

# Curriculum Vitae of Hans Malmström

## PERSONAL INFORMATION

### *Academic address:*

Department of Communication and Learning in Science  
Chalmers University of Technology  
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SE-412 96 Göteborg  
Sweden

*Academic/professional affiliation(s):* Chalmers University of Technology

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## DEGREES

PhD in English Linguistics (2008), Lund University, Sweden

BA in English (minor in Law) (2003), Lund University, Sweden

## EMPLOYMENT AND APPOINTMENTS

Deputy Head (Research and Graduate Education), Department of Communication and Learning in Science, Chalmers University of Technology, Sweden (2018 – present)

Associate Professor, Chalmers University of Technology, Sweden (2017 – present)

Visiting Scholar, Harvard University, USA (2016)

Reader, Lund University, Sweden (2015 – present)

Senior Lecturer, Chalmers University of Technology, Sweden (2011-2017)

Postdoctoral Research Fellow, Centre for Languages and Literature, Lund University, Sweden (2011-2014)

Process Manager KTH-CDIO, Learning Lab/Unit for Staff Pedagogy/Development, KTH Royal Institute of Technology, Sweden (2009-2010)

Visiting Lecturer, KTH Royal Institute of Technology, Sweden (2008-2010)

Doctoral student; Lecturer, English Department/Centre for Languages and Literature, Lund University, Sweden (2003-2008)

## RESEARCH GRANTS

### Major:

Swedish Research Council. 2014–2016. Deputy Principle Investigator of the project *Does English Medium Instruction develop professional English literacy: A longitudinal study of master's level education in Sweden* (grant number 2013-2373), involving six researchers at three universities. Amount of award: approximately USD 735,000.

Swedish Foundation for Humanities and Social Sciences. 2011. Principle Investigator of the project *Metapragmatics meets theology: The metadiscourse of contemporary preaching* (grant number LS10-1230:2-T). Amount of award: approximately USD 155,000.

Swedish Research Council. 2009–2011. Co-applicant on the project *Effects of English-medium textbooks on vocabulary acquisition: Lessons for Swedish universities* (grant number 2008-5584; Principal Investigator: Philip Shaw). Amount of award: approximately USD 445,000.

### Minor:

The Åke Wiberg Foundation. 2019. Pilot research grant. Amount of award: USD 5,000

The Royal Society of Arts and Sciences in Gothenburg. 2018. Travel grant. Amount of award: approximately USD 1,300

The Royal Society of Arts and Sciences in Gothenburg. 2017. Travel grant. Amount of award: approximately USD 2,000

Swedish Foundation for Humanities and Social Sciences. 2014. Publication grant. Amount of award: approximately USD 5,500.

The Elisabeth Rausing Memorial Fund. 2013. Travel grant. Amount of award: approximately USD 2,300.

The Elisabeth Rausing Memorial Fund. 2011. Travel grant. Amount of award: approximately USD 2,700.

The Anna Cecilia and Otto Sigfrid Granmark Foundation. 2006. Research infrastructure grant. Amount of award: approximately USD 1,600.

## PROFESSIONAL SERVICE

### Editorial responsibilities

Series Editor (with Diane Pecorari), [\*Routledge Studies in English-Medium Instruction\*](#), Routledge

Editor (with Diane Pecorari), [\*Journal of English-Medium Instruction\*](#), John Benjamins.

