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CONFERENCE PROCEEDINGS

**13th International Conference on Linguistics and Language Research
(ICLLR), 24-25 May 2017, Lisbon**

24-25 May 2017

Conference Venue

Congress Centre, Tecnico (Universidade de Lisboa), Campus da Alameda,
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KEYNOTE SPEAKER



Dr. Tinni Dutta

**Lecturer, Department of Psychology, Asutosh College, University of Calcutta,
India**

KEYNOTE SPEAKER



Rossitsa M. Yalamova

**Associate Professor, Finance at the University of Lethbridge in Alberta,
Canada**

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PLENARY SPEAKER



Zofia Reid

**Department of Writing Studies, College of Arts and Sciences, American
University of Sharjah, Sharjah, United Arab Emirates**


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<p>Lucia Taylor GICICLLR1702051</p>	<p>ACTFL and CEFR, false friends?</p> <p>Lucia Taylor, PhD Dixie State University</p> <p>Abstract</p> <p>For more than 30 years, ACTFL and the Council of Europe have defined language proficiency levels. However, there is no agreement on their correspondence. Maybe a qualitative analysis of these main language level descriptors is not enough to set the equivalences between both sides of the Atlantic.</p> <p>In this presentation, I will focus on a quantitative analysis of Spanish oral proficiency interviews that I am conducting. Using Computerized Language Analysis, I analyze some fluency features of the learners' speech to explain the correspondence in the lower and higher levels, and the lack of correspondence in the middle levels of proficiency.</p> <p>As teachers, language coordinators or supervisors, we try to define our students' levels, but this is hard, especially if when setting language outcomes based on different theoretical systems. After this presentation, we will be able to understand these frameworks, their correlation and how to use them in our language programs.</p>
 <p>Raju Barthakur GICICLLR1702052</p>	<p>Situating Tarone's Taxonomy To The Communication Strategies Adopted In The Use Of English In Online Communication By The Students Of Engineering In Arunachal Pradesh</p> <p>Raju Barthakur Department of Humanities and Social Sciences, North Eastern Regional Institute of Science and Technology (NERIST), Nirjuli, Arunachal Pradesh, India</p> <p>ABSTRACT</p> <p>The paper aims at analysing the communication strategies adopted by the indigenous Arunachalee students of engineering while communicating online, particularly in the social media platforms. There are 26 major tribes and 100 sub-tribes in the state with each having different dialectal patterns and customs. In the absence of script and a homogeneous language, the students have developed unique communication strategies to negotiate with the gaps between their respective L1s and L2, i.e., English, while communicating online.</p> <p>The paper analyses some of these strategies adopted by the students while situating the same under the framework of Tarone's Taxonomy of communication strategies. The study was conducted with a sample size of 300 Arunachalee students of engineering. Permission was taken to access their Facebook and Twitter profiles along with a request to share 10 Whatsapp messages each. Standard questionnaire has been used to test their levels of anxiety in the use of English as a language for communication. The paper establishes a strong link between anxiety and the communication strategies the respondents adopt while communicating online. Further, it will also attempt at highlighting the impact of online communication on the formal modes of oral</p>

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	<p>and written mediums. Keywords: Tarone's taxonomy, Computer Mediated Communication, Communication Strategies, Language Anxiety</p>
<p>Lauren O' Hagan GICICLLR1702053</p>	<p>Principles, Privilege and Powerlessness in the Edwardian Prize Book</p> <p>Lauren O' Hagan School of English, Communication and Philosophy, Cardiff University, Cardiff, Wales</p> <p>Abstract</p> <p>The prize book, and its associated prize inscription, was a revolutionary concept when it was first introduced to Britain in the mid nineteenth century. By 1901, awarding books as prizes had become standard practice for most schools, Sunday schools and other institutions in Britain and its Empire. While prize books were typically awarded to a person in recognition of an outstanding achievement or contribution, they also served a secondary function of moral education and they were often used by educational and religious institutions as tools to disseminate approved fiction. This study uses a set of 706 prize books distributed between 1901-1914 in Great Britain and collected primarily from two second-hand bookshops, and analyses them using an interdisciplinary approach that employs frameworks and tools from Social Semiotics, Ethnography, Corpus Linguistics and Book History. The analysis aims to build upon the work of Entwistle (2004) to establish the principal reasons for prize-giving, explore how religiosity and gender determined which book a child was awarded and consider the ways in which books were generally received by recipients. The paper will also investigate the materiality of prize inscriptions – a rich, yet extremely underutilised, source of data, particularly for scholars and historians carrying out research on local or social history – and categorise them according to their prototypical features.</p>
<p>Joshua Lee GICICLLR1702055</p>	<p>Reshaping classrooms and thinking through synchronous video conferencing.</p> <p>Joshua Lee University of Macau</p> <p>Lily Zhang Shantou University</p> <p>Abstract</p> <p>Computer mediated communication has been used for a variety of instructional purposes. Some studies used asynchronous communication due to technological limitations or issues with time scheduling, for example Shih, L., & Swan, K. (2005) analyzed "social presence" and Rowan, D. et al (2015) used uploaded videos. Other research examined synchronous communication that focused on text and voice chat Satar, H., & Özdener, N. (2008). Others have used online exchanges for assisting with the writing process Liang, M. Y. (2010) and Angelova, M., & Zhao, Y. (2016) as well as developing intercultural awareness between non-native and native speakers. Few studies have examined in-class discussions using synchronous video conferencing between non-native speakers from different universities to enhance oral and listening</p>

