

Brief description

I am Associate Professor (Contratada Doctora) at the Dept. of Experimental Psychology of the University of Granada (2022). I did my PhD in Experimental Psychology and Behavioural Neuroscience in the same university (FPU grant, 2010-2014), period in which I also did two stays of research at Lancaster University and University of Oxford (UK). Subsequently, after working as a postdoctoral researcher in the University of Granada for one year (2014-2015), I was selected for a second postdoc from the French National Centre of Scientific Research (CNRS) at the University of Poitiers (France, 2015-2016) in an interdisciplinary European educational project. Then, I became Research Associate at the University of Cambridge during three years (UK, 2016-2019), to investigate about multilingualism, language, literacy and cognition. Finally, in the last few years, I have been principal investigator (PI) of two research projects: a MSCA-COFUND Athenea3i grant entitled "*Text Comprehension in the Brain: The role of Development and Bilingualism (T-ComBrain)*" (2019-2022), and currently, I'm PI in a MCIN project entitled: "*Revising an Unexpected Interpretation in the Brain: The Interplay between Ageing and Bilingualism (RunIn-Brain)*" (2023-2026). Accordingly, I have interdisciplinary research experience in the areas of Language, Cognition, Memory and Education, I have collaborated with different teams in Spain, France, Italy, Germany and the UK, and I have been PI in three research projects.

Education

- 01-08-2009 – PhD in Experimental Psychology and Behavioural Neuroscience (Spanish Nat. Grant FPU AP2008–01893)
06-06-2014 University of Granada, Experimental Psychology
Title: '*Inferential processes, updating information and working memory in reading comprehension of adults*'
Supervisors: Prof. Teresa Bajo and Prof. Kate Cain
- 01-10-2008 – Master's degree in Cognitive and Behavioural Neuroscience (funded by Spanish Ministry Science & Educ.)
19-01-2010 University of Granada, Experimental Psychology
Title: '*The visuospatial component of working memory and its relationship with intuitive geometric ability*'
Supervisors: Prof. Teresa Bajo and Prof. Cesare Cornoldi
- 01-10-2003 – Bachelor in Psychology by the University of Granada
24-09-2008 3rd year: Charles University of Prague (Funded by Erasmus Programme)
4th year: University of Salamanca (Funded by Sicue-Séneca Programme)

Employment

- 09-11-2022 – Permanent Lecturer (Prof. Contratada Doctora).
permanent University of Granada, Dept. of Experimental Psychology
- 01-08-2019 – Principal Investigator of a MSCA-COFUND Athenea3i project (funded by EU & University of Granada).
24-11-2022 University of Granada, Dept. of Experimental Psychology
Project title: '*Text Comprehension in the Brain: The role of Development and Bilingualism (T-ComBrain)*'
- 03-10-2016 – Postdoctoral Research Associate in Psycholinguistics (funded by DTAL, University of Cambridge).
30-07-2019 University of Cambridge, DTAL
Research title: '*Multilingualism, Language, Literacy and Cognition*'
Postdoctoral supervisor: Prof. Ianthi M. Tsimpli
- 01-09-2015 – Postdoctoral Research contract in a European research project (funded by the French CNRS).
31-08-2016 University of Poitiers, CeRCA
Project title: '*Fostering Multiple Document Literacy Skills: A European Perspective*'
Postdoctoral supervisor: Dr. Jean-François Rouet
- 01-01-2015– Research contract Strengthening programme of the abilities of I+D+i (funded by University of Granada).
30-06-2015 University of Granada, Experimental Psychology
Project title: '*Development of linguistic and attentional skills of children in bilingual education programmes*'
Postdoctoral supervisor: Prof. Teresa Bajo
- 01-07-2014 – Research contract (funded by Spanish Ministry of Science and Innovation; PSI2012–33625)
31-12-2014 University of Granada, Experimental Psychology
Project title: '*Individual differences in the control of memory interference*'
Postdoctoral supervisor: Prof. Teresa Bajo

01-08-2011 – Research contract during the PhD grant FPU (funded by Spanish Ministry of Science and Innovation)
31-07-2013 University of Granada, Experimental Psychology
Title: *'Inferential processes, updating information and working memory in reading comprehension of adults'*
PhD supervisor: Prof. Teresa Bajo

Visiting scholar

08-03-2022 – Research stay (3 months; funded by the EU and the University of Granada)
07-06-2022 University of Cambridge, Experimental Psychology (MSCA-COFUND Athenea3i program)
Project title: *'Text comprehension in the Brain: The role of Development and Bilingualism'*
Outgoing phase supervisor: Prof. Ianthi Tsimpli
18-10-2021 – Virtual research stay (3 months; funded by the EU and the University of Granada)
17-02-2022 University of Cambridge, Experimental Psychology (MSCA-COFUND Athenea3i program)
Project title: *'Text comprehension in the Brain: The role of Development and Bilingualism'*
Outgoing phase supervisor: Prof. Ianthi Tsimpli
09-10-2011 – Research stay (4 months; funded by the Spanish Ministry of Education, Culture and Sports)
08-02-2012 University of Oxford, Experimental Psychology
Study title: *'Monitoring and revision of inferential comprehension in narrative texts: an eye movement study'*
Supervisors: Prof. Kate Nation and Dr. Holly Joseph
01-11-2010 – Research stay (4 months; funded by the Spanish Ministry of Education, Culture and Sports)
01-03-2011 Lancaster University, Faculty of Science and Technology
Study title: *'Inferential revision in narrative texts: an ERP study'*
Supervisor: Prof. Kate Cain
01-04-2009 – Research Internship (3 months; funded by a Master's scholarship)
30-07-2009 University of Padua, Faculty of Psychology
Study title: *'Geometric ability and visuospatial working memory in adults'*
Supervisors: Prof. Cesare Cornoldi and Dr. Irene Mammarella

