

FRANCO PAULETTO
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EDUCATION

- 2017
Ph.D. in Italian Stockholms universitet, Stockholm, Sweden; Research school in Linguistics (Forskarskolan i Språkvetenskap/FoSpråk).
Dissertation: *L'ordine sociale a tavola. L'interazione tra genitori e figli in famiglie italiane e svedesi.*
- 2001
M.A. in Foreign Language Teaching Università degli Studi di Padova, Padua, Italy; Department of Romance Studies.
- 2000
B.A. in Modern History Università degli Studi di Venezia 'Ca' Foscari', Venice, Italy; Department of History.

EMPLOYMENT

- Sep. 2022 – Lecturer (*Profesor ayudante doctor*), Universidad Complutense de Madrid, Department of Romance, French, Italian Studies and Translation (*Departamento de Estudios Románicos, Franceses, Italianos y Traducción*).
- Feb. 2022 – Aug. 2022 Research associate, Stockholms universitet, Department of Teaching and Learning (*Institutionen för ämnesdidaktik*).
- Aug. 2021 – Jan. 2022 Adjunct instructor, Stockholms universitet, Department of Romance Languages and Classics.
- Aug. 2019 – July 2021 Postdoctoral researcher, Stockholms universitet, Department of Linguistics (*Institutionen för lingvistik; funder*), Department of Romance Languages and Classics (hosting unit); project title: [The pragmatic particle *ciò* in Trevigiano \(2019-2021\)](#).
- Sep. 2017 – July 2019 University Lecturer, Stockholms universitet, Department of Romance Languages and Classics.
- Sep. 2011 – Dec. 2015 Graduate teaching assistant, Stockholms universitet, Department of Romance Languages and Classics (*Romanska och klassiska institutionen*).
- Sep. 2011 – Aug. 2017 Graduate student, Stockholms universitet, *FoSpråk* Research school in Linguistics - Special Doctoral Programme in Language and Linguistics.
- Sep. 2008 – Aug. 2011 Italian language instructor, Stockholms universitet, Department of French, Italian and Classics (*Institutionen för franska, italienska och klassiska språk*).
- Sep. 2005 – July 2008 Lecturer I of Italian, University of Michigan, Department of Romance Languages and Literatures - RLL, Ann Arbor, MI, USA.

July 2004 – Aug. 2005	Language course coordinator, Embassy of Italy, Istituto Italiano di Cultura di Madrid, Madrid, Spain.
2005 – 2012	Teacher trainer, Università degli Studi di Padova, Department of Romance Studies (<i>Dipartimento di romanistica</i>), ‘Master in didattica dell’italiano L2’, Padua, Italy.
Sep. 2002 – June 2004	Italian language instructor, Istituto Italiano di Cultura di Madrid, Madrid, Spain.
July 2001 – Aug. 2002	Italian language instructor, Istituto Venezia, Venice, Italy.

PUBLICATIONS – peer reviewed articles

- **Pauletto, F., Ursi, B.** (in preparation). Possiamo *insegnare* i segnali discorsivi? Alcune proposte per una didattica dell’interazione verbale in italiano L2/LS.
- Ursi, B., & **Pauletto, F.** (in preparation). Calibrating epistemic positionings: The finely tuned management of (dis)agreement and argumentative moves in conversation.
- **Pauletto, F., Ursi, B., Ericsson Nordgrén, C.** (under review). *Histoire d’öh*. Alcuni usi conversazionali del segnale di risposta [ø] (*öh*) nel parlato italo-romanzo.
- Batlle Rodríguez, J., & **Pauletto, F.** (under review). Hablantes de otras lenguas en los materiales de comprensión auditiva en el aula de español como lengua extranjera: La competencia interaccional como representatividad.
- Ferroni, R., & **Pauletto, F.** (in press). I videocorsi per l’insegnamento dell’italiano L2/LS: Aspetti interazionali, linguistici e didattici. *Revista de italianistica*.
- **Pauletto, F., & Ursi, B.** (in press). “Sarà primavera dai”. L’uso del segnale discorsivo *dai* in italiano e in dialetto trevigiano: All’incrocio tra diritti epistemici e deontici. *Revue Romane*.
- Ursi, B., & **Pauletto, F.** (2022). Des ressources séquentielles pour négocier son positionnement épistémique. « Eh ciò » comme préface conversationnelle dans le dialecte et l’italien régional parlés à Trévise. *SHS Web Of Conferences, 146*, 05004.
- **Pauletto, F., & Ahlström, I.** (2022). Pautas atípicas. Las conversaciones en los materiales auditivos para la enseñanza de español L2 publicados en Suecia. *EuroAmerican Journal of Applied Linguistics and Languages, 9*(1), 52-70.
- **Pauletto, F., & Ursi, B.** (2022). Claiming epistemic access: (*eh*) *ciò*-prefaced turns in regional Italian and in Trevigiano. *Journal of Pragmatics, 190*, 110-122.
- **Pauletto, F., & Ursi, B.** (2021). “Eh ciò, Sergio el xe stà anca sfortunà” – La particella *ciò* in dialetto trevigiano e nell’italiano regionale parlato in provincia di Treviso: una rassegna dei suoi usi nel parlato spontaneo. *Cuadernos de filología italiana, 28*, 153-183.
- **Pauletto, F.** (2021). Un genere a sé. L’interazione verbale nei videocorsi dei manuali d’italiano LS/L2. *Italiano LinguaDue, 13*(1), 194-221.
- Kunitz, S., & **Pauletto, F.** (2020). Embodied responses in a guessing game: A continuum of emotional intensity. *Bulletin suisse de linguistique appliquée, 111*, 163-181.
- **Pauletto, F.** (2020). L’analisi della conversazione per valutare l’autenticità dei materiali audio per l’insegnamento dell’italiano L2: Una proposta metodologica. *EuroAmerican Journal of Applied Linguistics and Languages, Special issue, 7*(2), 28-50.
- Carlén, C., & **Pauletto, F.** (2020). “Che cos’è? Va e de”? Domande, risposte e commutazione di codice in due classi svedesi di italiano L2/LS. *Moderna Språk, 114*(1), 1-25.

