

Department of English and American studies

University of Potsdam

Am Neues Palais 10, Potsdam, Germany

Building 19, Room 1.29

Mobile phone number: +49 1525 788 6572

E-Mail: tmalabar@uni-potsdam.de

Webpage: <https://www.uni-potsdam.de/taiane-malabarba>

EDUCATION

10/2022-present Habilitation, Department of English and American Studies, Center for Interactional Linguistics, University of Potsdam. Preliminary title: "Evolving L2 interaction competence in transmodal mobile chats" (anticipated degree date: April 2026).

02/2011–02/2015 Ph.D. in Applied Linguistics at Universidade do Vale do Rio dos Sinos (UNISINOS), São Leopoldo, Brazil (with research stay at Pennsylvania State University, University Park, PA, USA)

Dissertation title: "O percurso do agir interacional no trabalho docente: do projeto de ensino as participações contingentes em sala de aula de língua inglesa." [The interactional trajectory of classroom-based English-as-a-foreign-language teaching: from the instructional project to contingent participations]

Supervisor: Ana Maria de Mattos Guimarães/Joan Kelly Hall

02/2008–03/2010 M.A., Applied Linguistics, Universidade do Vale do Rio dos Sinos (UNISINOS), São Leopoldo, Brazil

Thesis title: "O trabalho do professor de inglês em curso livre: na tessitura das prescrições." [Teaching English as a foreign language: the multifaceted nature of its institutional requirements]

02/2001–12/2006 B.A., Portuguese and English languages and literature, Universidade do Vale do Rio dos Sinos (UNISINOS), São Leopoldo, Brazil

Double Major: Teaching English as a foreign language. Teaching of Portuguese

PROFESSIONAL APPOINTMENTS

04/2019–present Postdoctoral researcher at the Chair "Present-Day English Language and Linguistics", Department of English and American Studies, University of Potsdam, Potsdam, Germany

10/2020–10/2022 Part-time substitute head of chair, Department of English and American Studies, University of Potsdam, Potsdam, Germany

09/2017–12/2018 Coordinator of the Foreign Language Program "Unilínguas", Universidade do Vale do Rio dos Sinos (UNISINOS), São Leopoldo, Brazil

Taiane Malabarba
Curriculum Vitae
(April 2023)

2

02/2015–01/2019 Assistant Professor at the department of Languages, Universidade do Vale do Rio dos Sinos (UNISINOS), São Leopoldo, Brazil

02/2007–12/2015 Director of Cultura Americana Language Center, Novo Hamburgo, Brazil

02/2007–12/2015 Instructor of English, Cultura Americana Language Center, Novo Hamburgo, Brazil

02/2005–12/2006 Research assistant at the Department of Applied Linguistics, Universidade do Vale do Rio dos Sinos (UNISINOS), São Leopoldo, Brazil

02/2002–02/2007 Instructor of English, Cultura Americana Language Center, Carlos Barbosa, Brazil

PUBLICATIONS

Books, edited volumes and special issues

Nguyen, H.; Malabarba, T. (under contract). *Developing Interactional Competence at the Workplace: Learning English as a Foreign Language on the Shop Floor*. Under contract with Routledge (Second Language Studies series Ed. J. Hellermann and S. W. Eskildsen).

Betz, E.; Malabarba, T.; Barth-Weingarten, D. (2023). Describing and Assessing Interactional Competence in a Second Language (Special Issue). *Applied Pragmatics*, 5(2).

Nguyen, H.; Malabarba, T. (2019). *Conversation analytic perspectives on English language learning, teaching and testing in global contexts*. Bristol, UK: Multilingual Matters.

Refereed Journal Articles

Malabarba, T. & Betz, Emma. (2023). Describing and Assessing Interactional Competence in a Second Language: Introduction to the Special Issue. *Applied Pragmatics*, 5(2), 121-141.