Research projects

1. *Revising an Unexpected Interpretation in the Brain: The Interplay between Ageing and Bilingualism (RunIn-Brain)*. (2023-2026). Ministerio de Ciencia e Innovación- PSI 2017-89324-C2-2-P. Duration 3 years; amount: 78.125 euros. PI: Dr. **Pérez, A.**
2. *The Development of Prospective Memory in Emerging Monolingual and Bilingual Children: Neural and Behavioral Indices* (2021-2025). Regional research project of the Andalusian Board (P20-00107). Duration: 4 years; amount: 56.450 euros. PI: Prof. Bajo, T.
3. *Text Comprehension in the Brain: The role of Development and Bilingualism (T-ComBrain)*. (2019-2022) MSCA-COFUND Athenea3i-2018 ref. 754446. Duration 3 years; amount: 180.000 euros. PI: Dr. **Pérez, A.**
4. *Multisensory semantic integration in inferential comprehension* (July 2017). Incubator Fund, Cambridge Language Sciences. University of Cambridge (UK). Duration: 190 days; amount: £2,575. PI: Dr. **Pérez, A.**
5. *The relationship between vision and reading in global and local language processing* (January 2017). Cambridge Language Sciences. University of Cambridge (UK). Duration: 190 days; amount: 2.897,93 €. PI: Dr. Schmidt, E.
6. *Development of linguistic and attentional skills of children in bilingual education programmes* (January 2014). National research project of the Spanish Ministry of Economy, Innovation, Science and Employment (P12-CTS-2369). Duration: 1461 days; amount: 176.565 euros; PI: Prof. Bajo, T.
7. *Individual differences in the control of memory interference* (January 2013). National research project of the Spanish Ministry of Science and Innovation (PSI2012-33625). Duration: 1095 days; amount: 128.700 euros. PI: Prof. Bajo, T.
8. *Inhibitory control of memory* (January 2009). National research project of the Spanish Ministry of Science and Technology (EDU-2008-01111). Duration: 1825 days; amount: 377.520 euros. PI: Prof. Bajo, T.

Publications

1. **Pérez, A. I.**, Schmidt, E., & Tsimpli, I. M. (2023) Inferential evaluation and revision in L1 and L2 text comprehension: An eye movement study. *Bilingualism: Language and Cognition*, 1-14. <https://doi.org/10.1017/S136672892300069X>
2. López-Rojas, C., Marful, A., **Pérez, A.**, & Bajo, M. T. (2023) Prospective memory in bilinguals: Recalling future intentions in first and second language contexts. *Bilingualism: Language and Cognition*. <https://doi.org/10.1017/S136672892300010X>
3. Rivera Zurita, M., Paolieri, D., Martínez Iniesta, A. J., **Pérez Muñoz, A. I.**, & Bajo Molina, M. T. (2023). Second language acquisition of grammatical rules: The effects of learning condition, rule difficulty, and executive function. *Bilingualism: Language and Cognition*. <https://doi:10.1017/S1366728922000815>

4. Wigdorowitz, M., Pérez, A., & Tsimpli, I. M. (2023). High-level listening comprehension in advanced English as a second language: Effects of the first language and inhibitory control. *Bilingualism: Language and Cognition*, 1-15. <https://doi.org/10.1017/S1366728923000135>
5. Pérez, A., Fotiadou, G., & Tsimpli, I. (2022) Preserved executive control in ageing: The role of literacy experience. *Brain Sciences*. Special Issue "Lexico-Syntactic Processing in Developing and Skilled Readers of First and Second/Foreign Languages. 12, 1392 <https://doi.org/10.3390/brainsci12101392>
6. Cilibrasi, L., Adani, F., Pérez, A. I., Schmidt, E., Wigdorowitz, M., & Tsimpli, I. M. (2022). The role of number mismatch and exposure in the comprehension of relative clauses in bilingual children. *Applied Psycholinguistics*, 43, 663-682. <https://doi.org/10.1017/S0142716422000078>
7. Delgado, P., Anmarkrud, Ø., Avila, V., Altamura, L., Chireac, S. M., Pérez, A., & Salmerón, L. (2022). Learning from text and video blogs: Comprehension effects on secondary school students. *Education and Information Technologies*, 1-27. <https://doi.org/10.1007/s10639-021-10819-2>
8. Macedo-Rouet, M., Pérez, A., Potocki, A., & Rouet, J.-F. (2022). Les adolescents face aux défis de l'information numérique: une intervention pour promouvoir l'évaluation des sources. (*Adolescents face deficits of numeric information: An intervention to promote source evaluation*). *Education & Formation*. e-317, 69-79
9. Pérez, A., & Bajo, T. (2022). Working memory and high-level text comprehension processes in J. W. Schwieter and Z. Wen (Ed.), *The Cambridge Handbook of Working Memory and Language* (Chapter 21). Cambridge University Press. <https://doi.org/10.1017/9781108955638>
10. Pérez, A., Macizo, P., Bajo, T., & Paolieri, D. (2022). Procesos de comprensión en bilingüismo (Comprehension processes in bilingualism) en A. Domínguez (Ed.), *Lenguaje y Neurocognición* (Chapter 5). Editorial Médica Panamericana.
11. Wigdorowitz, M., Pérez, A., & Tsimpli, I. M. (2022). Sociolinguistic context matters: Exploring differences in contextual linguistic diversity in South Africa and England. *International Multilingual Research Journal*. 16, 345-364. <https://doi.org/10.1080/19313152.2022.2069416>
12. Fajardo, I., Pérez, A. I., Ferrer, A., Pérez-Fuster, P., & García-Blanco, A. C. (2021). Anaphor Processing During Reading Comprehension in Students With Autism Spectrum Disorder. *Reading & Writing Quarterly*, 38, 505-525. doi.org/10.1080/10573569.2021.1982430
13. Fotiadou, G., Pérez, A. I. & Tsimpli, I. M. (2020). Anaphora resolution and word-order across adulthood: Ageing effects on online listening comprehension. *Glossa: A journal of General Linguistics*, 5.
14. Macedo-Rouet, M., Salmerón, L., Ros, C., Pérez, A., Stadler, M., & Rouet, J. F. (2020). Are frequent users of social network sites good information evaluators? An investigation of adolescents' sourcing abilities (¿Son los usuarios frecuentes de las redes sociales evaluadores competentes? Un estudio de las habilidades de los adolescentes para identificar, evaluar y hacer uso de las fuentes). *Journal for the Study of Education and Development*, 43, 101-138.
15. Pérez, A., Schmidt, E., Kourtzi, Z., & Tsimpli, I. (2020). Multimodal semantic revision during inferential processing: The role of inhibitory control in text and picture comprehension. *Neuropsychologia*, 138, 107313. doi.org/10.1016/j.neuropsychologia.2019.107313
16. Schmidt, E., Pérez, A., Cilibrasi, L., & Tsimpli, I. (2020). Prosody facilitates memory recall in L1 but not L2 in highly proficient listeners. *Studies in Second Language Acquisition*, 42, 223-238.
17. Wigdorowitz, M., Pérez, A., & Tsimpli, I. M. (2020). A holistic measure of contextual and individual linguistic diversity. *International Journal of Multilingualism*, 1-19.
18. Cerdán, R., Pérez, A., Vidal-Abarca, E., & Rouet, J. F. (2019). To answer questions from text, one has to understand what the question is asking: differential effects of question aids as a function of comprehension skill. *Reading and Writing*, 32, 2111-2124.
19. Pérez, A., Hansen, L., & Bajo, T. (2019). The nature of first and second language processing: The role of cognitive control and L2 proficiency during text-level comprehension. *Bilingualism: Language and Cognition*, 22, 930-948. DOI: doi.org/10.1017/S1366728918000846
20. Pérez, A., Potocki, A., Stadler, M., Macedo-Rouet, M., Paul, J., Salmerón, L., & Rouet, J. F. (2018). Fostering teenagers' assessment of information reliability: Effects of a classroom intervention focused on critical source dimensions. *Learning and Instruction*, 58, 53-64.
21. Pérez, A., Joseph, H., Bajo, T., & Nation, K. (2016). Evaluation and revision of inferential comprehension in narrative texts: an eye movement study. *Language, Cognition & Neuroscience*, 31, 549-566. doi.org/10.1080/23273798.2015.1115883
22. Pérez, A., Cain, K., Castellanos, M. C., & Bajo, T. (2015). Inferential revision in narrative texts: an ERP study. *Memory & Cognition*, 43, 1105-1135. doi.org/10.3758/s13421-015-0528-0
23. Pérez, A., Mammarella, I., Del Prete, F., Bajo, T., & Cornoldi, C. (2014). Capacidad geométrica y memoria visoespacial en población adulta (Geometry ability and visuospatial memory in adult population). *Psicológica*, 35, 225-249.
24. Pérez, A., Paolieri, D., Macizo, P., & Bajo, T. (2014). The role of working memory in inferential sentence comprehension. *Cognitive Processing*, 15, 405-413.