- **Pauletto**, F., Aronsson, K., & Galeano, G. (2017). Endearment and address terms in family life: Children's and parents' directives in Italian and Swedish dinnertime interaction. *Journal of Pragmatics*, 109, 82-94.
- **Pauletto**, F. (2017). *Be'* in posizione iniziale dei turni di parola: Una risorsa interazionale per l'organizzazione delle azioni, delle sequenze e dei *topic*. *Vox Romanica*, 75, 73-98.
- **Pauletto**, F., & Bardel, C. (2016). Pointing backward and forward: *Be'*-prefaced responsive turns in Italian L1 and L2. *Language, Interaction and Acquisition*, 7-1, 89-116.
- **Pauletto**, F., & Fatigante, M. (2015). 'Dai, da' na mano!' Tra il dire e il chiedere: L'uso del segnale discorsivo *dai* in conversazioni in famiglia. *Rivista di Psicolinguistica Applicata*, XV-1, 89-103.

PUBLICATIONS – book chapters

- **Pauletto**, F., & Kunitz, S. (2020). Ascolto attivo in una discussione orale nella classe di italiano LS. In R. Ferroni & M. Birello (eds.), *La competenza discorsiva a lezione di lingua straniera* (251-280). Roma: Aracne.
- Torresan, P. & **Pauletto**, F. (2018). Il fattore sorpresa nell'utilizzo del libro di testo. In E. Tabaku Sörman, P. Torresan & F. Pauletto, F. (eds.), *Paese che vai, manuale che trovi* (101-123). Firenze: Franco Cesati.
- **Pauletto**, F., Aronsson, K., & Arcidiacono, F. (2017). Inter-generational argumentation: Children's account work during dinner conversations in Italy and Sweden. In F. Arcidiacono & F. Bova (eds.), *Interpersonal Argumentation in Educational and Professional Contexts* (pp. 1-26). New York: Springer-Verlag.
- **Pauletto**, F., & Bardel, C. (2015). Direi che: strategie di mitigazione nell'interazione di un'apprendente "quasi nativa". In M. Borreguero Zuloaga & S. Gómez-Gordana Ferary (eds.) *Les marqueurs du discours dans les langues romanes: une approche contrastive* (pp. 425-437). Limoges: Lambert-Lucas.

PUBLICATIONS – books

- Tabaku Sörman, T., Torresan, P. & **Pauletto**, F. (eds.) (2018). *Paese che vai, manuale che trovi*. Firenze: Franco Cesati.

PUBLICATIONS – teaching materials

- **Pauletto**, F., & Delitala, M. (2008). *Quaderni di cinema italiano. Fellini. Amarcord*. Perugia: Guerra edizioni.
- Torresan, P., & **Pauletto**, F. (2004). *Quaderni di cinema italiano. Fellini. La strada*. Perugia: Guerra edizioni.

AFFILIATIONS

- Stockholms universitet, Department of Teaching and Learning (*Institutionen för ämnesdidaktik*), Oct. 2022 - Oct. 2024.