Guest Editor (with Diane Pecorari), *TESOL Quarterly*, 52(3): “[At the cross-roads of TESOL and English Medium Instruction](#)” (2018 Special Topic Issue)

### Peer review

Peer reviewer for the following academic journals:

*TESOL Quarterly; Journal of Second Language Writing; Journal of English for Academic Purposes; European Journal of Engineering Education; International Journal of Applied Linguistics; International Journal of Listening; Australian Journal of Linguistics; Journal of Academic Writing; Nordic Journal of English Studies; Text & Talk*

### Other professional service

Chairman, Faculty Assembly, Department of Communication and Learning in Science, Chalmers University of Technology, Sweden (2017 –2019)

Member, Department Management Group, Department of Communication and Learning in Science, Chalmers University of Technology, Sweden (2018 –)

Member, Graduate Education Board/Doctoral Program Committee, Chalmers University of Technology, Sweden (2018 –)

Member, Applied Physics Program Committee, Department of Physics, Chalmers University of Technology, Sweden (2020 –)

Language and Communication Coordinator for the programs in Applied Physics and Applied Mathematics at Chalmers University of Technology, Sweden (2011 –)

Department Board member, English Department/Centre for Languages and Literature, Lund University, Sweden (2004 – 2005)

Doctoral students' representative (Department as well as Faculty level), Centre for Languages and Literature/Faculties of Humanities and Theology, Lund University, Sweden (2003 – 2006)

## **TEACHING AND SUPERVISION**

### Teaching (stand-alone courses only)

Research Methodology and Research Design; Written Proficiency; Writing Reports in English; Technical English; Professional Writing for Engineers; Research Methodology and Scientific Writing; Introduction to Writing for Publication; Introduction to Technical Communication; English for Engineers; Communication in Applied Science

### Awards

Chalmers Pedagogy Award 2020 (with Jonathan Weidow and Magnus Karlsteen) "...for their cross-disciplinary teaching collaboration and successful development work..."

### Graduate student supervision (ongoing)

Marcus Warnby, Stockholm University (Investigating upper secondary students' Swedish and English passive academic vocabulary), Graduate School in Learning, teaching and assessment of Swedish and English.

## PUBLICATIONS

1. Mežek, Š., Pecorari, D., & Malmström, H. (In Preparation, under contract). English-Medium Instruction in Swedish Higher Education: Glocal Lessons for the International University. Springer (Educational Linguistics, Research monograph).
2. Malmström, H. & Pecorari, D. (In Press). Disciplinary literacies: A nexus for content and language teacher practice. In A. Doiz & D. Lasagabaster (Eds.), *Global perspectives on language aspects and teacher development in English-Medium Instruction*. London: Routledge.
3. Malmström, H., Enger, J., Karlsteen, M., & Weidow, J. (2020). Integrating CAD, 3D-printing technology and oral communication to enhance students' physics understanding and disciplinary literacy. *European Journal of Physics* (Accepted and available Open Access online/Issue to be assigned).  
<https://iopscience.iop.org/article/10.1088/1361-6404/aba6bd>
4. Malmström, H. (2020). Doktorandhandledning på distans – utmaningar, möjligheter och strategier. Rapport. <https://research.chalmers.se/publication/518872>
5. Pecorari, D., Shaw, P., & Malmström, H. (2019). Developing a new academic vocabulary test. *Journal of English for Academic Purposes* 39, 59-71.  
<https://doi.org/10.1016/j.jeap.2019.02.004>
6. Malmström, H. (2019). 'Academese', 'church chat' and the fear of alienating the congregation: Exploring church preaching as a lexical environment. *Journal of Applied Linguistics and Professional Practice*, 12(1), 50-71.  
<https://doi.org/10.1558/jalpp.33771>
7. Pecorari, D., & Malmström, H. (2019). Measuring Academic Vocabulary Knowledge: Triangulating Measures of Receptive and Productive Knowledge. Paper presented at *54th RELC International Conference and 5th Asia-Pacific LSP and Professional Communication Association Conference*, Singapore, Singapore, March, 2019.
8. Malmström, H., & Pecorari, D. (2019). EMI and the vocabulary challenge. Paper presented at *EMI Practices in Europe*. Copenhagen, Denmark, April, 2019.
9. Pecorari, D., & Malmström, H. (2019). Triangulating measures of academic vocabulary knowledge in L2 users of English. Paper presented at *BALEAP Conference 2019*, University of Leeds, April, 2019.
10. Malmström, H., Weidow, J., Karlsteen, M., & Enger J. (2019). Creating sites of disciplinary knowledge: integrating physics and oral communication. Paper presented at *The 2019 AAPT Winter Meeting (American Association of Physics Teachers)*, Houston, USA January, 2019.
11. Pecorari, D., & Malmström, H. (2018). At the Crossroads of TESOL and English Medium Instruction. *TESOL Quarterly*, 52(3), 497–515.  
<https://doi.org/10.1002/tesq.470>
12. Malmström, H., Pecorari, D., & Shaw, P. (2018). Words for what? Contrasting university students' receptive and productive academic vocabulary needs. *English for Specific Purposes*, 50, 28-39. <https://doi.org/10.1016/j.esp.2017.11.002>
13. Malmström, H. (2018). Uncovering English-Medium-Instruction: Glocal Issues in Higher Education, by Branka Drljača Margić, Irena Vodopija-Krstanovi. (Book Review). *Journal of English for Academic Purposes*, 33, pp. 120-122.  
<https://doi.org/10.1016/j.jeap.2018.02.007>
14. Malmström, H., & Pecorari, D. (2018). Receptive and productive academic vocabulary: A mixed-methods corpus investigation. Paper presented at *TaLC 13*