25. **Pérez, A.** (2013). La capacidad de actualizar información inferencial en la lectura (The ability to update inferential information in reading). *Ciencia Cognitiva*, 7, 43–45.
26. **Pérez, A.**, Montoro, N., Ortega, A., Aguirre, C., Togato, G., Hansen, L., & Bajo, T. Developmental differences in first and second language processing: an ERP study (in preparation).
27. **Pérez, A.**, Macizo, P., & Bajo, T. Comprehension monitoring in critical adjectives: The role of animacy (in preparation).
28. **Pérez, A.**, Berry, B., & Rouet, J-F. Reader's source attention in the presence of false beliefs (in preparation).
29. Paul, J., Stadtler, M., **Pérez, A.**, & Bromme, R. (under review), Clever Clicking - An Intervention Fostering Fourth Graders' Sourcing Skills. Submitted to *Cognition and Instruction*.
30. Stadtler, M., Paul, J., **Pérez, A.**, Potocki, A., Macedo-Rouet, M., Salmerón, L., Bromme, R., & Rouet, J-F. An intervention promoting ninth graders' sourcing skills: Implementation and evaluation (in preparation).
31. **Pérez, A.**, Górriz, J. M. & Bajo, T. Developmental bilingual advantage during L1 text comprehension (in preparation).
32. **Pérez, A.**, Jiménez, C., Leming, M., & Górriz, J.M. Functional connectivity in bilingual vs. monolinguals young adults (in preparation).
33. **Pérez, A.**, Martín-Arévalo, E., & Bajo, T. Individual differences in the right inferior fronto-occipital fasciculus explain bilinguals' ability to revise an unexpected interpretation during text comprehension: An MRI study

