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职业经历

- 2018.12 ~ 现在, 副教授, 北京语言大学语言康复学院
- 2016.06 ~ 2018.11, 助理研究员, 北京语言大学语言康复学院
- 2014.10 ~ 2016.05, 助理研究员, 北京语言大学语言科学院

教育经历

- 2010.10 ~ 2014.09, 澳大利亚麦考瑞大学, 认知科学专业, 哲学博士
- 2007.09 ~ 2010.07, 北京语言大学, 认知心理学专业, 教育学硕士
- 2000.09 ~ 2004.07, 北京语言大学, 对外汉语教学专业, 文学学士

教学经历

- 2019 ~ 现在, 实验心理学,
每周 4 课时, 共 68 课时, 言语听觉本科生
- 2019 ~ 现在, 神经语言学,
每周 2 课时, 共 34 课时, 相关专业研究生
- 2017 ~ 现在, 行为科学统计学,
每周 2 课时, 共 34 课时, 言语听觉本科生和相关专业硕士研究生
- 2016 ~ 现在, R 语言与数据统计和数据可视化,
每周 4 课时, 共 68 课时, 相关专业硕士和博士研究生
- 2015 ~ 现在, 认知神经科学导论,
每周 2 课时, 共 34 课时, 言语听觉本科生和相关专业硕博研究生

- 2015 ~ 现在, 医学文献检索与阅读,
每周 3 课时, 共 54 课时, 言语听觉本科生
- 2015 年秋, 普通心理学,
每周 3 课时, 共 54 课时, 言语听觉本科生

专业技能

1. 实验技能

- 实验材料: 能用 [LaTeX](#) 包 [PGF](#)、[ImageMagick](#)、R 包 [magick](#)、[OmniGraffle](#)、和 [Pixelmator](#) 等设计和编辑测试用图片; 用 [praat](#)、R 包 [tuneR](#)、[seewave](#)、和 [Adobe Audition](#) 等编辑测试用声音材料; 用 [blender](#) 和 [Autodesk Maya](#) 等设计和编辑视频及三维材料; 用 [ffmpeg](#) 等转化视频和音频文件的格式;
- 实验程序: 能用 [Python](#) 下的 [Psychopy](#) 包、[Matlab](#) 下的 [Psychtoolbox](#) 包、[E-prime](#)、[Presentation](#), 和 [Experiment Builder](#) 等设计实验程序;
- 眼动技术: 熟悉 [Eyelink II/1000 plus](#) 型眼动仪、能用 [Experiment Builder](#) 进行实验程序的设计和 [Data Viewer](#) 进行数据分析;
- 脑电/磁图仪: 主持建立了中国第一个儿童脑磁图实验室; 熟悉日本 [Yokogawa](#) 脑磁图仪的设备维护和数据采集; 能用 [BESA](#)、[fieldtrip](#)、和 [SPM12](#) 等对脑电/磁数据进行分析。

2. 数据分析

- R 语言: 除了 R 基本包外, 擅长用 [data.table](#)、[dplyr](#)、和 [tidyr](#) 对数据进行预处理; 用 [graphics](#)、[lattice](#)、和 [ggplot2](#) 等对数据进行可视化分析; 用 [car](#)、[lme4](#)、和 [gam](#) 等进行计算模型模拟; 自己编写了 R 包 [acqr](#) 以辅助统计教学和数据可视化展示;
- Julia 语言: 由于 R 语言在计算速度上的不足, 近期开始使用 [julia](#) 语言。除了基本库和标准库外, 熟悉 [CSV.jl](#), [DataFrames.jl](#) ([Database benchmark](#)), 和 [DataFramesMeta.jl](#) 等预分析数据; [Plots.jl](#), [StatsPlots.jl](#), 和 [Gadfly.jl](#) 等可视化数据; 以及 [Distributions.jl](#), [StatsBase.jl](#), [StatsModels.jl](#), [GLM.jl](#), 和 [MixedModels.jl](#) 等进行统计建模。

