

Adriana Picoral

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Education

PhD in Second Language Acquisition and Teaching May 2020
University of Arizona
Dissertation title: L3 Portuguese by Spanish-English bilinguals: Copula construction use and acquisition in corpus data

MA in Teaching English to Speakers of Other Languages May 2012
The New School

BSc in Computer Science March 2004
Federal University of Rio Grande do Sul (Brazil)

Publications

Picoral, A. (2020). Pens bleed, ink flows: Corpus-informed genre-based writing. In V. Viana (Eds.) *New Ways in Teaching with Corpora*. TESOL Press, Annapolis Junction, MD.

Picoral, A. (2018) REVIEW: López-Couso, Méndez-Naya, Núñez-Pertejo and Palacios-Martínez (eds, 2016). *Corpus Linguistics on the Move: Exploring and Understanding English through Corpora*. Leiden, Netherlands: Brill. Corpora 13.1

Rubinstein-Avila, E., & **Picoral, A.** (2017) South American Region: Brazil In Joy Egbert and Gisela ErnstSlavit (Eds.), *Views from Inside Languages, Cultures, and Schooling for K12 Educators*. Charlotte, NC: Information Age Publishing.

Publications in Progress

Staples, R., **Picoral, A.**, Novikov, A., & Sommer, B. (under review). Expanding research methods: Using existing corpora in the study of writing. R. Manchón & C. Polio (Eds.) *Handbook of Second Language Acquisition and Writing*. Routledge Handbooks in Second Language Acquisition and Teaching.

Gao, J., **Picoral, A.**, Macdonald, L., & Staples, S. (under review). Citation practices of L2 writers in first-year writing courses: form, function, and connection with pedagogical materials.

Sommer, B., Carvalho, A., & **Picoral, A.** (under review). Portuguese Language Program Evaluation: Implementation, Results and Follow-up Strategies.

Picoral, A., Reppen, R., & Staples, S. (under contract). Evaluation of annotation resources for learner data: A comparison of software tools. *Special Issue of International Journal of Learner Corpus Research, Natural Language Processing for Learner Corpus Research*.

Picoral, A. (in preparation). Extension of estar in monolingual and bilingual Spanish: A word embeddings study.

Picoral, A., & Carvalho, A. (in preparation). The acquisition of preposition+article contractions in L3 Portuguese among different L1- speaking learners: A variationist Approach.

**Workshop
Leadership**

Picoral, A. (2019, November). Creating Projects and Organizing your Data and Code. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Picoral, A. (2019, September). Finding and Analyzing Public Data. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Picoral, A. (2019, May). Exploring The Redacted Mueller Report. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Picoral, A. (2018, September). Text Mining. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Picoral, A., Staples, S., Shin, J., Swatek, A., Wang, Z., & Gao, J. (2018, July). Exploring variation and intertextuality in L2 undergraduate writing in English: Using the Corpus and Repository of Writing Online Platform for research and teaching. Preconference workshop at Teaching and Language Corpora 2018, Cambridge, England.

Picoral, A. (2018, April). Analyzing Likert Scale Data. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Picoral, A., & Staples, S. (2018, February). Using BYU Word and Phrase for Language Teaching: English and Spanish. iSpace, University of Arizona, Tucson, AZ.

Picoral, A. (2018, February). Data Manipulation and Visualization. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Picoral, A. (2018, February). Got data? What now? Workshop on data manipulation and analysis in R. SLAT Roundtable, University of Arizona, Tucson, AZ.

Picoral, A. (2018, January). R Basics. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Hashemi, T., & **Picoral, A.** (2016, February). Workshop: Multimodality in the classroom: A critical language awareness approach. SLAT Roundtable, University of Arizona, Tucson, AZ.

**Selected
Conference
Presentations**

Picoral, A. (2019, October). Extension of estar in monolingual and bilingual Spanish: A word embeddings study. New Ways of Analyzing Variation 48, Eugene, OR, USA.

Carvalho, A., & **Picoral**, A. (2019, October). The acquisition of preposition+article contractions in L3 Portuguese among different L1- speaking learners: A variationist Approach. *New Ways of Analyzing Variation* 48, Eugene, OR, USA.

Picoral, A. (2019, March). L2 Acquisition: Development of Subject-Verb word order in a learner corpus. *American Association of Applied Linguistics* 2019, Atlanta, GA, USA.