National and international conference presentations

1. **Pérez, A.**, Martín-Arévalo, E., & Bajo, T. (September 2023). Poster: Individual differences in the IFOF explain bilinguals' ability to revise an unexpected interpretation during text comprehension: A MRI study. 23rd Meeting of the European Society for Cognitive Psychology (ESCoP). Porto, Portugal.
2. Casado, A., **Pérez, A.**, Iniesta, A., Benigno, G., Arribas, J., Bajo, T., & Paolieri, D. (11-12th May 2023). Poster: The bi-multilingualism prism. Jornadas CIMCYC. Granada (Spain).
3. Wigdorowitz, M., Tsimpli, I., & **Pérez, A.** (25-26th October 2022). Poster: The effects of first language and sociolinguistic input on text listening comprehension. Bilingualism Matters Research Symposium. University of Edinburgh, UK.
4. **Pérez, A.**, López-Rojas, C., Marful, A., & Bajo, T. (19-20th May 2022). Poster: When flamenco is played with a violin: Text comprehension in the first and second language. Jornadas CIMCYC. Granada (Spain).
5. **Pérez, A.**, Górriz, J. M., & Bajo, T. (5-7st May 2022). Talk: How we solve a mistaken interpretation? Differences between monolingual and bilingual children and adults during text comprehension. *Associação Portuguesa de Psicologia Experimental (APPE)* and Spanish Society of Experimental Psychology (SEPEX). Faro (Portugal).
6. López-Rojas, C., Marful, A., **Pérez, A.**, & Bajo, T. (4-7th November 2021). Poster: Prospective Remembering in First and Second Language Contexts. Psychonomic Society 62nd Annual Meeting. Virtual Conference.
7. López-Rojas, C., Marful, A., **Pérez, A.**, & Bajo, T. (22-25th June 2021). Poster: Monolinguals and bilinguals prospective memory during text comprehension. The XV International Symposium of Psycholinguistics (ISP) Virtual Conference.
8. Rivera, M., Paolieri, D., **Pérez, A.**, & Bajo, T. (22-25th June 2021). Poster: Second language grammar learning: The role of individual differences in explicit learning. The XV International Symposium of Psycholinguistics (ISP) Virtual Conference.
9. **Pérez, A.**, Fotiadou, G., & Tsimpli, I. (21-22nd April 2021). Poster: Preserved cognitive control in aging: The role of literacy experience. Spanish Society of Experimental Psychology (SEPEX) Virtual Conference.
10. Rivera, M., Paolieri, D., **Pérez, A.**, & Bajo, T. (21-22nd April 2021). Poster: Successful Grammar learning in an incidental context: The modulatory effect of Individual differences. Spanish Society of Experimental Psychology (SEPEX) Virtual Conference.
11. Wigdorowitz, M., **Pérez, A.**, Tsimpli, I. (19th November 2019). Poster: A holistic measure of sociolinguistic experience: Contextual and individual linguistic diversity in South Africa and the United Kingdom. Cambridge Language Sciences Annual Symposium. Cambridge, UK.
12. Wigdorowitz, M., **Pérez, A.**, Tsimpli, I. (3-6th September 2019). Poster: Towards a Holistic Measure of Linguistic Diversity: Comparing South African and United Kingdom Speakers on the CLiP-Q. 25th Annual South Africa Psychology (PsySSA) Congress. Emperors Palace, Johannesburg (South Africa).
13. Wigdorowitz, M., **Pérez, A.**, Tsimpli, I. (1-3rd June 2019). Poster: Towards a holistic measure of linguistic diversity: Exploring individual and contextual linguistic features in South Africa and the United Kingdom. Canadian Linguistic Association (CLA) congress. Vancouver, British Columbia (Canada).
14. **Pérez, A.**, Schmidt, E., & Tsimpli, I. (10-13th April 2019). Talk: Evaluation and revision in L1 and L2 Text Comprehension: An Eye Movement Study. XIV International Symposium of Psycholinguistics. Tarragona, Spain.
15. **Pérez, A.**, Schmidt, E., Welchman, A., Kourtzi, Z., & Tsimpli, I. (November 2018). Poster: Multimodal semantic revision in inferential processing: The role of inhibitory control in story and picture comprehension. Cambridge Language Sciences Annual Symposium. Cambridge, UK.

16. **Pérez, A.**, Schmidt, E., Welchman, A., Cilibrasi, L., Kourtzi, Z., & Tsimpli, I. (July 2018). Poster: Multisensory semantic integration in inferential comprehension. First Joint Congress of the SEPEX, SEPNECA and AIP experimental. Madrid, Spain.
17. **Pérez, A.**, Montoro, N., Ortega, A., Aguirre, C., Togato, G., Hansen, L., & Bajo, T. (July 2018). Poster: Developmental differences in first and second language processing: An ERP study. First Joint Congress of the SEPEX, SEPNECA and AIP experimental. Madrid, Spain.
18. **Pérez, A.** (19 June 2018). Talk: Multisensory semantic integration in inferential comprehension. Cambridge Language Sciences Research Symposium for Early-careers Researchers. Cambridge, UK.
19. **Pérez, A.**, Montoro, N., Ortega, A., Aguirre, C., Togato, G., Hansen, L., & Bajo, T. (March 2018). Poster: Developmental differences in first and second language processing: an ERP study. 30th Cambridge Neuroscience Seminar. Cambridge, UK.
20. Fajardo, I., Ferrer, A., Pérez-Fuster, P., & **Pérez, A.** (February 2018). Talk: Anaphora processing in readers with TEA: Eye movements study. Spanish Association of Autism Professional. Seville, Spain.
21. Schmidt, E., **Pérez, A.**, Cilibrasi, L., Welchman, A., Kourtzi, Z., & Tsimpli, I. (November 2017). Poster: The relationship between vision and reading in global and local language processing. Cambridge Language Sciences Symposium. Cambridge, UK.
22. **Pérez, A.**, Potocki, A., Macedo-Rouet, M., Paul, J., Stadler, M., Salmerón, L., & Rouet J-F. (November 2016). Talk: Training Teenagers to Evaluate Source Information: Expertise, Benevolence and Media Reliability. Workshop on Multiple Document Literacy (MDL). Paris, France.
23. Stadler, M., Paul, J., **Pérez, A.**, Potocki, A., Macedo-Rouet, M., Salmerón, L., & Rouet, J-F. (November 2016). Talk: An Intervention Promoting Ninth Graders' Sourcing Skills: Implementation and Evaluation. Workshop on Multiple Document Literacy (MDL). Paris, France.
24. **Pérez, A.**, Potocki, A., Stadler, M., Macedo-Rouet, M., Paul, J., Salmerón, L., & Rouet, J-F. (July 2016). Talk: Training Teenagers to Evaluate and Integrate Source Information: The Interplay between Expertise, Benevolence and Media Dimensions. 26th Annual Meeting of the Society for Text & Discourse (ST&D). Kassel, Germany.
25. **Pérez, A.**, Bajo, T., & Macizo, P. (5-9th May 2016). Poster: Comprehension monitoring in critical adjectives: The role of animacy. International Meeting of the Psychonomic Society. Granada, Spain.
26. Hansen, L., **Pérez, A.**, & Bajo, T. (5-9th May 2016). Poster: Text-level semantic processes in late bilinguals. International Meeting of the Psychonomic Society. Granada, Spain.
27. **Pérez, A.**, Hansen, L., & Bajo, T. (October 2015). Poster: Comprehension monitoring in young adult bilinguals. Workshop on Multiple Document Literacy (MDL). Oslo, Norway.
28. Macedo-Rouet, M., Paul, J., de Pereyra, G., Salmerón, L., Potocki, A., **Pérez, A.**, Stadler, M., & Rouet, J-F. (October 2015). Talk: MD-SKILLS project - Fostering Multiple Document Literacy Skills: An update of recent results. Workshop on Multiple Document Literacy (MDL). Oslo, Norway.
29. Hansen, L., **Pérez, A.**, & Bajo, T. (September 2015). Poster: High-level reading skills in young adult bilinguals: inferential updating and semantic integration in the L1 and L2. 19th European Society for Cognitive Psychology Conference (ESCoP). Paphos, Chipre.
30. Maraver, M. J., Togato, G., **Pérez, A.**, Macizo, P., Rueda, R., Gómez-Ariza, C., & Bajo, T. (September 2014). Poster: Discourse comprehension and training in executive control. Scientific Inauguration Conference of the Mind, Brain and Behaviour Research Centre (CIMCYC). Granada, Spain.
31. **Pérez, A.**, Cain, K., Castellanos, M. C. & Bajo, T. (August 2013). Poster: Inferential updating in narrative texts: An ERP study. 18th Meeting of the European Society for Cognitive Psychology (ESCoP). Budapest, Hungary.
32. **Pérez, A.**, Holly, J., Bajo, T., & Nation, K. (May 2012). Poster: Eye movements in inference making. Belgian Association for Psychological Sciences and Spanish Society of Experimental Psychology (BAPS-SEPEX) Meeting. Liege, Belgium.
33. **Pérez, A.**, Macizo, P., Paolieri, D., & Bajo, T. (September 2011). Poster: Semantic and grammatical anomalies in sentence processing. 17th Meeting of the European Society for Cognitive Psychology (ESCoP). Donostia-San Sebastián, Spain.
34. **Pérez, A.**, Paolieri, D., Bajo, T., & Macizo, P. (January 2011). Poster: The role of working memory in inference generation during the reading of expository texts. Neuroscience and Education International Workshop. Seville, Spain.
35. **Pérez, A.**, Mammarella, I., Bajo, T., & Cornoldi, C. (October 2009). Talk: Geometric ability and visuospatial working memory. XVIII National Conference of the Italian Association of Research and Intervention in the Learning of Psychopathology (AIRIPA). La Spezia, Italy