3. 其他技能

- 标记语言：喜欢用 [LaTeX](#)、[markdown](#)、[R markdown](#) (R 包)、[Pluto](#) (julia 包)，和 [Jupyter](#) 等进行学术排版和写作；用 [knitr](#) (R 包)、[Documenter.jl](#) 和 [Weave.jl](#) (Julia 包) 进行文本和 R 或 Julia 语言代码的混排；用 [Pandoc](#) 进行文本格式的转换；
- 熟悉开源代码编辑器 [visual studio code](#)；
- 熟悉分布式版本控制系统 [git](#), 包管理器 [conda](#), [homebrew](#), 和 [npm](#)；
- 个人网站：用 [go](#) 语言下的 [hugo](#) 和 R 语言下的 [blogdown](#) 包建立了的个人网站 <https://likan.info>。

科研项目、合作平台和奖励

1. 项目

- 2019 ~ 2023, 现代汉语非现实句的在线加工和习得研究, 国家社会科学基金一般项目, [批准号: 19BYY087], 20 万, 主持人
- 2019 ~ 2020, 语言理解中预测性加工的眼动和神经振荡模式研究, 北京语言大学学院级团队项目, [批准号: 19YJ080002], 7 万, 主持人
- 2018 ~ 2023, 生成语法的汉语研究与新时代汉语语法理论创新, 国家社科基金重大项目, [批准号: 18ZDA291], 80 万, 参与者
- 2019 ~ 2020, 现代汉语声调加工和习得研究, 北京语言大学校级一般项目, [批准号: 18YBT15], 7 万, 主持人
- 2018 ~ 2023, 句法制图视角下的语言习得与认知研究, 北京语言大学校级重大项目, [批准号: 18ZDJ06], 30 万, 子项目负责人
- 2015 ~ 2016, 可能世界语义学的实验研究, 北京语言大学博士科研启动金, [批准号: 15YBB29], 2 万, 主持人
- 2015 ~ 2016, 普通心理学, 北京语言大学新任教师支持基金, [批准号: FD201530], 0.7 万, 主持人
- 2015 ~ 2016, 现代汉语声调习得研究, 北京语言大学学院级项目, [批准号: 15YJ050003], 7 万, 主持人

- 2010 ~ 2014, 自然语言中条件句的理解, 麦考瑞大学认知科学博士生项目, 1 万澳元, 主持人
- 2013.10, 自然语言中条件句假设特征研究, 麦考瑞大学博士生研究基金, 0.46 万澳元, 主持人

2. 合作平台

- 2019 ~ 现在, 汉语作为第二语言的习得和教学研究创新团队, 北京语言大学一流学科团队建设计划 (隼才计划), 参与者
- 2018 ~ 现在, 特殊儿童青少年的心智发展和脑发育特征研究创新平台, 北京语言大学梧桐创新平台, 参与者

3. 奖励

- 2013.11: 第 38 届波士顿儿童语言发展研讨会, 旅行奖励 300 美元
- 2013.04: 第 26 届纽约城市大学句子加工会议, 旅行奖励 350 美元

学术兼职

1. Frontiers in Psychology, Review Editor in Language Sciences (2020 -)

2. 会议组织

- 国际中国语言学会第 24 届年会, 会务组和咨询委员会委员, 2016 年 7 月 17 日-19 日, 中国北京, 北京语言大学

2. 匿名评审

- International Journal of Developmental Disabilities (2021 -);
- Language, Cognition and Neuroscience (2021 -);
- First Language. (2021 -);
- Frontiers in Psychology. (2020 -);
- Scientific Reports. (2018 - 2019);

- Journal of visualized experiments. (2018 - 2019);
- 语言教学与研究. (In Chinese, 2016 -);
- SAGE Open. (2016).

3. 执业资格





- 韦氏婴幼儿智力量表第四版（WPPSI-VI）中文版主试资格
- 适应性行为评定量表第二版（ABAS-II）中文版主试资格










出版物


1. 专著

- **Zhan, L.** (2015). *The Interpretation of Conditionals in Natural Language*. Saarbrücken, Germany: Lap Lambert Academic Publishing.

