This thesis examines student learning in the parallel-language environment, where the reading is in English, and the lectures are in the local language (Swedish). A particular focus is given on Swedish students’ learning from reading in English and the learning of subject-specific terminology in English.

**OBSERVATIONAL STUDIES**

**STUDY I**

Multilingual reading proficiency in an emerging parallel-language environment (JEAP, 12, 166-179)

Aim: The study investigated the relationship of Swedish students’ reading habits and abilities in Swedish and English.

Participants: 34 first-year undergraduate biology students at Stockholm University.

Results:
- The study found correlation between English reading ability and some of the reading habits measures;
- The students’ leisure reading included both Swedish and English material, and their choice between the two depended primarily on factors such as quality and availability, and not language;
- The results suggest that many students in the parallel-language environments are highly biliterate.

**STUDY II**

High-proficiency L2 reading: Effects of time and language of protocol on recall quantity and quality

Aim: The study investigated the academic L2 reading comprehension of Swedish students and the effects of reading time and the language of reading response on their reading scores.

Participants: first-year undergraduate biology students – 125 Swedish (L2 readers), 49 British (L1 readers).

Results:
- When reading for a longer time, high-proficiency L2 users’ reading is at L1 level in terms of quantitative and qualitative recall of content, but not recall of terminology;
- L2 readers who chose to report in their L2 had a higher reading comprehension as measured by the multiple-choice test;
- L2 readers who chose to report in their L2 were at a disadvantage in the recall task, as their scores were not higher than those of L2 readers who chose to write in their L1.

**STUDY III**

Learning terminology from reading texts in English: The effects of note-taking strategies (NJES, 13(1), 133-161)

Aim: The study investigated the relationship between reading, note-taking strategies, and the learning of English terms among Swedish students.

Participants: 181 first-term students of undergraduate English studies.

Results:
- Students who took more extensive notes and who engaged with the text better learnt more terms;
- The nature of student notes was affected by the position of the term in the text, and the language, complexity and length of term description;
- Time was a factor in this study: Some students sacrificed the quality of their notes for quantity.

**STUDY IV**

Learning L2 terminology in a parallel-language HE course: The effect of medium and order of exposure

Aim: The study investigated the effect of medium (reading L2 English, lecture in L1 Swedish) and the effect of order of media exposure on the learning and perception of learning of subject-specific terminology in English.

Participants: 130 first-term students of undergraduate English studies.

Results:
- Added exposure in different contexts (reading, lecture), even when brief, contributed to learning;
- Students retained more of what they learnt from the L2 reading than the L1 lecture;
- The order of media exposure did not affect learning;
- Students underestimated knowledge learnt from reading in L2 and overestimated knowledge learnt from the L1 lecture.

**EAP support**

- Give language support to students with poor English proficiency;
- Teach reading strategies: to improve reading in L1 and L2; to increase speed of reading and learning in L2; to be aware of the trade-off between time and reading quality;
- Teach note-taking strategies: take extensive notes, preferably in L1; note high-level ideas; make connections to previous knowledge.

**IMPLICATIONS FOR TEACHING**

**Content teachers**

- Explain how different types of knowledge are learnt in different contexts;
- Explain the goals of different learning activities;
- Clearly connect reading and lectures refer to reading in lectures;
- Support L2 terminology learning in lectures and seminars (e.g. mentions of terms);
- Encourage students to write in L1, if the purpose is not to assess productive L2 academic skills.