Invited talks

1. Multisensory semantic integration in inferential comprehension (19th June 2018). Cambridge Language Sciences Research Symposium for early-careers researchers, University of Cambridge, Cambridge, UK.

2. High-level comprehension processes in monolinguals and bilinguals (12nd March 2017). Estructura de Recerca Interdisciplinaria en recerca de la Lectura (ERI-Lectura), University of Valencia. Valencia, Spain.
3. High-level reading skills: inferences, monitoring and updating processes (21st July 2016). Department of Psychology, University of Münster. Münster, Germany.

Organisation of research activities

1. Organising departmental talks (2017-2018). Cambridge Linguistics Forum in the Dept. of Theoretical and Applied Linguistics (University of Cambridge). Cambridge, UK.
2. Organising committee member (May 2016). International Meeting of the Psychonomic Society. Granada, Spain.
3. Organising committee member (April 2010). Spanish Society of Experimental Psychology (SEPEX). Granada, Spain.

Teaching experience

1. *Advances in Spanish Psycholinguistics*. Higher Studies of Spanish Language Master degree (ESLE), University of Granada (Spain). Supervision (2023-2024; bimonthly). Hours: 30 hours (3 ECTS credits).
2. *Memory and Representation* (core paper-3rd year). Psychology degree, University of Granada (Spain). Supervision (2023-2024; semester-long). Hours: 50 hours (5 ECTS credits).
3. *Human Learning and Thinking* (core paper-2nd year). Psychology degree, University of Granada (Spain). Supervision (2022-2023; semester-long). Hours: 60 hours (6 ECTS credits).
4. *Memory and Representation* (core paper-3rd year). Psychology degree, University of Granada (Spain). Supervision (2022-2023; semester-long). Hours: 102 hours (10.25 ECTS credits).
5. *Memory and Representation* (core paper-3rd year). Psychology degree, University of Granada (Spain). Supervision (2021-2022; semester-long). Hours: 80 hours (8 ECTS credits).
6. *Memory and Representation* (core paper-3rd year). Psychology degree, University of Granada (Spain). Supervision (2020-2021; semester-long). Hours: 30 hours (3 ECTS credits).
7. *Perception and Attention* (core paper-2nd year). Psychology degree, University of Granada (Spain). Supervision (2020-2021; semester-long). Hours: 45 hours (4.5 ECTS credits).
8. *Conditioning, Motivation and Emotion* (core paper-1st year). Psychology degree, University of Granada (Spain). Supervision (2020; semester-long). Hours: 15 hours (1.5 ECTS credits).
9. *Psychology of Language Processing and Learning* (core paper-2nd year). Linguistics degree, University of Cambridge (UK). Supervision (2018-2019; annual). Hours: 35 hours (3.5 ECTS credits).
10. *Psychology of Language Processing and Learning* (core paper-2nd year). Linguistics degree, University of Cambridge (UK). Supervision (2017-2018; annual). Hours: 30 hours (3 ECTS credits).
11. *Psychology of Language* (core subject-4th year). Psychology degree, University of Granada (Spain). Practice (2012-2013; semester-long). Hours: 60 hours (6 ECTS credits).
12. *Memory and Representation* (core subject-3rd year). Psychology degree, University of Granada (Spain). Practice (2011-2012; semester-long). Hours: 60 hours (6 ECTS credits).

