

# Nicole Tracy-Ventura

## Education

- 2008 Ph.D. in Applied Linguistics, Northern Arizona University  
2003 M.A. in Teaching English as a Second Language, Northern Arizona University  
2000 B.A. in Liberal Studies, minor in Linguistics, Humboldt State University, CA

## Employment

- 2022 – present Associate Professor, West Virginia University  
2019 – 2022 Assistant Professor, West Virginia University  
2013 – 2019 Assistant Professor, University of South Florida  
2008 – 2013 Research Fellow, University of Southampton

## Books: Monographs and Edited Collections

Kim, Y., Gurzynski-Weiss, L., & **Tracy-Ventura, N.** (under contract). *Task-based language teaching: Design, implementation, and evaluation*. Amsterdam: John Benjamins Publishing Company.

**Tracy-Ventura, N.** & Paquot, M. (Eds.) (2021). *The Routledge handbook of second language acquisition and corpora*. Routledge.

Mitchell, R., **Tracy-Ventura, N.**, & McManus, K. (2017). *Anglophone students abroad: Identity, social relationships and language learning*. Routledge.

Mitchell, R., **Tracy-Ventura, N.**, & McManus, K. (Eds.) (2015). *Social interaction, identity and language learning during residence abroad*. EUROSLA Monographs Series, 4.

## Journal Special Issues

Sánchez Gutiérrez, C., De Cock, B. & **Tracy-Ventura, N.** (Guest Editors.) (in press). *Corpus en español: Investigación, diseño, y aplicabilidad a la enseñanza/Spanish corpora: Research, design, and teaching applicability*. Special issue in the Journal of Spanish Language Teaching. Routledge.

## Publications: Peer-reviewed Articles & Book Chapters (\*Invited)

\*Sánchez Gutiérrez, C., De Cock, B. & **Tracy-Ventura, N.** (in press). Spanish corpora and their pedagogical uses: The way ahead. *Journal of Spanish Language Teaching*.

\***Tracy-Ventura, N.** & Braidí, S. (forthcoming). Corpus linguistics as a pedagogical tool. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics, 2<sup>nd</sup> edition*. Wiley Blackwell.

- \*Paquot, M. & **Tracy-Ventura, N.** (forthcoming). Using foreign and second language learner corpora. In A. Mackey & S. Gass (Eds.), *Current approaches in second language acquisition research*. Wiley Blackwell.
- Köylü, Z. & **Tracy-Ventura, N.** (first view). Learning English in today's global world: A comparative study of at-home, Anglophone and lingua franca study abroad. *Studies in Second Language Acquisition*.
- \*Mitchell, R. & **Tracy-Ventura, N.** (2022). From language teaching assistant abroad to language professional: A longitudinal study of career entry. In G. Barkhuizen (Ed.), *Language teachers studying abroad: Identities, emotions, and disruptions*. Multilingual Matters.
- Mitchell, R. & **Tracy-Ventura, N.** (2021). Study abroad for Anglophones: Language learning through multilingual practices. In U. Lanvers, A. Thompson, & M. East (Eds), *Language learning and teaching in Anglophone countries: Challenges, policies, ways forward*. Palgrave Macmillan.
- Tracy-Ventura, N.**, Paquot, M., & Myles, F. (2021). The future of corpora in SLA. In N. Tracy-Ventura & M. Paquot (Eds.), *The Routledge handbook of second language acquisition and corpora* (pp. 409-424). Routledge.
- Tracy-Ventura, N.**, & Paquot, M. (2021). Second language acquisition and corpora: An overview. In N. Tracy-Ventura & M. Paquot (Eds.), *The Routledge handbook of second language acquisition and corpora* (pp. 1-8). Routledge.
- \***Tracy-Ventura, N.**, Huensch, A., & Mitchell, R. (2021). Understanding the long-term evolution of L2 lexical diversity: The contribution of a longitudinal learner corpus. In Le Bruyn, B. & Paquot, M. (eds.). *Learner corpus research meets second language acquisition* (pp. 148-171). Cambridge University Press.
- McManus, K., Mitchell, R. & **Tracy-Ventura, N.** (2021). The longitudinal development of oral complexity, accuracy, fluency, and lexis before, during, and after study abroad. *Applied Linguistics*, 41, 136-163.
- \***Tracy-Ventura, N.** & Cuesta Medina, J. (2020). Can native-speaker corpora help explain L2 acquisition of tense and aspect? A study of the "input" [reprint of 2018 IJLCR article]. In V. Werner & R. Fuchs (Eds), *Tense and aspect in second language acquisition and learner corpus research* (pp. 135-158). John Benjamins.
- Mitchell, R., **Tracy-Ventura, N.**, & Huensch, A. (2020). After study abroad: The maintenance of multilingual identity among Anglophone languages graduates. *The Modern Language Journal*, 104, 327-344. (Winner of The *Best of MLJ* 2020 award).
- Huensch, A., **Tracy-Ventura, N.**, Bridges, J. & Cuesta Medina, J. (2019). Variables affecting the maintenance of L2 proficiency and fluency four years post-study abroad. *Study Abroad Research in Second Language Acquisition and International Education*, 4, 96-125.