Malabarba, T. (2022). Requesting on WhatsApp: The interplay of interactional competence and deontics in English as an additional language. *TESOL in Context*, 30(2). <https://doi.org/10.21153/tesol2022vol30no2art1516>

Malabarba, T.; Mendes, A.C.O.; de Souza, J. (2022). Multimodal Resolution of Overlapping Talk in Video-Mediated L2 Instruction. *Languages*, 7(2): 154, 1-22. <https://doi.org/10.3390/languages7020154>

Malabarba, T. & de Souza, J. (2021). ,I'll tell you a secret': socialization into oral social practices in elementary school whole group interaction. *Revista da ABRALIN*, 20(3), 1595-1619. <https://doi.org/10.25189/rabralin.v20i3.1962>

Skogmyr Marian, K.; Malabarba, T.; Weatherall, A. (2021). Multi-unit turns that begin with a resaying of a prior speaker's turn. *Language and Communication*, 78, 77–87.

De Souza, J.; Malabarba, T.; Guimarães, A. M. (2020). Hold-ups in classroom interaction: The multiactivity of managing students' participation in a Brazilian primary school. *Bulletin Suisse de Linguistique Appliquée*, 111, 111–135.

Kimura, D.; Malabarba, T.; Hall, J. K. (2018). Data collection considerations for classroom interaction research: A Conversation Analytic perspective. In: *Classroom Discourse*, 9(3), 185–204.

Malabarba, T.; Hall, J. K. (2017). Interaction and second language acquisition research: Interview with Joan Kelly Hall. *Calidoscópio*, 15(2), 399–403.

Malabarba, T.; Guimaraes, A. M. M. (2012). Precisa-se de um linguista: da relevância do analista da linguagem na compreensão do mundo do trabalho [A linguist is needed: About the relevance of the language analyst in understanding the world of work.]. *Raído* 6, 151–162.

Malabarba, T.; Guimaraes, A. M. M. (2010). O agir docente em curso livre de língua estrangeira: que trabalho é esse? [Teaching English in private language schools: what work is it?]. *Glaucks*, 10, 271–295.

Book chapters

Malabarba, T. (2019). 'In English, sorry': Participants' Orientation to the English-only policy in Beginning-level EFL Classroom Interaction. In: H. Nguyen & T. Malabarba (Eds.), *Conversation analytic perspectives on English language learning, teaching and testing in global contexts*, 244–276. Bristol, UK: Multilingual Matters.

Malabarba, T.; Nguyen, H. (2019). Using Conversation Analysis to understand the realities of English-as-a-Foreign-Language Learning, Teaching, and Testing. In: H. Nguyen & T. Malabarba (Eds.), *Conversation analytic perspectives on English language learning, teaching and testing in global contexts*, 1–30. Bristol, UK: Multilingual Matters.

Sayer, P.; Malabarba, T.; Moore, L. (2019). Teaching English in marginalized contexts: Constructing Relevance in an EFL Classroom in Rural Southern Mexico. In: H. Nguyen & T. Malabarba (Eds.), *Conversation analytic perspectives on English language learning, teaching and testing in global contexts*, 268–294. Bristol, UK: Multilingual Matters.

Hall, J. K.; Malabarba, T.; Kimura, D. (2019). What's Symmetrical?: A Teacher's Cooperative Management of Learner Turns in a Read-Aloud Activity. In: J. K. Hall & S. Looney (Eds.), *The Embodied Work of Teaching*. Bristol, 37–56. UK: Multilingual Matters.

Malabarba, T. (2016). O trabalho docente e sua profissionalidade: do projeto de ensino às participações contingentes [The work of teaching and its professionalism: From the pedagogical project to the contingent participations]. In: A. M. M. Guimarães, A. Carnin & D. Cafiero Bicalho (Eds.), *Formação e*

trabalho docente: múltiplos olhares para o ensino de língua maternal, 117-143. Campinas: Pontes Editores.

Conference reports

Fenner, C.; Gostner, G.; Heiden, L.; Malabarba, T.; Schirm, S. (2022). Report on the first International Summer Institute for Interactional Linguistics at the IDS Mannheim, 18th – 23rd of July 2022. *Gesprächsforschung - Online-Zeitschrift zur verbalen Interaktion*, 23, 321-329.