PRESENTATIONS AND POSTERS

- **Pauletto**, F., & Ursi, B. (2023, July). *Teaching how to do being a competent participant in interaction: Using conversational corpora in the foreign language classroom*. Paper accepted

at the AILA conference. ENS, Lyon, France.

- **Pauletto, F., & Ursi, B.** (2023, July). *The management of (dis)agreement in conversation: Argumentation as a sequential adjustment of epistemic positions*. Paper accepted at the 2023 International Pragmatics Association (IPrA) Conference. Université Libre de Bruxelles, Bruxelles, Belgium.
- **Pauletto, F., & Ursi, B.** (2023, March). *La didattica dei segnali discorsivi nell'aula di lingue straniere: Insegnare ad essere partecipanti competenti all'interazione attraverso l'uso dei corpora conversazionali*. Paper accepted at the ASELIT (Asociación Española de Lengua Italiana y Traducción) Conference. Universidad Complutense, Madrid, Spain.
- Ursi, B., & **Pauletto, F.** (2022, November). *La argumentación como ajuste secuencial de posiciones epistémicas*. Paper presented at the VI Foro de Lingüística del discurso. Universidad Complutense, Madrid, Spain.
- Ferroni, R., & **Pauletto, F.** (2022, October). *Il dialogo nei supporti audio e video dei manuali di italiano L2. Uno studio diacronico*. Paper accepted at the XXV Congresso AIPI. Università degli Studi di Palermo, Palermo, Italy.
- **Pauletto, F., & Ursi, B.** (2022, August). *L'organizzazione sequenziale e la rilevanza epistemica delle costruzioni collaborative in francese e in italiano. Uno studio interazionale*. Paper accepted at the Nordic Romanist Conference – ROM22. Aarhus universitet, Aarhus, Denmark.
- **Pauletto, F.** (2022, July). *I materiali audio per l'insegnamento dell'italiano e dello spagnolo LS pubblicati in Svezia e la nozione di 'autenticità'*. Paper accepted at the XXX Congreso Internacional de lingüística y filología románicas (4-9 julio). Universidad de La Laguna, Santa Cruz de Tenerife, Spain.
- **Pauletto, F., & Ursi, B.** (2022, February). *Doing more than just confirming: The Italo-Romance interjection [ø] ('öh') in responsive turns*. Paper presented at the KNOWINT Conference (Sources of knowledge in talk-in-interaction). USI – Università della Svizzera italiana, Lugano, Switzerland.
- **Pauletto, F., & Ursi, B.** (2021, December). *Histoires d'öh. Gli usi conversazionali dell'interiezione [ø] ('öh') in italiano*. Paper presented at the RomLing seminar. Stockholms universitet, Stockholm, Sweden.
- Ferroni, R., & **Pauletto, F.** (2021, October). *I videocorsi per l'insegnamento dell'italiano L2/LS: Lingua, interazione e aspetti didattici*. Paper presented at the XIX Congresso ABPI (Associação Brasileira dos Professores de Italiano).
- Ursi, B., & **Pauletto, F.** (2021, October). *Des ressources séquentielles pour négocier son positionnement épistémique. « Eh ciò » comme préface conversationnelle dans le dialecte et l'italien régional parlés à Trévise*. Paper presented at the ICODOC conference. Lyon, Université Lumière 2 – ENS de Lyon.
- **Pauletto, F., & Ferroni, R.** (2021, April). *I supporti video nei manuali per l'insegnamento dell'italiano L2: Una prima ricognizione*. Paper presented at the RomLing seminar. Stockholms universitet, Stockholm, Sweden.
- **Pauletto, F., & Ursi, B.** (2020, October). *“Sarà primavera dai”. L'uso della particella pragmatica 'dai' in interazione: tra diritti epistemici e deontici*. Paper presented at the CICOD conference – Congreso Internacional Construcciones y Operadores Discursivos. Universidad de Sevilla, Seville, Spain.
- **Pauletto, F.** (2020, October). *Valutare il grado di autenticità dei materiali audio per l'insegnamento dell'italiano L2/LS: una proposta metodologica*. Paper presented at the

RomLing seminar. Stockholms universitet, Stockholm, Sweden.

