

Dr. Anne Reynolds-Case, Assistant Professor of Spanish
 College of Liberal Arts Virgil Orr nominee

Thank you for taking the time to read my packet. It is truly an honor to be nominated and considered for the Virgil Orr Undergraduate Junior Faculty Award.

I. Courses taught and overall teacher evaluation rating for each of these:

QUARTER	COURSE	RATING
Fall 2005	Spanish 101 002	4.0
	Spanish 101 051	3.9
	Spanish 102 002	4.0
Winter 2005-2006	Spanish 201 001	3.9
	Spanish 101 002	3.8
	Spanish 102 051	3.8
Spring 2006	Spanish 102 002	4.0
	Spanish 101 002	4.0
	Spanish 101 051	4.0
Fall 2006 -Spring 2007; Engaged in Ph.D. course work at LSU		
Fall 2007	Spanish 102 003	3.8
	Spanish 201 001	3.6
	Spanish 450 001	3.8
Winter 2007-2008	Spanish 201 001	3.9
	Spanish 301 001	3.9
	Spanish 460 001	3.3
Spring 2008	Spanish 101 002	3.9
	Spanish 102 002	4.0
	Spanish 201 003	4.0
Fall 2008	Spanish 102 003	3.8
	Spanish 201 001	3.8

	Spanish 450 001	4.0
Winter 2008-2009	Spanish 101 001	3.9
	Spanish 101 002	3.9
	Spanish 102 002	4.0
Spring 2009	Spanish 101 001	3.9
	Spanish 101 002	3.7
Fall 2009	Spanish 101 002	3.9
	Spanish 101 003	3.9
	Spanish 450 001	3.7
Winter 2009-2010 evaluations not received as of yet.		

II. A statement of my beliefs concerning teaching, research, and service

My first experience with teaching was 10 years ago while studying in Spain on a Rotary Ambassadorial Scholarship the year after I graduated with my Bachelor's of Arts degree in Spanish from Millsaps College. I accepted a part time ESL (English as a second language) teaching position at an all boys junior high boarding school. They were definitely the most challenging classes I have ever taught. The students were at different levels, not everyone had a text book, or if they did, it was extremely old and missing pages, and did I mention ALL BOYS JR. HIGH? But this also gave me my first experience with what I call the "teacher's high;" that moment when a teacher sees a small light bulb turned on above even just one student's head as they make the connection between what they are being shown and how they can use it. I discovered then that I could actually use my knowledge to expose others to a new world through another language's words with which they could find meaning, and go on to use in their own unique way. Teaching is without a doubt my passion. And other languages and cultures are the root to what I see as the connecting force of people in this world.

I still get the teacher's high when I see the students' light bulbs being turned on in the classes I teach now. And I can't help but smile when I hear students in the halls greeting me or each other with "hola" and "como estás." Teaching a foreign language can be a complicated subject due to the array of materials language teachers are required to know at any given moment. For example, teaching greeting phrases and how to address others requires a deeper look at the sociology behind addressing people with different cultural norms. Going over numbers and years requires some sense of mathematics. I would feel like I was cheating my

students if I introduced them to vocabulary on geographical features, technology, and/or politics without knowing the location of Lake Titicaca, whether Twitter or Facebook is more popular in Spain, and a list of all the current presidents in South America. I always tell students that when you take a Spanish class, you are not studying any *one* thing, but rather you will learn how to *talk about many* different things while relating to other world citizens. And more than that, I believe the students learn a lot about their own language, culture, and ultimately themselves. Being in college is more than just classes, text books and parties. It's the beginning of realizing your place and how you can contribute to this world, and perhaps realizing there is so much more to learn.

Knowing that there is never an end to learning, I sincerely believe that research and putting ideas to paper is the key to contributing to my discipline. I began teaching at Louisiana Tech as an instructor in the fall 2002, and after I had been teaching a few years, I developed a desire to go on in my studies of foreign language pedagogy. I became more aware of the various reactions from students to language-learning, ranging from extreme motivation and desire to learn Spanish to complete indifference to learning a second language. I wanted to gain more knowledge on what exactly went into language learning; how do we learn a second language, what role does our first language play in learning a second language, and how can language teaching improve? I decided to pursue a Ph.D. in Linguistics from LSU in the fall 2006 with the hopes of figuring out a way to progress in my ultimate goal: to motivate students to want to understand Spanish and make language learning a reality for them. From the very beginning of my Ph.D. studies, I delved into researching second language acquisition and language teaching methodology. Deciding to undertake Ph.D. courses in one year was no easy feat. I took 5 courses in the fall 2006 and 6 courses in the Spring 2007, and when I returned to Tech in the fall 2007, I spent the next two years teaching and producing the document in which any professor takes great pride: the Dissertation (capital D). I graduated with my Ph.D. in the spring 2009, and now in my research I continue to evaluate the language learning process. Currently I am working on 2 articles that focus on language pedagogy, specifically discourse analysis of teachers' pedagogical language.

