



SERVICIO DE IDIOMAS

### **Biosketch**

Francisco Lorenzo is a tenured lecturer at the Department of Philology and Translation at Universidad Pablo de Olavide (Seville) and has been a visiting scholar at the Department of Linguistics (Harvard University), Institute of Education (University of London) and Centre for Applied Language Studies (University of Jyväskylä, Finland), where he has lectured and has been engaged in research. He has also been invited to participate in lectures and on courses by Instituto Cervantes, Goethe Institute, Alliance Francaise and other international institutions.

His research work has focused on the study of second language acquisition and bilingualism, sociolinguistics and sociology of language and European language policies. On these issues he did research which was published in *Applied Linguistics*, *European Journal of Language Policy*, *Language Learning Journal*, *Language and Education* or *International Journal of Bilingual Education and Bilingualism*. Lorenzo is also the author of several monographs: *Motivación y Segundas Lenguas* (ArcoLibro, 2006), *Educación Bilingüe* (Síntesis, 2011) (with J.M. Vez y F. Trujillo) and *Competencia Comunicativa en Español L2* (Edinumen, 2004) (with S. Ruhstaller), and a number of book chapters for international publishers.

As a PhD director, he has supervised research on different research topics: CLIL programs in Europe (Dr. Fabrizio Maggi), European language policies on non lingua francas (Dr. América Pérez) and oral competence in educational bilingual programs (Dr. Pat Moore). Currently, his research centers around complex syntax in L1 and L2 and historical biliteracy.

He was the director on a number of masters programmes at his home institution: *Máster de Enseñanza de Español ELE*, *Master de Enseñanza Bilingüe* and *Máster de Formación del Profesorado de Secundaria, Formación Profesional y Enseñanza de Idiomas*. As a senior researcher, he has contributed to projects funded by the European Language Council, the Spanish Ministry of Education and Junta de Andalucía. From 2012 to 2014 he was a member of the board of the Spanish Association of Applied Linguistics. While serving in this position, he directed the XXXII International AESLA Conference *Language Industries and Social Change*.

For over a decade was the Director of the Language Institute (Servicio de Idiomas) in his home institution.

## Articles in refereed journals

Lorenzo, F. & Rodríguez, L. (submitted): Onset and expansion of L2 cognitive academic language proficiency in bilingual settings: CALP in CLIL.

Pérez, A., Lorenzo, F. & Pavón, V.: (submitted) European bilingual models beyond *lingua franca*. Key findings from CLIL French programs.

Dalton-Puffer, C., Llinares, A., Lorenzo, F. & Nikula, T. (in press): “You can stand under my umbrella”: Immersion, CLIL and bilingual education. A response to Cenoz, Genesee & Gorter (2013). *Applied Linguistics*.

Moore, P. and Lorenzo, F. (in press) Task-based Learning and CLIL Materials Design: process to product. *Language Learning Journal*.

Lorenzo, F. (2013): Los textos como eje de la escuela. *Revista Andalucía Educativa*, 52, 18-26.

Lorenzo (2013). Genre-based curricula: multilingual academic literacy in content and language integrated learning. *International Journal of Bilingual Education and Bilingualism*, 16, 3, 375–388

Lorenzo, F., Moore, P. y Casal, S. (2011) On Complexity in Bilingual Research: The Causes, Effects, and Breadth of Content and Language Integrated Learning: a Reply to Bruton(2011). *Applied Linguistics*, 32, (4), 450-455.

Lorenzo, F., Casal, S. y Moore P. (2010). The Effects of Content and Language Integrated Learning in European Education: Key Findings from the Andalusian Bilingual Sections Evaluation Project. *Applied Linguistics*, 31(3), 418-442..

Lorenzo, F. (2010) Lingüística de la comunicación. El currículo multilingüe de géneros textuales. *Revista Signos. Revista de Lingüística* 43(74) 391-410.

Lorenzo, F. y Moore, P. (2009). European language policies in monolingual Southern Europe. *European Journal of Language Policy*, 2, 121-136.

Lorenzo, F. (2008) Instructional discourse in bilingual settings. An empirical study of linguistic adjustments in Content and Language Integrated Learning. *Language Learning Journal*. 36 (1) 21-33.

Lorenzo, F. (2007) An analytical framework of language integration in L2-content based courses: the European dimension. *Language and Education*, 21 (VI), 503-516.

Lorenzo, F. (2007) The Sociolinguistics of CLIL: language Planning and Language Change in 21st Century Europe. *Revista Española de Lingüística Aplicada*, 20, 27-38.

Lorenzo, F. (2005) Políticas Lingüísticas Europeas: Claves de la Planificación y Aprendizaje de Lenguas en la UE. *Cultura y Educación*, 17 (3), 253-263.

Lorenzo, F. (2002): Incidencia de los factores afectivos en la elección de estrategias de aprendizaje y uso de una L2. *Estudios de Lingüística Inglesa Aplicada*, 3, 157-173.

Lorenzo, F. (2002): La enseñanza por contenidos en la licenciatura de Humanidades. Una reformulación del enfoque ESP en disciplinas no técnicas. En *Revista de Enseñanza Universitaria. Número Extraordinario*. 179-197.

Lorenzo, F. (2002): La variable Atención a la forma y Atención al Mensaje en las actividades de aprendizaje de segundas lenguas. Estudio empírico sobre su incidencia motivacional..Cauce. Mc.Rae, J. (ed). *Reading Beyond Text: Processes and Skills*. 207-224.