*Teaching and Language Corpora Conference*, Cambridge, United Kingdom, July, 2018.

15. Pecorari, D., & Malmström, H. (2018). Vocabulary knowledge in receptive and productive genres in the English-medium environment. Paper presented at *NFEAP Summer Conference 2018: The Future of Genres*, Oslo, Norway, June, 2018.
16. Pecorari, D., & Malmström, H. (2018). Vocabulary knowledge in English-Medium Instruction: Receptive and productive perspectives. Paper presented at *The 16th Asia TEFL International Conference & The 6th Hong Kong Association for Applied Linguistics Conference*, Macao, China, June, 2018.
17. Malmström, H., & Eriksson, D. (2018). Communicating to Learn Multivariable Calculus: Students' Blackboard Presentations as a Means for Enhancing Mathematics Learning. *PRIMUS*, 28(8), 726–741. <https://doi.org/10.1080/10511970.2017.1408045>
18. Malmström, H. (2018). Appraisal, Preaching and the Religious Other: The Rhetorical Appropriation of Interreligious Positions in Sermonic Discourse. *International Journal of Practical Theology*, 22(1), 40–57. <https://doi.org/10.1515/ijpt-2017-0016>
19. Malmström H. (2017). Preaching as internal interreligious dialogue: A Harvard case study. *Homiletic*, 42 (2), 15–33.
20. Malmström, H., Mežek, Š., Pecorari, D., Shaw, P., & Irvine, A. (2017). Engaging with terminology in the multilingual classroom: Teachers' practices for bridging the gap between L1 lectures and English reading. *Classroom Discourse*, 8(1), 3–18.
21. Pecorari, D., Malmström, H., & Shaw, P. (2017). Vocabulary for academic reading in the EMI environment. Paper presented at *The ILA (International Linguistic Association) 62nd Annual Conference*, Hong Kong, May, 2017.
22. Malmström, H. (2016). Engaging the congregation: the place of metadiscourse in contemporary preaching. *Applied Linguistics*, 37(4), 561–582. <https://doi.org/10.1093/applin/amu052>
23. Malmström, H., Pecorari, D. & Gustafsson, M. (2016). Coverage and development of academic vocabulary in assessment texts in English medium instruction. In S. Göpferich & I. Neumann (Eds.), *Developing and assessing academic and professional writing skills* (pp. 45–69). Frankfurt: Peter Lang.
24. Pecorari, D., & Malmström, H. (2016). Productive academic vocabulary. Paper presented at *BAAL (British Association of Applied Linguistics)*, Cambridge, United Kingdom, September, 2016.
25. Pecorari, D., & Malmström, H. (2016). Receptive and productive academic language in use: Academic vocabulary as a case study. Paper presented at *LUNAS: Academic Language Use and Academic Literacies from a Multilingual Perspective in Nordic Educational Contexts*, Copenhagen, Denmark, May, 2016.
26. Pecorari, D., & Malmström, H. (2016). How many academic vocabularies do students need? Paper presented at *ASLA (Association Suédoise de Linguistique Appliquée): Language and Norm*, Uppsala, April, 2016.
27. Mežek, Š, Pecorari, D., Shaw, P., Irvine, A., & Malmström, H. (2015). Learning subject-specific L2 terminology: The effect of medium and order of exposure. *English for Specific Purposes*, 38, 57–69. <https://doi.org/10.1016/j.esp.2014.11.004>
28. Pecorari, D., Shaw, P., Irvine, A. & Malmström, H. (2015). English textbooks in parallel-language tertiary education. In H. Basturkmen (Ed.), *English for Academic Purposes*, No 65, Routledge, London [reprinted from 2011].
29. Malmström, H. (2015). Hedging, boosting and language appeals: Preachers exploring the epistemic continuum. *Annual Papers of the Academy of Homiletics*, 345–356.

