

Adriana Picoral

Assistant Professor, Data Science
School of Information
University of Arizona
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Education	<i>PhD in Second Language Acquisition and Teaching</i> University of Arizona Dissertation title: L3 Portuguese by Spanish-English bilinguals: Copula construction use and acquisition in corpus data Advisor: Shelley Staples	May 2020
	<i>MA in Teaching English to Speakers of Other Languages</i> The New School	May 2012
	<i>BSc in Computer Science</i> Federal University of Rio Grande do Sul (Brazil)	March 2004
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Major Fields	Data Science, Corpus Linguistics, Computational Linguistics, Multilingual Natural Language Processing, Applied Linguistics	
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Employment	<i>Assistant Professor of Data Science</i> School of Information, University of Arizona	August 2020
	<i>Graduate Research Associate</i> University of Arizona, Tucson, AZ Department of English Advisor: Shelley Staples	August 2017 – May 2020
	<i>Graduate Associate</i> University of Arizona, Tucson, AZ Postdoctoral Affairs Office Advisor: Jenny Hoit	January 2020 – May 2020
	<i>Graduate Research Associate</i> University of Arizona, Tucson, AZ Second Language Acquisition and Teaching Advisor: Ana Carvalho	January 2015 – December 2018
	<i>Computational Linguistics Intern</i> Google, Mountain View, CA Multilingual Natural Language Understanding Hosts: Esha Banerjee and Lucy Zhao	May 2018 – August 2018
	<i>Graduate Associate in Teaching</i> University of Arizona, Tucson, AZ	August 2014 – May 2017

Department of Spanish and Portuguese

R&D Intern

June 2016 - July 2016

Educational Testing Service, Princeton, NJ

Games and Simulations

Mentor: Dr. Diego Zapata

**Grants and
Awards**

Outstanding Research Assistant, University of Arizona

May 2020

winner – 1st place

This award is granted yearly by the Graduate College to a graduate research assistant who has made outstanding contributions in their position, and who:

- Demonstrates outstanding contributions to research
- Shows continued professional growth as a researcher
- Demonstrates originality and imagination
- Offers research mentoring to peers and undergraduates

Data Science Ambassador

August 2019

award – \$1,000

- 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
funded – \$500

January 2018

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

Cheryl Walsh Grant
funded – \$500

February 2016

- Individual grant, AZTESOL
- Awardee: Adriana Picoral

Academic Excellence Award
 The New School, New York, NY

May 2012

Publications

Sommer-Farias, B., Carvalho, A., & **Picoral**, A. (forthcoming). Portuguese Language Program Evaluation: Implementation, Results and Follow-up Strategies. *Journal of the National Council of Less Commonly Taught Languages*.

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.

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

Picoral, A., Reppen, R., & Staples, S. (under review). 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*.

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.

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.

Invited Talks and Workshops

Picoral, A. (2020, June). Machine Learning in Applied Linguistics. LAEL Webinars, Pontifical Catholic University of So Paulo, Brazil.

Picoral, A. (2020, May). Intro to R – Part I and II. Research Bazaar Tucson, AZ.

Workshop Leadership

Picoral, A. (2020, March). Creating Shiny applications. R-Ladies Tucson, University of Arizona, Tucson, AZ.

Picoral, A. (2020, February). Using YAML and JSON for your data storage/management. R-Ladies Tucson, University of Arizona, Tucson, AZ.

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 Português (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.

Certificates and Other Training	<i>Instructor Training</i> The Carpentries	September 2019
	<i>Data Science in R</i> University of Arizona, Tucson, AZ School of Sociology Arizona Methods Workshop Instructor: Katerina Sinclair	January 2017
	<i>Introduction to Programming for iOS</i> New York University, New York, NY School of Continuing and Professional Studies Instructor: Aferdita Muriqi	Summer 2014
	<i>Teaching Teachers</i> The New School, New York, NY TESOL Summer Institute Instructors: <ul style="list-style-type: none"> • Gabriel Daz Maggioli • John Fanselow • Jeremy Harmer 	Summer 2013
Service	<i>R-Ladies Tucson</i> Chapter founder, workshop leader and organizer	December 2017 – Present
	<i>Handbook of second language acquisition and writing Edited by Rosa M. Manchón & Charlene Polio</i> Manuscript Reviewer	2019
	<i>Arizona Working Papers Vol. 25</i> Senior Editor	August 2017 - August 2018
	<i>Arizona Working Papers Vol. 24</i> Junior Editor	August 2016 - May 2017
	<i>TESOL conference</i>	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