Attitudes and experiences in Parallel Languages at the department of History of Religion
Hengameh Moadeli

Abstract
The purpose of this case study is to obtain deeper knowledge about students’ and teachers’ beliefs and attitudes towards the arrangement of using two languages for study at university level in one humanities field. This case study was conducted through semi-structured interviews with ten students and two teachers at the Department of History of Religion at Stockholm University.

Our findings show that the majority of students perceive using two languages in one field as positive and that the (perceived) long-term benefits of being more proficient in English outweigh the immediate problems of more time-consuming reading. Both subject groups described using English as a medium in of education as a natural part of studying at a university and knowing academic English was perceived as a fundamental part of being a student. Although the teachers stated that the motivation behind using English textbooks was not to enhance the students’ language proficiency, most students believed that the advantage they could get from using English textbooks was to become more proficient in English or at least more familiar with academic English. One feature of this case study is to show the impact of having an inadequate knowledge of academic English which is rooted in insufficient training in the upper-secondary school system.

Key words: Internationalization, attitudes and beliefs, Parallel languages, English textbooks, Department of History of Religion