

# JACQUELINE M. GIANICO

Phone: (914) 826-1461  
[jmg565@psu.edu](mailto:jmg565@psu.edu)

425 Martin Terrace  
State College, PA 16803

## EDUCATION

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<b>MA</b>	Teachers College, Columbia University, New York, NY <i>Applied Linguistics</i>	May 2008
<b>MA</b>	Middlebury College, School in Florence, Italy <i>Italian</i>	Aug 2005
<b>AB</b>	Vassar College, Poughkeepsie, NY <i>Cognitive Science; Italian minor</i> General honors, Phi Beta Kappa, Psi Chi	May 2004

## PROFESSIONAL TRAINING

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**TESOL Certificate: Developing an Online Teaching Program**, TESOL Professional Learning  
TESOL International Association, 2019

**Improving Pedagogy through Improv Theatre Workshop**, Schreyer Institute for Teaching  
Excellence, Penn State, 2017

**ELT Leadership Management Certificate**, TESOL, 2016

**CEA Accreditation Workshop**, Commission on English Language Program Accreditation,  
2013

## COURSES TAUGHT

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Credit courses: APLNG200, APLNG210, CAS100A, ESL15, IT001  
Non-credit courses: IECF, all levels and skills

## TEACHING & PROFESSIONAL EXPERIENCE

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**Penn State**, University Park, PA April 2018 to present  
**Associate Teaching Professor**, Applied Linguistics  
• Promoted to Associate Teaching Professor in April 2018

**Penn State**, University Park, PA Aug 2013 to June 2021

**Associate Director of Academics, Intensive English Communication Program (IECP)**

- Creating, developing and revising curriculum and assessments
- Testing, placing, and scheduling of students
- Assisting Director in administrative needs
- Hiring and training new faculty
- Served as primary administrator in absence of Director for two years

**Penn State, University Park, PA**

Aug 2012 to Mar 2018

**Assistant Teaching Professor, Applied Linguistics**

- Teaching intensive EAP classes in the Intensive English Communication Program
- Advanced grammar, writing, reading; Intermediate academic interactions
- Serving Curriculum and Certification Committees
- CRELLT research participant and researcher

**Penn State, University Park, PA**

Aug 2016 to Dec 2017

**Adjunct Lecturer, Dept of Spanish, Italian, and Portuguese**

- Taught IT001, first semester Italian Language

**Penn State, University Park, PA**

2010 to 2012

**Adjunct Lecturer, Intensive English Communication Program**

- Taught Level 4 Writing, Level 3 Listening and Speaking, Level 3 Grammar

**Penn State, University Park, PA**

2011

**Adjunct Lecturer, Applied Linguistics**

- Taught APLNG200: Language, Culture, and Social Interaction
- Advised and supervised teaching assistant

**Penn State, University Park, PA**

2009-2011

**Teaching Assistant, Applied Linguistics**

- Taught ESL 15: Writing Composition
- Assistant to APLNG200: Language, Culture, and Social Interaction
- Assistant to APLNG210: Ecology of Global English

**New York University, New York, NY**

2008-2009

**Adjunct Lecturer in Language, American Language Institute**

- Planned and instructed English as a second language (up to 20 weekly classroom hours) according to skills-based curriculum (all four skills taught)
- Taught high-intermediate students preparing for undergraduate or graduate study in American post-secondary schools
- Electives taught: Acting in English, History of New York City through advertising

**Columbia University, New York, NY**

2008-2009

**Adjunct Lecturer in Language, American Language Program**

- Planned and instructed English as a second language (up to 10 weekly classroom hours) for theme-based curriculum
- Taught Intermediate through advanced students pursuing degrees at the University
- Electives taught: Pronunciation, Utopianism in American culture

**Kaplan, New York, NY** 2008-2009

**Product Developer and Copy Editor, Kaplan English Programs**

- Wrote Advanced Practical Language Activities (PLAs) for each week of a ten-week curriculum, for the four skills, grammar and vocabulary, for Kaplan English Programs

**Kaplan, New York, NY** 2006-2008

**English Instructor, Kaplan Aspect English Programs**

- Planned and instructed 20 weekly classroom hours for skills- and grammar-based curriculum
- Taught Pronunciation, Survival English, and TOEFL electives
- Started school newsletter, 63 Empire
- Observed and evaluated potential teachers' demo lessons

**Self-employed, New York, NY** 2007-2008

**English Language Tutor, private**

- Designed private lessons in conversation, pronunciation, and culture

**Teachers College, Columbia University, New York, NY** 2007

**English Instructor, Community English Program**

- Planned and taught 9 weekly classroom hours for theme- and grammar-based curriculum
- Co-wrote final assessment for Advanced level classes

**Pelham Union Free School District, Pelham, NY** 2005-2007

**Substitute Teacher & Italian Tutor, Pelham Schools**

- Prepared individualized lessons and practice drills for students in danger of failing the New York State Italian Regents exam
- Reviewed and drilled grammar and pronunciation for Italian Regents test-takers
- Taught grades K-12, including drama, math, Italian, Spanish, and science

## **PUBLICATIONS**

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Gianico, J.M. (forthcoming) Intensive English program administration: Universal issues in diverse contexts. In Brown, A.V., Crane, C., Dupuy, B., & Ene, E. (Eds.), *Routledge Handbook of Language Program Administration*. Routledge.

Mattson, N. & **Gianico, J.M.** (2023). Behold and remold: Navigating and innovating liminal spaces as an IEP practitioner-administrator-scholar (PAS). In J. Litzenberg (Ed.), *From start to future: Innovation in university-based intensive English programs*. *Multilingual Matters*.

