

1. Educational history

- 1988 Bachelor of Arts in English Literature First Class, Honors Simon Fraser University, Vancouver
Honors Thesis: "Revisionist Autobiography: The Narrative Structure of Virginia Woolf's *The Waves*"
- 1997 Diploma in Outdoor Recreation Management, Capilano College, Department of Tourism, Vancouver
- 2004 Master of Arts in Teaching English to Speakers of Other Languages (TESOL), Columbia University, Teachers College, Tokyo
MA Thesis: "A Social Semiotic Analysis of Tourism Multiliteracy Projects"

2. Working & research experience

- 1990-95 English Language Instructor, International House, Cairns, Australia
- 1995-99 Specialized Study Tour Owner/Operator, Echo BC Outdoor Programs, Vancouver
- 1996-99 English Language Instructor, Westcoast English Language Centre, Vancouver
- 2000-02 Business Communications Instructor, Simul Corporate Training, Tokyo
- 2001-05 Communications Consultant, Intersect Ltd. (MIC, JNTO), Tokyo
- 2001-05 Assistant Professor, Meikai University, Chiba
- 2005- Assistant Professor, Graduate School of Economics, Hitotsubashi University

3. Teaching at Hitotsubashi

A. Lectures

Graduate program

- Academic and Professional Presentation I (Presentation design & delivery)
- Academic and Professional Presentation II (Discourse analysis for social science)
- Research-Based Academic Writing I (Introduction to academic writing)
- Research-Based Academic Writing II (Writing a paper for publication)

C. Messages to students

In these courses I hope to provide the atmosphere, skills and analytical approaches that will engage and empower students. Competent, knowledgeable and creative practice is the aim. To generate analytical and communicative competencies, students are encouraged to consider what they want to communicate, to whom and why. "To whom" is key; effective communication (and great science!) depends on knowing the communicative norms of our fields of studies, and working creatively with these. Within economics, for example, a good deal of variety exists as to what constitutes a valid claim and valid proof; and in all fields there is room for individualized and localized practice. Learning academic English therefore involves understanding the motivation to communicate, the linguistic resources for making meaning, and the norms of particular academic communities. In my view, these understandings, achieved through analysis, practice, feedback and revision, are the best preparation for competent participation in academic communities.

4. Major research themes

Social Semiotics; Critical Discourse Analysis; Systemic Functional Linguistics. Analysis of academic discourse, especially verbal, visual and bodily mediation in student research presentations. Localized literacy practices and internationalization in English language education in Japan.

5. Research activity

A. Publications

(a) Books, including edited books

2007 "Japanese Semiotic Vernaculars in ESP Multiliteracies Projects". Chapter in T.D. Royce, W. Bowcher (Eds.).
New Directions in the Analysis of Multimodal Texts. New York: Lawrence Erlbaum Associates.

(d) Others

"Environmental English Language Education at Earth Day Tokyo" (2004). In The Proceedings of the JALT Conference, 2003. Tokyo: JALT.

B. Recent research activity

(a) Presentation at academic association meetings (in Japan or abroad; since April 2002)

September, 2006

"Co-speech Gestures in EAP Presentations: Appropriation, Identities and Vicarious Conversation" Australian Systemic Functional Association Conference. Armidale, NSW, Australia.

April, 2005

"An Introduction to Systemic Functional Linguistics for Foreign Language Education"; "Japanese Semiotic Vernaculars in ESP Multiliteracies Projects." First Annual Graduate Seminar Workshop: Systemic Functional Linguistics and Education. Teachers College. Tokyo.

August, 2004

"Japanese Semiotic Vernaculars in English for Occupational Purposes (EOP) Tourism Multiliteracies Projects". International Systemic Functional Linguistics Congress. Kyoto.

November, 2003

"A Social Semiotic Analysis of Tourism Multiliteracy Projects". Japan Association for Language Teaching Conference. Shizuoka.

November, 2003

"The "English in Nature Project" at Earth Day Tokyo". Global Issues in Language Education Special Interest Group Forum. JALT Conference. Shizuoka.

7. Activities outside of Hitotsubashi

(a) Lecturing at other universities

2001 2005: Assistant Professor, Meikai University, Chiba

2006 : Tokyo University of Foreign Studies, TESOL MA Program: Academic Writing for TEFL, Academic Presentations for TEFL

(b) Membership to academic associations

Japan Association of Language Teachers (JALT)

International Systemic Functional Linguistics Association (ISFLA)

Australian Systemic Functional Linguistics Association (ASFLA)

(d) Others

April, 2003:

Workshop for Language Teachers: Nature-based English Language Activities. Teachers College, Columbia University, Tokyo campus

April, 2005:

Graduate Seminar: Systemic Functional Linguistics and Education

"An Introduction to Systemic Functional Linguistics for Foreign Language Education"; "Japanese Semiotic Vernaculars in ESP Multiliteracies Projects." First Annual Graduate Seminar Workshop: Systemic Functional Linguistics and Education. Teachers College. Tokyo.

8. Activities at the government sector

2002 2005: English Writer & Proofreader: Ministry of Internal Affairs and Communications (MIC), Tokyo

2001 2002: English Writer & Proofreader: Japan National Tourism Organization (JNTO), Tokyo