Prof. Dr. Ernesto Guerra
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Current Positions

Associate Professor – Institute of Education, Universidad de Chile (2024–)

Researcher – Center for Advanced Research in Education—CIAE, Universidad de Chile (2017–)

Past positions

Assistant Professor – Institute of Education, Universidad de Chile (2018–2024)

Postdoctoral Fellow – Center for Advanced Research in Education, Universidad de Chile (2017)

Postdoctoral Fellow – Campus Villarrica, Pontificia Universidad Católica de Chile (2015– 2016)

Visiting Scholar – Max Planck Institute for Psycholinguistics (2013-2015)

Academic Degrees

Dr. Phil. in Linguistics, Universität Bielefeld, Germany (2010-2014)

Magister in Statistics, Pontificia Universidad Católica de Valparaíso, Chile (2021-2023)

M.A. in General Linguistics, Rijksuniversiteit Groningen, Netherlands (2008-2010)

M.Sc. in Clinical Linguistics, Universität Potsdam, Germany (2008-2010)

Licenciatura en Psicología, Universidad Mayor, Chile (2002-2008)

Service

Review Editor: Frontiers in Psychology; Frontiers in Communication

Peer-reviewed publications

Pre-prints

Guerra, E., & Aslanov, I. (under review). Generative AI use and the 2022–2025 decline in PISA performance across countries. *PsyArXiv* preprint.

2026

Ahufinger, N., **Guerra, E.,** Verdaguer-Ribas, O., Sanz-Torrent, M., Andreu, L., & Aguilera, M. (accepted). Emotional identification of explicit and implicit emotional meaning in children with and without neurodevelopment disorders: A visual-world eye-tracking study. *Journal of Child Language*

Castillo, D., Gatti, A., Graves, S., **Guerra, E.**, & Oliver, W. (2026). Lexico-syntactic complexity and accuracy in heritage language learners at different proficiency levels: A cross-sectional study. *Applied Linguistics*, amag069.

Morales, M., & **Guerra, E.** (2026). The role of structural preferences and animacy cues on dative sentence parsing in L2. *Second Language Research*.

Escares, M., Coloma, C. J., Helo, A., & **Guerra, E.** (2026). Evaluating an integrated vocabulary and phonological awareness program for typically developing preschoolers: A pilot study. *Reading & Writing Quarterly*, 1-19.

Ferinu, L., Ahufinger, N., **Guerra, E.**, García-Arch, J., Sanz-Torrent, M., & Andreu, L. (2026). Audiovisual incongruent word recognition in children with developmental language disorder: Evidence from eye tracking. *Clinical Linguistics & Phonetics*, 1-28.

Tobar-Henríquez, A., Berger-Correa, B., Monsalves, S., & **Guerra, E.** (2026). Let's write about it: Rethinking sexual consent through therapeutic writing with women in Chile. *Sexes, 7*(2), 17.

Bel, A., **Guerra, E.**, Ahufinger, N., Andreu, L., & Sanz-Torrent, M. (2026). Resolution of null and overt pronouns in Catalan: An eye tracking study. *Journal of Psycholinguistic Research, 55*(1), 7.

Perez Moya, G., & **Guerra, E.** (2026). Adolescents' cognitive and verbal demands during online irony comprehension: An eye-tracking reading study. In *Proceedings of the 48th Annual Meeting of the Cognitive Science Society*.

Martín-Aragoneses, M. T., Helo, A., Pérez, V., **Guerra, E.**, & Coloma, C. J. (2026). Orthographic competition in word recognition during development: An eye-tracking visual world experiment. In *Proceedings of the 48th Annual Meeting of the Cognitive Science Society*.

Aslanov, I., Felmer, P., & **Guerra, E.** (2026). Overconfidence without understanding? Evidence for an illusion of understanding in AI-assisted explanations. In *Proceedings of the 48th Annual Meeting of the Cognitive Science Society*.

Andreu, L., Bel, A., **Guerra, E.**, Ahufinger, N., & Sanz-Torrent, M. (2026). Online pronoun resolution in children with developmental language disorder (DLD): A visual world eye-tracking study. *Applied Psycholinguistics, 47*, e30.

Kronmüller, E., & **Guerra, E.** (2026). Adapting pragmatic interpretation in multiparty conversations: Mutual exclusivity inferences across speaker and context. *Language and Cognition, 18*, e43.