2. 杂志论文

- **Zhan, L.,** & Zhou, P. (2023). The online processing of hypothetical events: A visual world eye-tracking study on conditionals and causal statements. *Experimental Psychology*, 70(2), 108-117. doi: 10.1027/1618-3169/a000579 
- Zhou, P., Shi, J., & **Zhan, L.** (2021). Real-time comprehension of garden-path constructions by preschoolers: A Mandarin perspective. *Applied Psycholinguistics*, 42(1), 181-205. doi: 10.1017/S0142716420000697 
- Zhou, P., Ma, W., & **Zhan, L.** (2019). A deficit in using prosodic cues to understand communicative intentions by children with autism spectrum disorders: An eye-tracking study. *First Language*. doi: 10.1177/0142723719885270 
- Zhou, P., **Zhan, L.,** & Ma, H. (2019). Understanding others' minds: Social inference in preschool children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49(11), 4523-4534. doi: 10.1007/s10803-019-04167-x 




- Zhou, P., **Zhan, L.**, & Ma, H. (2019). Predictive language processing in preschool children with Autism Spectrum Disorder: An eye-tracking study. *Journal of Psycholinguistic Research*, 48(2), 431-452. doi: 10.1007/s10936-018-9612-5 
- **Zhan, L.** (2018). Using eye movements recorded in the visual world paradigm to explore the online processing of spoken language. *Journal of Visualized Experiments*, 140, e58086. doi: 10.3791/58086 
- Zhou, P., Ma, W., **Zhan, L.**, & Ma, H (2018). Using the visual world paradigm to study sentence comprehension in Mandarin-speaking children with autism. *Journal of Visualized Experiments*, 140, e58452. doi: 10.3791/58452 
- **Zhan, L.**, Zhou, P., & Crain, S. (2018). Using the visual-world paradigm to explore the meaning of conditionals in natural language. *Language, Cognition and Neuroscience*, 33(8), 1049-1062. doi: 10.1080/23273798.2018.1448935 
- **Zhan, L.** (2018). Scalar and ignorance inferences are both computed immediately upon encountering the sentential connective: The online processing of sentences with disjunction using the visual world paradigm. *Frontiers in Psychology*, 9. doi: 10.3389/fpsyg.2018.00061 
- Moscati, V., **Zhan, L.**, & Zhou, P. (2017). Children's on-line processing of epistemic modals. *Journal of Child Language*, 44(5), 1025-1040. doi: 10.1017/S0305000916000313 
- **Zhan, L.**, Crain, S., & Zhou, P. (2015). The online processing of only if- and even if- conditional statements: Implications for mental models. *Journal of Cognitive Psychology*, 26(7), 367-379. doi: 10.1080/20445911.2015.1016527 
- Zhou, P., Crain, S., & **Zhan, L.** (2014). Grammatical aspect and event recognition in children's online sentence comprehension. *Cognition*, 133(1), 262-276. doi: 10.1016/j.cognition.2014.06.018 
- Zhou, P., Crain, S., & **Zhan, L.** (2012). Sometimes children are as good as adults: The pragmatic use of prosody in children's on-line sentence processing. *Journal of Memory and Language*, 67(1), 149-164. doi: 10.1016/j.jml.2012.03.005 

- Zhou, P., Su, Y., Crain, S., Gao, L., & **Zhan, L.** (2012). Children's use of phonological information in ambiguity resolution: A view from Mandarin Chinese. *Journal of Child Language*, 39(04), 687-730. doi: 10.1017/S0305000911000249 

3. 会议论文集或书的章节

- **Zhan, L.** (2018). Magnetoencephalography (MEG) as a Technique for Imaging Brain Function and Dysfunction. In *Top 10 Contributions on Psychology* (Chapter 4, pp. 1-38). Telangana, India: Avid Science
- **Zhan, L.**, Crain, S., & Zhou, P. (2013). The anticipatory effects of focus operators: A visual- world paradigm eye-tracking study of “only if” and “even if” conditionals. In N. Goto, K. Otaki, A. Sato, & K. Takita (Eds.), *Proceedings of GLOW in Asia IX 2012*. Mie University, Japan.