30. Malmström, H. (2015). "Listen and understand what I am saying": Church-listening as a challenge for non-native listeners of English in the UK. *International Journal of Listening*, 1, 50–64. <https://doi.org/10.1080/10904018.2014.880928>
31. Malmström, H. (2015). Preaching in uncertain terms: the place of hedging language in contemporary sermonic discourse. *Functions of Language*, 22(3), 332–361. <https://doi.org/10.1075/fof.22.3.02mal>
32. Malmström, H. (2015). The "other" voice in preaching: Intertextual form and function in contemporary English sermonic discourse. *The Journal of Communication and Religion*, 38(2), 80–99.
33. Malmström, H. (2015). What is your darkness? An empirical study of interrogative practices in sermonic discourse. *International Journal of Practical Theology*, 19(2), 247–270. <https://doi.org/10.1515/ijpt-2014-0019>
34. Malmström, H., Gustafsson, M., & Pecorari, D. (2015). Using vocabulary as an indicator of development of academic literacy and academic success. Paper presented at *8th Biennial Conference of the European Association for the Teaching of Academic Writing (EATAW)*, Tallinn, June, 2015.
35. Pecorari, D., Shaw, P., & Malmström, H. (2015). Academic vocabulary size as a predictor of academic success. Paper presented at *BALEAP (The Global Forum for EAP Professionals)*, Leicester, April, 2015
36. Shaw, P., Malmström, H., Mezek, S., & Pecorari, D. (2015). Where they're coming from: roles for English textbooks where lectures are in foreign languages. Paper presented at *BALEAP (The Global Forum for EAP Professionals)*, Leicester, April, 2015.
37. Eriksson, A., Gustafsson, M., & Malmström, H. (2015). PROFiLE (Professional Literacy in English): a longitudinal study of the relationship between English as the medium of instruction and the development of professional English literacy. Paper presented at *Integrating Content and Language in Higher Education (ICLHE 2015)*, Brussels, Belgium, September, 2015.
38. Malmström, H. (2015). Hedging, boosting and language appeals: preachers exploring the epistemic continuum. Paper presented at *Academy of Homiletics 2015 Annual Meeting, Nashville, TN, USA, December, 2015*.
39. Malmström, H. (2013). The sermon as audience challenge? Investigating vocabulary in contemporary English preaching. *Annual Papers of the Academy of Homiletics*, 321–333.
40. Gustafsson, M. & Malmström, H. (2013). Master level writing in Engineering and productive vocabulary: What does measuring academic vocabulary levels tell us? In Johannesson, N.-L., Melchers, G. & Björkman, B. (Eds.) *Of butterflies and birds, of dialects and genres. Essays in honour of Philip Shaw*, 123-140. Stockholm: Stockholm Studies in English.
41. Pecorari, D., Shaw, P., Irvine, A., Malmström, H., & Mežek, Š. (2012). Reading in tertiary education: Undergraduate student practices and attitudes. *Quality in Higher Education*, 18, 235–256. <https://doi.org/10.1080/13538322.2012.706464>
42. Shaw, P., Irvine, A., Malmström, H., Mežek, Š. & Pecorari, D. (2012). Engelska på köpet? Implicit språkinläring i den parallelspråkiga högskolan. *Resultatdialog 2012. Vetenskapsrådets rapportserie 7*, 153–166.
43. Pecorari, D., Malmström, H., Mezek, S., & Shaw, P. (2012). Incidental language learning in the Swedish parallel language university: Outcomes and influences. Panel at *CALPIU '12, Roskilde University, 3-5 April*.



