

THOMAS ROCHE - CURRICULUM VITAE

FULL NAME: Thomas Bernard Roche
CURRENT POSITION: Director, English Language Programs
Southern Cross University College, Australia
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ACADEMIC QUALIFICATIONS:

Ph.D. (Applied Linguistics) Technische Universität Dresden, Germany (2006)
Investigating Learning Styles in Foreign Language Classrooms
Graduated with *summa cum laude*
B.A. (English Language/Psychology) University of Queensland, Australia (1999)
B.Ed. (TESOL/English) University of Queensland, Australia (1999)
DELTA (Modules 1 & 3 EAP) Cambridge, UK (2009/10)

OTHER QUALIFICATIONS:

IELTS Examiner Certification, British Council (2010-2013)

PROFESSIONAL MEMBERSHIP:

Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ)
University English Centres Australia (UECA)
The Applied Linguistics Association of Australia (ALAA)

ACADEMIC LEADERSHIP:

Director, English Language Programs, Southern Cross University, SCU College (2013 - now)
Program Coordinator SCU academic and English pathway programs: Postgraduate Qualifying Program, Undergraduate Qualifying Program, Career Start in Science, Career Start in Business, English Language Proficiency Program; and, ELICOS programs (General English and Study-Tours) across three campuses.
Unit Assessor for ENG10002 - English for Academic Purposes; EAP 1, EAP 2, EAP 3; ENG10001 - General English, moving all four of those units to the Student Management System, Unit Assessor ENG10003 - Study Tours since 2013.
Leading design and implementation of a new off-shore, on-line placement test and pen-and-paper placement tests for assessing international students' English language proficiency.
SCU College's nominated liaison officer with SCU International Office for issues relating to English language provision (e.g. test score assessment).
Lead successful preparation of ELICOS documents for SCU's triannual TEQSA re-accreditation and NEAS quality assurance audit in 2015.
Marketed SCU programs abroad successfully, representing both SCU College and SCU International Office in the Latin American and Asia-Pacific regions.

Assistant Dean, Faculty of English Studies, Sohar University, Oman in affiliation with the University of Queensland, Australia. (2008-2013)
Lead three departments and four program streams, with Diploma, Advanced Diploma,

Bachelor of Arts and Master of Arts (TESOL) awards in communication, translation, education, and journalism (approx. 1,000 students and 30 full-time staff).

Responsible for staffing (recruitment, timetabling and professional development), developing research initiatives, curriculum development and quality assurance.

Sohar University Academic Board member.

Lead working group resulting in significant curriculum review and development 2011-2012.

Lead and organised the Sohar University's first Applied Linguistics Conference.

Co-ordinator, English Language and Translation Department. Sohar University (2006-2008) in affiliation with the University of Queensland, Australia.

Lead a department (approx.) 600 students with Diploma, Advanced Diploma and Bachelor of Arts awards across two streams (English Language Studies and Translation).

I was responsible for curriculum development, staffing and professional development.

TEACHING EXPERIENCE:

Pathway Programs at Southern Cross University:

English for Academic Purposes (EAP 1), EAP 2, EAP 3, and General English.

Bachelor of Arts at Sohar University in affiliation with the University of Queensland, Australia:

Introduction to Linguistics: Phonetics and Phonology

Critical Thinking and Academic Writing

English Through Time and Space

Masters of Education at Sohar University:

TESOL Approaches and Methods

Seminar 1 (Individual Differences in Language Learning)

English for Teachers and in the Classroom

OTHER CAREER POSITIONS:

Lecturer, English Language Studies/English for Specific Purposes Teacher. Technische Universität Dresden, Germany (2001 - 2006)

English Language Teacher, Inlingua, Dresden, Germany (2000 - 2001)

RESEARCH AND TEACHING GRANTS:

HEPPP - CALD Students in the greater Lismore region

Project Coordinator, (AUD \$30,000) Southern Cross University (2016).

Outcome: Design new academic and English language pathway to SCU for CALD students.

Improving International Students' Education Pathways through Effective Placement Tests project.

Principal Investigator, (AUD\$5,000) Southern Cross University (2014).

Outcome: Modified and improved SCU's English Pathway testing processes; 1 article, 1 conference paper.

Improving the Effectiveness of EAP Education in Omani Universities through PLA.

Principal Investigator, 39,854 OR (US\$103, 532) Oman Research Council (2012).

Outcome: Developed bi-lingual training material for use with transitioning students; 2 book chapters, 1 conference paper.

The Effect of Articulatory Training on the Ability of L2 Learners to Accurately Perceive L2 Sounds.

Co-Principal Investigator, 10,577 OR (27,529 US\$) Oman Research Council (2012).

Outcome: Provided evidence contrary to popular belief about sufficient L2 exposure; 2 conference papers, 2 articles.

Veiling Practices and their Meanings in the Sultanate of Oman.