- \***Tracy-Ventura, N.** & Huensch, A. (2018). The potential of publicly shared longitudinal learner corpora in SLA research. In A. Gudmestad & A. Edmonds (Eds), *Critical Reflections on Data in Second Language Acquisition* (pp. 149-170). Amsterdam: John Benjamins.
- Tracy-Ventura, N.** & Cuesta Medina, J. (2018). Can native-speaker corpora help explain L2 acquisition of tense and aspect? A study of the "input". *International Journal of Learner Corpus Research*, 4, 277-300.
- Tracy-Ventura, N.** (2017). Combining corpora and experimental data to investigate language learning during residence abroad: A study of lexical sophistication. *System*, 71, 35-45.
- Kim, Y., Jung, Y., & **Tracy-Ventura, N.** (2017). Implementing and investigating TBLT in a foreign language instructional context: Learner perceptions and learning outcomes. *TESOL Quarterly*, 51, 632-660.
- Huensch, A. & **Tracy-Ventura, N.** (2017a). L2 utterance fluency development before, during, and after residence abroad: A multidimensional investigation. *Modern Language Journal*, 101, 275-293.
- Huensch, A. & **Tracy-Ventura, N.** (2017b). Understanding L2 fluency behavior: The effects of individual differences in L1 fluency, cross-linguistic influences, and proficiency over time. *Applied Psycholinguistics*, 38, 755-785.
- \***Tracy-Ventura, N.**, Mitchell, R., & McManus, K. (2016). The LANGSNAP longitudinal learner corpus: Design and use. In M. Alonso Ramos (Ed.), *Spanish learner corpus research: Current trends and future perspectives* (pp. 117-142). Amsterdam: John Benjamins.
- Kim, Y., **Tracy-Ventura, N.** & Y. Jung. (2016). A measure of proficiency or short-term memory? Validation of an elicited imitation test for SLA research. *Modern Language Journal*, 100, 655-673.
- Tracy-Ventura, N.**, Dewaele, J-M., Köylü, Z., & McManus, K. (2016). Personality changes after a year abroad? A mixed-methods study. *Study Abroad Research in Second Language Acquisition and International Education*, 1, 107-127.
- Mitchell, R., McManus, K., & **Tracy-Ventura, N.** (2015). Comparison of language development during different residence abroad programmes. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds), *Social interaction, identity and language learning during residence abroad* (pp.115-138). EUROSLA Monograph Series 4.
- Mitchell, R., **Tracy-Ventura, N.**, & McManus (2015). Introduction. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds), *Social interaction, identity and language learning during residence abroad* (pp.7-13). EUROSLA Monograph Series 4.
- Tracy-Ventura, N.** & Myles, F. (2015). The importance of task variability in learner corpora for SLA research. *International Journal of Learner Corpus Research*, 1(1), 58-95.
- McManus, K., Mitchell, R., & **Tracy-Ventura, N.** (2014). Understanding insertion and integration in a study abroad context: The case of English-speaking sojourners in France. *Revue Française de Linguistique Appliquée*, 19(2), 97-116.