- **Pauletto**, F. (2020, June). *Evaluar el grado de autenticidad de las audiciones para la enseñanza del italiano como lengua extranjera: una propuesta metodológica*. Paper accepted at *VI Foro de Lingüística del Discurso*. Universidad Complutense de Madrid, Madrid, Spain. [conference postponed to 2021]
- Ursi, B., & **Pauletto**, F. (2020). *L'organizzazione sequenziale e la rilevanza epistemica delle costruzioni collaborative in francese, in italiano e in trevigiano*. Paper presented at the Romling seminar, Stockholms universitet, Stockholm, Sweden.
- **Pauletto**, F., & Kunitz, S. (2019, October). *Displays of emotion during a guessing game*. Paper presented at the ICODOC conference – *Émotions, empathie, affectivité*. École Normale Supérieure – Laboratoire ICAR – Université de Lyon, Lyon, France.
- **Pauletto**, F., & Ursi, B. (2019, May). “*Eh ciò, dopo bisogna vedere*” (‘*PRT PRT, then again we’ll have to see*’). *The regional Italian discourse particle ciò [fɔ] in telephone conversations*. Paper presented at the 6th International Conference *Discourse Markers in Romance Languages*. Università degli Studi di Bergamo, Bergamo, Italy.
- **Pauletto**, F., & Ursi, B. (2019, March). *L’uso della particella ‘ciò’ in dialetto trevigiano e nell’italiano regionale parlato a Treviso*. Paper presented at the RomLing seminar. Stockholms universitet, Stockholm, Sweden.
- **Pauletto**, F., & Kunitz, S. (2018, June). *Doing conversation analysis in the language classroom: Discourse markers in a Swedish class of L2 Italian*. Paper presented at the international conference *Methodological approaches in studying discourse particles in L2*. Universität Siegen, Siegen, Germany.
- García Cruz, K., Kunitz, S., & **Pauletto**, F. (2018, June). *Evidence-based reflections on interactional skills: The students’ perspective*. Paper presented at the ELE – *Exploring Language Education* international conference. Stockholms universitet, Stockholm, Sweden.
- **Pauletto**, F. (2017, December). “*Sarà primavera, dai.*” *L’uso della particella ‘dai’ in conversazioni informali: Quando il parlante rivendica diritti epistemici e deontici in interazione*. Paper presented at the RomLing seminar. Stockholms universitet, Stockholm, Sweden.
- **Pauletto**, F., & Kunitz, S. (2017, December). “*Du får inte läsa!*” (You are not supposed to read!) – *Charade as a guessing game*. Paper presented at the international symposium *Classroom performance: Conversation analysis and foreign language teaching and learning*. Stockholms universitet, Stockholm, Sweden.
- **Pauletto**, F. (2016). *Il manuale di italiano L2: Controindicazioni per l’uso*. Paper presented at the international symposium *Paese che vai, manuale che trovi. Manuale di lingua italiana e contesto: Il caso di Finlandia e Svezia*. Stockholms universitet, Stockholm, Sweden.
- **Pauletto**, F. (2016, March). *Vocativi, vezzeggiativi e affetto nell’interazione a tavola tra genitori e figli in famiglie italiane e svedesi: Un’analisi*. Paper presented at the RomLing seminar. Stockholms universitet, Stockholm, Sweden.
- **Pauletto**, F., & Aronsson, K. (2015, July). *Intergenerational argumentation: Complaints and accounts during dinner conversations in Italy and Sweden*. Paper presented at the 14th IPrA - International Pragmatics Association conference. Universiteit Antwerpen, Antwerp, Belgium.
- **Pauletto**, F., & Aronsson, K. (2015, July). *Endearment and other affiliative resources in dinnertime conversations: Children’s and parents’ directives in Italian and Swedish dinnertime talk*. Paper presented at the 14th IPrA - International Pragmatics Association conference. Universiteit Antwerpen, Antwerp, Belgium.

- **Pauletto, F.** (2014, June). *Pointing in two directions? "be" prefacing turns in Italian*. Paper presented at the International Conference on Conversation Analysis. University of California – Los Angeles, Los Angeles, United States.
- **Pauletto, F.** (2014, June). *The sequential marker be' prefacing turns in Italian: A marker of the turn's dispreferred status?* Paper presented at the SIS seminar (Samtals- och interaktionsseminariet). Linköpings universitet, Linköping, Sweden.
- **Pauletto, F.** (2014, April). *"dài! Faccio io" e "comincia a sparcchià, va, Verò": la funzione dei segnali discorsivi "dài" e "va" in apertura e/o chiusura di turno*. Paper presented at the 9th GSCP International Conference – *Parler les langues romanes*. Stockholms universitet/Uppsala universitet, Stockholm/Uppsala, Sweden.
- **Pauletto, F.** (2014, March). *The Italian discourse markers "dai" and "va": Their sequential placement and their functions*. paper presented at the MODIS seminar (Modernas diskurs- och interaktionsseminarium). Uppsala universitet, Uppsala, Sweden.
- **Pauletto, F., & Bardel, C.** (2013, September). *How do Swedish learners of L2 Italian use the Italian interjection be'?* Paper presented at the SLE – *Societas Linguistica Europaea* international conference. University of Split, Split, Croatia.
- **Pauletto, F., & Bardel, C.** (2010, June). *Direi che. Strategie di mitigazione nell'interazione di un'apprendente quasi nativa di italiano L2*. Paper presented at the 1st international conference *Discourse Markers in Romance Languages*. Universidad Complutense de Madrid, Madrid, Spain.

