# Thomas M. Amundrud

*Curriculum Vitae*

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# Chronology of Education

**PhD in Linguistics July 2017**

Department of Linguistics, Macquarie University Supervisor: John Knox

Dissertation Title: Analyzing classroom teacher-student consultations: A systemic-

multimodal perspective

# M.A. in Communication 2000

Department of Communication, University of South Florida Advisor: Gilbert Rodman

*Concentration:* Cultural Studies

# B.A. in Humanities 1997

Department of Philosophy, University of Central Florida Advisor: Daniel White

# Chronology of Academic Employment

## Associate Professor April 2016 - present

**Lecturer April 2012 - March 2016**

*Faculty of English Education, Nara University of Education*

* Convenes oral communication courses for first and second year domestic and international students.
	+ First year students have a curriculum balanced between guided extensive reading and the discussion of graded readers in a structured reading circle curriculum genre..
	+ Second year students follow an English for General Academic Purposes (EGAP) program, developing presentation, discussion, reading, and academic listening skills.
* Conducts an academic writing course that teaches common genres of paragraph and essay organization for English education majors and minors.
* Convenes courses on World Englishes and intercultural communication for English education majors and minors.
* Conducts a drama-based course training future secondary English teachers on how to teach practical expressions in oral communications courses.
* Teaches an advanced course for upper-division English education majors on discourse analysis and its application to language teaching.
* Utilizes Moodle, Teams, and other applications to deliver synchronous, asynchronous, and hybrid digital learning for both remote and face-to-face lessons.

## Part-time lecturer April 2012 - present

*Kyoto Sangyo University*

* Lead form-focused oral communication courses for lower intermediate first year students that concentrate on developing conversational and pragmatic fluency.

## Full-time Foreign Language Lecturer April 2007 - March 2012

**Part-time lecturer April 2004 - March 2007**

*Ritsumeikan University.*

* Designed and led courses in advanced EGAP reading, writing, listening and speaking in the Faculty of Letters’ Academic Skills Program (ASP). The ASP courses followed a rigorous curriculum including presentations, topical discussions, and essay writing.
* Also conducted oral communication, reading, writing, and TOEFL preparatory courses at pre-, lower-, and upper-intermediate levels.
* Founded and led of the Ritsumeikan TEFL Faculty Development Roundtable from 2007 to 2012, an inter-faculty forum for language teacher discussion.

## Part-time lecturer April 2007 - March 2012

*Kyoto Institute of Technology*

* Led oral communication courses for second-year Engineering and Natural Science majors with a focus on presentation skills for future technical professions.

## Part-time lecturer April 2005 - March 2007

*Kobe Shoin Women’s Junior College*

* Taught first-year oral communication courses, with a focus on practical English for everyday situations, both in Japan and overseas.

## Part-time lecturer April 2004 - March 2007

*Osaka University*

* Developed fluency-oriented oral communication courses for first year students, and topical, presentation-based courses for second-year students. Advanced second-year courses included final debate to consolidate debate and discussion abilities.
* Also taught academic listening skills for advanced first year domestic and international students.

## Part-time lecturer September 2003 - March 2004

*Ryukoku University*

* Co-taught a remedial English course for Chinese students in the Faculty of Economics.

# Relevant Non-Academic Employment

## Intercultural Communication instructor September 2005 - February 2006

*ECC International College*

* Conducted an intercultural communication for students in their last semester before study abroad to teach students both the practical aspects of dealing with day-to-day life in a foreign country, as well as training them in greater awareness of how to deal with cultural differences and misunderstandings.

## English instructor April 2003 - February 2005

*Osaka College of Foreign Languages*

* Taught first and second-year oral communication courses, particularly for students entering the tourism industry.

## Business English instructor October 2002 - September 2004

*Create Ltd.*

* Developed and conducted an array of oral communication courses, weekend intensives on social etiquette and presentation skills, and TOEIC preparation workshops for employees of a major Japanese pharmaceutical company.

## English instructor November 2000 - September 2002

*Nova Group*

* Taught oral communication at a range of student levels, with a focus on improving student fluency and conversational acuity.

# Grants

April 2019 - March 2023 Japan Society for the Promotion of Science

Title: Examining Japanese Teachers of English use of classroom space, gaze, and gesture when teaching English in English (19K00908).

Grant total: ¥2,730,000

# Awards

* Japan Association for Language Teaching (JALT) College & University Educators Special Interest Group Scholar Award, 2008
* Recipient of Macquarie University Linguistics Department Research Enhancement Fund (REF) support for dissertation research design and conference presentations, 2011 and 2012

# Japanese Ability

JLPT Level N2, January 2012

# Academic Organizations

April 2007 - present. Japan Association for Language Teaching

June 2011 - present. Japan Association for Systemic Functional Linguistics April 2018 - present. Japan Association of College English Teachers

# Service And Outreach

**Local Outreach and Service**

Membership chair of the Kyoto Chapter of JALT, November 2008 - November 2013. Program chair of the Kyoto Chapter of the Japan Association for Language Teaching (JALT), November 2013 - November 2017.

