SILVIA KUNITZ

Department of Culture and Society (Linköping University)

Key research areas: organization of teaching/learning environments, design and implementation of classroom tasks, group work, instruction-giving, teaching and assessment of L2 interactional competence, L1-L2 interaction

EDUCATION

2013   PhD (University of Illinois at Urbana-Champaign, USA)

EMPLOYMENT HISTORY

2021 – PRESENT	Associate Professor (Linköping University, Sweden)
2019 – 2021	Senior Lecturer in English Didactics (Karlstad University, Sweden)
2016 – 2019	University Lecturer in English (Stockholm University, Sweden)
2015 – 2016	Postdoctoral Research Fellow (Rice University, USA)
2013 – 2015	Postdoctoral Research Fellow (Stockholm University, Sweden)
2006 – 2013	Graduate Teaching Assistant (University of Illinois at Urbana-Champaign, USA)
2007 – 2010	Graduate Research Assistant (University of Illinois at Urbana-Champaign, USA)
2000 – 2005	Program Coordinator for Language Courses (International Language School, Italy)
1997 – 2006	Italian Language Teacher (International Language School, Italy)

PARTICIPATION IN RESEARCH PROJECTS

2018 – 2021	Researcher in the VR-funded project *Språkcaféet som social mötesplats och arena för språkträning* (Reg. nr 2017-03628)
2018 – present	Coordinator of collaborative research projects at Stockholm Teaching and Learning Studies within the network on English and Modern Languages
2015 – 2016	Principal investigator in the project *Interactional competence: The full instructional cycle* (Rice University)
2015 – 2016	Co-investigator (with Meng Yeh) in the project *Developing and assessing interactional competence from the beginning level* (Rice University)

SELECTED PUBLICATIONS

Kunitz, S., Berggren, J., Haglind, M., & Löfquist, A. (2022). Getting students to talk: A practice-based study on the design and implementation of problem-solving tasks in the EFL classroom. *Languages.*

Kunitz, S., & Majlesi, A.R. (2022). Multimodal gestalts in reformulating practices in language cafés. *Social Interaction – Video-Based Studies of Human Sociality, 5*(1). https://doi.org/10.7146/si.v5i2.130873

Kunitz, S., & Jansson, G. (2021). Story recipiency in a language café: Integration work at the micro-level of interaction. *Journal of Pragmatics, 173*, 28–47.

Kunitz, S. (2018b). L1/L2 alternation practices as resources for task planning. In A. Filipi & N. Markee (Eds.), *Capturing transitions in the second language classroom: A focus on language alternation practices* (pp. 107–128). Amsterdam: John Benjamins (Pragmatics and Beyond series).

Kunitz, S. (2018a). Collaborative attention work on gender agreement in Italian as a foreign language. *The Modern Language Journal, 102*, 64–81. DOI: 10.1111/modl.12458

Kunitz, S., & Skogmyr Marian, K. (2017). Tracking immanent language learning behavior over time in task-based classroom work. *TESOL Quarterly, 51*(3), 507–535. DOI: 10.1002/tesq.389

Kunitz, S. (2015). Scriptlines as emergent artifacts in collaborative group planning, *Journal of Pragmatics, 76*, 135–149. http://dx.doi.org/10.1016/j.pragma.2014.10.012

Markee, N., & Kunitz, S. (2013). Doing planning and task performance in second language acquisition: An ethnomethodological respecification. *Language Learning, 63*, 629–664. DOI: 10.1111/lang.12019

Edited volumes

Kunitz, S., Markee, N., & Sert, O. (Eds.) (2021). *Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy.* Cham: Springer (Educational Linguistics Series).

Salaberry, M.R., & Kunitz, S. (Eds.) (2019). *Teaching and testing L2 interactional competence: Bridging theory and practice.* New York: Routledge (Advances in Second Language Studies series).