- \*McManus, K., **Tracy-Ventura, N.**, Mitchell, R., Richard, L., & Romero de Mills, P. (2014). Exploring the acquisition of the French subjunctive: local syntactic context or oral proficiency? In P. Leclercq, A. Edmonds & H. Hilton (Eds.), *Measuring L2 Proficiency: Perspectives from SLA* (pp. 167-190). Bristol: Multilingual Matters.
- \***Tracy-Ventura, N.**, McManus, K., Norris, J., & Ortega, L. (2014). "Repeat as much as you can": Elicited imitation as a measure of oral proficiency in L2 French. In P. Leclercq, A. Edmonds & H. Hilton (Eds.), *Measuring L2 Proficiency: Perspectives from SLA* (pp 143-166). Bristol: Multilingual Matters.
- Kim, Y. & **Tracy-Ventura, N.** (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? *System*, 41, 829-840.
- Dominguez, L., **Tracy-Ventura, N.**, Arche, M., Mitchell, R., & Myles, F. (2013). The role of dynamic contrasts in the L2 acquisition of Spanish past tense morphology. *Bilingualism: Language and Cognition*, 16, 558-577.
- Biber, D., Davies, M., Jones, J.K., & **Tracy-Ventura, N.** (2012). Spoken and written register variation in Spanish: A multi-dimensional analysis [reprint of 2006 Corpora article]. In *Corpus Linguistics: Volume III Varieties* (pp.165-198). SAGE Benchmarks in Language and Linguistics. London: Sage.
- \*Kim, Y., & **Tracy-Ventura, N.** (2011). Task complexity, anxiety and the development of the simple past. In P. Robinson (Ed.), *Task complexity: Researching the Cognition Hypothesis of language learning and performance* (pp.287-306). Philadelphia, PA: John Benjamins.
- \*Biber, D., Kim, Y., & **Tracy-Ventura, N.** (2010). A corpus-driven approach to comparative phraseology: Lexical bundles in English, Spanish, and Korean. In S. Iwasaki (Ed.), *Japanese / Korean Linguistics 17*. Stanford, CA: The Center for the Study of Language and Information (CSLI).
- \*Biber, D. & **Tracy-Ventura, N.** (2007). Dimensions of register variation in Spanish. In G. Parodi (Ed.), *Working with Spanish corpora* (pp. 87-152). London: Continuum.
- \***Tracy-Ventura, N.**, Cortes, V., & Biber, D. (2007). Lexical bundles in Spanish speech and writing. In G. Parodi (Ed.), *Working with Spanish corpora* (pp. 354-375). London: Continuum.
- Biber, D., Davies, M., Jones, J.K., & **Tracy-Ventura, N.** (2006). Spoken and written register variation in Spanish: A multi-dimensional analysis. *Corpora*, 1, 1-37.
- \*Keck, C., Iberri-Shea, G., **Tracy-Ventura, N.**, & Wa-Mbaleka, S. (2006). Investigating the empirical link between task-based interaction and acquisition: A quantitative meta-analysis. In J. M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 91-131). Philadelphia, PA: John Benjamins.

## Grants Awarded

- 2022 IDEAS Grant, United States Department of State, \$34,940 (Co-PI; Vanessa Yerkovich, Co-PI)
- 2022 WVU Research and Scholarship Advancement Grant, \$14,881 (PI).
- 2018 Research Grant, University of Exeter/ USF World Research Catalyst Fund, \$11,200 (Co-PI; Philip Durrant, Co-PI).
- 2018 Faculty International Travel Grant, Research & Innovation, University of South Florida, \$2500.
- 2016 Research Grant, *Language Learning's* Small Grants Research Program. "Investigating foreign language attrition, maintenance, and development post-instruction and residence abroad: The LANGSNAP participants 3 years later", \$9920 (PI; Amanda Huensch, Co-PI).
- 2016 Faculty Travel Mobility Grant, USF World, University of South Florida, \$5000 (PI; Amanda Huensch, co-PI).
- 2016 New Researcher Grant, "Four years after study abroad: Language attrition or language maintenance?" University of South Florida, \$10,000 (PI)
- 2016 International Conference Travel Grant, College of Arts & Sciences, University of South Florida, \$1500.
- 2015 Pilot Study Grant, College of Arts and Sciences, University of South Florida, \$2000 (PI).
- 2011 Research Grant, Economic and Social Research Council (ESRC), United Kingdom. "Social networks, target language interaction, and second language acquisition during the year abroad: A longitudinal study". Co-written with Professor Rosamond Mitchell (May 2011-Oct 2013) £418,790 (named postdoctoral researcher).