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	<p>proficiency skills. Specifically the study will focus on the kind of language used for clarification and asking of questions by examining their discourse. The data was collected by videos taken of 6 participants and noting patterns related to critical thinking. One participant was interviewed about the experience. The synchronous exchanges limited the chances for memorization and helped to promote higher order thinking due to the different perspectives shared.</p> <p>Keywords: synchronous communication; intercultural communication; critical thinking</p>
 <p>Amina Abubakar Bashir GICICLLR1702056</p>	<p style="text-align: center;">Health Literacy as Key to Developing Health Related Welfare in Jigawa State, Nigeria</p> <p style="text-align: center;">Amina Abubakar Bashir Department of English, Federal University Dutse, Nigeria</p> <p style="text-align: center;">Abstract</p> <p>This study investigated the level of health comprehension in Jigawa state, Nigeria. Specifically, it identified community's levels of comprehension of health information contained in select health materials and further determined the relationship between their levels of comprehension and health perception with a view to providing a framework for designing , implementing and evaluating community health social welfare programmes. Both quantitative and qualitative research methods were used, using a modified Test Of Functional Health Literacy among Adults (TOFHLA) and the analysis involved analysing the quantitative data statistically and correlating the results with the findings from the qualitative data analysed. It has been found that health comprehension is low in Jigawa state. It has also been found that individual's ability to read drug labels , interpret dosage instructions , determine health benefits of ingredients in packages of foods and drinks, among others, is determined by their health literacy not withstanding their education.</p> <p>Keywords: Education, English, Health, Comprehension, Literacy, social welfare</p>
<p>Nick Infante Rojas GICICLLR1702057</p>	<p style="text-align: center;">Construal of Selected Gaddang Lexicon And Their Cultural Implications</p> <p style="text-align: center;">Nick Infante Rojas SHS-STEM Teacher – Nansiakan National High School, Kayapa, Nueva Vizcaya</p> <p style="text-align: center;">Evaliza L. Delacueva-Basconillo CET Professor, Nueva Vizcaya State University – Bambang Campus</p> <p style="text-align: center;">Abstract</p> <p>Gaddang tribe is one of the earliest settlers of the province of Nueva Vizcaya, which comprised the convergence of its ethnic groups. Most of the descendants of the said ethnicity are now homed in the northern Vizcaya part particularly includes the towns of Bayombong, Solano, Bagabag, and other neighboring communities. This study was aimed to have an in-depth stylistic analysis on some selected gadding terms based on the data collected from the identified Gaddang key informants, who are all residents of Bagabag – ranging the ages</p>

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	<p>of 30 to 75 years of age. Based on the morphological functions of the enumerated terms, they were classified according to their functions as Noun, Adjective, Verb, while some are interjections (expressions). Meanwhile, their phonological interpretations suggested that some of these words are stressed in accordance to their morphologic functions, while some others are evidently based on the emotions conveyed in each term. Significantly, the researchers had also able to gather information on the cultural implications of these gaddang terms – from which some are used to describe family relations, superstitious beliefs, types of work, sources/types of foods, festivity, religiosity/faith in God, and a lot more to enumerate. The study hereby recommends an increase of cultural awareness of the native dialects like the Gaddang by developing adequate learning/reading materials that may be integrated in the K-12 curriculum.</p> <p>Keywords: Gaddang Lexicon, Construal, Cultural Implications</p>
<p style="text-align: center;">Sara Fine-Meltzer GICICLLR1702060</p>	<p style="text-align: center;">Teaching Academic Vocabulary: Why? How? When?</p> <p style="text-align: center;">Sara Fine-Meltzer English as a Foreign Language, Ben-Gurion University , Israel</p> <p style="text-align: center;">Abstract</p> <p>A major stumbling block to reading comprehension in English is poor vocabulary. While it is often thought that academic vocabulary can, and most often does wait for university/college study, it is my contention that vocabulary can and ought to be actively taught much sooner. The subject of this paper is teaching vocabulary in an “old-fashioned” setting. The proposed setting is adaptable to all levels of English learning, but is particularly important for students who grew up in countries where the indigenous language or languages are written in non-European scripts.</p>
 <p style="text-align: center;">Jadwiga Suwaj GICICLLR1702061</p>	<p style="text-align: center;">Explication in translating movie titles from English into Polish and its influence on the title's attractiveness</p> <p style="text-align: center;">Jadwiga Suwaj Pedagogical University of Cracow</p> <p>The first factor arousing interest in a movie is often its title. It encourages looking for further information about a given production. Sometimes viewers even decide to watch a film on the basis of the title alone. The problem with titles occurs when they are to be rendered from one culture to another. Expressions that sound deftly and interestingly in one language do not necessarily have the same effect in the other. Thus, distributors frequently modify or change the titles in the target language, making target text more explicit not only in relation to the wording, but also the movie content. Of course, this explicitness must respect the specificity of an audiovisual text – its shortness and conciseness. The first aim of the study is to investigate the nature of these modifications – what additions and other kinds of alterations are made and what techniques of translation are most frequently used. This is conducted by analysing a corpus of 200 English movie titles and their Polish translations, and then by categorizing the ways of the changes.</p> <p>Blum-Kulka (1986: 21) claims that “translation scholars have increasingly – and uncritically – adopted the notion that explication is a universal strategy</p>