Lorenzo, F. (2002): Déficit de aprendizaje y déficit motivacional: Investigando la hipótesis resultativa en el aula de idiomas. *Cultura y Educación*, , 13 (2), 179-194.

### **Books and book chapters**

Lorenzo, F. (in press) Motivation meets bilingual models: goal-oriented behavior in the CLIL classroom. In Lasagabaster, D., Doiz, A. and Sierra, J. *Motivation and Foreign Language Learning: from Theory to Practice*. NY/ Amsterdam: John Benjamins.

Lorenzo, F., Trujillo. F. y Vez, J. M. (2011). *Educación Bilingüe*. Madrid: Síntesis.

Lorenzo, F. and P. Moore (2010). "On the natural emergence of language structures in CLIL: Towards a theory of European educational bilingualism". In *Language Use and Language Learning in CLIL Classrooms*, Dalton-Puffer, Christiane, Tarja Nikula and Ute Smit (eds.), 23–38.

Lorenzo, F.; Casal, S.; de Alba y Moore P. (eds.) (2007) *Models and Practice in Content and Language Integrated Learning*. RESLA. Revista Española de Lingüística Aplicada, vol. 20. Número monográfico.

Lorenzo, F. (2006) *Motivación y Segundas Lenguas*. Madrid: Arco-libro.

Lorenzo, F. y Casal, S. (2006) Towards a European Citizenship: Content-based Learning. En D. Elsner, L. Küster & B. Viebrock (Hrsg.), *Fremdsprachenkompetenzen für ein wachsendes Europa: Das Leitziel Multiliteralität*. Frankfurt a.M.: Peter Lang, 49-61.

Lorenzo, F. (2006) The interface of language and content in CLIL Courses. Implications for curriculum organization in a European context. En Marsh, D. & Wolff, D.

(eds.) *Diverse contexts - Converging Goals: CLIL in Europe*. Frankfurt, Peter Lang. 261-271.

Lorenzo F. y Moore P. (2005) The Teaching of Grammar. En N. McLaren, D Madrid & A. Bueno (eds.): *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada.

Lorenzo, F. y Ruhstaller, S. (2004) (eds.) *El Desarrollo de la Competencia Comunicativa del Español como L2*. Madrid. Edinumen.

Lorenzo F. (2004): Atención a la forma/Atención al mensaje: Implicaciones metodológicas para el desarrollo de la competencia gramatical en el aula de español como L2. En Lorenzo, F. y Ruhstaller, S. y Lorenzo F. (eds.): *El Desarrollo de la Competencia Comunicativa del Español como L2*. Madrid. Edinumen. 33-45.

Lorenzo, F. (2004): *La motivación en el aprendizaje de una LE/L2*. En Sánchez Lobato, J. y Santos Gargallo, I. (eds.): *Enseñar Español como Segunda Lengua / Lengua Extranjera (L2/LE)*. Vademecum para la Formación de Profesores. Madrid. SGEL. 305-329.

Lorenzo, F. (2004) Stages in Content-based instruction course development in English Teaching at Tertiary Level. En Bueno Glez, A., Tejada Molina, G. y Luque Agulló, G.(eds.) *Las Lenguas en un Mundo Global. XX Congreso Nacional de Lingüística Aplicada*. AESLA/Universidad de Jaén.

Lorenzo F., Martín, J. M. y Rodríguez, J. (2000) *Didáctica del Inglés para Profesores de Enseñanza Secundaria*. Sevilla: MAD.

Lorenzo, F. J, Estefany, J. L.; Rodríguez, J. y Robles, J.M.(1997) *Materiales Didácticos. Inglés*. Instituto de Ciencias de la Educación. Sevilla: Universidad de Sevilla.

Lorenzo, F. (2000): Principios de Adquisición de Segundas Lenguas. En Lorenzo F. J. et al.: *Didáctica del Inglés para Profesores de Secundaria*. Sevilla: MAD.

Lorenzo F. (2000): Diferencias Individuales en el Aprendizaje de L2. En Lorenzo, F.: *Didáctica del Inglés para Profesores de Secundaria*. Sevilla. Editorial MAD. 36-50.

## **Funded Research**

2010-2014 ConCLIL. Language and Content Integration: towards a conceptual framework. Academy of Finland. Director: Tarja Nikula

2010-2014 Content and Language Integrated Learning Research Network (CLIL ReN) International Association of Applied Linguistics. Directors: Ute Smit, Rick de Graaf.

2009. Executive summary of the evaluation Project of the CLIL School Network in Andalusia. Centro de Estudios Andaluces.

2010. Currículo Integrado de las Lenguas. Junta de Andalucía.

2010. Proyecto Lingüístico de Centro. Junta de Andalucía.

2010-2012. Materiales Bilingües. Secuencias Didácticas. Junta de Andalucía.

2009- to date. Lingüística Contrastiva Inglés-Español (HUM269)

2007-2010. Lanqua. Language Network for Quality Assurance. European language Council.

2006-2007. Thematic Network Project in the Area of Languages. Dissemination Project. European Language Council.

#### Teaching background

- English Sociolinguistics ( Degree courses in Translation and Interpretation)
- Sociolinguistics and the teaching of Spanish as a Second Language (MA program in Spanish as an L2)
- Bilingualism and Languages in Contact (MA program in Bilingual Teaching)
- Integrated curriculum in Language and Content (MA program in Bilingual Teaching)
- Current Trends in Foreign Language Teaching (MA program in Secondary School teaching, Teacher Training and Language Teaching)