## Grants Not Awarded

- 2021 Sociological Initiatives Foundation, \$19,632, PI
- 2021 Spencer Small Research Grant, \$49,982, PI
- 2020 Research and Scholarship Advancement Grant, WVU, \$15,000, PI
- 2019 Spencer Small Research Grant, \$49,563, Co-PI
- 2019 British Academy/Leverhulme Small Research Grant, £9140, Co-PI
- 2018 Science of Learning Program, National Science Foundation, \$374,408, Co-PI
- 2016 Humanities Institute Summer Grant, USF, \$5,000, PI
- 2015 New Researcher Grant, USF, \$10,000, PI
- 2015 Humanities Institute Summer Grant, USF, \$5,000, PI
- 2014 Humanities Institute Summer Grant, USF, \$5,000, PI
- 2013 USF New Researcher Grant, USF, \$10,000, PI

## Plenaries and Invited Presentations

Tracy-Ventura, N. (June, 2022). *Doing language acquisition research with Talkbank*. Invited presentation at the University of Bremen, Germany.

Tracy-Ventura, N. (May, 2022). *Learner corpora in second language acquisition research*. Keynote at the 8<sup>th</sup> annual UC Davis Symposium on Language Research. University of California Davis.

- Tracy-Ventura, N. (November, 2020). *Shifting focus from L2 development to long-term retention: What happens to advanced language proficiency after formal instruction?* Invited lecture (online) at the Department of Linguistics, Georgetown University, Washington D.C.
- Tracy-Ventura, N. (February, 2020). *The value of a long-term perspective when researching study abroad outcomes.* Invited lecture at the Study Abroad Research in European Perspective (SAREP) final joint working group conference funded by the European Cooperation in Science and Technology (COST). Brussels, Belgium.
- Tracy-Ventura, N. (February 2020). *The evolution of LANGSNAP: From study abroad to the long-term retention of second language skills.* Invited presentation at the Université catholique de Louvain, Belgium.
- Tracy-Ventura, N. (March, 2019). *Study abroad and the myth of immersion in language learning.* Invited lecture at the Universidad del Norte, Cátedra Europa Conference. Barranquilla, Colombia.
- Tracy-Ventura, N. (March, 2019). *The applicability of corpus linguistics in the language classroom.* Invited lecture at the Universidad del Norte, MA TESOL Program. Barranquilla, Colombia.
- Tracy-Ventura, N. (December, 2018). *Investigating the immediate and long-term benefits of study abroad: An overview of the LANGSNAP project.* Invited lecture at the Department of Spanish & Portuguese and Latin American Studies Program, Temple University, Philadelphia, PA.
- Tracy-Ventura, N., Huensch, A., & Mitchell, R. (March, 2017). *Investigating foreign language attrition using a longitudinal learner corpus of speech and writing.* Invited lecture at the workshop on 'Learner corpus based approaches to second language acquisition', Utrecht University, The Netherlands.
- Tracy-Ventura, N. (February, 2017). *Tracking informal language practices during study abroad: The methodological challenge.* Plenary lecture at the Center for Languages and Intercultural Communication (CLIC) Conference on Study Abroad. Rice University, Houston, TX.
- Tracy-Ventura, N. & Huensch, A. (March, 2016). *Workshop on using CHAT transcription conventions for use with CLAN.* Invited lecture at the University of Michigan.
- Tracy-Ventura, N. (April, 2012). *Analyzing learner corpora with CLAN.* Invited lecture at the University of Granada, Spain.
- Tracy-Ventura, N. Mitchell R., McManus, K. (February, 2012). *Residence abroad and second language acquisition.* Invited lecture at the University of Granada, Spain.

