

**Teachers College
Columbia University
Japan Alumni
Association**



**Gregory Paul
Glasgow**

TC Tokyo Group 19

Hometown:

New York City, NY

Education:

University of Chicago
(B.A.)

TC Japan
(M.A. TESOL)

University of Queen-
sland, Australia (Ph.D.
Applied Linguistics)

TC Alumni Spotlight – Gregory Glasgow

On researching language policy and planning

What have you been up to since graduation? After finishing my Masters at TC, I spent six years as an English teacher and curriculum coordinator in private senior high schools in the Tokyo metropolitan area. During this time, I had also started Ph.D. research at the University of Queensland Australia in the School of Languages and Cultures. I conducted my research in Japan, so once or twice a year I flew back and forth from Tokyo to Brisbane to meet with my dissertation committee and conduct presentations on my research topic, which was about English teachers' responses and perceptions of the initiative to teach English in English in senior high schools in Japan initiated in 2013. When I reflect on those days, I wonder how I was able to do it all! After I completed my dissertation I worked for Meikai University, where I helped create a mentoring and support program for university students in pre-service teacher education. I then became a full-time faculty member at the NYU School of Professional Studies Tokyo (NYUSPS Tokyo), and I am now an assistant professor in the Center for Intercultural Communication at Rikkyo University.

What class/teacher/classmate has had a lasting effect on you? One of the teachers and classes that had a lasting effect on me was the course that I took with Prof. Ofelia Garcia on language policy, culture and identity in Asia, which was responsible for making me fall in love with the topic of language policy and planning and pursue it as a dissertation topic. I was thoroughly impressed by Prof. Garcia's passion and knowledge of the field through her lectures and publications. I was also privileged to have had the opportunity to teach as an adjunct at TC Japan, teaching the course "Sociolinguistics and Education". I will never forget that class because it is there that I felt the true energy and drive of the TC students in Japan through their engaging discussions and the high quality of the work they produced for that course.

Have you found TESOL theory and practice relevant to/useful in any other fields? How? I have clearly seen how theory and practice can be useful in my work in second language teacher education (SLTE) in Japan. I currently serve as a principal academic coordinator for the Scholarship for English Teachers Program - the U.S. Embassy-sponsored in-service teacher education program that has been conducted at NYUSPS Tokyo since 2014. It was through this project that I really saw how the TESOL theory and practice that I learned could make a significant difference in teachers' lives. Theories about how teachers may interpret national curriculum reform, as well as the role of the first language in second language education came in handy for the design and creation of workshops for this program. That knowledge has also been useful for the board of education teacher education workshops and keynote addresses I periodically make as an English Language Specialist for the Embassy of the U.S. in Tokyo.

What motivates you? My students motivate me the most, especially those who find themselves in challenging situations with their learning. As they try to overcome their challenges, I see them persevere and reach a place of success that they themselves never imagined. I find this extremely rewarding about my profession. Fellow teachers who share the same passion about education also motivate me tremendously.

What message would you like to share with the TC community? I would like to give a warm greeting to all TCers and to wish them all continued success in their teaching endeavors. I know that we have all gone our separate ways, but it is always a pleasure to catch up with them once in a while.

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