AWARDS AND HONORS

2007	Research Excellence Award, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.
2006	Distinguished final paper, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

GRANTS AND FELLOWSHIPS

01/2023	PoGS School (University of Potsdam). 2.000 EU travel grant to attend <i>The International Conference on Conversation Analysis</i> , Brisbane, Australia.
09/2022	PoGS School (University of Potsdam). 2.000 EU travel grant to attend <i>The Third International Conference on Interactional Competences and Practices in a Second Language</i> (ICOP-L2), Barcelona, Spain.
01/2021–10/2022	KoUP Cooperation Funding (University of Potsdam). 6.418,85 EUR grant to support the project <i>Interactional competence in a foreign language: a research cooperation</i> between University of Potsdam and Hawai'i Pacific University
04/2021–03/2022	Innovative Lehrprojekte Funding (University of Potsdam). 7.100 EUR grant to support the project <i>Linguistics for professional purposes: applying academic contents in a task-based approach</i> https://www.uni-potsdam.de/de/iaa-pde-ll/teaching-projects/lingpro
02/2017	Travel grant for training in video methods at University of Southern Denmark. PIPE group (with Dr. Johannes Wagner), University of Southern Denmark
01/2014–06/2014	CAPES (Brazilian Ministry of Education)–International Grant. 1-semester international exchange postgraduate grant for residence in USA and study of Applied Linguistics at Pennsylvania State University
02/2011–02/2014	Scholarship holder of CAPES foundation (Brazilian Ministry of Education)

02/2008–02/2010 Scholarship holder of CAPES foundation (Brazilian Ministry of Education)

WORKSHOPS AND INVITED TALKS

04/2023 Interactional competence at the workplace: tracking changes over time in the design of informing turns, Applied Linguistics & Communication Seminar Series, Newcastle University. 2 hours.

12/2022 Interactional competence at the workplace: tracking changes in turn design over time, Federal University of Minas Gerais, Brazil. 2 hours (hybrid event).

11/2022 “How’s life treating you”: a longitudinal study of openings in transmodal chat interactions of multilingual tandem partners, Linguistic Lecture Series, Centre language, variation, multilingualism, University of Potsdam. 2 hours (hybrid event).

10/2022 L2 teaching on Zoom: using moments of overlapping talk to encourage students’ participation, Hawaii Pacific University, USA. 2 hours (hybrid event).

08/2021 A organização multimodal de interações-para-aprendizagem mediadas por video [The multimodal organization of video-mediated interactions-for-learning], Federal University of Minas Gerais, Brazil. 2 hours (online event).

03/2020 The story of a Ph.D., Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil. 2 hours.

09/2019 Workshop: Os métodos da Análise da Conversa e da Linguística Interacional no estudo da fala-em-interação [*The methods of Conversation Analysis and Interactional Linguistics for the study of talk-in-interaction*] (with Anna Carolina Oliveira Mendes), Universidade Federal de Minas Gerais, Brazil. 15 hours.

03/2018 Interaction in foreign language classrooms: theoretical and methodological perspectives, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil. 2 hours.

04/2018 Teachers as learners: a dialogue with the students, Universidade do Vale do Rio dos Sinos, Brazil. 15 hours.

11/2017 Foreign language teaching: between institutional prescriptions and student contingent participations. Pennsylvania State University, USA. 2 hours.

03-06/2017 English sounds: Theory, practice, teaching, Cultura Americana Language Center, Brazil. 40 hours.

03/2014 Conversation analysis and classroom interaction (with Joseane de Souza), Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil. 10 hours.

06/2014 Understanding classroom interaction, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil. 10 hours.

08/2014 Ph.D. for Dummies, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

03/2012 Classroom will never be the same: The perspective of talk-in-interaction, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil. 10 hours.

09/2012 Classroom interaction: History and practice, Universidade Federal do Pampa, Brazil. 10 hours.

04/2011 How to find the best papers in your area and write yours, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

09/2008 EFL Learning/Teaching: resignifying classroom practices, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

ORAL PRESENTATIONS AT CONFERENCES

09/2022 Malabarba, T.; Nguyen, H. Interactional competence development at the workplace: Changes in small talk initiated by an EFL hotel staff member. *The Third International Conference on Interactional Competences and Practices in a Second Language (ICOP-L2)*, Barcelona, Spain.

03/2022 Malabarba, T. The development of interactional competence as socialization with co-participants of the same category. To be presented in the panel “Language learning in the social world: L2 interactional competence and socialization processes”, organized by Simona Pekarek Doehler and Klara Skogmyr Marian. *The 2022 Conference of the American Association for Applied Linguistics*.

08/2021 Malabarba, T. Accomplishing requests over time in Whatsapp interaction: evolving linguistic repertoires or increased entitlement?, *World Congress of Applied Linguistics*, Groningen, The Netherlands (online conference).