President of the Kyoto Chapter of the Japan Association for Language Teaching (JALT), November 2017-present.

Judge, Osaka Inter High School Recitation and Speech Contest, Tezukayama High School, Osaka, 2011-2018.

Member of the Nara Prefectural English Education Improvement Subcommittee, 2017 to present.

# Editorial Assistance

Proofreader for the Gender Awareness in Language Education (GALE) SIG Journal, Autumn 2009 and 2012.

Editorial committee member, Kyoto JALT Journal, 2014 to 2016. Reviewer for JALT 2020 Postconference Publication

Reviewer for Asia Pacific Journal of Education, Bilingual Research Journal, and Language and Education, 2020 to present.

# Conference Organizing

Anonymous referee for the 33rd and 34th Annual Conferences of JALT, Tokyo, November 2007 and 2008.

Program Co-chair for the 9th Pan-SIG Conference of JALT, Takatsuki, Japan, May 23 - 24, 2010. Co-chair of 2014 Teacher’s Journey’s Conference of the JALT Teacher Education SIG, Kyoto, Japan, June 22, 2015.

Co-chair of 2015 ICT and Language Education Conference hosted by Kyoto JALT, Kyoto, Japan, October 16, 2015.

Program Co-chair, SFLIG (Systemic Functional Linguistics Interest Group) 2021 Online International Conference

# University Committees and Service

Founder and Co-Coordinator of the Ritsumeikan TEFL Faculty Development Roundtable, 2007 - 2012.

Member of Ritsumeikan University Entrance Exam Committee, 2009.

Co-teacher at the Ritsumeikan University Center for Language Acquisition (CLA) of the Summer Session on Learner-centered Language Teaching for Secondary School Teachers, August 2 - 6, 2010.

Convener of Nara University of Education Secondary School English Teacher License Recertification Seminar, 2013, 2015, 2017, & 2019.

Member of Entrance Exam Committee for Nara University of Education, Faculty of English Education, 2012 - present.

Member of Nara University of Education Library Management Committee, April 2018-March 2020.

Member of the Nara University of Education Faculty Development Committee, April 2020-March 2021.

# Publications

**Dissertation**

Amundrud, T. (2017). *Analyzing classroom teacher-student consultations: A systemic- multimodal perspective* (Unpublished dissertation). Macquarie University, Sydney. https://www.researchonline.mq.edu.au/vital/access/manager/Repository/mq:71166

# Research Articles

Amundrud, T. (2008). Talking about the roles of non-Japanese teachers of English. In K. Bradford-Watts (Ed.), *JALT2007 Conference Proceedings* (pp.90-102). JALT.

Amundrud, T. (2011). On observing student silence. *Qualitative Inquiry*, *17*(4), 334-342. Amundrud, T. (2012). A first look at classroom curriculum genres in Japanese tertiary EFL.

*Proceedings of JASFL, 6*, 11-18.

Amundrud, T. (2012). Face-Threatening Acts (FTAs) in advanced Non-Native English Speaker (NNES) emails: A study of interlanguage pragmatics. *Bulletin of Nara University of Education, 61*(1), 183-190.

Amundrud, T. (2015). Individual feedback consultations in Japanese tertiary EFL: A Systemic semiotic exploration. *English Australia Journal, 30*(2), 40-64.

Amundrud, T. (2018). Classroom Systemic-Functional Multimodal Discourse Analysis (SF- MDA): Looking at gesture in teacher-student in-class consultations. *Proceedings of JASFL, 12*, 33-46.

Akazawa, H., Nakaya,, R., Hashizakli, Y., Matsubara, M., Sera, K., **Amundrud, T**., Yamamoto, Y., Natsuhara, T., & Wakamori, T. (2021). How do we support our students in non-face-to-face instruction at Nara University of Education? Focusing on tablet PCs. *Bulletin of Teacher Education Center for the Future Generation* 7, 203-214.

# Book chapters

Amundrud, T. (2019). Applying multimodal research to the tertiary foreign language classroom: Looking at gaze. In H. Da Silva-Joyce and S. Feez, *Multimodality across classrooms: Learning about and through different modalities* (pp.160-177). Routledge.

Amundrud, T. (2020). Metaphor in gesture: A brief survey in Conceptual Metaphor Theory(CMT) and Systemic-Functional Multimodal Discourse Analysis (SF-MDA). In Y. Yonekura (Ed.), ことばから心へ ー 認知の深淵 [From word to heart: The depths of cognition] (pp.66-

77). Kaitakusha.

