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# Book Reviews

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## **Practical Guide to Using Video in the Behavioral Sciences.**

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**P. W. Dowrick (1991).**

**New York: John Wiley & Sons.**

335pp. ISBN 0-471-63613-4

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Although widely used, video has not been utilised to its full potential in the behavioural field. Guidelines are lacking on how video can be productively organised and presented, and when and how video can be integrated with existing research, training, and therapeutic methodologies. *Practical Guide to Using Video in the Behavioral Sciences* is an excellent beginning to developing such a 'videology'.

The organisation of the book is unusual. There are two parts. In part one, Dowrick details the main issues giving the reader a good framework and understanding of the field. Part two uses an edited format where specialists give details of their experience in the use of video in their particular areas. The 'authored' first part achieves clarity and coherence and the 'edited' second part offers depth and diversity. The book successfully merges the advantages of both formats.

Part one begins with a chapter on equipment fundamentals and technical terms which is both comprehensive and suitable for a naive person. Chapter two is an overview of video use in analysis and documenting. The remainder, and bulk, of part one is chapters devoted to each of the learning methods video can be applied in. Dowrick details the theory, procedures, and issues when integrating video with the different learning methods of:

instruction, modelling, scene setting, feedback, self-confrontation, feedforward and self-modelling. Feedforward refers to video images of target skills not yet achieved, created by editing together component behaviours already manageable, and self-modelling involves selectively compiling the best recorded examples of target skills already manageable but infrequently achieved. The integration of video with feedforward and self-modelling techniques is particularly interesting with promising results of fast and effective behavioural change where other methods have failed.

The chapters of part two compliment and illustrate the chapters of part one. Chapter titles give a good indication of content: analysing nonverbal behaviour, video-mediated instruction in medical settings, producing video modeling tapes, trigger tapes and training, interpersonal process recall, the use of video in sport skill acquisition, self-modeling for children's emotional and social concerns, and, using video with developmentally disabled learners.

The primary focus of this book, therefore, is on the ways video can be used in learning and training, with particular emphasis on how video can be used to achieve therapeutic change. For this, the book offers a rich and diverse source of ideas. The principles outlined will also be applicable to digital video when it becomes available in an acceptable and useful standard that is affordable.

However, a common and important use of video in the behavioural sciences is in quantitative and qualitative analysis. While there are a couple of chapters on this in the book, treatment is light. With the recent integration of video capabilities into popular analysis systems such as Observer and Nud\*ist, the use of video in analysis will increase and so the need for comprehensive practical and theoretical guidelines for its use will also increase. This, at least, requires a book of its own.

*Practical Guide to Using Video in the Behavioral Sciences* is a welcome and useful book for those using or planning to use video in the behavioural field. Those wishing to use video for learning and achieving behavioural change will be especially rewarded with assistance and ideas.

## Language Understanding: Current Issues (second edition).

Judith Greene and Mark Coulson (1995)

Buckingham; Open University Press.

156 pp., ISBN 0-335-19437-0;

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This book is an updated version of Judith Greene's 1986 text *Language Understanding: A Cognitive Approach*. The flavour of the earlier book is readily apparent, and there is naturally a considerable overlap of material. The book is intended as a support text in a psycholinguistics / cognitive psychology course for second or third year students. As with Greene's other books, it is highly readable, and students of this level should find it accessible.

The authors point out that the scope of the book is intentionally limited. It concentrates almost exclusively on the processing of written language, for the most part ignoring the literature on spoken language. Thus it would not be suitable as the sole text for a more wide-ranging psycholinguistics course. Furthermore, it does not cover "low-level" reading processes such as visual word recognition. It is true, as the authors point out, that an adequate treatment of such issues would require another book. However, a brief discussion of these aspects of processing would not go amiss in an introductory text.

