

心理语言学

邀请函

尊敬的_____女士/先生:

您好!

感谢您关注“心理语言学(上)”数字课程。本课程由外研社 Unipus 特别推出,特邀英国剑桥大学 John Williams 教授,介绍近年来心理学家对如何学习语言及大脑如何储存并使用多种语言等问题的研究成果。从认知的角度系统讲解语言学和外语习得,分析大脑的认知系统对语言习得的影响和作用,着重阐释大脑在无意识状态下对语言的加工和学习机制。

研修课程网址:请在开课期间登录 <http://ucourse.unipus.cn>,输入报名时的用户名、密码,开始学习。

研修课程费用:399 元/人

研修课程学时:6 学时

研修课程流程:

1. 请仔细完整看完所有课程视频。
2. 请在规定时间内撰写反思日志。
3. 达到上述两条要求的学员,可获得该课程结业证书。



附件一、课程大纲

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| Part I: Bilingual Language Processing |
| 1.1 Introduction, Visual and Spoken Word Recognition in Bilinguals |
| 1.2 Word Production and Language Control in Bilinguals |
| 1.3 Enhanced Cognitive Control in Bilinguals |
| 1.4 Shared Representations & The Competition Model |
| 1.5 Bilingual Syntactic Processing: Can Native-Like Sentence Processing Strategies Ever Be Acquired —Reading Time Studies |
| 1.6 Bilingual Syntactic Processing: Can Native-Like Sentence Processing Strategies Ever Be Acquired —Event Related Potential (ERP) Studies |
| Part II: Meaning Representation and Access in Bilinguals |
| 2.1 Evidence for a Shared Semantic Code, Accessing Meaning from L1 and L2 Words—Priming Studies |
| 2.2 Are Native-Like Form-Meaning Mappings Ever Acquired? |
| 2.3 Evidence from Brain Damaged Patients |
| 2.4 The Nature of Conceptual Representation in the Brain—Evidence for Embodied Meaning in the Normal Brain |
| Part III: Memory Systems and Learning |
| 3.1 Implicit and Explicit Knowledge, Implicit and Explicit Learning, Declarative and Procedural Memory |
| 3.2 What Amnesiacs can Learn: Conditioning and Sensory-Motor Learning |
| 3.3 What Amnesiacs can Learn: Explicit versus Implicit Memory for Words, Direct versus Indirect Tests |
| 3.4 What Amnesiacs can't Learn: Vocabulary, Hyper-Specific Learning |
| 3.5 Consolidation: The Role of Sleep in Neo-Cortical Learning and Generalization |
| Part IV: Implicit Learning in Non-Linguistic Domains |
| 4.1 Defining Implicit and Explicit Learning and Knowledge |
| 4.2 Artificial Grammar Learning: The Nature of What Is Learned |
| 4.3 Artificial Grammar Learning: Evidence for a Synergy between Learning Modes & Conclusions from Artificial Grammar Learning Research |
| 4.4 The Serial Reaction Time Task |