

Marianna Spinelli, M.A.

mspinell@pointloma.edu

PROFESSIONAL EXPERIENCE:

French Language Professor - Point Loma Nazarene University, San Diego, CA

September 2013 – Present

- Francophone Literature professor for upper-division students
- French Conversation professor for upper-division students.
- Thought other literature classes such as Survey of French Literature and Special Studies in French - with a focus on Fantasy Literature and Fantastic Literature and French Polar, police novels - on Independent Studies program.
- Thought French Phonetics.
- French Language Professor for undergraduate students.
- Research a variety of interactive activities for students to improve vocabulary and grammar.
- Plan group and pair activities in order to support communicative skills and apply new language structure and phrases.
- Familiarize students with French culture and traditions.
- Incorporate authentic material in order to create real life situations.
- Present a wide variety of listening exercises to expose students to the French language.
- Work autonomously; develop course syllabi, prepare testing materials, organize materials from a variety of sources.
- Volunteer as Faculty Advisor to the Student French Club.
- Resourceful and efficient problem solver.

Spanish Language Professor - Point Loma Nazarene University, San Diego, CA

January 2017– May 2018

- Spanish Language Professor for intermediate and beginner-level students.
- Support instruction in “puro español” in non-threatening situations.
- Reinforce new words acquisition by creating meaningful interactions with students.
- Actively teach pronunciation.
- Expose students to cultural information.
- Integrate music, video and online applications to facilitated vocabulary and grammar concepts.
- Guide students to TBL (Task-Based-Learning) activities.

French Language Adjunct Professor – Grossmont College, El Cajon, CA

August 2014- Present

- Thought Cinema for French Conversation in a multi-level class.
- French Language Adjunct Professor for intermediate and upper-intermediate students.
- Planned lessons and activities in a multi-level class.
- Coordinated two different syllabi.
- Created opportunities for interaction between the two different level-groups.
- Presented short movies to stimulate discussion among students.
- Incorporated authentic material in the daily lessons.
- French Language Adjunct Professor for pre-intermediate and intermediate students.
- Expose students to current cultural information.
- Facilitate vocabulary and grammar acquisition by grouping words in logical categories and by finding morphologic and syntactic connections among different grammar concepts.

- Utilize music to encourage students to communicate and listen to French pronunciation.
- Employ videos to integrate vocabulary and grammar.
- Alternate speaking, reading, listening and writing activities in class.
- Self-starter; independently shape course and testing programs.

Italian Language Teacher - Italian Academy of San Diego, CA

July 2013 – Present

- Italian language and Art teacher for children aged between 7 and 12.
- Key player in facilitating the Academy's recent successful accreditation by the California Commission; developed syllabi and programs for ISL (Italian as a Second Language) classes.
- Create a safe, relaxing and fun atmosphere to promote children's self confidence in saying words and phrases in Italian.
- Apply Total Physical Response (TPR) class methodology and activities in order to support learning in an amusing and kinetic way.
- Familiarize children with Italian traditions, cultures and festivities.
- Research and present a variety of flash cards and board games to memorize vocabulary.
- Expose children to the Italian spoken language through songs and stories.
- Create manual projects to learn language structures, words and Italian architectural patrimony to encourage children's creativity using appropriate terminology in Italian.

Didactic Consultant at the Italian Academy of San Diego, CA

September 2014- Present

- Assist the Italian Academy with the creation of programs for IFL (Italian as a Foreign Language) classes.
- Participated in the submission of documentation for the IWLS (International World Language Schools) approved by San Diego Unified School District and San Dieguito School District.
- Worked on the WASC accreditation.
- Board member of the Italian Academy of San Diego.

Spanish Language Professor – Costa Rica (Study Abroad Program through Point Loma Nazarene University)

June 2014- July 2014 and June 2015-July 2015

- Spanish Language Professor for intermediate-level students.
- Coordinated with locals to create chances for students to benefit and learn.
- Provided opportunities for students to be involved in the local culture. E.g. organized trips to see a football match with the *Ticos*, going out to restaurants, movies, etc.
- Presented a wide range of didactic activities aimed at preparing students to interact with the native speakers in everyday situations.
- Created a community of learning in which students are highly encouraged to participate.
- Took students on multiple excursions to maximize their immersion experience.
- Managed and resolved different issues related to the students' living experience in San Jose.

Foreign Languages Teacher - International School of Lago Patria, Naples, Italy

October 2004 - June 2012

- Instructed English, French and Italian to students from different countries and nationalities.
- Taught Art History to Middle School students in English (European CLIL: Content and Language Integrated Learning - in this teaching format students learn another subject via a second language).
- Performed as the Foreign Languages Supervisor.
- Supervised cultural exchanges with other schools through the association *People to People*, (American students).
- Organized meetings to inform parents about school programs and projects.

- Collaborated with colleagues in presenting challenging units of inquiry to support the global academic success of students.
- Consistently sought out and provided “realia” and personalized learning processes, so that students feel that what they are learning is relevant to their lives.
- Researched, located and incorporated a variety of resources to familiarize students with the culture and the traditions of the target language.
- Increased students’ confidence by creating a safe atmosphere. (E.g. ensuring that feedback is always encouraging and constructive).
- Planned activities in pairs and groups to promote cooperative learning.
- Provided reports, periodic evaluations and wrote weekly newsletters for parents.