2025

Rojas, C., Sandoval, Farías, B., Lagos, G., Poza, A., Riffo, B. & **Guerra, E.** (2025). Exploring the "tip of the tongue" and "feeling of knowing" phenomena during advanced aging: the interplay of age of acquisition, vocabulary and verbal fluency. *Behavioral Sciences*

Helo, A., Martin-Aragoneses, M. T., **Guerra. E.**, Coloma, C. J. (2025), Real-time preposition comprehension in monolingual Spanish-speaking preschool children with developmental language disorder: A visual-world eye-tracking study. *Journal of Communication Disorders.*

Aslanov, I., Kotov, A., **Guerra, E.**, Fedoriaieva, A., & Kotova, T. (2025). Seeking the category: The pragmatic function of formal explanations and the role of cognitive reflection. *Cognitive Science*.

Guerra, E., Araya, R, & Peña, M. (2025). The inevitable and unpredictable role of large language models in education: A commentary on Huettig and Christiansen (2024). *Cognitive Science*.

Ahufinger, N., Aguilera, M., **Guerra, E.**, Giberga, A., Verdaguer-Ribas, O., Balboa-Castells, R., Andreu, L., Esteve-Gibert, N., & Sanz-Torrent, M. (2025). Parents report of emotional suffering in school-aged children and adolescents with and without developmental language disorder. *Acta Psychologica*.

Giberga, A., **Guerra, E.**, Ahufinger, N., Igualada, A., Aguilera, M., & Esteve-Gibert, N. (2025). Prosody and gestures help pragmatic processing in children with. *Journal of Communication Disorders*.

Giberga, A., **Guerra, E.**, Ahufinger, N., Igualada, A., Aguilera, M., & Esteve-Gibert, N. (2025). How children with and without developmental language disorder use prosody and gestures to process phrasal ambiguities. *Languages.*

Aslanov, I., Tobar-Henriquez, A., & **Guerra, E.** (2025). Prior beliefs impair logical reasoning about syllogisms on sexual violence. In *Proceedings of the 47th Annual Meeting of the Cognitive Science Society*.

Guerra, E., Helo, A., Rojas, C., & Riffo, B. (2025). Word Integration Across Sentence Boundaries in Third and Fourth Age Adults: Evidence from Eye-Tracking during Reading. In *Proceedings of the 47th Annual Meeting of the Cognitive Science Society*.

2024

Riffo, B., Rojas, C., Véliz, M., Urzúa, P., Gutiérrez, M., & **Guerra, E.** (2024). Reading comprehension in older adults: Effects of age, educational level and reading habits. *Journal of Intelligence, 13*(1), 4.

Guerra, E., & Kronmüller, E. (2024). Are Adolescents with a Wider Vocabulary Faster at Inference Making During Reading? Evidence from Self-Paced Reading. *Education Sciences*, *14*(12), 1368.

Guerra, E., Coloma, C.J., Helo, A. (2024). Lexical-semantic processing in preschoolers with Developmental Language Disorder: An eye tracking study. *Frontiers in Psychology.*

Giberga, A., Ahufinger, N., Igualada, A., Aguilera, M., **Guerra, E.**, & Esteve-Gibert, N. (2024). Prosody and gesture in the comprehension of pragmatic meanings: the case of children with Developmental Language Disorder. In *Proceeding of the SpeechProsody 2024* (pp. 697-701).

Aslanov, I., & **Guerra, E.** (2024). Tautological formal explanations are satisfactory regardless of prior knowledge. *Proceedings of the 46th Annual Meeting of the Cognitive Science Society.*

Sulpizio, S., Günther, F., Badan, L., Basclain, B., Brysbaert, M., Chan, Y. L., Ciaccio, L. A., Dudschig, C., Duñabeitia, J. A., Fasoli, F., Ferrand, L., Filipović Đurđević, D., **Guerra, E**. … & Marelli, M. (2024). Taboo language across the globe: A multi-lab study. *Behavioral Research Method.*

Aldunate, N., López-Silva, P., Brotfeld, C., **Guerra, E.**, & Kronmüller, E. (2024). Spanish version of Multidimensional Mentalizing Questionnaire (MMQ): Translation, adaptation, and psychometric properties in a Chilean population. *PLOS ONE, 19*(3), e0296691.

Rojas, C., San Martín, M., Urzúa, P., & **Guerra, E.** (2024). Word or pseudoword? The lexicality effect in naming and lexical decision tasks during advanced aging. *PLOS ONE, 19*(2), e0299266.

