|  |
| --- |
|  |

Dr. Cristóbal LOZANO POZO

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research:

* Bilingualism and second language (L2) acquisition: The acquisition and development of grammar by L2 learners and by bilinguals.
* Learner corpora: design and exploitation of corpora to investigate bilingual and
* More info on my webpage: <http://wpd.ugr.es/~cristoballozano>

RECENT AND / OR RELEVANT PUBLICATIONS

Lozano, C., & Quesada, T. (2023). What corpus data reveal about the Position of Antecedent Strategy (PAS): Anaphora resolution in Spanish monolinguals and L1 English-L2 Spanish bilinguals. *Frontiers in Psychology: Psychology of Language*, 14: 1246710. <https://doi.org/10.3389/fpsyg.2023.1246710>

Lozano, C., Quesada, T., Papadopoulou, D., & Charatzidis, A. (2023). What do corpus data reveal about anaphora resolution? Spanish vs. Greek and the Type of Topic Hypothesis. *Glossa: a journal of general linguistics*, 8(1). <https://doi.org/10.16995/glossa.9883>

Lozano, C., & Fernández-Mira, P. (2023). Designing, compiling and interrogating corpora in L2 Spanish acquisition research. Journal of Spanish Language Teaching, 92(2), 190-206. <https://doi.org/10.1080/23247797.2022.2157086>

Yamada, K., López-Sako, N. I., Kizu, M., & Lozano, C. (2023). Ellipsis Interpretations in L2 Japanese by Spanish Learners. *Language and Culture*, 26, 45-56. <http://hdl.handle.net/10236/00030759>

Lozano, C. (2022). CEDEL2: Design, compilation and web interface of an online corpus for L2 Spanish acquisition research. *Second Language Research*, 38(4), 965-983. <https://doi.org/10.1177/02676583211050522>

Lozano, C. (2021). Anaphora resolution in Second Language Acquisition. In M. Aronoff (Ed.), *Oxford Bibliographies in Linguistics*. New York: Oxford University Press. ISBN: 978-0-19-977281-0

Lozano, C. (2021). Generative approaches. In N. Tracy-Ventura & M. Paquot (Eds.), *The Routledge Handbook of Second Language Acquisition and Corpor*a (pp. 213-227). New York: Routledge. ISBN 9780815352877

Lozano, C. (2021). Corpus textuales de aprendices para investigar sobre la adquisición del español LE/L2. In M. Cruz Piñol (Ed.), *E-Research y español LE/L2: Investigar en la era digital* (pp. 138-163). New York: Routledge. ISBN 9781138359741

Lozano, C., Díaz-Negrillo, A., & Callies, M. (2021). Designing and compiling a learner corpus of written and spoken narratives: COREFL. In C. Bongartz & J. Torregrossa (Eds.), *What’s in a Narrative? Variation in Story-Telling at the Interface between Language and Literacy* (pp. 21-46). Bern: Peter Lang. ISBN: 9783631701850

Lozano, C. (2020). How to do research in SLA by combining corpus and experimental methods: An introduction for language researchers and teachers. In M. Planelles Almeida, A. Foucart, & J. M. Liceras (Eds.), *Perspectivas actuales en la enseñanza y el aprendizaje de lenguas en contextos multiculturales / Current Perspectives in Language Teaching and Learning in Multicultural Contexts* (pp. 389-421). Thomson Reuters Aranzadi.

Quesada, T., & Lozano, C. (2020 online first view). Which factors determine the choice of referential expressions in L2 English discourse? A multifactorial study from the COREFL corpus. Studies in Second Language Acquisition. *Studies in Second Language Acquisition*.

Lozano, C., Díaz-Negrillo, A., & Callies, M. (2020). Designing and compiling a learner corpus of written and spoken narratives: COREFL. In: C. Bongartz & J. Torregrossa (Eds.), *What’s in a Narrative? Variation in Story-Telling at the Interface between Language and Literacy*. Frankfurt: Peter Lang.

Lozano, C. & Díaz-Negrillo, A. (2019). Using learner corpus methods in L2 acquisition research: The morpheme order studies revisited with Interlanguage Annotation. *RESLA (Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics)*, 32(1): 83-124. <https://doi.org/10.1075/resla.17019.loz>

Lozano, C., & Callies, M. (2018). Word order and information structure in advanced SLA. In: P. Malovrh & A. G. Benati (Eds.), *The Handbook of Advanced Proficiency in Second Language Acquisition* (pp. 419-441). Oxford: Wiley-Blackwell.

Mendikoetxea, A., & Lozano, C. (2018). From corpora to experiments: methodological triangulation in the study of word order at the interfaces in adult late bilinguals (L2 learners). *Journal of Psycholinguistic Research*, 47(4), 871-898. DOI: <https://doi.org/10.1007/s10936-018-9560-0>

Lozano, C. (2018). The development of anaphora resolution at the syntax-discourse interface: pronominal subjects in Greek learners of Spanish. Journal of Psycholinguistic Research, 47(2): 411-430. DOI: <https://doi.org/10.1007/s10936-017-9541-8>

Lozano, C. (2016). Pragmatic principles in anaphora resolution at the syntax-discourse interface: advanced English learners of Spanish in the CEDEL2 corpus. In M. Alonso Ramos (Ed.), *Spanish Learner Corpus Research: State of the Art and Perspectives*. Amsterdam: John Benjamins, pp. 236-265.