07/2021 Malabarba, T. Sequence-initiating actions in multiparty EFL text-in-interaction. *17th International Pragmatics Conference*, Winterthur, Switzerland (online conference).

07/2021 Oliveira Mendes, A.; Malabarba, T.; Klattenberg, R. Sorry go ahead: resolving overlap in a Zoom tutoring session. *17th International Pragmatics Conference*, Winterthur, Switzerland (online conference).

03/2021 Malabarba, T. Interactional Linguistics: basic and applied? (final discussion) *Perspectives on Interactional Linguistics (farewell symposium for Margret Selting)*. University of Potsdam, Germany (online conference).

03/2021 Malabarba, T. From disfluency markers to interactional resources: Comments from a CA-SLA perspective on Xiaoting Li “Beyond a filler: managing progressivity and stance with na(-ge) shenme ‘that what’ in Mandarin conversation”, *Interactional Linguistics: Basic and Applied*, Potsdam, Germany (online conference).

2020 Malabarba, T.: WhatsApp as a semi-wild learning environment in EFL contexts, *Annual Colloquium of the Swiss Association of Applied Linguistics (VAS-ASLA)*, Neuchâtel, Switzerland.

2019 Malabarba, T.: Multi-modal resources to do being a competent L2 language user in WhatsApp messaging, *International Workshop: Assessing Interactional Competence: Between Observation and Grading* (Data session), Potsdam, Germany.

2019 Malabarba, T.; De Souza, J.: Explicit socialization in elementary L1 Brazilian-Portuguese classroom interaction, *The 2019 Conference of the International Institute for Ethnomethodology and Conversation Analysis (IIEMCA)*, Mannheim, Germany.

2019 Malabarba, T.: Evolving L2 Interactional Repertoires in Text Messaging, *The Second International Conference on Interactional Competences and Practices in a Second Language (ICOP-L2)*, Västerås, Sweden.

2018 Malabarba, T.; Weatherall, A.; Skogmyr Marian, K.: Repetition in second position: A resource for building multi-unit turns, *5th International Conference on Conversation Analysis*, Loughborough, UK.

2018 Guimarães, A. M.; Malabarba, T.; Souza, J.: Hold-up actions & progressivity in classroom interaction, *5th International Conference on Conversation Analysis*, Loughborough, UK.

2017 Kimura, D.; Hall, J. K.; & Malabarba, T.: Video technologies in research on pedagogical interaction: Methodology and multimodal research in educational settings, *2017 Conference of the American Association for Applied Linguistics*, Portland, OR, USA.

2017 Malabarba, T.: ‘In English, sorry’: participants’ orientation to English-only policies in beginning-level EFL classroom interaction, *2017 Conference of the American Association for Applied Linguistics*, Portland, OR, USA.

2017 Malabarba, T.; Hall, J. K.: Accomplishing playful actions (in English) in a beginning level EFL class. *Interactional*

Competences and Practices in a Second Language, University of Neuchâtel, Switzerland.

2016 Malabarba, T.: Trabalho docente e participações contingentes em sala de aula de inglês como língua adicional [The work of teaching and contingent participations in the English as an additional language classroom.], Senale, Pelotas, RS, Brazil.

2016 Guimaraes, A. M. M.; Malabarba, T.: Inglês como meio de instrução em sala de aula de língua inglesa: da prescrição a concretização [English as a means of instruction in the EFL classroom: From what is assigned to what gets done.], Senale, Pelotas, RS, Brazil.

2016 Malabarba, T.; Hall, J. K.: Orienting to Teaching Requirements in the Unfolding Interaction of an EFL Classroom, *2016 Conference of the American Association for Applied Linguistics*, Orlando, FL, USA.

2016 Kimura, D.; Hall, J. K.; Malabarba, T.: Beyond Transcription and Analysis: Heuristic methodological recommendations for using video data in studying multimodal classroom interaction, *2016 Conference of the American Association for Applied Linguistics*, Orlando, FL, USA.

2015 Malabarba, T.; Kimura, D.; Hall, J. K.: Teacher Responsiveness to Learner Initiation: on the multifaceted nature of teaching, *The Language and Social Interaction Working Group Conference*, Teachers College, New York, NY, USA.