The book is divided into three parts. The first two, "Language and Knowledge", "Language Processes and Models" are both by Judith Greene, and are essentially a compression of the content of the first edition, which was about 140 pages long, into some 90 pages. Part III, "Anaphoric Reference" is by Mark Coulson, and gives a fairly detailed treatment, in just over 40 pages, of a topic that received only passing attention in the first edition. As can be seen from these section titles, the first two sections are general overviews of approaches in linguistics and psycholinguistics, encompassing a range of phenomena, while the third is a more detailed account of one more highly circumscribed area. This gives the book a somewhat unbalanced feel; a more successful strategy might have been an in-depth treatment of several areas. However, putting this aside, the standard of the material that has been included is very high, and the sub-title "Current Issues" is justified. Part I provides the linguistic underpinnings of the psychological studies which are explored in the book. The basic terms are introduced - competence and performance; lexicon, syntax, semantics, discourse, pragmatics; generative rules and transformation; deep and surface structure and so on. Three approaches to word meaning - semantic features, case frames and semantic primitives - are discussed. The section is not purely theoretical, however - brief reference is made to the notion of psychological reality, via an account of Slobin's sentence verification experiments. The issue of psychological reality assumes greater importance in Part II, which looks at some of the information structures introduced in Part I and attempts to piece together a model of sentence

processing by presenting evidence from empirical studies of human subjects and from artificial intelligence models. The concepts of modularity and interaction are introduced immediately, and the distinction is drawn between on-line and off-line tasks as evidence for distinguishing between the two kinds of model. These concepts are first illustrated with respect to lexical and semantic processing. Here, the findings of semantic priming experiments are explored with commendable clarity. Some AI attempts are also described. Next, syntactic ambiguity is considered, again with evidence from psychological and AI studies. The section on discourse processing concentrates on AI research.

Part III, which provides an in-depth treatment of anaphora, is well linked to the previous parts in terms of pointing out specific examples of the concepts which were introduced earlier. Of necessity, a fair amount of space is devoted to defining terminology - anaphora, co-referent, antecedent, ellipsis, deixis and so on - in a manner that would be clear to the novice. The processing of pronominal anaphors is then considered in detail. Two models, a single-stage, interactive model and a more linear, multi-stage model, are contrasted, and the implications of immediate and delayed resolution for the predictions are considered. The contradictory nature of findings in this area, and possible methodological explanations of the contradictions, are discussed. The issue of focus is also taken up (including a brief consideration of intonation).

The attention paid to the definition and explanation of linguistic phenomena should make this a very useful introduction for psychology students, who are presumably the book's target audience, since it is part of the series *UOpen Guides to Psychology*. Its usefulness for students who already have a grounding in linguistics but not in psychology, or for any reader without a background in cognition, would be increased if a few pages were devoted to relevant psychological issues such as memory. This is particularly the case in Part III, where the issue of working memory in processing anaphors should be explicitly discussed, even if only briefly.

In the earlier edition, the frequent use of "self assessment questions", section summaries and "techniques boxes" (which summarize the main points of relevant empirical papers) made the text a useful tool for the reader studying the subject alone. These have been retained in this edition. (Note to the typesetters - the techniques boxes would be more readable still if they were not allowed to span two pages unnecessarily; see pages 59 - 60 and 63 - 64, for example).

In a book of this type it is no doubt difficult to decide how much source to cite. Because of the differing levels of detail of Parts I and II compared with Part III, the latter contains far more detailed references than the first part of the book. It might be less frustrating for the reader who is interested in pursuing some of these earlier topics further if more source material were cited. However, to some extent the "Further Reading" sections at the end of each Part compensate for this. In summary, the authors have done a good job of dealing with the topics that they have selected. The book makes no claims to provide a comprehensive coverage of psycholinguistics, and indeed it is too narrow to be a suitable text for a course of study which aimed for a wide-ranging overview of the discipline. Instead, it seeks to give a thorough introduction to a few target areas, and it succeeds in this task. It will be welcomed by teachers of specialized courses which focus mainly on these areas, and by the reader with a general interest in the area.