

2 BRANCHES OF PSYCHOLOGY

2.1 Vocabulary

using an English-English dictionary

A How can an English-English dictionary help you understand and produce spoken and written English?

B Study the dictionary extract on the opposite page.

- 1 Why are the two words (top left and top right) important?
- 2 How many meanings does *behaviour* have?
- 3 Why does the word *condition* appear twice in **bold**?
- 4 What do we call someone who supports the theory of *behaviourism*?
- 5 Where is the stress on *cognitive*? What about *cognition*?
- 6 What is the pronunciation of *t* in each bold word in this extract?
- 7 What is the pronunciation of *a* in each bold word in this extract?
- 8 What part of speech is *cognitivism*?
- 9 Which is correct? *Conditioning is/are based on behaviourist theories*. Explain your answer.
- 10 Can we write: *The patient is being behaved antisocially*. Why (not)?

C Look at the bold words in the dictionary extract on the opposite page.

- 1 What order are they in?
- 2 Write the words in the blue box in the same order.

a theory process psychodynamic
 approach perception motivational
 constructivist
 application developmental
 psychoanalytical field forensic
 biopsychology neurological subjective

D Look at the top of this double page from an English-English dictionary.

- 1 Which word from box a will appear on these pages?
- 2 Think of words before and after some of the other words in box a.

<p>behave</p> <p>verb</p> <p>1. act in a specific way: <i>Some chemicals behave unpredictably when they are subjected to heat.</i></p> <p>2. act in a socially acceptable way: <i>The children usually behave when they visit their grandmother.</i></p>	<p>conditional</p> <p>noun</p> <p>1. a state: <i>a mental condition</i></p> <p>2. (pl) specific circumstances: <i>Social conditions may affect motivation.</i></p> <p>3. a limitation on a situation: <i>He agreed to pay for the damage on the condition that he could see the completed work.</i></p> <p>4. (Psych.) a treatment in an experiment – conditioning</p> <p>verb</p> <p>(Psych.) to modify behaviour by stimulus and reinforcement: <i>Pavlov conditioned his dogs to salivate when a light flashed.</i></p>
---	--

E Look up the red words in box a.

- 1 How many meanings can you find for each word?
- 2 Which words are both a noun and a verb? What kind of verbs are they?
- 3 What kind of noun is each one?
- 4 How are the words used in psychology?

F Look up the green words in box a.

- 1 Where is the stress in each word?
- 2 What is the sound of the underlined letter(s) in each word?
- 3 How are the words used in psychology?

G Test each other on the words from box a. Give the dictionary definition of one of the words. Can your partner guess which word you are defining?

H Describe the levels of psychology in the chart on the opposite page.

behave

behave /br'heɪv/ v [I] 1. act in a specific way: *Some chemicals behave unpredictably when they are subjected to heat.* 2. act in a socially acceptable way: *The children usually behave when they visit their grandmother.*

behaviour /br'heɪvjə(r)/ n [U] 1. a way of acting: *The children were on their best behaviour.* 2. (Psych.) a response to a stimulus under controlled conditions: *The behaviour of Pavlov's dogs was conditioned in laboratory experiments.*

behavioural /br'heɪvjərəl/ adj relating to behaviour: *behavioural psychology*

behaviourism n [U] /br'heɪvjərɪzəm/ (Psych.) the theory that human behaviour is dictated by responses to external stimuli: *Behaviourism is a widely accepted theory in modern psychology.*

behaviourist /br'heɪvjərɪst/ n [C] someone who supports the theory of behaviourism: *B.F. Skinner was an influential 20th-century behaviourist.*

