työpaikka. Tästä huolimatta maahanmuuttajataustaiset henkilöt ovat usealla alalla merkittävä osuus työntekijöistä.

Monikielisyys suomalaisilla työpaikoilla on siis välttämätöntä. Työpaikat voivat navigoida tätä ilmiötä monin tavoin, joista yksi on sovittu, yhteinen työkieli. Tämä kieli voi olla esimerkiksi suomi tai englanti, yrityksestä, alasta ja kohderyhmistä riippuen.

Tutkimuksen aineisto kerättiin käyttäen Duunitorin avointen työpaikkojen hakukonetta. Hakukoneen lisäksi Duunitori julkaisee artikkeleita, uutisia ja tutkimuksia työelämään liittyen. Duunitori on Suomen suurin työpaikkojen hakukone. Marraskuussa 2025 Duunitorissa oli julkaistuna 1491 englanninkielistä työpaikkailmoitusta. Kokonsa lisäksi Duunitori valittiin tähän tutkimukseen, koska sen hakukone mahdollistaa työpaikkailmoitusten suodattamisen ilmoituksen kielen mukaan. Tätä eivät muut hakukoneet, kuten esimerkiksi Työmarkkinatori.fi tai Jobly.fi mahdollista.

Aineisto kerättiin lukemalla työpaikkailmoitus läpi ja poimimalla kielivaatimuksia sisältävät ilmoitukset Word-tiedostoihin. Tämän jälkeen ilmoituksista analysoitiin, mitä kieliä vaatimukset sisältävät ja onko vaatimukset esitetty ehdottomina vai niin sanotusti myönteisenä, mutta ei pakollisena taitona.

Hakutulosten kielisuodattimesta huolimatta kaikki tulokset eivät olleet yksiselitteisesti englanninkielisiä. Aineistonkeruun aikana 25 ilmoitusta hylättiin, minkä yleisimpänä syynä oli, että ilmoitukset olivat pääosin suomenkielisiä. Ilmoitukset ilmestyivät tuloksiin, sillä ne sisälsivät pienen määrän englanninkielistä tekstiä, usein yrityksen esittelyn. Varsinainen työpaikan kuvaus oli kuitenkin suomenkielinen.

Aineistonkeruun jälkeen työpaikkailmoitukset lisätiin korpukseen. Tämä tutkimuksen korpus on luotu AntConc-ohjelmassa. Korpuslinvistiikka on kielitieteen haara, joka tutkimusmetodina mahdollistaa suurtenkin tekstimäärien piirteiden analyysin. Yksi yleisimpiä tapoja hyödyntää korpusta on esiintymistiheyden eli frekvenssien laskeminen. Sanojen frekvenssien analysoiminen vaatii sanan määrittelyn. Tämä ei aina ole englannin kielessä yksitulkintaista, sillä esimerkiksi yhdyssanat voivat esiintyä eri muodoissa. Lisäksi yhteen

sanaperheeseen voi kuulua useita sanoja, esimerkiksi *work*, *working* ja *worker*. Tämän tutkimuksen kehyksissä saman sanaperheen sanoja tutkittiin erillisinä sanoina.

Korpustuloksia vertaillessa frekvenssien pitää olla vertailtavassa muodossa. Tulokset voivat olla raakoja lukuja tai normalisoituja, jolloin numerot on muokattu vertailtavaan muotoon. Normalisointia suositellaan erityisesti, jos tekstimäärä on suuri tai tuloksia vertaillaan tekstien tai korpusten välillä. Koska tämän tutkimuksen korpus on kooltaan pieni ja tulokset on mahdollista suhteuttaa tekstien määrään, ei normalisoinnille ole tarvetta. Korpuksen pienen koon vuoksi tuloksia on tärkeää tarkastella sekä määrän että hajonnan näkökulmista. Hajonta viittaa siihen, miten tulokset esiintyvät teksteissä. Esimerkiksi kymmenen tulosta haulle *English*, voivat esiintyä koko korpuksessa kahdeksassa tekstissä, jolloin sana esiintyy joissakin teksteissä kahdesti. Lisäksi tutkimus analysoi sanojen kollokaatteja eli sitä, mitkä sanat esiintyvät yhdessä.

Korpustutkimuksen yhteydessä on tärkeää muistaa, että tutkimusmateriaali ja tulokset eivät edusta koko kieltä tai sen käyttäjiä. Sen vuoksi metadatan, kuten julkaisualustan, alueen ja muun taustakontekstin kuvailu on tärkeää. Siksi tuloksia tarkasteltaessa on pidettävä mielessä Suomen tämänhetkinen työllisyys- sekä kielitilanne. Seuraavaksi siirrymme tarkastelemaan tutkimuksen tuloksia.