In the area of service, I continue to keep students number one in my mind. Examining the Foreign Language Department at Louisiana Tech when I was teaching as an instructor, I noticed one major gap; study abroad. How could we expect our students to gain the necessary cultural exposure and speaking practice if we didn't offer them a chance to go abroad to a Spanish-speaking country? They could find a program on their own, but I knew from my own experience studying abroad 2 semesters and one summer as an undergrad, it helps tremendously to have your university behind you, supporting your efforts, and ultimately accepting your work. I immediately started talking to everyone I knew about getting a Spanish study abroad program and researching where we could go. Although there were a lot of

options of where to go, I tried to keep the students and all parties that would be involved in the back of my mind. I settled on Costa Rica for 3 reasons; 1) for the parents, it was not too far to go, 2) for the students, it was a desirable place to go, and 3) for the university, Costa Rica is one of the more stable Central American countries. So in the summer 2005 I, with another faculty member, led the first group of 21 students to San José, Costa Rica for 4 weeks. The program proved to be a great success, and we have gone every summer since, except in 2008 when my second son was born on May 28th.

An aspect of service that is important to me is to find avenues where my students can use what they are learning in the classroom in the community around us. It was an honor for me to be the advisor of the student group, Manna Project, which afforded the students an opportunity to tutor predominately Spanish ESL children at Farmerville Elementary School. Later Dr. Greg Schelonka was able to obtain a service learning grant, allowing a group of students to continue the tutoring in Farmerville. In addition to Manna Project, I am the advisor of Sigma Delta Pi, the Spanish national honors society. I am hoping in the future to get the Sigma Delta Pi members more involved in community projects. I have also reached out to high school Spanish teachers, speaking to local Spanish clubs, with the interest of motivating those students to study Spanish at LA Tech. For my own stimulus and growth, I have attended numerous conferences, presenting papers and learning from colleagues in my field.

Overall, it is difficult for me to speak separately about my teaching, research and service as they are all connected. I research and serve in order to become a more effective and motivated teacher. And as any teacher knows, I live for those moments when students come to me and tell me how they were inspired by my classes and have now chosen a similar path as a Spanish teacher or another occupation where they will use their Spanish abilities. It is for those students we do what we do.

III. Publications, grants and similar activities

Dissertation: *Pedagogical discourse styles of native and non-native language teachers.* 2009.

In progress:

Author. *Code-switching in Spanish language classrooms; A crutch or a tool?* Submitted to The Coastal Review 2010.

Author. *The advantage of the non-native speaking teacher.* Work in progress to be submitted to Foreign Language Annals November 2010.

Conference and Symposium Papers:

Code-switching in Spanish language classrooms; A crutch or a tool?
Southeast Coastal Conference on Languages and Literatures, 2010.

Code-switching in the language classroom.

Louisiana Foreign Language Teachers' Association Conference, 2010.

A comparison of first and second language acquisition and its implications for foreign language teaching.

Louisiana Tech University College of Liberal Arts Research Symposium, 2008.

Code switching in Spanish Language Classrooms; a comparative view between native and non-native Spanish speaking instructors.

Linguistic Association of the Southwest Conference, 2007.

IV. Community and university service

Faculty Advisor:

Sigma Delta Pi , 2007-

Manna Project, 2007-

Director:

Tech-Costa Rica Study Abroad Program: 2005, 2006, 2007, 2009

Presentations:

Louisiana Tech University International Education Symposium, *Tech—Costa Rica Study Abroad Program*, 2007.

Kiwanis Club of Ruston monthly meeting, *Study Abroad in Costa Rica*, 2007.

Annual Louisiana State Rotary Club meeting. *My experience as a Rotary Ambassadorial Scholar*, 2005.

Public Service:

Motivational speech to local high school Spanish club students, 2010

Translation at local hospital and health units in Lincoln and Union Parishes when needed, 2005-

Translation at Lincoln Parish Courthouse, 2005-

Taught ESL classes at Cook Baptist Church for local international residents, 2005

Committees:

Text book search committee, 2008, 2010

Spanish faculty search committee, 2008

Foreign Language Laboratory packet committee, 2008