# Non-Research Refereed Articles

Amundrud, T. (2008). Informal roundtables: Making meaningful spaces for teacher talk. *Learning Learning 15*(1), 15-19.

Amundrud, T. (2009). Class secret pen pals. *The Language Teacher, 33*(9), 19-20.

Amundrud, T. (2010). Language teachers dealing with student mental health issues: Starting the discussion. *OnCUE Journal, 4*(1), 60-65.

Amundrud, T. (2010). How I do online extensive reading. *Extensive Reading in Japan Journal, 3*(3), 21-24.

Amundrud, T. (2019). Fail once, fail better: Experience implementing an ER quantitative research project. *Extensive Reading in Japan Journal, 12*(2), 18-19.

# Book and Conference Reviews

Amundrud, T. (2009). JALT 2008 Conference Report. *OnCUE Journal, 3*(2), 190-195.

Amundrud, T. (2010). Review of Michael H. Long and Catherine J. Doughty (Eds.) (2009). The Handbook of Language Teaching. *JALT Journal, 32*(2), 201-203*.*

Amundrud, T. (2010). Review of Philip Seargeant (2009). The Idea of English in Japan. *TESL Electronic Journal, 14*(3). Retrieved from <http://tesl-ej.org/pdf/ej55/r6.pdf>

Amundrud, T. (2011). Review of Xueyan Yang (2010). Modelling Text as Process. *LINGUIST List, 22*(4339).

Amundrud, T. (2012). Review of Hilary Glasman-Deal (2010). Science Research Writing for Non- Native Speakers of English. *The Language Teacher, 36*(1), 36-37.

Amundrud, T. (2012). Review of Block, D., Gray, J., & Holborow, M. (2012). Neoliberalism and Applied Linguistics. *LINGUIST List, 23*(3659).

Amundrud, T. (2017). Review of Jones, R. (2016). Spoken Discourse. *JALT Journal, 39*(2), 197- 199.

Amundrud, T. (2018). Review of Liu, N. & Irwin, D. (2017). Genre changes and privileged pedagogic identity in teaching contest discourse. *WORD, 64*(3), 196-199.

# Interviews

Amundrud, T. (2010). “We might get talked about, but no one ever shows us:” Talking about “Privilege” with artist Gary McLeod. *The Language Teacher, 34*(1), 37-42.

**Amundrud, T.**, Inako, A., Edsall, D. (2020). Looking at knowledge and knowers through Legitimation Code Theory (LCT): An interview with Professor Karl Maton. *The Language Teacher, 44*(5), 18-21.

# In press

Amundrud, T. (2021). Review of Hood, M. (2018). Think smart: Critical thinking in critical times.

*The Language Teacher, 45* (4)*.*

# Scholarly Presentations Keynote Presentation

Amundrud, T. (2019). Teamwork: Across cultures, among colleagues, around EFL. Presentation to the Nara ALT Skills Development Conference (SDC) 2019, Nara Prefectural Board of Education, November 14, 2019.

# Conference Presentations

Amundrud, T. (2007). The EFL teacher’s mask: On teacher identity & Non-Japanese Teachers of English in Japan. Presentation to the 33rd Annual Conference of JALT, Tokyo, November 22, 2007.

Amundrud, T. (2010). On observing student silence. Presentation to the 9th Pan-SIG Conference of JALT, Takatsuki, Japan, May 23, 2010.

Amundrud, T. (2010). Using class blog networks for writing fluency: A first look. Presentation to the 15th JALT CALL Conference, Kyoto, May 29, 2010.

Amundrud, T. (2010). On observing student silence: Methodological insights and lessons for teachers. Presentation to the 35th Annual Conference of JALT, Nagoya, November 21, 2010.

Amundrud, T. (2011). On curricular genres and macro-genres in Japanese tertiary EFL. Presentation to the 13th Annual Temple University Japan Applied Linguistics Colloquium, Osaka, February 11, 2011.

Amundrud, T. (2011). A first look at classroom curriculum genres in Japanese tertiary EFL. Presentation to the 19th Autumn Conference of the Japan Association of Systemic Functional Linguistics, Sophia University, Tokyo, October 8, 2011.

Amundrud, T. (2011). Classroom curriculum genres in EFL: A brief exploration and application.

Presentation to the 37th Annual Conference of JALT, Tokyo, November 20, 2011.

Amundrud, T. (2012). Principles for discerning classroom curriculum genres in Japanese tertiary EFL. Presentation to the Genre 2012 International Conference, Carleton University, Ottawa, June 27, 2012.