Tämän tutkimuksen aineiston perusteella englantia ja suomi ovat halutuimmat kielet. Englantia edellytettiin yhteensä 110 avoimessa paikassa ja suomea 48 paikassa. Englantia pidettiin etuna kolmessa paikassa ja suomea 16 paikassa. Muita edellytettyjä kieliä olivat ruotsi, espanja, portugali, saksa, tanska ja venäjä. Englannin kielen suuren suosion voi selittää useilla syillä. Koska ilmoitusten kieli on englantia, on luonnollista, että hakijoilta oletetaan englannin kielen taitoa. Näin ollen, vaikka ilmoitus ei suoraa ilmaisisi, että tehtävä vaatii englannin kielen taitoa, voidaan sitä olettaa tarvittavan, jotta jo ilmoitus on mahdollista ymmärtää.

Myös työpaikan sijainti voi vaikuttaa kielivaatimuksiin. Suurin osa työpaikoista on Suomessa, jolloin suomen kielen osaaminen on ymmärrettävä vaatimus, vaikka kaikki paikat eivät sitä vaadikaan. Esimerkiksi Ruotsissa sijaitseva tehtävä vaati ruotsin kielen taitoa. Toisaalta eräs Budapestissä sijaitseva tehtävä vaati vain Englannin kielen taitoa, ei esimerkiksi Unkaria eli sijainti ei aina määritä kieltä.

Englantia pidetään usein tieteen ja teknologian kansainvälisenä kielenä. Useat aineiston työpaikoista vaativat korkeaa koulutusta ja ovat korkeapalkkaisia sekä arvostettuja. Englannin kieli kulkee usein käsi kädessä korkean aseman kanssa.

Kielivaatimukset ilmaistaan usein nimenomaan vaatimuksena, mutta toisinaan myös etuna. Vaatimuksena esitetyt kielet on usein eritelty selkeästi, kun taas etuna ne saatetaan esittää suoraa tiettyyn yhteen kieleen viittaamatta, esimerkiksi *Nordic languages*. Jotkin ilmoitukset ilmaisevat myös vaatimukset hieman löyhemmin, esimerkiksi vaatimuksena on suomen tai englannin kielen taito. Myös se, kuinka vahvaa kielitaitoa tehtävä vaatii, vaihtelee. Jotkut ilmoitukset kuvailevat kielivaatimusta hyvin tarkastikin, tehtävä voi esimerkiksi vaatia englannin kielen taitoa, kykyä käyttää kieltä suullisesti ja kirjallisesti, ilmaisemaan teknistä tietoa selkeästi ja ytimekkäästi. Jotkut ilmoitukset käyttivät hyödykseen CEFR:ia eli Eurooppalaista kielitaidon viitekehystä ja ilmaisevat tietyn tason, jota hakijoilta toivovat. Tämä osoittaa sen, että vaatimusten esittämisessä on suuri määrä vaihtelua.

Verrattuna muihin vaatimuksiin, kuten koulutukseen tai kokemukseen, kielivaatimukset esitetään usein lyhyesti. Esimerkiksi eräässä ilmoituksessa vaatimukset liittyen koulutukseen ilmaistaan 14 sanalla, koulutukseen liittyvät 31 sanalla ja kieleen liittyvät yhdeksällä sanalla. Koulutus- ja kokemusvaatimukset myös noudattavat todennäköisemmin samankaltaista kaavaa useissa ilmoituksissa, kun taas kielivaatimuksissa on enemmän vaihtelua. Kielivaatimukset saatetaan myös ilmaista samassa yhteydessä muiden vaatimusten kanssa, esimerkiksi kielitaito ja kommunikaatitaito tai kielitaito ja persoona tai kiinnostuksen kohteet. Koulutus ja kokemus saavat usein oman osionsa ilmoituksissa.

Kielivaatimukset sijoittuvat yleensä ilmoitusten keskivaiheille tai loppuun. Tämä sekä niiden rajallinen pituus voivat heijastaa työnantajan heikompaan arvostusta kielitaitoja kohtaan tai sen pienemmän hyödyn näkemistä työtehtävien kannalta.

Korpusanalyysin kautta selviää, että *Finnish* on 79. yleisin sana korpuksessa. *Skills* on 34. ja *communication* 82. yleisin Sana *Finnish* voi tarkoittaa sekä suomen kieltä että suomalaista ja vaikka taidot ja kommunikaatio ovat liitännäisiä kielivaatimuksiin, ne voivat esiintyä myös muissa konteksteissa. Yleisellä tasolla ei voida siis sanoa, että kieleen liittyvällä sanastolla olisi korkea frekvenssi tässä korpuksessa.