2015 Malabarba, T.; Hall, J. K.: Understanding L2 teaching as a professional encounter: In the face of student participation and pre-established institutional demands, *2015 Conference of the American Association for Applied Linguistics*, Toronto, ON, Canada.

2015 Malabarba, T.; Knijnik, L.: Profissionalidade docente e contingências interacionais no ensino de língua adicional [Professionalism and contingencies in additional language teaching.], *Dialogue Under Occupation International Conference*, Porto Alegre, RS, Brazil.

2015 Malabarba, T.; Hall, J. K.: Understanding L2 Teaching as a Professional Encounter in the Face of Student Participation and Pre-Established Institutional Demands. Revisiting Participation: Language and Bodies in Interaction, University of Basel, Switzerland.

2015 Malabarba, T.; Kimura, D.; Hall, J. K.: Accomplishing a lesson: A preliminary explanation for differential teacher responsiveness to learner initiatives, *2015 Conference of the American Association for Applied Linguistics*, Toronto, ON, Canada.

2015 Malabarba, T.; Frezza, M. O: papel da prosódia na realização de projetos interacionais em aulas de língua inglesa [The role of prosody in accomplishing interactional projects in EFL lessons.], *3rd International Language and Interaction Conference*, São Leopoldo, RS, Brazil.

2014 Malabarba, T.; Lima, M. S.: Teaching is working (hard): the case of adult Brazilian beginners, *4th International Conference on the Development and Assessment of Intercultural Competence*, Tucson, AZ, USA.

2014 Malabarba, T.; Carnin, A.: Ph.D.: Abroad for Dummies. *Graduate Colloquium*, São Leopoldo, RS, Brazil.

2014 Malabarba, T.: O trabalho docente em sala de aula de língua inglesa: entre a agenda institucional e as demandas interacionais [The work of teaching English: between the institutional agenda and the interactional demands.], *Círculo de Estudos Linguísticos do Sul*, Chapecó, SC, Brazil.

2013 Malabarba, T.: As ações docentes para o ensino/aprendizagem de inglês como língua de interação [Actions in teaching English as an interaction language.], *IV Congresso Latino-Americano de Formação de Professores de Línguas*, Brasília, UF, Brazil.

2013 Malabarba, T.: O trabalho de interagir e de promover interação em contexto de ensino de LI e a complexidade do agir docente sob a perspectiva do ISD e da Teoria Sociocultural [The interactional work of promoting interaction in EFL teaching and the complexity of looking at such work from the perspective of socio-discursive interactionism and sociocultural theory.], *4th International Meeting of Socio-Discursive Interactionism*, Geneva, Switzerland.

CONFERENCE ORGANIZATION AND REVIEWING ROLES

06/2022 Abstract Reviewer. The Third International Conference on Interactional Competences and Practices in a Second Language (ICOP-L2), Barcelona, Spain

08/2021 Symposium organizer. *World Congress of Applied Linguistics*. Conversation Analysis and Interactional Linguistics in foreign language learning: understanding what provides for "competent" interaction (with Prof. Dr. Dagmar Barth-Weingarten). Featured speaker: Joan Kelly Hall

05/2019 Head of oral session. The Second International Conference on Interactional Competences and Practices in a Second Language (ICOP-L2), Västerås, Sweden

12/2018	Abstract reviewer. The Second International Conference on Interactional Competences and Practices in a Second Language (ICOP-L2), Västerås, Sweden
03/2017	Colloquium organizer. Conversation Analytic Perspectives on English Language Teaching in Global Contexts: Constraints and Possibilities, 2017 Conference of the American Association for Applied Linguistics, Portland, USA (with Dr. Hanh thi Nguyen)
04/2016	Abstract reviewer. 2017 Conference of the American Association for Applied Linguistics, Portland, USA
03/2016	Oral paper reviewer. The Annual Institutional Research Symposium, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
06/2015	Organizing committee member. 3rd International Language and Interaction Conference, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
06/2012	Organizing committee member. 7th International Gender and Language Association Conference, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
03/2012	Poster reviewer. Research in grad school symposium, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
06/2010	Organizing committee member. 2nd International Language and Interaction Conference, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
06/2005	Organizing committee member. 1st International Language and Interaction Conference, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
03/2005	Head of oral session. The Annual institutional research symposium, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil

TEACHING EXPERIENCE

Department of English and American Studies, University of Potsdam, Germany, 2019–present