## Selected Conference Presentations

- Tracy-Ventura, N., Huensch, A., & Mitchell, R. (March, 2022). *The role of exposure in long-term retention of instructed learners' advanced language skills*. Paper presented at the American Association of Applied Linguistics Annual Conference in Pittsburgh, PA.
- Mitchell, R., Tracy-Ventura, N., & Huensch, A. (March, 2021). *Living with languages: Identities of Anglophone languages graduates, 6 years post-graduation*. Paper presented at the Annual meeting of the American Association of Applied Linguistics. Online.
- Tracy-Ventura, N., Huensch, A., & Mitchell, R. (October, 2020). *A longitudinal study of the variables impacting long-term retention of foreign language proficiency post-study abroad*. Paper presented at the Second Language Research Forum annual conference. Online through Vanderbilt University.
- Mitchell, R., Tracy-Ventura, N., & Huensch, Amanda. (March, 2019). *The evolution of L2 identity during and following study abroad: a long-term investigation*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference in Atlanta, GA.
- Tracy-Ventura, N., Huensch, A., Mitchell, R. (October, 2018). *Long-term retention of L2 skills after residence/study abroad: Exploring the influence among Anglophones of individual, social, and contextual variables*. Paper presented at the Second Language Research Forum (SLRF) annual conference in Montreal, Canada.
- Tracy-Ventura, N., Huensch, A., & Mitchell, R. (June, 2018). *Long term evolution of L2 identity following study abroad*. Paper presented at the 3<sup>rd</sup> Psychology in Language Learning Conference. Tokyo, Japan.
- Tracy-Ventura, N. & Huensch, A. (May, 2018). *The potential of publicly-shared longitudinal learner corpora in SLA research*. Paper presented at the Research Methodology in Second Language Acquisition and Learning conference. Montpellier, France.
- Tracy-Ventura, N. & Huensch, A. (March, 2018). *Foreign language attrition, maintenance, or development 4 years after study abroad? A longitudinal study of fluency, accuracy, and complexity*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference in Chicago, IL.
- Tracy-Ventura, N., Huensch, A., & Mitchell, R. (October, 2017). *Tracking the long-term evolution of foreign language proficiency through development and analysis of a bilingual, multimodal and longitudinal corpus*. Paper presented at the 4<sup>th</sup> Learner Corpus Research Conference. Bolzano, Italy.
- Huensch, A., Tracy-Ventura, N., Chlapowski, T., Creel, S., Giovanni, J. (October, 2017). *Frequency and distribution of self-corrections in a spoken longitudinal learner corpus*. Paper presented at the 4<sup>th</sup> Learner Corpus Research Conference. Bolzano, Italy.
- Huensch, A., Tracy-Ventura, N., Bridges, J. & Cuesta, J. (February, 2017). *Variables affecting the maintenance of L2 fluency post-study abroad in the short and long term*. Paper presented at the Center for Languages and Intercultural Communication (CLIC) Conference on Study Abroad. Rice University, Houston, TX.

McManus, K., Tracy-Ventura, N., & Mitchell, R. (September, 2016). *L2 linguistic development before, during, and after a nine-month sojourn: Evidence from L2 French and Spanish*. Paper presented at the Second Language Research Forum (SLRF) annual conference in New York, NY.

Mitchell, R. & Tracy-Ventura, N. (August, 2016). *Patterns of language use during residence abroad: Relations between structure and agency*. Paper presented at the European Second Language Association (EUROSLA) annual conference in Jyväskylä, Finland.

Tracy-Ventura, N. & Cuesta Medina, J. (July, 2016). *Can native-speaker corpora help explain L2 acquisition of tense and aspect? A study of the "input"*. Paper presented at the Teaching and Language Corpora Conference in Giessen, Germany.

Tracy-Ventura, N. & Huensch, A. (March, 2016). *Measuring L2 fluency: Is L1 fluency data necessary?* Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference in Orlando, FL.

Mitchell, R. & Tracy-Ventura, N. (March, 2016). *Language learning by Anglophones during residence abroad: understanding "quality" in social relationships*. Paper presented at the American Association of Applied Linguistics (AAAL) Annual Conference in Orlando, FL.

Tracy-Ventura, N. & Huensch, A. (October, 2015). *A multidimensional investigation of L2 fluency before, during, and after residence abroad*. Paper presented at the Second Language Research Forum (SLRF) annual conference in Atlanta, GA.

Mitchell, R., Tracy-Ventura, N., McManus, K., & Huensch, A. (July, 2015). *Social reinsertion, L2 identities and second language maintenance following residence abroad*. Paper presented at The Culture of Study Abroad for Second Languages conference in Halifax, Canada.