CONFERENCES, SYMPOSIA

- (2020, November) International symposium *Il nodo ignorato: Tra colonialismo italiano e eredità (post) coloniale*. Member of the organizing committee. Stockholms universitet, Stockholm, Sweden.
- (2017, December) International symposium *Classroom performance: Conversation analysis and foreign language teaching and learning*. Member of the organizing committee. Stockholms universitet, Stockholm, Sweden.

GRANTS AND FUNDING

- Grant from Lars Hiertas Minne Stiftelse for data collection and data translation, Stockholm, Sweden, **25.000 SEK**, 2012.
- Travel grant from Olle Engkvist Byggmästare Stiftelse for research stay at Sapienza università di Roma, Italy, **9.000 SEK**, 2013.
- Grant from Stockholms universitet – Rektors medel för kvalitetsutveckling av utbildning – for the development of a blended course of Italian for beginners, **30.000 SEK**, 2019.
- Grant from Stockholms universitet – Områdesnämnden för humanvetenskap, together with Malena Gustavsson (ERG- Stockholms universitet), funding for the development of a research project, **100.000 SEK**, 2020.
- Postdoctoral fellowship, August 2019 – July 2021, Forskarskolan i språkvetenskap, Stockholms universitet.

ONGOING PROJECTS

- LabEx ASLAN, Université de Lyon: MarDisCo - *Les marqueurs discursifs de l'italien et du français dans une perspective comparée et appliquée*
 - Project leader: Heike Baldauf Quilliatre (Université de Lyon 2/ICAR)
 - Project co-leader: Biagio Ursi (LabEx ASLAN, Laboratoire ICAR; université d'Orléans)

SUPERVISION

- Caroline Carlén, BA thesis supervisor (Italian), Stockholms universitet, Spring term 2019
- Jovan Nikolic, BA thesis supervisor (Italian), Stockholms universitet, Spring term 2019
- Isabelle Ahlström, BA thesis supervisor (Spanish), Stockholms universitet, Fall term 2020
- Yessica Hernández, BA thesis supervisor (Spanish), Stockholms universitet, Spring term 2021

RESEARCH STAYS

- Fall 2018 – École Normale Supérieure – Laboratoire ICAR – Université de Lyon.

QUALIFICATIONS

- *Profesor ayudante doctor* (Assistant Professor), issued by the Spanish Agency for Evaluation, Quality and Certification (ANECA), October 2021.

ACADEMIC SERVICE

- Peer reviewer (*Journal of Pragmatics, Language and Speech, Language in Society, Lingua, Moderna Språk, Studi AitLA, SILTA, Cuadernos de Filología Italiana*)

AWARDS

- 2012 *Pedagogiska priset 'Årets lärare' 2012/Teacher of the year 2012*, Stockholms universitet, Stockholm.

PROFESSIONAL DEVELOPMENT – *Foreign language teaching*

- | | |
|--------------------|--|
| July – August 2017 | Dilit – International House, Rome: Teacher training course, “ <i>Corso di formazione di base per insegnanti di italiano</i> ” (‘Basic training course for teachers of Italian’, 150 hours, theoretical and practical). |
| March – April 2009 | Pilgrims school, Canterbury: Teacher training course, “ <i>Creative Methodology for the Classroom</i> ” (28 hours, theoretical and practical). |
| July – August 2006 | Pilgrims school, Canterbury: Teacher training course, “ <i>Drama Techniques for the English classroom</i> ” (45 hours, theoretical and practical). |

July 2005

International House, Madrid: Teacher training course, “*Curso de formación de profesores de español como lengua extranjera*” (‘Training course for teachers of Spanish as a foreign language’, 105 hours, theoretical and practical).

February – May 2004

Escuela Oficial de Idiomas, Madrid: Teacher training course, “*Curso de didáctica del español como lengua extranjera*” (‘Training course in teaching Spanish as a foreign language’, 48 hours, theoretical).