Translator - Fondazione Maria e Goffredo Bellonci via F.lli Ruspoli, 2 Rome, Italy

June 2007

- Took part in the International Literary Forum, *Voices for Young Europe*. This forum represented the first step toward the European Premio Strega (European Literary Award) of 2008. Young European writers reflected on the theme of identity and belonging to a common European home.
- Translated the written reflections of:
 - Mary J. Hyland, author of *How the Lights Gets In* (2003) and *Carry Me Down* (2006), from English to Italian.
 - Tom Reisen, author of *Dialogue des limbes* (2000) and *Comme une promesse* (2004), from French to English, and from French to Italian.
 - Nicola Lagioia, author of *Tre sistemi per sbarazzarsi di Tolstoj* (2001) and *L'Occidente per principianti* (2004), from Italian to English.

Language Teacher - Anglo-Italian School Montessori Division, NATO Base Bagnoli, Naples, Italy

September 2002 – June 2004

- Taught elementary school students the fundamentals of English in reading, writing, and mathematics, under the Montessori program.
- Allowed children to advance at their own pace, providing guidance and support through the Montessori method. (E.g. sensorial experiences.)
- Promoted learner autonomy.
- Customized individual programs to meet each child’s learning needs.
- Taught French language to Middle School students.

Language Teacher - Ker-Huel (Studies Center), Rennes, France

November 1998 – May 1999

- Taught Spanish and Italian languages to middle school French students.
- Taught language structures and expressions via deductive learning techniques.
- Developed and presented comprehensive lesson plans that facilitate all learning styles based on the general syllabus.
- Familiarized students with the culture and the traditions of the target language.

EDUCATION:

Universita’ degli Studi L’Orientale di Napoli, Italy

Major: Literature and Foreign Languages (French and Spanish)

- Master’s Degree in Secondary Education specializing in teaching Literature and Foreign Languages, April 2005. Master’s Internship Project, *Le Français Dans Le Monde*, concentrating on French speaking countries, in particular Algeria and on the condition of its women- (Italian Public Ministry of Education number Na/113620) - Grade: 96.00/100
- Master’s Degree and Bachelor’s Degree in Literature and Foreign Languages, October 2001. Graduation thesis, *La Saga Des Malaussènes by Daniel Pennac*. - Magna Cum Laude.

Université de Rennes II L.E.A. (Langues Étrangères Appliquées), France

Major: Italian and Spanish

- *French Degree “Licence” in languages*, via a studying abroad program, June 1999.
- *Diploma of Language and French Methodology*, June 1999.

CERTIFICATIONS:

Universita’ per Stanieri di Siena, Italy

- 2019 Certificato per esaminatori CILS (Centro Italiano Lingua Straniera). Italian language courses examiner.

California Commission on Teacher Credentialing

- Single subject Teaching Credential: Foreign Languages: French and Italian, January 2014 - (Document Number 140000892)

British Council - University of Cambridge

- 2010 CLIL (Content and Language Integrated Learning): teaching other subjects in English.
- 2009 TKT (Teaching Knowledge Test Modules 1, 2 and 3): teaching English to teenagers and adults.
- 2009 FCE (First Certificate English): Common European Framework level B2+

LANGUAGES:

- Italian: native language (oral and written)
- French: native language (oral and written)
- Spanish: fluent (oral and written)
- English: fluent (oral and written)

SEMINARS FOR TEACHERS:

San Diego Conference Center

2015- ACTFL (American Council on Teaching Foreign Languages); my attendance was sponsored by the Italian Academy of San Diego.

International School of Lago Patria, Naples, Italy

2010-2012 “Continuing Education”: PYP (Primary Year Program) and MYP (Middle Year Program) for IBO (International Baccalaureate) schools.

British Council - University of Cambridge

2010 YLE (Teaching English to Young Learners), KET and PET (Teaching English to teenagers and adults), and Interactive Listening (from two-to-three-dimensional activity).

Opera Nazionale Montessori – via San Galliano, Rome, Italy

2003 “The Language, the Child, and the Montessori Method”.

TECHNICAL ABILITIES:

Operating Systems: Windows applications

Computer Software: Microsoft Office, MS Word; MS Excel, MS Outlook, MS PowerPoint, Blackboard, Canvas, etc.

Interactive White board

REFERENCES:

Alain Lescart, PhD

Professor of French and World Literature at Point Loma Nazarene University, San Diego, CA.

alainlescart@pointloma.edu

James Wicks, PhD

Department chair and Professor of Literature and Film Studies at Point Loma Nazarene University

jameswicks@pointloma.edu

Sonia Ghattas-Soliman, PhD

Professor of Arabic at Grossmont College, El Cajon, CA.

sonia.ghattassoliman@gcccd.edu

Hadley Wood, PhD

Emeritus Professor of French and English literature at Point Loma Nazarene University, San Diego, CA.

hadley.wood@pointloma.edu