conditional

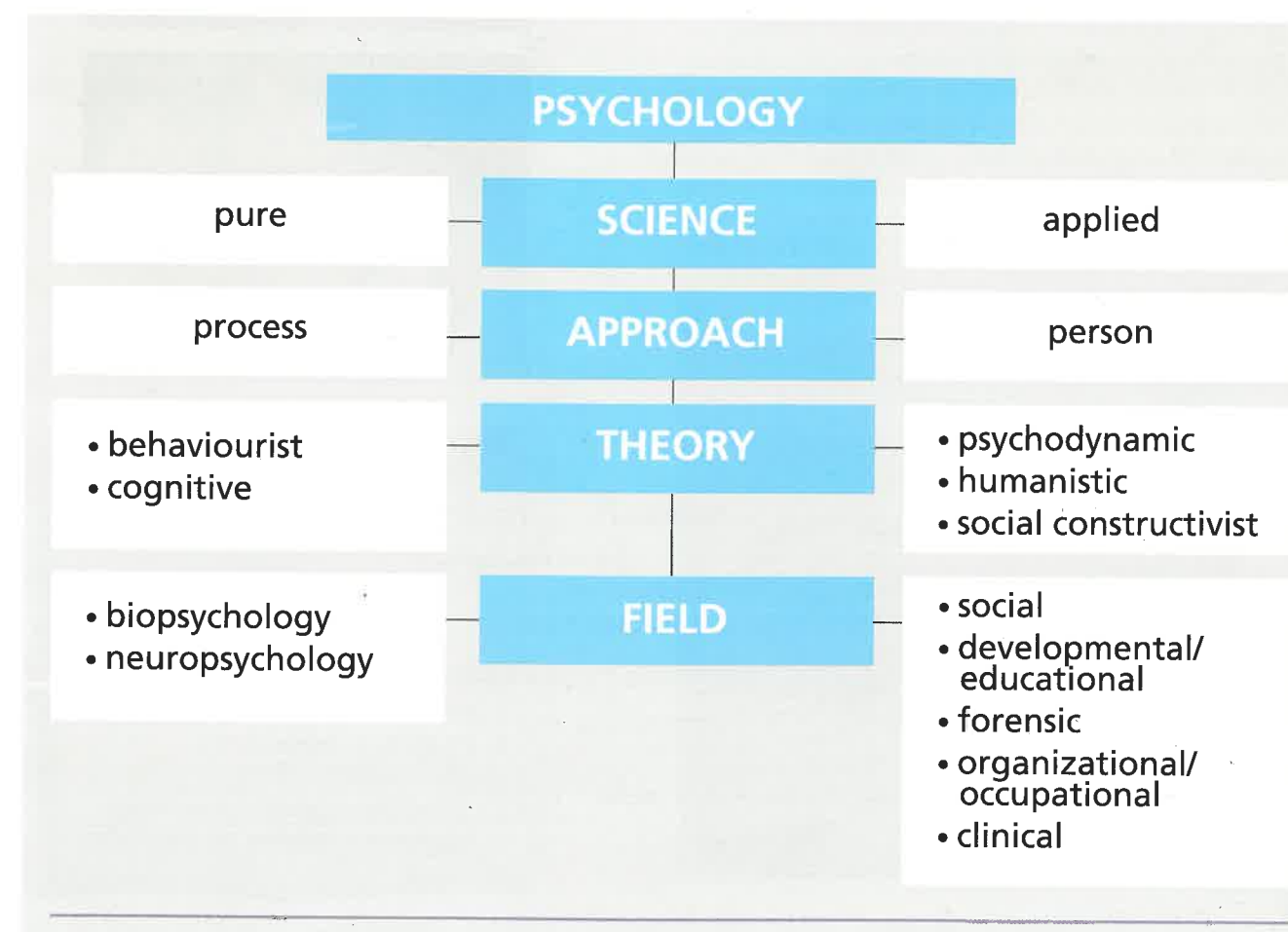
cognition /kɒg'nɪʃn/ n [U] 1. the process of thinking. 2. the result of cognition. – **cognitive** /'kɒgnətɪv/ adj relating to thought processes

cognitivism /'kɒgnɪtɪvɪzəm/ n [U] the theory that the brain acquires knowledge by processing information

condition /kən'dɪʃn/ n [C] 1. a state: *a mental condition* 2. (pl) specific circumstances: *Social conditions may affect motivation.* 3. a limitation on a situation: *He agreed to pay for the damage on the condition that he could see the completed work.* 4. (Psych.) a treatment in an experiment – **conditioning** /kən'dɪʃnɪŋ/ n [U] 1. the process of modifying behaviour by stimulus and reinforcement.

condition /kən'dɪʃn/ v [T] (Psych.) to modify behaviour by stimulus and reinforcement: *Pavlov conditioned his dogs to salivate when a light flashed.*

conditional /kən'dɪʃnəl/ adj depending on conditions – **conditionally** /kən'dɪʃnəli/ adv.