Co-Principal Investigator, 23, 827 OR (61,896 US\$) Oman Research Council (2012).

Outcome: Held symposium on veiling in Oman. 1 article (submitted), 2 conference papers.

Linguistic Auditing. The case of Road signs in Oman.

Co-Principal Investigator, 36,121 OR (93,832 US\$) Oman Research Council (2012).

Outcome: Report to Transport Ministry on road signage in Oman with proposed transcription system; 1 article (submitted).

Developing a Diagnostic Safety Net: Vocabulary as a Global Proficiency Benchmark.

Principal Investigator, 14,000 OR (36,556 US\$), Oman Research Council (2010).

Outcomes: Development of on-line language testing tool; 3 articles, 1 book chapter, 2 conference papers.

Interweavings: Omani Women's Clothing and Clothing Folklore.

Principal Investigator, 39,420 OR (102,375 US\$), Oman Research Council (2010).

Outcomes: Archived and curated a collection of video, sound and photo-images of Omani women's clothing; 2 articles, 1 book chapter, 3 conference papers and a website.

SUPERVISION:

M.Ed. Students' Research:

Nasra Al-Saidi *Reflective Teaching*, MA [2009], SU, Oman.

Hind Al-Sawafi *Learning Styles and Learning Outcomes*, MA [2009], SU, Oman.

Ahmed Al-Abri *Learning Strategies and Learning Outcomes*, MA [2009], SU, Oman.

PUBLICATIONS:

Monograph:

Roche, T. (2007). *Investigating Learning Style in Foreign Language Classrooms*. Münchener Arbeiten zur Fremdsprachen-Forschung (Series Ed. Friederike Klippel) Langenscheidts: Munich. ISBN 978-3-526-50834-2.

Book Chapters:

Roche, T., Harrington, M., Sinha, Y., & Denman, C. (*in press*). Vocabulary recognition skill as a screening tool in English-as-a-lingua-franca university settings. In: J. Read (Ed.), *Post-admission Language Assessment of University Students*. Springer.

Roche, T., M., Sinha, Y., & Denman, C. (2015). Unravelling failure: Belief and performance in English for Academic Purposes programs in Oman In: R. Al-Mahrooqi, & C. Denman (Eds.). *Issues in education in the Arab world*. Cambridge Scholars Publishing: Newcastle, UK., pp. 37-59. ISBN: 9781443868112.

Roche, T., & Harrington, M. (2014). Vocabulary knowledge and its relationship with EAP proficiency and academic achievement in an English-medium university in Oman. In: R. Al-Mahrooqi & A. Roscoe (Eds.), *Focusing on EFL reading: theory and practice*. Cambridge Scholars Publishing, Newcastle, UK, pp. 27-41. ISBN: 9781443854207

Roche, T. (2012). Writing diaries and learning strategy use. In: N. Al Zidjaly (Ed.), *Building bridges: Integrating language, literature and translation in pedagogy and research*. Cambridge Scholars Press: Newcastle-upon-Tyne, United Kingdom, pp. 54-56. ISBN: 9781443840095

Roche, T., & Roche, E. (2012). Interwoven: Identity and Dress amongst Sedentary and Nomadic Peoples of the Arabian Peninsula. In B. Brownie and L. Petican (Eds.) *Fashion: Exploring Critical Issues*. Inter-Disciplinary Press, Oxford UK, pp. 109-133. ISBN: 978-1-84888-148-8

Roche, T. (2009). Sources of Error in Arab Students' Academic English Writing: Rhetoric. In: T. Roche (Ed.), *Orientations in Language Learning and Translation*. Al Falaj Press: Muscat, Oman, pp. 27-40.

Articles:

- Roche, T., & Harrington, M.** (*in press*). The timed Yes/No vocabulary test as an online screening tool for university pathway English programs. *The Journal of Further and Higher Education*.
- Ahmed, S., **Roche, T.**, & Quraini, A., H. (2016). The changing faces of the veil in the Sultanate of Oman. *The International Journal of Interdisciplinary Cultural Studies*. 11(1), pp.1-23.
- Linebaugh, G., & **Roche, T.** (2015). Evidence that L2 production training can enhance perception. *Journal of Academic Language Learning*. 9(1), pp. A1-A17.
- Harrington, M. & **Roche, T.** (2014). The role of word recognition skill in academic success in an English-as-a-Lingua-France setting. *Papers in Language Testing Australia. Special Issue: 'Assessing Language in Higher Education'*, 3(1), 76-99.
- Roche, T.**, Roche, E., & al-Saidi, A. (2014). The dialogic fashioning of women's dress in the Sultanate of Oman. *Journal of Arabian Studies: Arabia, the Gulf and the Red Sea*, 4.1(June) pp. 38-51.
- Harrington, M. & **Roche, T.** (2014) Post-enrolment language assessment for identifying at-risk students in English-as-a-Lingua-Franca university settings. *Journal of English for Academic Purposes*, 15, 37-47.
- Roche, T.**, & Harrington, M. (2013). Recognition vocabulary knowledge as a predictor of academic performance in an English-as-a-foreign language setting. *Language Testing in Asia*, 3, 133-144.
- Linebaugh, G., & **Roche, T.** (2013). Learning to Hear by Learning to Speak: The Effect of Articulatory Training on Arab Learners' English Phonemic Discrimination. *Australian Review of Applied Linguistics*, 36 (2), 146-159.
- Roche, T.**, Roche, E., & al-Saidi, A. (2012). Interwoven: Women's Dress Practices and Identity on the Arabian Peninsula. *International Journal of Interdisciplinary Social Sciences*, 6(10), pp. 133-144.
- El Salman, M., & **Roche, T.** (2009). The role of migration in lexical variation of the Arabic dialect of Tirat Haifa. *The Journal of Humanities and Social Sciences*. 17(1), 61-71.
- Mtsho Mo Skyid, G., Roche & **T. Roche**. (2009). Ersu Shaba Pictographic Writing System. *Asian Highlands Perspectives*, (1), pp. 159-186.

Conference Presentations:

- Roche, T.** & Harrington, M. (2016). University English placement testing online. *12th Annual CamTESOL Conference on English Language Teaching: Promoting Autonomy in Language Teaching and Learning*, 20-21 February, Phnom Penh, Cambodia.
- Roche, T.** & Harrington, M. (2015). University EAP pathway placement testing: Scoring vocabulary test performance. *Australian Applied Linguistics Association & Applied Linguistics Association of New Zealand Bi-Annual Conference*, 30 Nov- 2 Dec, University of South Australia, Australia.
- Roche, T.** & Harrington, M. (2014). Post-enrolment language assessment in an English-as-a-Lingua-Franca setting: Diagnostic testing in English-medium university programs in Oman. *American Association of Applied Linguists Conference*, March 22 – 25, Portland, USA.
- Roche, T.**, Harrington, M., Sinha, Y., (2013). Assessment of vocabulary skills in a tertiary foundation program in Oman. *Australian Applied Linguistics Association & Applied Linguistics Association of New Zealand Bi-Annual Conference*, 23-26 Nov, University of Wellington, New Zealand.
- Linebaugh, G., & **Roche, T.** (2013). Articulatory training enhances ability to perceptually discriminate problematic second language sounds. *3rd International Conference on English Pronunciation*, May 8-10, University of Murcia, Spain.
- Sinha, Y., **Roche, T.** & Sinha, M. (2013). Effective Language Teaching – A Conceptual Mismatch in the Middle-East. *TESOL International Convention*, March 20-23, Dallas, USA.
- Roche, T.** & Linebaugh, G. (2012). Learning to hear by learning to speak: the effect of articulatory training on Arab learners of English Phonemic Discrimination. *Applied Linguistics Association of Australia Conference*, November 12-14, Curtin University, Australia.
- Sinha, Y. & **Roche, T.** (2012). Peer-tutoring effects on at-risk students' academic performance. *Quality in ELT: Raising Pedagogical Standards*, April 18-19, Sultan Qaboos University, Muscat, Oman.
- Roche, T.** & Roche, E. (2012). The Dialogic Fashioning of Identity and Dress on the Arabian Peninsula. *Fashion Tales*, June 7-9, Catholic University of Milan, Italy.

- Roche, T.** & Harrington, M. (2012). Recognition Vocabulary Knowledge as a Predictor of Academic Reading Achievement. *TESOL Arabia*, March 8-9, Dubai Men's College, Dubai.
- Roche, T.** & Harrington, M. (2011). Recognition Vocabulary Knowledge as a Predictor of Academic English Performance and Academic Achievement in English. *The Teaching and Learning of English in Asia 4 Conference*, November 10-12, Bendhari Universiti Utara, Penang, Malaysia.
- Roche, T.** & Roche, E. (2011). Interwoven: Identity and Dress amongst Sedentary and Nomadic Peoples of the Arabian Peninsula. *3rd Fashion and Identity Conference*, September 9-11, Mansfield College, Oxford, UK.
- Roche, T.** & Roche, E. (2011). Interwoven: Fashion Practices and Identity in the Arab World. *International Conference of the Social Sciences*. July 11-13, New Orleans, USA.
- Roche, T.** (2010). Rhetoric in Intercultural Communication. *International Symposium on Cultural Diplomacy, Academy for Intercultural Diplomacy*. May 11-15, Berlin, Germany.

REFEREES:

Prof. Janet Taylor, Director, SCU College, Military Road, East Lismore, NSW, 2480, Australia
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Associate Professor in Mathematics (Adjunct), James Cook University, Australia
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