Coloma, C. J., **Guerra, E.**, De Barbieri, Z., & Helo, A. (2024). Article comprehension in monolingual Spanish-speaking children with developmental language disorder: A longitudinal eye-tracking study. *International Journal of Speech-Language Pathology, 26*(1), 105-117.

2023

Aslanov, I., & **Guerra, E.** (2023). Tautological formal explanations: Does prior knowledge affect their satisfiability? *Frontiers in Psychology, 14*, 1258985.

Rojas, C., Riffo, B., San Martín, M., & **Guerra, E.** (2023). Lexical access restrictions after the age of 80. *Brain Sciences, 13*(9), 1343.

Rojas, C., Riffo, B., & **Guerra, E.** (2023). Word retrieval after the 80s: Evidence from specific and multiple words naming tasks. *SAGE Open, 13*(2), 21582440231178796.

Fuenzalida, F., Muñoz, G., Cortés, C., Pino, J., Helo, A., & **Guerra, E.** (2023). Comprendiendo el curso temporal del aprendizaje incidental de palabras basado en el contexto en adolescentes. *Lenguas Modernas 61*, 183.

Ronderos, C. R., **Guerra, E.**, & Knoeferle, P. (2023). When sequence matters: The processing of contextually biased German verb–object metaphors. *Language and Cognition, 15*(1), 1-28.

2022

Christou, S., Coloma, C. J., Andreu, L., **Guerra, E.**, Araya, C., ... & Sanz-Torrent., M. (2022). Online comprehension of verbal number morphology in children with developmental language disorder: An eye-tracking study. *Journal of Speech, Language, and Hearing Research, 65*(11), 4181-4204.

Rojas, C., Riffo, B., & **Guerra, E.** (2022). Visual word recognition among oldest old people: The effect of age and cognitive load. *Frontiers in Aging Neuroscience, 14*, 1007048.

Helo, A., **Guerra, E.**, Coloma, C. J., Reyes, M. A., & Rämä, P. (2022). Objects shape activation during spoken word recognition in preschoolers with typical and atypical language development: An eye-tracking study. *Language Learning and Development, 18*(3), 324-351. https://doi.org/10.1080/15475441.2021.1915829

Christou, S., Andreu, L., Coloma, C. J., **Guerra, E.,** Araya, C., ... & Sanz-Torrent., M. (2022). Insights from real-time comprehension of Spanish verbal tense in children with developmental language disorder: An eye-tracking study. *Applied Psycholinguistics, 43*(3), 641-662.

Helo, A., **Guerra, E.**, Coloma, C. J., Aravena-Bravo, P., & Rämä, P. (2022). Do children with developmental language disorder activate scene knowledge to guide visual attention? Effect of object-scene inconsistencies on gaze allocation. *Frontiers in Psychology, 12*, 796459.

2021

Ahufinger, N., **Guerra, E.**, Ferinu, L., Andreu, L. & Sanz-Torrent., M. (2021). Cross-situational statistical learning in Catalan-Spanish children with specific language impairment. *Language, Cognition and Neuroscience,* 1-21.

Guerra, E., Bernotat, J., Carvacho, H. & Bohner, G. (2021). Gender stereotypes drive anticipatory eye movement during incremental sentence interpretation. *Frontiers in Psychology,* 1-10.

Stern, M. C., Stover, L. A., **Guerra, E.,** & Martohardjono, G. (2021). Syntactic and semantic influences on the time course of relative clause processing: The role of language dominance. *Brain Sciences, 11*(8), 989.

Ronderos, C., **Guerra, E.**, & Knoeferle, P. (2021). The role of literal features during processing of novel verbal metaphors. *Frontiers in Psychology, 11*, 1-25

Christou, S., Sanz-Torrent, M., Coloma, C. J., **Guerra, E.**, Araya, C., & Andreu, L. (2021). Real-time comprehension of Spanish prepositions and prepositional locutions in bilingual children with developmental language disorder: A study based on eye-movement evidence. *International Journal of Language & Communication Disorders*, *56*, 51-71.

2020

Huettig, F., **Guerra, E.**, & Helo, A. (2020). Towards understanding the task dependency of embodied language processing: The influence of colour during language-vision interactions. *Journal of Cognition, 3*, 1–19.

Riffo, B., **Guerra, E.**, Rojas, C., Novoa, A., & Veliz, M. (2020). Strategic Spatial Anchoring as Cognitive Compensation During Word Categorization in Parkinson's Disease: Evidence from Eye Movements. *Journal of Psycholinguistic Research*, 1-14.

