Jane Short

English for Psychology in Higher Education Studies

Course Book

Series editor: Terry Phillips
Introduction

English for Psychology is designed for students who plan to take a course in the field of psychology entirely or partly in English. The principal aim of English for Psychology is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

English for Psychology comprises:

- this student Course Book, including audio transcripts and wordlist
- the Teacher’s Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- audio CDs with lecture and seminar excerpts

English for Psychology has 12 units, each of which is based on a different aspect of psychology. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

Lesson 1: vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

Lesson 2: reading or listening text and skills development

Lesson 3: reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

Lesson 4: a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, Vocabulary bank and Skills bank, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2–4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as Skills in English (Garnet Publishing) up to the end at least of Level 3, and will have achieved an IELTS level of at least 5.

For a list of other titles in this series, see www.garneteducation.com/
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| • English-English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive | Listening • preparing for a lecture  
  • predicting lecture content  
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| • words/phrases used to link ideas (moreover, as a result, etc.)  
  • stress patterns in noun phrases and compounds  
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  • words/phrases related to research into parapsychology | Listening • recognizing the speaker’s stance  
  • writing up notes in full  
  Speaking • building an argument in a seminar  
  • agreeing/disagreeing | 10 |
| • verbs used to introduce ideas from other sources (X contends/suggests/asserts that …)  
  • linking words/phrases conveying contrast (whereas), result (consequently), reasons (due to), etc.  
  • words for quantities (a significant minority) | Reading • understanding how ideas in a text are linked  
  Writing • deciding whether to use direct quotation or paraphrase  
  • incorporating quotations  
  • writing research reports  
  • writing effective introductions/conclusions | 11 |
| | | 12 |
A Read the text. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in the field of psychology? Change the form if necessary (e.g., change a noun into a verb).

It takes both vision and analysis to construct a new building. On such a project, the architects will stress the way the structure stimulates the imagination, while the contractors will be more conscious of daily working conditions.

B Read these sentences from psychology texts. Complete each sentence with one of the red words from Exercise A. Change the form if necessary.

1 Freud's experiments in psycho________ gave rise to his 'dream theory'.
2 In Pavlov's experiments with dogs, the conditioned ____________ was a light.
3 Hallucinations, or ____________, are a common symptom of mental disorder.
4 Overstimulation of the organism can lead to emotional tension or _____________.
5 Kelly was an early proponent of Personal ____________ Theory.
6 Skinner's experiments in operant ____________ were based on behaviourism.
7 Attributing your feelings to another person is known as ____________.
8 The ____________ mind is the most accessible level of mental activity.

C Study the words in box a.
1 What is the connection between all the words?
2 What is the base word in each case?
3 What do we call the extra letters?
4 What is the meaning of each prefix?
5 Can you think of another word with each prefix?

D Study the words in box b.
1 What is the connection between all the words?
2 What is the base word in each case?
3 What do we call the extra letters?
4 What effect do the extra letters have on the base word?
5 Can you think of another word with each suffix?

E Use words from this page to discuss the pictures on the opposite page.
A You are a student in the Psychology Faculty at Hadford University.

The title of the first lecture is What is Psychology?

1 Write a definition of psychology.

2 What other ideas will be in this lecture? Make some notes.

See Skills bank.

B Listen to Part 1 of the talk. What does the lecturer say about psychology? Tick the best choice.

a It is about the mind.

b It is about behaviour.

c It is about philosophy.

d It is impossible to define.

C In Part 2 of the talk, the lecturer mentions the words extinction and sympathetic.

1 What do these words mean in general English?

2 What do they mean in psychology?

3 Listen and check your ideas.

D In Part 3 of the talk, the lecturer introduces different branches of psychology.

1 How many branches can you think of?

2 What is the main focus of each branch?

3 Listen and check your ideas.

4 What will the lecturer talk about next?

E In the final part of the talk, the lecturer gives a definition of psychology, and some examples. Listen and mark each word in the box D if it is part of the definition and E if it is part of an example.

- analysis
- behaviour
- establish
- experiments
- forensic
- human
- mind
- scientific

F Write a definition of psychology. Use words from Exercise E.

G Look back at your notes from Exercise A. Did you predict:

• the main ideas?
• most of the special vocabulary?
• the order of information?
1.3 Extending skills  lecture organization • choosing the best form of notes

A Use the following prefixes and suffixes to form words used in psychology.
Example: ~ology ➔ psychology, physiology, biology
1 neur~  4 sub~  7 ~phobia
2 psych~  5 para~  8 trans~
3 hypn~  6 dis~  9 ~therapy

B How can you organize information in a lecture? Match the beginnings and endings.
1 question and   a contrast
2 problem and   b definition
3 classification and   c disadvantages
4 advantages and   d effect
5 comparison and   e events
6 cause and   f supporting information
7 sequence of   g process
8 stages of a   h solution
9 theories or opinions then   i answer

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram  flow chart  headings and notes  spidergram  table  timeline  two columns

D Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

E Listen to five lecture introductions. Choose a possible way to take notes from Exercise C in each case.