Picoral, A, Reppen, R, Staples, S., Novikov, A., & Lan, G. (2018, September.) Annotating learner data for lexico-grammatical patterns: A comparison of software tools. *American Association of Corpus Linguistics* 2018, Atlanta, GA, USA.

Picoral, A. (2018, September.) Compilation and automated annotation of a Portuguese learner corpus: Challenges and lessons learned. *American Association of Corpus Linguistics* 2018, Atlanta, GA, USA.

Picoral, A. (2018, July). A variationist approach to learner corpus research: Development of Subject-Verb word order in L2 learner Portuguese. *Teaching and Language Corpora* 2018, Cambridge, England.

Gao, J., Macdonald, L., Wang, Z., **Picoral**, A., & Staples, S. (2018, March). Citation Practices of L2 Writers in First-year Writing Courses: Form, Function, and Connection with Crow, the Corpus & Repository of Writing: Pedagogical Materials. *American Association of Applied Linguistics* 2018, Chicago, IL, USA.

Picoral, A. (2018, March). How do L1s and L2s support the acquisition of an L3? Evidence from a learner corpus. *American Association of Applied Linguistics* 2018, Chicago, IL, USA.

Picoral, A. (2017, October). Native Language Identification in a Portuguese learner corpus. *Learner Corpus Research* 2017, Bolzano, Italy.

Picoral, A. (2017, May). CMC using Slack: Classroom Implementation and Research into L2/L3 Development. *Computer-Assisted Language Instruction Consortium* 2017, Flagstaff, AZ.

Picoral, A., & Soracco, L. (2017, March). Language ownership: Empowering teachers and learners. *Teaching English to Speakers of Other Languages* 2017, Seattle, WA.

Sommer, B., **Picoral**, A., & Carvalho, A. (2016, August). Levantamento de dados para avaliação de programas de português de nível universitário nos Estados Unidos. *Encontro Mundial sobre o Ensino de Portugus (International Meeting on Portuguese Teaching)* 2016, Berkeley, CA.

Picoral, A. (2016, April). Representation issues in classroom materials. *Teaching English to Speakers of Other Languages* 2016, Baltimore, MD.

Picoral, A. (2016, April). Internet Memes as authentic multimodal materials: A critical language awareness approach. *CALL-IS Electronic Village at Teaching English to Speakers of Other Languages* 2016, Baltimore, MD.

Picoral, A. (2016, February). Internet memes as authentic material in a Portuguese as L3 classroom. *Crossroads Talks*, University of Arizona, Tucson, AZ.

Picoral, A., & Sommer, B. (2016, February). "I like raisins:" Facebook conversations as bridging activities. SLAT Roundtable, University of Arizona, Tucson, AZ.

Grants and Awards

Data Science Ambassador award – **\$1,000** August 2019

- Data Science Institute (D7) at the University of Arizona
- As a data science ambassador I am expected to develop an engagement plan for data science literacy, including (1) mapping data science needs and expertise within my academic program, (2) developing training and outreach programs related to data science, and (3) developing and engaging in a research study that is related to sociocultural and organizational processes around the practice of data science.
- Supervisors: Jeff Oliver and Vignesh Subbian

ACLS Digital Extension Grant May 2019
funded – \$149,633

- Research group grant: I helped write the following sections: Intellectual ambitions and extension plans, and research timeline
- Title: Expanding the Corpus and Repository of Writing: An Archive of Multilingual Writing in English
- PI: Dr. Shelley Staples

CERCLL Title VI Department of Education Grant September 2018
funded – \$40,400

- Research group grant: my role included helping write the abstract, narrative and budget justification portions of the grant proposal
- Title: Multilingual Academic Corpus of Assignments - Writing and Speech (MACAWS)
- PI: Dr. Shelley Staples

CERCLL Summer Faculty Research Grant May 2018
funded – \$5,000

- Research group grant: my role included helping write the narrative, budget, and budget justification portions of the grant proposal
- Title: Multilingual Academic Corpus of Assignments - Writing and Speech (MACAWS)
- PI: Dr. Shelley Staples

Spring 2018 Linda Waugh Research Grant January 2018
funded – \$500

- Individual grant, SLAT - University of Arizona
- Title: Using learner data as evidence of L3 development
- PI: Adriana Picoral

Cheryl Walsh Grant February 2016
funded – \$500

- Individual grant, AZTESOL
- Awardee: Adriana Picoral

Academic Excellence Award
The New School, New York, NY

May 2012

**Research
Experience**

Graduate Research Associate August 2018 – Present
University of Arizona, Tucson, AZ
Second Language Acquisition and Teaching
Advisor: Dr. Ana Carvalho