Supervision experience

1. Research collaboration scholarship (Beca de colaboración) supervisor. Student name: Jorge Delgado García. Work title: *Text comprehension processes in young and old monolingual adults (Procesos de comprensión de texto en adultos jóvenes y personas mayores monolingües)*. Degree in "Psychology" (2021-2022). University of Granada (Spain).
2. Research initiation scholarship (Beca de iniciación a la investigación) supervisor. Student name: Jorge Delgado García. Work title: *Cognitive processing in text comprehension: Differences in the first and second language in bilingual young adults (Procesamiento cognitivo en la comprensión de textos: Diferencias en el primer y segundo idioma en adultos jóvenes bilingües)*. Degree in "Psychology" (2020-2021). University of Granada (Spain).
3. Final Degree Project (TFG) supervisor. Student name: Rosa Velázquez Castelló. Work title: *Text comprehension processes in monolinguals and bilinguals (Procesos de comprensión de texto en monolingües y bilingües)*. Degree in "Speech therapy" (2021). University of Granada (Spain).
4. Final Degree Project (TFG) supervisor. Student name: María Dolores Yeguas López. Work title: *Text comprehension processes in 6th grade primary school children (Procesos de comprensión de texto en niños de 6^o de primaria)*. Degree in "Speech therapy" (2021). University of Granada (Spain).
5. Co-supervisor of an international virtual research stay. Student name: Diana Lorena Giraldo Ospina. Work title: *Effect of the difficulty of the task defined by the purpose of the reading, the type of metaphorical expression and the memory load on the understanding of metaphors (Efecto de la dificultad de la tarea definida por el propósito de la lectura, el tipo de expresión metafórica y la carga de memoria sobre la comprensión de metáforas)*. PhD in "Cognitive Sciences" (2020-2023). Autonomous University of Manizales (Colombia).

6. PhD co-supervisor. Student name: Mandy Wigdorowitz. Thesis title: *The Case for Contextual Linguistic Diversity: Language Profiling, Multilingual Identity, and High-Level Listening Comprehension Ability in South African University Students*. PhD in "Theoretical and Applied Linguistics" (2018-2022). University of Cambridge (UK). PhD viva: August 29th, 2022.
7. Master thesis (TFM) co-supervisor. Student name: Alexander Allan Cairncross. Thesis title: *Italian L1-attribution: Processing and inhibition*. MPhil in "Theoretical and Applied Linguistics" (2017-2018). University of Cambridge (UK).
8. Master thesis (TFM) co-supervisor. Student name: Baptiste Berry. Thesis title: *L'hypothèse de l'attention à la source induite par la dissonance chez des étudiants universitaires*. Official Master "Sciences in Psychology: Research and Application" (2015-2016). University of Poitiers (France).

Evaluation experience

1. Final Degree Project (TFG) member committee. Student name: María Serrato López. TFG title: *Intervención logopédica en usuario con dificultades específicas de aprendizaje a través de avances tecnológicos*. Degree in "Speech therapy" (July 2022). University of Granada (Spain).
2. Final Degree Project (TFG) member committee. Student name: Musa Mohamed Outmani. TFG title: *Revisión sistemática sobre los genes asociados con la disfermia*. Degree in "Speech therapy" (July 2022). University of Granada (Spain).
3. Final Degree Project (TFG) member committee. Student name: Laura Gómez Martínez. TFG title: *Intervenciones en la fluidez lectora en niños escolares con TEA: Una revisión sistemática*. Degree in "Speech therapy" (July 2022). University of Granada (Spain).
4. Final Degree Project (TFG) member committee. Student name: Yamanda Mohamed Rifai. TFG title: *Revisión sistemática de la intervención logopédica en la enfermedad de Alzheimer*. Degree in "Speech therapy" (July 2022). University of Granada (Spain).
5. Final Degree Project (TFG) member committee. Student name: Carmen Gallardo Antequera. TFG title: *Intervención personalizada en un caso de dislexia*. Degree in "Speech therapy" (July 2022). University of Granada (Spain).
6. Final Degree Project (TFG) member committee. Student name: M^a de las Mercedes Lara Moreno. TFG title: *Termografía emocional en niños: Una revisión sistemática*. Degree in "Speech therapy" (July 2021). University of Granada (Spain).
7. Final Degree Project (TFG) member committee. Student name: Raquel Marín Calvo. TFG title: *Programa de intervención logopédica en un niño con trastorno del espectro autista*. Degree in "Speech therapy" (July 2021). University of Granada (Spain).
8. Final Degree Project (TFG) member committee. Student name: Antonio Juan Higuera Cabrera. TFG title: *¿Las habilidades visoperceptivas influyen sobre las dificultades de la lectoescritura?* Degree in "Speech therapy" (July 2021). University of Granada (Spain).
9. Final Degree Project (TFG) member committee. Student name: Patricia María Vilchez Mancilla. TFG title: *Una metáfora que viene en patera*. Degree in "Speech therapy" (July 2021). University of Granada (Spain).
10. Final Degree Project (TFG) member committee. Student name: Marta Ríos Sáez. TFG title: *Propuesta de intervención logopédica en lectoescritura en niños con diagnóstico de TDHA*. Degree in "Speech therapy" (July 2021). University of Granada (Spain).
11. Final Degree Project (TFG) president committee. Student name: Irene M^a Caro Martín. TFG title: *La capacidad de comprensión en población disléxica: Una revisión sistemática*. Degree in "Psychology" (June 2021). University of Granada (Spain).
12. Final Degree Project (TFG) president committee. Student name: Marta García Benítez. TFG title: *Perfil del conductor reincidente: Evaluación e intervención*. Degree in "Psychology" (June 2021). University of Granada (Spain).
13. Final Degree Project (TFG) president committee. Student name: Paula Romero Rodríguez. TFG title: *¿Cómo se modifican la preferencia hedónica y el deseo por la comida en los trastornos por atracón?* Degree in "Psychology" (June 2021). University of Granada (Spain).
14. Final Degree Project (TFG) president committee. Student name: Irene Ruiz Palacios. TFG title: *¿Comemos lo que queremos? La atención a las claves ambientales influye en nuestra ingesta*. Degree in "Psychology" (June 2021). University of Granada (Spain).
15. Final Degree Project (TFG) president committee. Student name: Liliana Sánchez Castillo. TFG title: *El consumo de cannabis durante la adolescencia induce el desarrollo de trastornos del espectro de la esquizofrenia y otros trastornos psicóticos. Una revisión sistemática*. Degree in "Psychology" (June 2021). University of Granada (Spain).
16. PhD viva committee. Student name: M^a Victoria García Cuenca. Supervisor: Ladislao Salmerón González. PhD thesis title: *Construcción de mapas conceptuales navegables y comprensión lectora: Análisis de procesos y diseño de instrucción*. Programa de doctorado en Lectura y Comprensión. Dept. of Developmental and Educational Psychology (January 2019). University of Valencia (Spain).