Example:
You hear: Today I am going to talk about the different branches of psychology. There are five main branches …
You choose: tree diagram
A Study pictures 1–5.
   1 What do they show? Use words from the box.
   
   developmental psychology  classical conditioning
   history of psychology  personality psychology  drug dependency
   
   2 Now look at pictures A–C. What do they show?

B Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

C Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

D Listen to the next part of each lecture. Complete your notes.

E Uncover the opposite page. Check your notes against the model notes. Are yours the same or different?

F Work in pairs.
   1 Use the notes on the opposite page. Reconstruct one lecture.
   2 Give the lecture to another pair.
1 WHAT IS PSYCHOLOGY?

BRANCHES OF PSYCHOLOGY

- social
  - groups
  - uses: government planning, industry

- organizational
  - group dynamics
  - motivation
  - uses: design, management, organizational structure

- neuropsychological
  - brain structure
  - nervous system
  - behaviour
  - uses: medicine, commerce

- development
  - brain development
  - behaviour
  - educational
    - learning
    - testing

- personality
  - classification
  - behaviour
  - uses: staff selection

- clinical
  - diagnosis of mental illness
  - uses: hospitals

- counselling
  - uses: schools, universities
  - death
  - divorce

Drug Dependencies

- easy to persuade to take drugs
- new experiences
- belong to group
- TEENAGERS
- low income
- crime
- need money
- drugs addictive
- dependency

LANGUAGE ACQUISITION IN CHILDREN

- prelinguistic
  - newborn: cry, vocalize
  - 1 week: recognize mother's voice
  - 2 months: distinguish ba/pa (English)
  - 3 months: sounds, respond
  - 5-8 months: understand basic vocabulary

- linguistic
  - 10-20 months: 1 word
  - 24 months: 2 words
  - 2-3 years: sentences
  - 5 years: vocabulary 10,000 to 15,000 words

- cognitive development
  - 2-7/8 years: preoperational
  - 7-11 years: concrete operations
  - 11/12 years: formal operations
    - abstract ideas

PAVLOV + SKINNER

- classical + operant conditioning

Pavlov - 1849 Classical
- dogs
- natural stimulus
- food → salivate
- flashing light → food
- hit lever by chance → food
- conditioned reflex
- no control over behaviour

Skinner - 1904 Operant
- rats
- rat in glass box
- flashing light → food
- cause = hit lever
- effect = food
- conditioned reflex
- operant condition
- control over behaviour
- no control over behaviour

History of Psychology

- 435 BCE: Alcmaeon - optic nerve/brain → nervous system → body
- 129 AD: Galen - cerebrospinal fluid (brain + nervous system)
- 1515-1564: Vesalius - full anatomy
- 1697: Locke - perception from sensory experiences
- 1738-1828: Gall - neuropsychology
- 1879: Wundt - lab research
  - physical + reflection → psychotherapy

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Guessing words in context

Using related words
Sometimes a word in general English has a special meaning in psychology.

Examples:
vision, drive, conditioning, experiment
If you recognize a word but don’t understand it in context, think:
What is the basic meaning of the word? Does that help me understand the special meaning?

Example:
If you have good vision you can see well. So knowing that vision is connected with seeing in some way may help you understand the special meaning of the word in the field of psychology.

Removing prefixes
A prefix = letters at the start of a word.
A prefix changes the meaning of a word.

Examples:
extrasensory – beyond the normal senses
antisocial – not social
If you don’t recognize a word, think: Is there a prefix? Remove it. Do you recognize the word now? What does that prefix mean? Add it to the meaning of the word.

Removing suffixes
A suffix = letters at the end of a word.
A suffix sometimes changes the part of speech of the word.

Examples:
physiology ➔ physiological = noun ➔ adjective
analysis ➔ analyze = noun ➔ verb
A suffix sometimes changes the meaning in a predictable way.

Examples:
horr + ific – causing, making
treat + ment – showing the result of an action
behaviour + al – belonging to, relating to
If you don’t recognize a word, think: Is there a suffix? Remove it. Do you recognize the word now? What does that suffix mean? Add it to the meaning of the word.
Making the most of lectures

Before a lecture ...

Plan
- Find out the lecture topic.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare
- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

During a lecture ...

Predict
- Listen carefully to the introduction. Think: What kind of lecture is this?
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce
- Write notes/copy from the board.
- Record sources – books/website/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes

Choose the best way to record information from a lecture.

advantages and disadvantages ➔ two-column table
cause and effect ➔ spidergram
classification and definition ➔ tree diagram/spidergram
comparison and contrast ➔ two-column table
facts and figures ➔ table
sequence of events ➔ timeline
stages of a process ➔ flow chart
question and answer ➔ headings and notes

Speaking from notes

Sometimes you may have to give a short talk in a seminar on research you have done.
- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.