Seminars; 2 hours per week – 15 weeks each

- The linguistics of English as a foreign language (B.A. Linguistics, Teaching English as a Foreign Language), Summer 2021
- The microanalysis of text messaging (M.A. Linguistics, Teaching English as a Foreign Language), Summer 2021, Winter 2022
- The Grammar of text messaging (M.A. Linguistics, Teaching English as a Foreign Language), Winter 2021

- Conversation Analysis and Second Language Acquisition (M.A. Linguistics, Teaching English as a Foreign Language), Winter 2020
- Foreign Language Learners' Language use (B.A. Linguistics, Teaching English as a Foreign Language), Summer 2019
- Second Language Use (B.A. Linguistics, Teaching English as a Foreign Language), Winter 2019
- Introduction to Synchronic Linguistics I (B.A. Linguistics, Teaching English as a Foreign Language), Winter 2019
- Text, Discourse, Communication (B.A. Linguistics, Teaching English as a Foreign Language), Winter 2019, Summer 2020, Summer 2022
- Second language in the classroom (and beyond), (B.A. Linguistics, Teaching English as a Foreign Language), Summer 2020
- Contemporary Approaches to Second Language Teaching and Learning (M.A. Linguistics, Teaching English as a Foreign Language), Summer 2019
- Usage-based approaches to L2 language learning (M.A. Linguistics, Teaching English as a Foreign Language), Winter 2019, Summer 2022
- The Social Turn in Second Language Acquisition Research: from theory to practice (M.A. Linguistics, Teaching English as a Foreign Language), Summer 2020

Department of Languages, Universidade do Vale do Rio dos Sinos, Brazil, 2015–2018*Seminars; 3 hours per week – 19 weeks each*

- Aspects of English Phonology (B.A. Applied Linguistics/Teaching English as a Foreign Language), Spring 2015, Spring 2016, Spring 2017, Spring 2018
- Learning English as a Foreign Language (B.A. Applied Linguistics/Teaching English as a Foreign Language), Fall 2016, Fall 2018, Summer 2018
- English Language and Variation (B.A. Applied Linguistics/Teaching English as a Foreign Language), Fall 2016, Spring 2016, Fall 2017, Spring 2017, Fall 2018, Summer 2018
- Professional English for Operations Management (B.A. Operations Management), Spring 2015, Fall 2015, Fall 2016, Spring 2017
- Academic English for Engineering (B.A. Engineering), Spring 2015, Fall 2015
- Professional English for Information Technology (B.A. Information Technology), Spring 2015
- Professional English for International Studies (B.A. International Studies), Fall 2017, Spring 2017, Fall 2018
- Professional and Academic English for Business (B.A. Business Administration), Spring 2015, Fall 2015, Fall 2016, Spring 2016, Fall 2017, Spring 2017, Fall 2018

Cultura americana language center, Novo Hamburgo, Brazil, 2007–2015*Language Courses – 2 hours per week – 20 weeks each*

- Integrated Skills Courses for Adult Learners (different courses from beginning to advanced level)

- Integrated Skills Courses for Young Learners (different courses from pre- to secondary-school level)
- Speaking Skills for Adult Learners
- English for Academic Purposes
- English for Specific Purposes – Business
- English for Specific Purposes – Travel & Tourism
- Assessment Preparation: TOEFL, TOEIC & IELTS

Cultura americana language center, Carlos Barbosa, Brazil, 2002–2007

Language Courses – 2 hours per week – 20 weeks each

- Integrated Skills Courses for Adult Learners (different courses from beginning to advanced level)
- Integrated Skills Courses for Young Learners (different courses from pre- to secondary-school level)
- Speaking Skills for Adult Learners
- English for Academic Purposes

STUDENT SUPERVISING AND PROMOTION OF YOUNG SCIENTISTS

SUPERVISION

Ph.D.

Oliveira Mendes, Anna Carolina. (2020-2022). Co-constructed student initiatives in video-mediated L2 tutoring. Co-supervision with Prof. Dr. Dagmar Barth-Weingarten. University of Potsdam.

M.A.

Altrichter, Hannah. (2022). The organization of self-initiated other-repair in smartphone application-based interaction for learning. University of Potsdam.

Ulbrich, Kirsten. (2022). Language alternation in a smartphone-based language learning environment. University of Potsdam.