17. MPhil thesis marking. Student name: Zhang Dongxe. MPhil thesis title: *German Gender Congruency Effect in a Contingency Priming Paradigm in L1 and L2*. MPhil in "Theoretical and Applied Linguistics" (June 2019). University of Cambridge (UK).
18. MPhil thesis marking. Student name: Grant Thomas. MPhil thesis title: *L2 Acquisition of Ser and Estar in L1 English Speakers*. MPhil in "Theoretical and Applied Linguistics" (August 2018). University of Cambridge (UK).
19. MPhil thesis marking. Student name: Alex Cairncross. MPhil thesis title: *Italian L1 attrition: Processing and inhibition*. MPhil in "Theoretical and Applied Linguistics" (June 2018). University of Cambridge (UK).
20. MPhil thesis marking. Student name: Mak Ho Ching. MPhil thesis title: *Second language (L1) spelling proficiency & implicit visual statistical learning (VSL): To what extent does the cognitive capacity for VSL mediate L2 English speaking proficiency*. MPhil in "Theoretical and Applied Linguistics" (June 2017). University of Cambridge (UK).

Attended scientific courses and summer schools

1. Security of Research Results (November 2020). Duration: 2 hours. Granada, Spain.
2. IV Conference on Social Entrepreneurship (February 2020). Duration: 25 hours. Granada, Spain.
3. How to Communicate your Science (January 2020). Duration: 10 hours. Granada, Spain.
4. Writing a Successful ERC Grant Proposal (October 2019). Duration: 7.5 hours. Granada, Spain.
5. The Analysis of EEG, sEEG, MEG Recordings using Brainstorm (June 2017). Duration: 21 hours. Cambridge, UK.
6. Analysis and Design in Psychology (September 2014). Duration: 28 hours. Granada, Spain.
7. Sixth European Graduate School on Literacy Acquisition (August 2012). Duration: 40 hours. Egmond aan Zee, The Netherlands.
8. MATLAB for Neuroscientists (October 2011). Duration: 32 hours. Granada, Spain.
9. Methods of Mathematical and Computational Analysis in Human Neurophysiology (July 2011). Duration: 30 hours. Seville, Spain.
10. ERFAl Winter School on Eye-tracking Methodology (WSETM; November 2009). Duration: 48 hours. Barcelona, Spain.
11. Clinic Psychology Internship (December 2006 – March 2007). Duration: 350 hours. Zamora, Spain.
12. Child Aggressiveness: Evaluation, Intervention and Conflict mediation (April 2005). Duration: 30 hours. Granada, Spain.

Attended teaching courses

1. Teacher Training Program for Novel Teachers of the Faculty of Psychology of the University of Granada (9th Edition, November 2020 - June 2021). Duration: 25 hours. Granada, Spain.
2. Teacher Training Program for Novel Teachers of the Faculty of Psychology of the University of Granada (8th Edition, November 2019 - June 2020). Duration: 25 hours. Granada, Spain.
3. Teacher Training Program for Novel Teachers of the Faculty of Psychology of the University of Granada (3rd Edition, September 2012 - September 2013). Duration: 40 hours. Granada, Spain.

Academic grants and scholarships

1. "Contratada Doctora" ANECA Accreditation. Spanish Assessment National Agency (since December 2021).
2. Higher Education Lecturing Accreditation (HELA). University of Granada and University of Vigo (since May 2021).
3. Seal of Excellence in a MSCA Individual Fellowship call.
4. Member of Hughes Hall college. University of Cambridge (April 2017 – March 2022).
5. "Ayudante Doctor" ANECA Accreditation. Spanish Assessment National Agency (since April 2016).
6. Doctoral research grant. Spanish Ministry of Education and Science (FPU AP2008–01893; 2009-2013).

Professional memberships

1. Member of the Spanish Society of Experimental Psychology (SEPEX; 2021-current).
2. Member of the Psychonomic Society (PS; 2020-2022).
3. Member of Prof. Ianthi Tsimpli's Research Group, Dept. Theoretical and Applied Linguistics (DTAL), University of Cambridge (UK, 2016-2019).
4. Member of the Society for Text and Discourse (ST&D; 2016-2017).
5. Member of Prof. Jean-François Rouet's Research Group, Cognition and Learning Research Centre (CeRCA), University of Poitiers (France, 2015-2016).
6. Member of the Spanish Society of Experimental Psychology (SEPEX; 2010-2015).
7. Member of the European Society for Cognitive Psychology (ESCoP; 2011-2014).
8. Member of the Memory and Language Research Group (HUM-740), Dept. Experimental Psychology, University of Granada (Spain; 2009-current).

Review Editor for journals

1. Review Editor in *Frontiers in Psychology and Education Journal* (2018-2019).

Peer Review for journals

1. The Quarterly Journal of Experimental Psychology.
2. Scientific Studies of Reading.
3. Language, Cognition and Neuroscience.
4. Psicológica.
5. Etc.

IT Skills

I have advanced knowledge on the following softwares:

- ✓ Programming: E-Prime, Experiment Builder, Tobii Studio and Eyetrack.
- ✓ Statistical analysis: Excel, Statistica, SPSS, R software, EyeDoctor and EyeDry.
- ✓ ERP recording and analysis: Neuroscan, Net Station, Brain Vision, and Curry.

Supporting statement

During my master in Cognitive and Behavioural Neuroscience (Granada, 2009), I conducted a research stay at the *University of Padua* (Italy) with Prof. Cesare Cornoldi. A scientific publication came up from this collaboration (Pérez, Mammarella, Del Prete, Bajo, & Cornoldi, 2014). Subsequently, I obtained a Spanish FPU grant to do my PhD in Experimental Psychology and Behavioural Neuroscience in the *University of Granada* (2010-2014) with Prof. Teresa Bajo, focusing on several high-level cognitive mechanisms underlying text comprehension (i.e., inferencing, monitoring and revision). During this period, I carried out two research stays in the UK, one at *Lancaster University* with Prof. Kate Cain (2010) and another at the *University of Oxford* with Prof. Kate Nation (2011). One dissemination scientific article (Pérez, 2013) and three scientific publications (Pérez, Cain, Castellanos, & Bajo, 2015; Pérez, Joseph, Bajo, & Nation, 2016; Pérez, Paolieri, Macizo, & Bajo, 2014), resulted from these works. In addition, during this period, I also taught practice lessons of two core subjects in the Psychology degree of the University of Granada: Psychology of Language (6 ECTS) and Memory and Representation (6 ECTS).