44. Mezek, S., Irvine, A., & Malmström, H. (2012). Books in English, lecture in Swedish: How well does it work? Paper presented at *ASLA Symposium, Linköping University, Linköping, 12 May*.
45. Irvine, A., Malmström, H., & Mezek, S. (2012). World Englishes, biology terms and academic vocabulary: how level is the playing field? Paper presented at *Iawe (International Association of World Englishes), City University of Hong Kong and Sun Yat-Sen University, Guangzhou, 6-9 December*.
46. Shaw, P., Pecorari, D., Irvine, A., & Malmström, H. (2012). Conditions for vocabulary acquisition in multi-modal and multilingual environments. Paper presented at *EUROSLA (European Second Language Association), Stockholm, 8-10 September*.
47. Irvine, A., Malmström, H., & Mezek, S. (2012). Comparing the academic and subject-specific vocabulary knowledge of L1 and L2 students at the outset of their undergraduate studies in a UK university. Paper presented at *BAAL (45th Annual Meeting of the British Association of Applied Linguistics), University of Southampton, 6-8 September*.
48. Pecorari, D., Shaw, P., Irvine, A. & Malmström, H. (2011). English for Academic Purposes at Swedish Universities: Teachers' objectives and practices. *Ibérica*, 22, 58–78.
49. Pecorari, D., Shaw, P., Irvine, A. & Malmström, H. (2011). English textbooks in parallel-language tertiary education. *TESOL Quarterly*, 45, 313–333. [Reprinted in Basturkmen, H. (Ed.) (2015), *English for academic purposes*. London: Routledge.] <https://doi.org/10.5054/tq.2011.247709>
50. Malmström, H., Mežek, Š., Shaw, P., Pecorari, D., & Irvine, A. (2011). Teacher practices and vocabulary exposure in the content classroom: incidental English vocabulary acquisition in the parallel language university. Paper presented at *AILA (World Congress of Applied Linguistics), Beijing, 23-28 August*.
51. Shaw, P., Irvine, A., Malmström, H. & Pecorari, D. (2010). Intertextual episodes in lectures: A classification from the perspective of incidental learning from reading. *Hermes Journal of Language and Communication Studies*, 45, 115–128.
52. Carlsson C-J., Edström, K. & Malmström H. (2010). Engineering and communication integrated learning: Collaboration strategies for skills and subject experts. *Proceedings of the 6th International CDIO Conference, École Polytechnique, Montréal, June 15-18*.
53. Malmström, H. (2008). Knowledge-stating verbs and contexts of accountability in linguistic and literary academic discourse. *Nordic Journal of English Studies*. 7(3), 35–60. Special Issue: *English for Academic Purposes*. <http://ojs.ub.gu.se/ojs/index.php/njes/article/view/151>
54. Malmström, H. (2007). *Accountability and the making of knowledge statements: A study of academic discourse*. Lund University: Doctoral Thesis. ISBN 978-91-628-7370-7.