2.2 Reading

using research questions

A Which fields of psychology are most commonly practised in everyday life?

B Look at the pictures on this page.

- 1 Which field of psychology is shown in each picture?
- 2 What else do these psychologists do?
- 3 Which field belongs strictly to the *process* approach?

C You are going to read a text. What should you do before you read a text in detail? See *Skills bank*.

D This text is about different ways of classifying psychology.

- 1 Think of some research questions before you read.
- 2 Compare your questions with those in the Hadford University assignment on this page.

E Study these topic sentences from the text and answer the questions below.

As psychology is such a wide discipline, it can be classified in a variety of ways.

When its main function is to research basic principles, psychology is regarded as a pure science.

Although psychology may be classed as a pure science, it can also be an applied science.

As well as being classified as a science, psychology can also be divided into two main approaches: *process* and *person*.

An alternative method of classifying psychology is by its major theories.

Psychology can also be divided into its applied fields.

- 1 Which ways of classifying psychology are described in the text?
- 2 Where might you find the answer to each question in the university assignment? Write 1, 2 or 3 next to the topic sentence.
- 3 What do you expect to find in the other paragraphs?

F Read the text on the opposite page and check your ideas. See *Skills bank*.

Fields of psychology



Faculty: Psychology

Assignment

- Do some research into different ways of classifying psychology.
- Make notes to answer these questions:
 - 1 In what ways can psychology be classified?
 - 2 What is the problem with these classifications?
 - 3 Find an example of a field of psychology that belongs to more than one classification.

Classifying psychology

As psychology is such a wide discipline, it can be classified in a variety of ways. For example, it can be viewed either as a pure science or as an applied science. It can also be classified according to approach: *process* or *person*. Alternatively, psychology can be classed under several major theoretical principles: behaviourist, cognitive, psychodynamic, humanistic and social constructivist. In addition to these categories, psychology can be divided into specialist fields; for example: biopsychology, social, developmental, forensic and clinical psychology.

When its main function is to research basic principles, psychology is regarded as a pure science. The academic psychologist researches into theory, expands knowledge and lays the foundations for further research. Theoretical research is usually carried out under controlled conditions and is particularly relevant to the fields of biopsychology and neuropsychology. However, pure science can have wider, practical applications.

Although psychology may be classed as a pure science, it can also be an applied science. When research in psychology is used for practical purposes, to solve a social or organizational problem, for instance, it is called applied psychology. A psychologist working in this area either practises in a professional field, or carries out research into the practical applications of a theory. An example of this would be research into the effect of sleep deprivation on human behaviour.

As well as being classified as a science, psychology can also be divided into two main approaches: *process* and *person*. The *process* approach, as the name suggests, analyzes the processes, both biological and cognitive, that constitute human behaviour. This approach is closely connected with laboratory research and does not necessarily distinguish between human and animal behaviour. In contrast, the *person* approach focuses on the interaction between people and the ways in which they understand their experience.

An alternative method of classifying psychology is by its major theories. Behaviourists claim that human behaviour is almost exclusively determined by

environmental, or external influences, and reject the belief that subjective factors, such as feelings, are valid means of explaining it. Cognitive psychologists, on the other hand, recognize the validity of subjective reporting to explain behaviour but combine this with analyzing mental processes, such as reasoning and language. In contrast, Freud took the view that the unconscious drives human behaviour. According to Gross (2007), humanistic theory (popularized by Maslow during the 1960s) rejected determinism and asserted the importance of individual free will. In a further development, Gergen (1973) evolved a social-constructivist theory, claiming that individual behaviour is affected by its socio-historic context.

Psychology can also be divided into its applied fields. An example of this is the work of educational psychologists, whose professional role falls within the field of developmental psychology. Although this field is classed under the *person* approach, an educational psychologist may also apply techniques from the *process* approach. For instance, in the case of a child with learning difficulties, the psychologist may use cognitive tests to identify limitations in attention or perception. Alternatively, they may need to refer to the child's family background to investigate its affective development; the *person* approach. The fact is, that although research has provided the psychologist with a range of approaches and principles, the boundaries between them are neither fixed nor mutually exclusive.