Amundrud, T. (2013). The affordances of a systemic approach to foreign/second language classroom discourse. Presentation to the 40th International Systemic Functional Congress, July 15, 2013.

Amundrud, T. (2014). Realizing consultation genres in tertiary EFL. Presentation to the 40th Annual Conference of JALT, Tsukuba, November 23, 2014.

Amundrud, T. (2015). The topology of an EFL consultation genre: Its composition and implications for teaching. Presentation to the 41st Annual Conference of JALT, Shizuoka, November 22, 2015.

Amundrud, T. (2017). Classroom Systemic-Functional Multimodal Discourse Analysis (SF- MDA): Looking at space, gaze, and gesture. Presentation to the 25th Conference of the Japan Association of Systemic Functional Linguistics, Kyoto, October 7, 2017.

Amundrud, T. (2017). Analyzing EFL classroom discourse multimodally. Presentation to the 43rd Annual Conference of JALT, Tsukuba, November 20, 2017.

Amundrud, T. (2018). Problematizing Communicative Language Teaching: Pedagogic strategies in teacher-student consultations. Presentation to the 45th International Systemic Functional Congress, Boston College, July 24, 2018.

Amundrud, T. (2019). What is your theory of language? Presentation to the 2019 JALT PanSIG Conference, Konan University, May 19, 2019.

Amundrud, T. (2019). Analyzing semiotic metaphor in gesture: A dead end, a cul-de-sac, or under construction? Presentation to the International Conference on Appliable Linguistics and Multimodality, Shanghai Jiao Tong University, August 9, 2019.

Amundrud, T. (2020). Multimodal knowledge-building in EFL. Presentation to the 46th Annual Conference of JALT, Online, November 22, 2020.

Amundrud, T. (2021). Multimodal classroom knowledge practices : Looking through Systemic Functional-Multimodal Discourse Analysis (SF-MDA) and Legitimation Code Theory (LCT) Presentation to 6th International Conference of Asia-Pacific LSP & Professional Communication Association, Online, June 4, 2021.

# Conference Workshops

Amundrud, T. (2008). Tertiary language teachers and student mental health issues: Issues and interventions. Workshop at the 34th Annual Conference of JALT, Tokyo, November 1, 2008.

**Amundrud, T**., Gough, W., Hollenback, M., McCandie, T., & Tomei, J. (2019). Building inclusivity in JALT. Workshop at the 45th Annual Conference of JALT, Nagoya, November 1, 2019.

# Invited Presentations

Amundrud, T. (2008). Expendable entertaining educators?: Roles of Non-Japanese Teachers of English. Presentation to Nagasaki JALT, March 29, 2008.

Amundrud, T. (2008). Tertiary language teachers and student mental health issues. Presentation to Kyoto JALT, October 11, 2008.

Amundrud, T. (2013). Five keys to learning English in English. Presentation to METS Kansai, March 2, 2013.

# Invited Workshops

Amundrud, T. (2014). Teaching English (mostly) in English. Workshop for the Nara Prefectural Board of Education, July 31, 2014.

Amundrud, T. (2014). Using Extensive Reading. Workshop for the Nara Prefectural Board of Education, July 31, 2014.

Amundrud, T. (2015). Classroom observation: Methods and questions for potential researchers.

Workshop for Kyoto JALT, July 4, 2015.

Amundrud, T. (2017). Reflective practice for busy language teachers. Workshop for the Nara Prefectural Board of Education, July 26, 2017.

Amundrud, T. (2018). How to increase teacher L2 talk time with effective nonverbal communication. Workshop for Nara University of Education ELT Study Group, February 17, 2018.

Amundrud, T. (2019). Student engagement: What is it and how to make it happen. Workshop for Nara University of Education ELT Study Group, February 9, 2019.

Amundrud, T. (2021). Reimagining language teaching organizations. Workshop for Equity ELT Japan Forum, January 30, 2021.

# Open Classes

Amundrud, T. (2019). Making semantic waves in Japanese EFL. Open class for Nara University of Education, August 19, 2019.

Amundrud, T. (2021). Why World Englishes? Open class for Nara University of Education, February 20, 2021.

# Professional Development Presentations

Amundrud, T. (2020). How & why to help your students email you in English. Presentation to the Kyoto chapter of JALT, July 27, 2020.

# Online Research Presentations

Amundrud, T. (2020). What can looking at multimodal pedagogy in EFL tell us about visual-spatial communication? Presentation to the Systemic Functional Linguistics Interest Group, September 10, 2020.

# Panel Discussions

Simmonds, B., **Amundrud, T.**, Aoki-Hoffman, Q., Lee, J. (2020). Raising awareness through discussion. Panel discussion at the 46th Annual Conference of JALT, Online, November 18, 2020.