Sanan *language* yleisimmät kollokaatit olivat *Finnish*, *skills* sekä *English*, mikä vahvistaa suomen ja englannin kielen suosion. Konstruktiio *language skills* esiintyy korpuksessa 24 kertaa 18 eri tekstissä. Tätä konstruktiota käytetään sekä suomen että englannin kielen kanssa. *Language* esiintyy korpuksessa 58 kertaa 40 tekstissä ja *languages* 16 kertaa 15 eri tekstissä. Tätä sanaa tarkastellessa on muistettava, että *kieli* saattaa viitata myös esimerkiksi ohjelmointikieliin, esimerkiksi 16 osumasta yhdeksän viittaa johonkin muuhun kuin puhuttuun kieleen.

English esiintyy korpuksessa 150 kertaa 116 eri tekstissä. *Finnish* esiintyy 127 kertaa 76 tekstissä. Eli myös sanastotasolla englanti esiintyy suomea tiheämmin. *Swedish* esiintyy 13 kertaa 12 tekstissä. Sana *proficiency* esiintyy korpuksessa 37 kertaa ja sen yleisimpiin kollokaatteihin kuuluvat *in, English, Finnish* ja *language*. Tyypillinen ilmaisu ilmoituksissa onkin ”Proficiency in Finnish and English language.”. *Fluency* esiintyy teksteissä 21 kertaa ja *fluent* 36 kertaa 34 tekstissä. Yleisiä kollokaatteja niille ovat esimerkiksi *English, Finnish, written, spoken, skills* sekä *language*. Termiä *native-level* tai *native level* käytetään kahdessa ilmoituksessa, joissa etsitään hakijoita tehtäviin, jotka ovat suorassa yhteydessä vaadittuun kieleen, esimerkiksi suomen kielen AI-kouluttaja.

Sana *ability* esiintyy 136 kertaa 69 tekstissä. Kielivaatimusten kontekstissa sitä käytetään esimerkiksi seuraavanlaisissa lauseissa: “ability to communicate in Finnish”, mutta useammin sitä käytetään, kun kuvaillaan esimerkiksi työskentelytapoja tai muita taitoja, esimerkiksi “ability to work independently”.

Sanastotason vaihtelu kielivaatimusten kuvailussa on siis merkittävää, ja yksi ilmoitus voi käyttää useita eri termejä. Esimerkiksi ilmaisusta “Proficiency in Finnish and good communication skills in English” voi työnhakijan olla haastavaa päätellä, minkä tasoista kielitaitoa missäkin kielessä toivotaan.

Työpaikkailmoitukset on usein jäsennetty otsikoiden avulla. Tyypillisimmät otsikot, joiden alla kielivaatimukset on esitetty ovat “requirements”, “qualifications” sekä “who we are looking for”. Otsikot ovat tyypillisesti lyhyitä, mutta kuvailevia, ja oma osio kielivaatimuksille on hyvin harvinaista.

Yksi huomattavimpia kielivaatimusten piirteitä on tulosten perusteella vaihtelu. Halutuimmat kielet ovat englanti ja suomi. Kielivaatimukset ilmaistaan yleensä nimenomaan vaatimuksina työstä suoriutumiseen. Verrattuna muihin vaatimuksiin, kielivaatimukset eivät seuraa yhtä vakiintunutta kaavaa, ja ne esitetään vaatimusten joukossa viimeisinä, mikä indikoi esimerkiksi kielitaidon arvostusta.” Proficiency in English” sekä ”Fluent in Finnish” ja ”Fluency in English language skills” ovat tyypillisiä ilmaisuja, joita työpaikkailmoituksissa käytetään.

Tämä tutkimus hyödynsi pientä korpusta, joten tuloksia pitää tarkastella kriittisesti. Tutkimusta voisi kehittää tuomalla siihen vertailevan näkökulman toisen korpuksen avulla. Tämä kasvattaisi datan määrää. Useamman korpuksen avulla olisi mahdollista vertailla mikä on tyypillinen frekvenssi kullekin sanalle. Kielivaatimusten ilmaisua kehittäisi yhtenäinen toimintatapa tai ohje vaatimusten ilmaisulle, jota kaikki ilmoitukset käyttäisivät. Selkeät ilmaisut tehostaisivat sekä työnhakijoiden että työnantajien ajankäyttöä, erityisesti aikana,

jona vieraskielisiä työnhakijoita on suuri määrä. Myös hakukoneiden kehittäminen niin, että suodattaminen olisi mahdollista kielivaatimusten mukaan tehostaisi rekrytointiprosessia.