After completing my PhD, I worked as a postdoctoral researcher in a scientific project at the University of Granada (2014-2015), applying the research line developed during my doctoral thesis (i.e., high-level text comprehension processes) to the field of bilingualism. Another scientific publication resulted from this project (Pérez, Hansen, & Bajo, 2019). Then, in a second postdoc, I worked for the French National Centre of Scientific Research at the *University of Poitiers* (France, 2015-2016) with Prof. Jean-François Rouet, in an interdisciplinary European educational project to foster Multiple Document Literacy skills in adolescents. This position gave me the possibility to establish international collaborations in the University of Poitiers (Pérez, Potocki, Stadtler, Macedo-Rouet, Salmerón, & Rouet, 2018), *University of Münster* (Germany; Paul, Stadtler, Pérez, & Bromme, under review), *University of Paris 8* (Macedo-Rouet, Pérez, Potocki, & Rouet, 2022; Macedo-Rouet, Salmerón, Ros, Pérez, Stadtler, & Rouet, 2020), and the *University of Valencia* (Cerdán, Pérez, Vidal-Abarca, & Rouet, 2019; Delgado, Anmarkrud, Avila, Altamura, Chireac, Pérez, & Salmerón, 2022; Fajardo, Pérez, Ferrer, Pérez-Fuster, & García-Blanco, 2021).

Subsequently, I was Research Associate at the *University of Cambridge* (UK, 2016-2019) with Prof. Ianthi Tsimpli, focusing on Multilingualism, Language, Literacy and Cognition. During this period, I was also principal investigator of an Incubator Fund (regional) project, which allowed me to establish an interdisciplinary collaboration between the Dept. of Linguistics and the Dept. of Psychology from the same university. Several scientific publications came up from my Research Associate position (Cilibrasi, Adani, Pérez, Schmidt, Wigdorowitz, & Tsimpli, 2022; Fotiadou, Pérez, & Tsimpli, 2020; Pérez, Fotiadou, & Tsimpli, 2022; Pérez, Schmidt, Kourtzi & Tsimpli, 2020; Pérez, Schmidt, & Tsimpli, under review; Schmidt, Pérez, Cilibrasi, & Tsimpli, 2020). Importantly, together with Prof. Tsimpli, I co-supervised a PhD student, Mandy Wigdorowitz, from the University of Cambridge, who has recently defended her PhD viva receiving only minor revisions (2022). Mandy has already published two scientific papers (Wigdorowitz, Pérez, & Tsimpli, 2020, 2022), and has a third one under second review in the journal of *Bilingualism: Language and Cognition* (Wigdorowitz, Pérez, & Tsimpli, under review). Furthermore, during two years in a row, I also had the opportunity to teach practice lessons (called “supervisions”) of a core subject in the Linguistics degree of the University of Cambridge: Psychology of Language Processing and Learning (7.5 ECTS).

Then, I was principal investigator of a MSCA-COFUND Athenea3i international research project at the University of Granada (2019-2022). The project was entitled: “*Text Comprehension in the Brain: The role of Development and Bilingualism*”, and investigated the high-level text comprehension processes of inferencing, monitoring and revision in monolinguals and bilinguals across development, by means of behavioural-EEG and fMRI studies. Two chapters (Pérez, & Bajo, 2022; Pérez, Macizo, Bajo, & Paolieri, 2022), and three research articles (López-Rojas, Marful, Pérez, & Bajo, 2022; Pérez, Schmidt, Tsimpli, 2023; Rivera, Iniesta, Paolieri, Pérez, & Bajo, 2022) were published, and four scientific articles of this project are in preparation (see above). Moreover, during these years, I taught several core subjects in the Psychology degree of the University of Granada regarding a) practice lessons: Conditioning, Motivation and Emotion (1.5 ECTS), Perception and Attention (4.5 ECTS) and Memory and Representation (2 ECTS); and b) theoretical lessons: Memory and Representation (11 ECTS).

I'm currently Associate Professor (Contratada Doctora; permanent position) at the Dept. of Experimental Psychology of the University of Granada (2022). I recently obtained another research project funded by the Spanish MCIN and entitled: "*Revising an Unexpected Interpretation in the Brain: The Interplay between Ageing and Bilingualism*" (2023-2026), which focus on high-level text comprehension processes in monolinguals and bilinguals during ageing. Finally, in the last years, I also taught core subjects in the Psychology degree of the University of Granada regarding a) practice lessons: Memory and Representation (9,25 ECTS) and Human Learning and Thinking (3 ECTS); b) theoretical lessons: Memory and Representation (6 ECTS) and Human Learning and Thinking (3 ECTS), and c) Master lessons in the Higher Studies of Spanish Language Master degree (ESLE) in the Advances in Spanish Psycholinguistics subject (3 ECTS).

Overall, I have 25 scientific publications (22 articles, 2 chapters and 1 dissemination paper; 12 as a first author and 9 as a second author), 9 research project participations (3 as a PI), 6 research contracts, 3 pre-doctoral and 1 post-doctoral international stays, 35 conference presentations, 3 invited talks, 3 committee organisation activities, 14 scientific courses, 12 supervision activities [from which I have co-supervised 1 PhD thesis, 2 MPhil theses (TFM), and 6 Final Degree Projects (TFG)], 20 evaluation activities (from which I have participated in 1 PhD viva committees, 4 TFM marking procedures, and 15 TFG committees), 600 hours of teaching experience (59.75 ECTS), and "Contratada Doctora" ANECA accreditation.