Lozano, C. (2015). Leaner corpora as a research tool for the investigation of lexical competence in L2 Spanish. *Journal of Spanish Language Teaching*, 2(2): 180-193.

Lozano, C. (2014). Lozano (2013) Word order in second language Spanish.. In Geeslin, Kimberly (ed). *Handbook of Second Language Spanish*. Oxford: Wiley-Blackwell, pp. 287-310.

Lozano, C., & Mendikoetxea, A. (2013). Lozano & Mendikoetxea (2013) Learner corpora and SLA – design of CEDEL2. In A. Díaz-Negrillo, N. Ballier & P. Thompson (Eds.), *Automatic Treatment and Analysis of Learner Corpus Data*. Amsterdam: John Benjamins, pp. 65-100.

Lozano, C., & Mendikoetxea, A. (2013). Corpus and experimental data: subjects in second language research. In S. Granger, G. Gilquin & F. Meunier (eds). *Twenty Years of Learner Corpus Research: Looking back, Moving ahead*. Louvain-la-Neuve: Presses universitaires de Louvain, pp. 313-323.

Lozano, C. (2013). English Language: Second Language Acquisition. *Year’s Work in English Studies (YWES)*, 92(1): 109-124.

Lozano, C. & Mendikoetxea, A. (2010). Interface conditions on postverbal subjects: a corpus study of L2 English. *Bilingualism: Language and Cognition*, 13(4): 475-497. [JCR SSCI Impact factor year 2010: 1,636]

Lozano, C. (2009). Selective deficits at the syntax-discourse interface: Evidence from the CEDEL2 corpus. In: Snape, N., Leung, Y.I., & Sharwood-Smith, M. (eds). *Representational Deficits in SLA.* Amsterdam: John Benjamins, pp. 127-166.

Lozano, C. (2009). CEDEL2: Corpus Escrito del Español L2. In: Bretones Callejas, Carmen M. et al. (eds) *Applied Linguistics Now: Understanding Language and Mind / La Lingüística Aplicada Hoy: Comprendiendo el Lenguaje y la Mente*. Almería: Universidad de Almería, pages 197-212.

Lozano, C. & Mendikoetxea, A. (2008). Postverbal subjects at the interfaces in Spanish and Italian learners of L2 English: a corpus analysis. In: Gilquin, G., Papp, S., Díez-Bedmar, M.B. (eds). *Linking up contrastive and corpus learner research*. Amsterdam: Rodopi, pp. 85-125.

Lozano, C. (2008). *The Acquisition of Syntax and Discourse: Pronominals and Word Order in English and Greek Learners of Spanish*. Saarbrücken: VDM Verlag. ISBN: 978-3-639-10751-7

Lozano, C. (2006). Focus and Split Intransitivity: The acquisition of word order alternations and unaccusativity in L2 Spanish. *Second Language Research*, 22(2): 145-187. [JCR SSCI Impact factor year 2006: 1,069]

Lozano, C. (2006). The development of the syntax-information structure interface: Greek learners of Spanish. In: Torrens, V. & Escobar, L. (eds). *The Acquisition of Syntax in Romance Languages*. Amsterdam: John Benjamins, pp. 371-399.

Hawkins, R. & Lozano, C. (2006). Second Language Acquisition of Phonology, Morphology and Syntax. In: Brown, K. (ed). *The Encyclopedia of Language and Linguistics (2nd Edition)*. Oxford: Elsevier, pp. 67-74.

Lozano, C. (2002). Knowledge of expletive and pronominal subjects by learners of Spanish. *ITL: International Journal of Applied Linguistics*, 135-136: 37-60. [ERIH Impact factor: category B]

OTHER:

Invited professor on different MAs on bilingualism/second language acquisition: UNED, University of the Basque Country, Universidad Internacional Menéndez Pelayo (UIMP), Universidad de Barcelona, Universidad de Valladolid, Universidade Nova de Lisboa, University of Bremen, Penn State University, etc.

Brief background & research stays:

•MA by research on Second Language Acquisition (University of Hertofdshire, UK)

•PhD in Second Language Acquisition (University of Essex, UK)

•Postdoctoral research fellow & Postdoctoral researcher ‘Juan de la Cierva’ on learner corpora and second language acquisition (Universidad Autónoma de Madrid, Spain)

•Profesor ayudante doctor (Universidad de Castilla-La Mancha, Spain)

•Specialist in statistical methods (Universidad Politécnica de Madrid. Sàom)

•Fulbright Visiting Researcher (Pennsylvania State University, USA)

Current research Projects:

PI (Principal Investigator) of the ANACOREX research project.

Cristóbal Lozano’s academic pages:

UGR: <http://wpd.ugr.es/~cristoballozano>

BilinguaLab: <https://bilingualab.ugr.es>