4. 同行评审的大会报告

- **Zhan, L.** (2020, October). *Non-factual property entailed by conditionals has to be endorsed by a valid theory of verbal reasoning*. Oral session presented at the 13th Biennial Academic Conference of Beijing Language and Culture University, Beijing, China. 
- **Zhan, L.**, & Zhou, P. (2019, June). *Children differ from adults in interpreting disjunctions: Evidence from an eye-tracking study*. Poster session presented at Psycholinguistics in Iceland - Parsing and Prediction, University of Iceland, Reykjavík, Iceland. 
- **Zhan, L.** (2017, September). *Scalar implicature and ignorance inference are both locally computed: Evidence from the online processing of disjunctions using the visual world paradigm*. Oral session presented at the Second High-level Forum on Cognitive Linguistics, University of International Business and Economics, Beijing, China. 
- **Zhan, L.**, Crain, S., & Zhou, P. (2013, November). *Going beyond the information that is perceived: The hypothetical property of if-conditionals in Mandarin Chinese*. Oral session presented at the Second International Conference on Psycholinguistics in China, Fuzhou, China.

- Moscati, V., **Zhan, L.**, & Zhou, P. (2013, November). *Reasoning on possibilities: An eye tracking study on modal knowledge*. Poster session presented at the 38th Annual Boston University Conference on Language Development, Boston University, MA.
- Zhou, P., Crain, S., & **Zhan, L.** (2013, November). *Anticipatory eye movements in children's processing of grammatical aspect*. Poster session presented at the 38th Annual Boston University Conference on Language Development, Boston University, MA.
- **Zhan, L.**, Crain, S., & Zhou, P. (2013, March). *The hypothetical property of "if"-statements: A visual-world paradigm eye-tracking study*. Poster session presented at CUNY2013: The 26th annual CUNY Sentence Processing Conference, Columbia, SC.
- **Zhan, L.**, Crain, S., & Zhou, P. (2012, July). *The interpretation of conditionals*. Oral session presented at the 7th International Conference on Thinking (ICT2012), Birkbeck/UCL, London, UK.
- Zhou, P., Crain, S., & **Zhan, L.** (2012, March). *Children's pragmatic use of prosody in sentence processing*. Poster session presented at the 35th Generative Linguistics in the Old World (GLOW) Workshop: Production and Perception of Prosodically-Encoded Information Structure, University of Potsdam, Potsdam, Germany.
- **Zhan, L.**, Crain, S., & Khlentzos, D. (2011, August). *The basic semantics of conditionals in natural language*. Oral session presented at the Harvard-Australia Workshop on Language, Learning and Logic, Macquarie University, Sydney, Australia.
- Zhou, P., Crain, S., Gao, L., & **Zhan, L.** (2010, September). *The role of prosody in children's focus identification*. Oral session presented at the Generative Approaches to Language Acquisition - North America 4 (GALANA-4), Toronto, Canada.
- Zhou, P., Su, Y., Crain, S., Gao, L., & **Zhan, L.** (2010, August). *Children's use of prosodic information in ambiguity resolution*. Oral session presented at the 8th

Conference of Generative Linguistics in the Old World Asia (GLOW-in-Asia 8), Beijing, China.

5. 受邀报告

- **Zhan, L.** (2021, March). *Mixed Models with Julia*. Invited virtual lecture given at the course of *Language +* organized by Prof. Si. 
- **Zhan, L.** (2020, October). *Language and Language Development*. Invited lecture given at the course of *Language +* organized by Prof. Si. 
- **Zhan, L.** (2019, August). *Gardener or carpenter: Some thoughts on nurturing a child*. Invited presentation given at Smiland Daycare Center. 
- **Zhan, L.** (2018, December). *Sentential reasoning and sentential connectives: Conditional, disjunction, negation, and modality*. Invited presentation given at the Workshop of Theoretical and Experimental Linguistics, Tsinghua University, Beijing, China. 
- **Zhan, L.** (2018, November). *Methods of cognitive neuroscience: Focus on language*. Invited presentation given at the Child Cognition Laboratory, Department of Foreign Languages and Literatures, Tsinghua University, Beijing, China. 
- **Zhan, L.** (2018, November). *Visual world paradigm: An eye-tracking technique to study the real time processing of spoken Language*. Invited presentation given at the Center for Studies of Chinese as a Second Language, Beijing Language and Culture University, Beijing, China. 
- **Zhan, L.** (2018, October). *Experimental Builder: A what-you-see-is-what-you-get tool to build experiment scripts*. Invited presentation given at the Center for Studies of Chinese as a Second Language, Beijing Language and Culture University, Beijing, China. 