



TC Spotlight

Terry Royce

November 13, 2017

It was a joy to see the sense of accomplishment on the faces of the graduates.

- **Hometown: Freshwater, New South Wales**
- **Program Coordinator and Director for TC Tokyo from 1994 to 2009**
- **Currently: Professor at the Graduate Research School (GRS) and the University of Technology Sydney (UTS)**

Terry currently teaches in the Graduate Research School (GRS) at the University of Technology Sydney (UTS) in Australia, where he set up the Research Literacies Program for Higher Degree Research (HDR) students across all faculties. He supervises doctoral students in applied linguistics (forensic linguistics) and language education (TESOL). His external consultancy is in forensic discourse analysis and forensic stylistics: questioned authorship and forensic stylistic analyses for various private and governmental organizations. He also conducts professional development workshops for the Counter Terrorism and Special Tactics (CT&ST) Command in the NSW Police Service, focussing on research skills for the CT Strategy Unit, and spoken communication in critical incident policing for senior members of Crisis Negotiators Unit (State Protection Group).

What did you learn at TC that ensured you would never be the same again? I always thought that I enjoyed teaching and that education was my chosen field, but it wasn't until I started teaching at TC, working for 15 years with the many fine students and then graduates, that I realised that I also LOVE to teach, and to LEARN from the students. I also took to heart the saying (apparently attributed to John Dewey) that the purpose of education is not to maintain the status quo, but to CHALLENGE it.

What is a favorite memory from TC?

That's easy; in my roles as Program Coordinator and then as Director over the years: the Commencement Ceremonies at International House. There would be visiting faculty from NY, and it was a joy to see the sense of accomplishment on the faces of the graduates, and the joy (and relief) expressed by the families. A close second was attending the NY Commencement Ceremonies with the Japan graduates who could attend. We would have dinner afterwards on the Upper West Side, and John Fanselow would be there to celebrate as well.

What class has had a lasting effect on you?

I enjoyed all the subjects I taught, but the one that had the most impact, especially afterwards in Australia in my current work, was Discourse Analysis. The students were always inspiring, challenged the ideas and theories I presented, and produced some sterling analyses of texts in various contexts. I also learned a great deal from teaching John Fanselow's Observation subject, and the speaking, reading, writing, listening Methods and Practica. The best part of those was the chance to visit the students' schools and do observations – I learnt so much from those and really got to know the people behind the students.

Have you found TESOL theory and practice relevant to/useful in any other fields?

I will refer here not to TESOL theory and practice specifically but the related field of Discourse Analysis (DA). When I taught DA at TC it focussed on models of analysis and then applied them for teaching purposes. Now, in my work as a forensic linguist, and as the Coordinator of the Research Literacies Program at UTS, I don't teach the theories, but apply them daily for analysing questioned texts for clients, teaching specialist police, and working with doctoral students and their faculty supervisors on the rhetorical organisation of their dissertations (from the paragraph up to the whole work). I love it!

What message would you like to share with the TC community?

As I have mentioned, I taught and worked as an administrator at TC for 15 years, and over that time I met and often made friends with some of the finest and hardest working teacher-researchers around. I enjoy seeing how they are going on Facebook and other social media, and I wish all of them only the best in their lives, and in their teaching careers.

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