Huensch, A. & Tracy-Ventura, N. (October, 2014). *The relationship between L1 fluency and L2 fluency development in a study abroad context*. Paper presented at the Second Language Research Forum (SLRF) annual conference in Columbia, SC.

Mitchell, R., McManus, K., & Tracy-Ventura, N. (October, 2014). *The development of L2 grammatical accuracy during residence abroad: the influence of social networks*. Paper presented at the Second Language Research Forum (SLRF) annual conference in Columbia, SC.

Tracy-Ventura, N. (October, 2014). *A longitudinal study of lexical sophistication in a residence/study abroad context*. Paper presented at the Second Language Research Forum (SLRF) annual conference in Columbia, SC.

Mitchell, R. Tracy-Ventura, N., McManus, K., Romero, P., & Richard, L. (August, 2014). *Real and virtual social networking and language learning during residence abroad*. Paper presented at the AILA World Congress in Brisbane, Australia.



- Mitchell, R., McManus, K., & Tracy-Ventura, N. (September, 2014). *"It's just a matter of time": The development of grammatical accuracy during residence abroad*. Paper presentation at the European Second Language Association (EUROSLA) annual conference in York, UK.
- Tracy-Ventura, N., McManus, K., & Mitchell, R. (September, 2014). *The development of lexical diversity during study abroad: Introducing the new LANG-SNAP longitudinal learner corpus*. Paper presented at the American Association for Corpus Linguistics Annual Conference. Flagstaff, AZ.
- Tracy-Ventura, N., McManus, K., & Mitchell, R. (September, 2013). *A longitudinal learner corpus investigation of vocabulary learning before, during, and after residence abroad*. Paper presented at the Learner Corpus Research Conference. Bergen, Norway.
- Mitchell, R., McManus, K. & Tracy-Ventura, N. (August, 2013). *Impact of social networking and social integration on development of L2 accuracy and fluency during residence abroad: A longitudinal study*. Paper presented at the 23<sup>rd</sup> Annual Conference of the European Second Language Association (EUROSLA). Amsterdam, Netherlands.
- McManus, K. & Tracy-Ventura, N. (October, 2012). *A longitudinal investigation of L1 and L2 use during residence/ study abroad*. Paper presented at the Second Language Research Forum (SLRF). Pittsburgh, USA.
- McManus, K., Tracy-Ventura, N., Mitchell, R., Richard, L., & Romero de Mills, P. (September, 2012). *Social networks, interaction and acquisition during the year abroad*. Paper presented at the 22<sup>nd</sup> Annual Conference of the European Second Language Association (EUROSLA). Poznan, Poland.
- Mitchell, R., Tracy-Ventura, N., McManus, K., Richard, L., & Romero de Mills, P. (September 2012). *A comparative study of social networks of British undergraduates during residence abroad in France, Spain and Mexico*. Paper presented at the 45<sup>th</sup> Annual Meeting of the British Association for Applied Linguistics, Southampton.
- Tracy-Ventura, N. McManus, K., Mitchell, R., Richard, L., Romero de Mills, P. (March 2012). *Social networks, target language interaction, and second language acquisition during residence abroad: A longitudinal study*. Paper presented at the AAAL conference. Boston, USA.
- Tracy-Ventura, N., McManus, K., Ortega, L., & Norris, J. (February 2012). *"Repeat as much as you can": Elicited imitation as a measure of global proficiency in L2 French*. Paper presented at the L2 proficiency Assessment Workshop. Montpellier, France.
- Kim, Y, Tracy-Ventura, N., & Han, Y. (September 2011). *Task repetition, learner-learner interaction, and the development of L2 oral performance*. Paper presented at the 21<sup>st</sup> Annual Conference of the European Second Language Association (EUROSLA). Stockholm, Sweden.