Kronmüller, E., & **Guerra, E.** (2020). Processing speaker-specific information in two stages during the interpretation of referential precedents. *Frontiers in Psychology, 11*, 1-17

Christou, S., **Guerra, E.**, Coloma, C. J., Barrachina, L. A., Araya, C., Rodriguez-Ferreiro, J., ... & Sanz-Torrent, M. (2020). Real time comprehension of Spanish articles in children with developmental language disorder: Empirical evidence from eye movements. *Journal of Communication Disorders*, *87*, 106027.

Sirri, L., **Guerra, E.**, Linnert, S., Smith, E. S., Reid, V., & Parise, E. (2020). Infants' conceptual representations of meaningful verbal and nonverbal sounds. *Plos ONE*, *15*(6), e0233968.

Peake, C., Moscoso-Mellado, J., & **Guerra, E.** (2020). First fixation duration as a bottom-up measure during symbolic and non-symbolic numerical comparisons. *Studies in Psychology*, *41*, 563-579.

Guerra, E., & Kronmüller, E. (2020). Adult vocabulary modulates speed of word integration into preceding text across sentence boundaries: Evidence from self-paced reading. *Reading Research Quarterly*, *55*, 663-677.

2019

Huettig, F., & **Guerra, E.** (2019). Effects of speech rate, preview time of visual context, and participant instructions reveal strong limits on prediction in language processing. *Brain Research, 1706*, 196-208.

Novoa, A., Véliz, M., & **Guerra, E.** (2019). Direct and ortho-phonologically mediated semantic priming in patients with Parkinson's disease: Evidence from reaction times. *Revista Chilena de Fonoaudiología, 18*, 1-20.

2018

Ronderos, C. R., Münster, K., **Guerra, E.**, Kreysa, H., Rodríguez, A., Kröger, J., ... & Knoeferle, P. (2018). Eye tracking during visually situated language comprehension: flexibility and limitations in uncovering visual context effects. *JoVE (Journal of Visualized Experiments)*, (141), e57694.

Guerra, E., & Knoeferle, P. (2018). Semantic interference and facilitation: understanding the integration of spatial distance and conceptual similarity during sentence reading. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2018.00718

2017

Guerra, E., & Knoeferle, P. (2017). Visually perceived spatial distance affects the interpretation of linguistically mediated social meaning during online language comprehension: An eye tracking reading study. *Journal of Memory and Language, 92*, 43-56.

Guerra, E., & Mellado, G. (2017). A-book: A feedback-based adaptive system to enhance meta-cognitive skills during reading. *Frontiers in Human Neuroscience, 11*, 1-11.

2016

Knoeferle, P. & **Guerra, E.** (2016). Visually situated language comprehension. *Language and Linguistic Compass, 10*, 66-82.

2014

Guerra, E., & Knoeferle, P. (2014a). Spatial distance effects on incremental semantic interpretation of abstract sentences: Evidence from eye tracking. *Cognition, 133*, 535-552.

Guerra, E., & Knoeferle, P. (2014b). Spatial distance modulates reading times for sentences about social relations: evidence from eye tracking. *Proceedings of the 36th Annual Meeting of the Cognitive Science Society* (pp. 2315-2320).

Guerra, E., Huettig, F., & Knoeferele, P. (2014). Assessing the time course of the influence of featural, distributional and spatial representations during reading. *Proceedings of the 36th Annual Meeting of the Cognitive Science Society* (pp. 2309-2314).

2013

Guerra, E., Marghetis, T., & Knoeferle, P. (2013). Spatial meanings for function words? The link between conjunctions and spatial representations. *Proceedings of the 35th Annual Meeting of the Cognitive Science Society* (pp. 2458-2463).

2012

Guerra, E., & Knoeferle, P. (2012). Abstract language comprehension is incrementally modulated by non-referential spatial information: evidence from eye-tracking. *Proceedings of the 34th Annual Meeting of the Cognitive Science Society* (pp. 1620-1625).

Knoeferle, P., & **Guerra, E.** (2012). What is non-linguistic context? A view from language comprehension. En R. Finkbeiner, J. Meibauer & P. B. Schumacher (Eds.), *What is a Context?: Linguistic approaches and challenges* (pp. 129-150). Amsterdam: John Benjamins Publishing Company.