Will, Marie (2023). “Happy Lunch Day” (*launch): Repair in Dyadic WhatsApp Chats in British English. University of Potsdam.

B.A.

Krevoniz, Diogo. (2018). *Queer identity building in pre-party conversation*. Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

Fróes, Luisa. (2018). Women in work meetings: a conversation analytical description of turn-taking practices. Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

Dal Pizzol, Carla (2018). Assessment and emotion in learning English as an additional language. Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

Dagnese, Tainara. (2017). "It is a fruit that thinks it is a queen": teaching vocabulary in an EFL classroom through the analysis of talk-in-interaction. Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

THESIS/DISSERTATION EXAMINATION

Ph.D.

Busseti, Débora. (2019). "A trajetória de uma professora de língua inglesa: dos primeiros passos à sala de aula e o papel das crenças e emoções em seu cotidiano". Universidade do Vale do Rio dos Sinos, Brazil.

B.A.

Hattge, Bruna. (2016). Sala de aula de português como língua adicional para crianças: da ênfase dada a organização interacional na perspectiva da fala-em-interação [Classroom of Portuguese as an additional language for children: The emphasis on talk-in-interaction], Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil.

Kern, Débora. (2016). Desenvolvimento de aprendizagem baseada em projetos: um olhar para participação em sala de aula [Project-based learning: Looking at classroom participation], Universidade do Vale do Rio dos Sinos, Brazil.

Marmentini Capra, Mariane. (2016). Língua Inglesa na Educação Infantil e Ensino Fundamental: quem são os profissionais atuantes? [EFL and early education and high school: Who are these professionals?], Universidade do Vale do Rio dos Sinos, Brazil.

Barboza Santos, Natália. (2016). Jogos comerciais (online) em sala de aula de língua estrangeira e professores jogadores: relações de ensino e aprendizagem [Comercial (online) games in EFL classes and gamer teachers: Learning/teaching relations], Universidade do Vale do Rio dos Sinos, Brazil.

ACADEMIC SERVICE

PROFICIENCY TEST DEVELOPMENT AND EVALUATION

10/2022-present	Module coordinator (M.A. Linguistic in Context). University of Potsdam, Potsdam, Germany
06/2018	English for Specific Purposes (B.A. Design). Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
11/2017	English for Specific Purposes (B.A. Design, Information Technology, Operations Management, International Business). Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil
06/2016	Academic Basic Skills (B.A. International Business). Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil

05/2015 English Language and Interaction (B.A. Design, Information Technology). Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil

2015–2018 Oral proficiency evaluator, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil

CURRICULUM DEVELOPMENT

2015–2018 Member of the Committee for curriculum development of the B.A. in Operations Management, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil

2017–2018 Member of the Committee for the pedagogical development of the faculty, Universidade do Vale do Rio dos Sinos, São Leopoldo, Brazil

COMMUNITY OUTREACH (VOLUNTARY WORK)

03/2015–12/2015 Teaching English for young learners, Municipality of Bento Gonçalves, Brazil, 45 hours

04/2012 Olympic games 2012: A task-based learning classroom project, Municipality of Novo Hamburgo, Brazil, 8 hours

09/2011 A proposal for working reading skills in the school, Municipality of Novo Hamburgo, Brazil, 8 hours

EDITORIAL ACTIVITIES

MEMBER OF EDITORIAL BOARD

2019–2022 TESOL Journal

MANUSCRIPT REVIEWER

04/2021 The Modern Language Journal

10/2020 Classroom Discourse

08/2020 Linguistics and Education

05/2020 Calidoscópio

10/2019 Papers in Language Testing and Assessment

07/2019 TESOL Journal

03/2016, 02/2018 Entrelinhas

04/2016, 07/2017 TESOL Quarterly

Taiane Malabarba
Curriculum Vitae
(April 2023)

15

02/2017 Classroom Discourse

RESEARCH GRANT REVIEWER

2017–2019 Federal Institute of Education, Science and Technology of Brazil

PROFESSIONAL MEMBERSHIP

Associação de Linguística Aplicada do Brasil

American Association for Applied Linguistics

DGfS Deutsche Gesellschaft für Sprachwissenschaft

International Association for Conversation Analysis

International Pragmatics Association

LANGUAGES

Portuguese (native), English (near-native), French (B1), Spanish (B1), German (B1)