- Tracy-Ventura, N., Mitchell, R., & Myles, F. (March, 2010). *Oral production tasks in L2 tense-aspect research: The effect of task design on learner performance*. Paper presented at the American Association of Applied Linguistics (AAAL) Conference. Atlanta, GA, USA.
- Tracy-Ventura, N., Dominguez, L., Mitchell, R., Myles, F., Arche, M. (November, 2009). *L2 acquisition of the Spanish imperfect: Evidence from both comprehension and production*. Paper presented at the Second Language Research Forum (SLRF). East Lansing, MI, USA.
- Dominguez, L., Tracy-Ventura, N., Mitchell, R., Myles, F., Arche, M. (October, 2009). *Eliciting evidence on tense and aspect in L2 Spanish: A learner corpus approach*. Paper presented at the Hispanic Linguistic Symposium Conference. San Juan, Puerto Rico.
- Tracy-Ventura, N. & Dominguez, L. (September, 2009). *Task design in L2 tense and aspect research: What matters?* Paper presented at the Talk-Based Language Teaching Conference. Lancaster, UK.
- Tracy-Ventura, N., Dominguez, L., Mitchell, R., Myles, F., Arche, M. (September, 2009). *Acquiring L2 Spanish preterit and imperfect: A cross-sectional study of the effects of lexical aspect and narrative structure*. Paper presented at the EUROSLA Conference. Cork, Ireland.
- Dominguez, L., Tracy-Ventura, N., Mitchell, R., Myles, F., Arche, M. (September, 2009). *Designing a learner corpus to study L2 tense and aspect*. Paper presented at the EUROSLA Conference. Cork, Ireland.
- Tracy-Ventura, N. (October, 2008). *Testing the Teachability Hypothesis in L2 Spanish using Intact Classes*. Paper presented at the Second Language Research Forum (SLRF) Conference. Honolulu, HI, USA.
- Tracy-Ventura, N. (March, 2008). *The relationship between emergence, attempts, and accuracy in an instructional study of L2 Spanish*. Paper presented at the American Association of Applied Linguistics (AAAL) Conference, Washington D.C., USA.
- Tracy-Ventura, N. (October, 2007). *An instructional study of L2 preterit and imperfect acquisition*. Paper presented at the Second Language Research Forum (SLRF) Conference. Urbana-Champaign, IL., USA.
- Tracy-Ventura, N. (April, 2007). *Developmental readiness and tense/aspect: An instructional study of L2 preterit and imperfect acquisition*. Paper presented at the American Association of Applied Linguistics (AAAL) Conference, Costa Mesa, CA., USA.
- Tracy-Ventura, N. (October, 2006). *A comparison of past tense use in native speaker and learner corpora of Spanish*. Paper presented at the American Association of Applied Corpus Linguistics (AAACL) Conference, Flagstaff, AZ., USA.

Biber, D., Davies, M., Jones, J., & Tracy-Ventura, N. (May, 2005). *Register variation in Spanish: A multi-dimensional analysis*. Paper presented at the AAACL Conference, Ann Arbor, MI., USA.

Keck, C., Ibarra-Shea, G., Tracy-Ventura, N., & Wa-Mbaleka, S. (April, 2004). *Investigating the empirical link between interaction and acquisition: A quantitative meta-analysis*. Paper presented at the AAAL Conference, Portland, OR., USA.

## Courses Taught

### West Virginia University

#### Undergraduate

SPAN 203h Intermediate Spanish – Honors (3 credits)

#### Graduate

BIBY 615 Methods of Research (3 credits)

LANG 493C Task-based Language Teaching (3 credits)

LANG 625 Language Assessment (3 credits)

LANG 622 ESL Theory (3 credits)

LING 593B Corpus Linguistics (3 credits)

### University of South Florida

#### Undergraduate

LIN 3003 Language Matters (3 credits – online)

LIN 4362 Methods of Teaching English Overseas (3 credits)

#### Graduate

LIN 6081 Introduction to Graduate Study in Applied Linguistics (3 credits)

LIN 6720 Second Language Acquisition (3 credits)

LIN 6688 Corpus Linguistics (3 credits)

LIN 7931 Advanced Seminar in Applied Linguistics (3 credits)

TSL 5371 Methods of Teaching ESL (3 credits)

TSL 6945 Internship (3 credits)

### Northern Arizona University

#### Undergraduate

SPA 101 First Year Spanish (4 credits)

SPA 102 First Year Spanish (4 credits)

SPA 199 Accelerated First Year Spanish (4 credits)

SPA 201 Second Year Spanish (4 credits)