Graduate Research Associate August 2017 – Present
University of Arizona, Tucson, AZ
Department of English
Advisor: Dr. Shelley Staples

Research Group Member June 2018 – Present
University of Arizona, Tucson, AZ
Multilingual Academic Corpus of Assignments - Writing and Speech
Advisor: Dr. Shelley Staples

Research Group Member June 2017 – Present
Inter-institutional
CROW - Corpus and Repository of Writing
Advisor: Dr. Shelley Staples

Computational Linguistics Intern May 2018 – August 2018
Google, Mountain View, CA
Multilingual Natural Language Understanding
Hosts: Esha Banerjee and Lucy Zhao

Graduate Research Associate January 2015 – August 2017
University of Arizona, Tucson, AZ
Second Language Acquisition and Teaching
Advisor: Dr. Ana Carvalho

R&D Intern June 2016 - July 2016
Educational Testing Service, Princeton, NJ
Games and Simulations
Mentor: Dr. Diego Zapata

**Teaching
Experience**

Graduate Associate in Teaching August 2014 – Present
University of Arizona, Tucson, AZ
Department of Spanish and Portuguese

- PORT 305 Portuguese for Spanish Speakers
- PORT 325 Intermediate Grammar and Conversation
- PORT 425 Advanced Grammar and Composition
- PORT 440 Phonetics and Portuguese Phonology

Co-teacher - Analysis Area August 2017 – December 2017
University of Arizona, Tucson, AZ

Second Language Acquisition and Teaching

- SLAT 596Y: Proseminar

ESL Teacher and Supervisor

March 2012 – June 2014

Morristown, NJ

Wind of the Spirit Immigrant Resource Center

ESL Teacher

January 2012

Salt Lake City, UT

Internexus

ESL Teacher

January 2005 – August 2009

Salt Lake City, UT

Internexus

ESL Teacher

March 2002 – July 2004

Viamão, RS, Brazil

Yázigi

**Course
Development
Experience**

Online Course Developer

January 2017 – May 2018

University of Arizona, Tucson, AZ

Portuguese for Spanish Speakers

Supervisor: Dr. Ana Carvalho

Online Course Developer

January 2017 – May 2017

University of Arizona, Tucson, AZ

Supportive Education for Returning Veterans

Supervisor: Dr. Michael W. Marks

Curriculum Developer

March 2012 – June 2014

Wind of the Spirit, Morristown, NJ

ESL for adult immigrants

Supervisor: Diana Y Mejia

**Certificates and
Other Training**

Instructor Training

September 2019

The Carpentries

Data Science in R

January 2017

University of Arizona, Tucson, AZ

School of Sociology

Arizona Methods Workshop

Instructor: Katerina Sinclair

Introduction to Programming for iOS

Summer 2014

New York University, New York, NY

School of Continuing and Professional Studies

Instructor: Aferdita Muriqi

Teaching Teachers

Summer 2013

The New School, New York, NY
TESOL Summer Institute
Instructors:

- Gabriel Daz Maggioli
- John Fanselow
- Jeremy Harmer

Service

R-Ladies Tucson December 2017 – Present
Chapter founder, workshop leader and organizer

Handbook of second language acquisition and writing Edited by Rosa M. Manchón & Charlene Polio 2019
Manuscript Reviewer

Arizona Working Papers Vol. 25 August 2017 - August 2018
Senior Editor

Arizona Working Papers Vol. 24 August 2016 - May 2017
Junior Editor

TESOL conference Summer 2017
Proposal Reviewer

Journal of Teacher Education (SAGE journals) 2016, 2017
Manuscript Reviewer

Divergencias: Revista de estudios lingsticos y literarios, Vol. 12, 1. 2015
Manuscript Reviewer

Languages

Brazilian Portuguese (native)
English: fluent (C2)
Spanish: basic (B1)

Programming and other Computer Skills

Windows, Mac OSX, and Linux

Experience with video editing, web-design, scripting, programming and Machine Learning

Proficient in the following programming and scripting languages: Python, Scala, C++, Matlab, R, JavaScript, CSS, L^AT_EX, among others

ML Tool Experience: TensorFlow, Dynet, scikit-learn

References

Dr. Shelley Staples
slstaples@email.arizona.edu
520-621-1836

Dr. Michael Hammond
hammond@email.arizona.edu
520-621-5759

Dr. Ana Carvalho
anac@email.arizona.edu
520-621-3639