## PRESENTATIONS

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- Gianico, J.M. (2020, January). PowerPoint Videos: An administrative faculty's best friend. Teaching tip presented at EnglishUSA Professional Development Conference, San Francisco, CA.
- Gianico, J.M. (2019, January). Yes, and: Using improv in the IEP classroom. Teaching tip presented at EnglishUSA Professional Development Conference, San Francisco, CA.
- Gianico, J.M. (2019, January). Assessment and feedback in oral communication classes: Using Adobe Spark videos. Teaching tip presented at EnglishUSA Professional Development Conference, San Francisco, CA.
- Gianico, J.M. (2018, October). Yes, and: Using improv in the IEP classroom. Teaching tip presented at the meeting of Three Rivers TESOL, Pittsburgh, PA.
- Gianico, J.M. (2017, October). IEP students take debate cues from Hamilton: An American Musical. Teaching tip presented at the meeting of Three Rivers TESOL, Pittsburgh, PA.
- Gianico, J.M. (2016, April). Pushing the boundaries of oral placement exams: assessing interactional competence. Paper presented at the annual meeting of TESOL, Baltimore, MD.
- Gianico, J.M. (2016, April). Program administration interest group. Panel presented at the annual meeting of TESOL, Baltimore, MD.
- Gianico, J.M. (2015, November). In vivo and online activities: aural explorations not oral presentations. Teaching tip at the annual meeting of NYS TESOL, White Plains, NY.
- Gianico, J.M. & Jadlocki, M. (2014, March). Real and hypothetical voicing as displays of interactional competence in a lesson on informal register in a post-secondary ESL class. American Association of Applied Linguistics American Association of Applied Linguistics, Annual Conference; Portland, OR.
- Gianico, J.M. & Jadlocki, M. (2012, March). Instructors' hypothetical discourse and gesture as models of potential thought and talk. American Association of Applied Linguistics, Annual Conference; Boston, MA.
- Gianico, J.M. (2011, October). Complaining and coming clean: Voicing and interactional positioning in a staff meeting of a university mental health clinic. Language and Social Interaction, First Annual Conference; Teachers College, Columbia University, New York, NY.
- Gianico, J.M. (2011, March). Hypothetical quotation and gesture in the demonstration of teacher talk and thought by an ITA. American Association of Applied Linguistics, Annual Conference; Chicago, IL.

## SERVICE TO COMMUNITY

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- 2021**      **Led workshop** for international admissions at Penn State, using Yes, and in improv to build connections and enhance empathy

- 2016-2019** Served as mentor for practicum APLNG MA students at the IECF
- 2019** Led IECF Improv Club, engaging students in drama activities for speaking and interaction
- 2015** Led workshop for ESL 15: Teaching as Performance: Using your instrument to its full potential
- 2012-2014** Led Drama Workshops at the IECF
- 2014** Presented Brownbag: Dealing with technology in the classroom
- 2013** Served as mentor for new faculty at the IECF
- Fall 2011** Elected Graduate Student Representative, Applied Linguistics Department, Penn State
- Spring 2011** Volunteer, Dialogue and Dementia Workshop, Penn State  
Chaperoned guest speakers  
Assisted in general administrative tasks
- 2010-present** APLNG Social Committee, Graduate Student Chair, Penn State  
Planned and organized social events for the APLNG community  
Delegated work to other committee members  
Called and booked venues; Purchased food and beverages
- 2009-20011** APLNG Newsletter Committee, Graduate Student Chair, Penn State  
community  
Collected and edited publication and conference information from APLNG  
Advised newsletter designer
- 2008-2009** Product Developer and Copy Editor  
Kaplan English Programs, New York, NY  
Wrote Advanced Practical Language Activities (PLAs) for each week of a ten-week curriculum, for the four skills, grammar and vocabulary, for Kaplan English Programs
- 2007** Chair, Applied Linguistics Special Interest Group, New York State TESOL Teachers College, Columbia University, New York, NY  
Co-Chaired the NYS TESOL Applied Linguistics Conference | Co-chaired paper and poster selection committee for the conference | Created and designed conference program | Organized event and catering services | Assisted and facilitated speakers and presenters
- 2006-2007** President, TESOL/Applied Linguistics Roundtable  
Teachers College, Columbia University, New York, NY  
Planned an organized monthly informal dinners featuring guest lecturers discussions  
Bridged the gap between the pedagogically focused TESOL department and the applied linguistics department

Wrote book review: Gianico, J.M. (2008). [Review of the book *Communication disorders in Spanish speakers: theoretical, research and clinical aspects*]. Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics, 8(2).

**Winter 2006 Volunteer, New York State TESOL Applied Linguistics Conference**  
**Teachers College, Columbia University, New York, NY**  
Organized catering, and helped with general production on day of conference

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**PROFESSIONAL AFFILIATIONS**

TESOL  
Three Rivers TESOL  
EnglishUSA

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**LANGUAGES**

**English:** Native Language  
**Italian:** Advanced Listener, Reader, Speaker, Writer

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**HONORS AND AWARDS**

<b>TESOL/AL Departmental Scholarship</b>	2006-2008
Teachers College, Columbia University, New York, NY	
<b>Phi Beta Kappa</b>	2004
National Honor Society	
<b>Psi Chi</b>	2004
National Honor Society in Psychology	
<b>Student Athletics Advisory Committee Award</b>	2004
Fencing Team, Vassar College, Poughkeepsie, NY	
<b>Vassar College Scholarship</b>	2000-2004
Vassar College, Poughkeepsie, NY	

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**OTHER**

Community theatre, Improv  
Painting

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**REFERENCES (FURNISHED UPON REQUEST)**