Organization

Workshop on Methods for Psycholinguistics Research 2018: Visual world analysis using R, Institut für deutsche Sprache und Linguistik, Humboldt-Universität zu Berlin (2 sessions; Role: Instructor).

Embodied and Situated Language Processing Conference, ESLP2016, Centro de Eventos Académicos y Extensión Cultural, Universidad de la Frontera (5 Plenary talks; 22 regular talks; 31 posters. Role: Chair).

Research Dialogues 2016, Pontificia Universidad Católica de Chile, Campus Villarrica (14 talks. Role: Chair).

PhD supervisions

“Incidence of Parkinson's disease in access to the lexicon in the understanding of written language and spoken language” Abraham Novoa, Doctoral student in Linguistics (**Graduated in August, 2021**), Universidad de Concepción. Principal advisor: Prof. Mónica Veliz.

“Processing Metaphors: Mental Mapping, Alignment and Construction of Meaning” Camilo Rodríguez, Doctoral student in Psycholinguistics (**Graduated in January, 2021**), Humboldt-Universität zu Berlin. Principal advisor: Prof. Pia Knoeferle.

“Processing of sociopolitical messages in meme format and its relation to attitudes toward politics: an experimental approach” Tomás Gaete, Doctoral student in Psychology (**Graduated in July, 2020**), Universidad de la Frontera. Principal advisor: Prof. Carlos del Valle

Master thesis supervisions

"Comprendiendo el curso temporal del aprendizaje incidental de palabras basado en el contexto en adolescentes." Camila Cortéz, Master in Hispanic Linguistics (2022), Universidad de Chile.

"¿Perciben los y las profesionales de Atención Temprana una afectación en las áreas del lenguaje oral al COVID 19?" María Blanco Carmona, Master in Learning Difficulties and Language Disorders (2022), Universitat Oberta de Catalunya.

"Practicas efectivas para niños con TDA-H dentro del aula: una mirada desde la docencia." Ana Rosa Escrich Cuesta, Master in Learning Difficulties and Language Disorders (2020), Universitat Oberta de Catalunya.

"El manejo del vocabulario en alumnado con TDA-H." Berta Faure Abadías, Master in Learning Difficulties and Language Disorders (2020), Universitat Oberta de Catalunya.

"Entrenamiento híbrido de habilidades metalingüísticas de tipo semántico y fonológico en Párvulos con desarrollo de lenguaje típico." Marioly Escares, Master in Education Research (2023), Universidad de Chile. In collaboration with Prof. Carmen Julia Coloma.

“On the tracks of prejudice: the interface between visual attention, language and gender stereotypes.” Jasmin Bernotat, Master in Psychology (2014), Bielefeld University. In collaboration with Prof. Gerd Bohner.

	"Does spatial distance modulate the interpretation of sentence expressing social relation?" Kristin Kleinehagenbrock, Master in Clinical Linguistics (2013), Bielefeld University. In collaboration with Prof. Pia Knoeferle.
Research Grants	Fondecyt Regular Grant 2026 N° 1262501 (**Principal Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile. Fondecyt Regular Grant 2023 N° 1240244 (**Co-Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile. Fondecyt Regular Grant 2022 N° 1221792 (**Principal Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile. Fondecyt Regular Grant 2021 N° 1211754 (**Co-Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile. Fondecyt Regular Grant 2019 N° 1200655 (**Co-Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile. Fondecyt Regular Grant 2019 N° 1200268 (**Co-Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile. Initiation Fondecyt Grant 2017 N° 11171074 (**Principal Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile. Visiting Researcher Fund for Doctoral and Postdoctoral Researchers, awarded by the Research Vice-rectory, Pontificia Universidad Católica de Chile Postdoctoral Fondecyt Grant 2015, N° 3150277 (**Principal Investigator**), awarded by the National Commission for Scientific and Technological Research (CONICYT), Government of Chile Postdoctoral Research Grant for Studies Abroad, awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile (*declined*) Visiting Researcher Fund, awarded by the Center of Excellence Cognitive Interaction Technology – CITEC, Universität Bielefeld
Scholarships	Doctoral Scholarship, awarded by the National Commission for Scientific and Technological Research (CONICYT) Government of Chile Erasmus Mundus Joint Master Degree Scholarship, awarded by the European Commission for Education and Training
Languages	Spanish (Native) English (C2 spoken and written) German (C1 spoken and written) Portuguese (B2 spoken and written) Italian (B2 spoken and written)