#### Graduate

ENG 548 Fundamentals of Second Language Teaching (3 credits)

ENG 559 ESL Methods and Materials: Reading and Writing (3 credits)

ENG 578 Curriculum and Program Administration (3 credits)

### **Master's Thesis Committee, West Virginia University**

Constantia Rhinehart (2022). *Representation of Muslims in Time Magazine: A Corpus Linguistic Study*. **Committee Chair**

Emil Asanov (2022). *An exploration of feminist teaching practices in TESOL*. **Committee Co-Chair**

Shahd Abu Nahel (2021). *[k], [g] and [ʔ] in Amman: Social associations and identity perception in young rural [fallahin] Palestinian speech*. Committee Member

Katherine Lindley (2021). *Comparing Spanish L2 use of regional phonemes after study abroad in Spain and Mexico*. **Committee Co-Chair**

Jamile Tango Rojas (2020). *The Effect of Blended Learning on Language Proficiency of an EFL Class: An Empirical Study*. **Committee Co-Chair**

### **Doctoral Dissertation Committees, University of South Florida**

Co-major professor:

Zeynep Koylu (2016). *The influence of context on linguistic development: The case of Turkish undergraduates at home and abroad*.

Committee Member:

Fahad Alharbi (Graduated, 2017)

Erhan Aslan (Graduated, 2016)

Oksana Bomba (in progress)

Judith Bridges (Graduated, 2019)

Addie China (Graduated, 2018)

Jhon Cuesta (Graduated, 2019)

Zeynep Erdil-Moody (Graduated, 2016)

Jining Han (Graduated, 2019)

Özge Guney (in progress)

Anastasia Khawaja (Graduated, 2019)

Ramona Kreis (Graduated, 2019)

Yunhyun Lee (Graduated, 2017)

Abeer Mohammed (Graduated, 2017)

Bei Bei Ren (in progress)

Jelena Vuksanovic (Graduated, 2017)

### **Service to the Profession**

Since 2021 Editorial board member for the journal *Study Abroad Research in Second Language Acquisition and International Education*.

Since 2020 Board of Advisors for Talkbank.org

Since 2017 Editorial board member for the *International Journal of Learner Corpus Research*  
2013 Organizing Committee Member for the Residence Abroad, Social Networks, and Second Language Learning Conference in Southampton, UK (April)

2012 Organizer of Student Volunteers for the British Association of Applied Linguistics (BAAL) Conference in Southampton, UK.

### **Book Chapter/Conference Proceedings Reviewer**

Applied Uses of Corpora for Teaching/Learning Romance Languages  
Handbook of Corpus Approaches to Discourse Analysis  
Handbook of Second Language Acquisition and Language Testing  
Handbook of Spanish Second Language Acquisition  
Second Language Acquisition and Learner Corpora  
Second Language Research Forum  
Spanish Learner Corpora

### **Book Proposal Reviewer**

Routledge

### **Grant Reviewer**

Austrian Science Fund  
European Science Foundation  
German Research Foundation

### **Journal Manuscript Reviewer**

*Applied Linguistics*  
*Applied Linguistic Review*  
*Applied Psycholinguistics*  
*Corpora*  
*EUROSLA Studies*  
*Hispania*  
*Innovation in Language Learning and Teaching*  
*International Journal of Bilingual Education and Bilingualism*  
*International Journal of Corpus Linguistics*  
*International Journal of Learner Corpus Research*  
*Language Awareness*  
*Language Learning*  
*Language Teaching*  
*Language Testing*  
*Modern Language Journal*  
*Revista Sintagma*  
*Sage Open*  
*Studies in Second Language Acquisition*  
*Studies in Second Language Learning and Teaching*  
*Study Abroad Research in Second Language Acquisition and International Education System*  
*TESOL Quarterly*

### **Conference Abstract Reviewer**

*American Association of Applied Linguistics*  
*American Association of Corpus Linguistics*  
*Georgetown University Roundtable on Languages and Linguistics*  
*Hispanic Linguistics Symposium*  
*Second Language Research Forum*  
*Tense, Aspect, and Modality*

### **Memberships in Professional Organizations**

American Association of Applied Linguistics

Learner Corpus Association  
Study Abroad and Language Learning AILA Research Network