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	<p>inherent in the process of language mediation”, however, in her opinion ”the less experienced the translator, the more his or her process of interpretation of the SL might be reflected in the TL”. A question then arises: is explication a positive phenomenon in translation or not? Assuming that the first aim of translation is to be received relevantly to its intentions (in accordance with functionalist theories), the answer is searched for by means of the reception study based on questioning 100 differential viewers about their preferences. As it can be already observed, nowadays titles are less centered around noun phrases, they are more and more often imaginative, consist only of a number, an abbreviation, a neologism, etc. The analysis will show how they are dealt with in translation. The previous research has also showed that film titles are more frequently translocated (transferred to the TL in their original form), which makes them incomprehensible to viewers who do not know the language. Therefore additional sub-titles in the target language is added. The reception study will show how this method influences the attractiveness of the title.</p> <p>The study on explication in translating movie titles from English to Polish is a part of a larger study on indicators of a title attractiveness and the marketing function of a title. Other areas of interest include poeticness or intertextuality in titles.</p> <p>Keywords: explication, audiovisual translation, film titles, reception study</p>
<p>Atef Atallah Eid Alsarayreh GICICLLR1702064</p>	<p style="text-align: center;">Wh-indefinites in Jordanian Arabic</p> <p style="text-align: center;">Atef Atallah Eid Alsarayreh Department of English, Mutah University, Jordan</p> <p style="text-align: center;">Abstract</p> <p>Among the wh-elements used in Jordanian Arabic (JA), only the wh-element ?ayy 'which' can have a non-interrogative indefinite reading as well as an interrogative reading in its bare form. In one of its uses as an indefinite, ?ayy functions as a negative polarity item (NPI) with an existential reading; the NPI use of ?ayy can only be grammatical when ?ayy occurs in the c-command domain of a nonveridical operator in the surface syntax. In another use of ?ayy as an indefinite, ?ayy functions as a free choice item (FCI) with either a universal or an existential reading; the FCI use of ?ayy can only be grammatical when ?ayy occurs in the scope of a nonveridical operator provided that its context of appearance is nonepisodic. The varying interpretation of ?ayy as an interrogative word, an existential quantifier, or a universal quantifier is argued to be an effect of ?ayy being an indefinite lacking inherent quantificational force; I propose that ?ayy introduces a syntactic variable that needs to be bound by an appropriate operator and is interpreted accordingly. In contrast to ?ayy, other wh-elements in JA can have an indefinite reading when augmented by a modal marker, albeit a FCI reading.</p> <p>Key words: Jordanian Arabic, wh-indefinites, polarity items, (non) veridicality, (non) episodicity.</p>



Nana Khetsuriani
GICICLLR1702065

Contrastive Analysis of Languages and Teaching Foreign Languages

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Associate Professor University of Georgia, Tbilisi, Georgia (Country in
Caucasus)

Abstract

Research Objectives: The main objective of the study was to determine the semantic function and the ways of expressing the Progressive Tense forms in the English language, with the special focus on their Georgian and Spanish equivalents. Georgian belongs to the South Caucasian linguistic family. It is a very old language with its own alphabet and at least 1500 years of written literature.

Methodology: The method of contrastive analysis of languages is the main method used in the study. The literary works of the English, Georgian and Spanish writers in original and their corresponding translations are used as sources of texts for analysis in order to determine the differences and similarities in expressing Progressive Tense forms in the above mentioned languages.

Findings/Research Outcomes: Special Tense forms are observed in the studied languages for expressing continuous action, while one and the same verb forms correspond to the English Progressive and Simple Tense forms in Georgian. In the English language Progressive Tense forms express not only the continuous action, but planned future action as well. Verb *ir + infinitive* is used in the Spanish language to express the similar action. In Georgian special future forms are used for expressing future action. In Spanish and Georgian passive voice forms are not used while expressing continuous action if they can be easily avoided, but in the English language the passive voice forms are used more frequently.

Future Scope: Results of the study are expected to have considerable impact on the process of teaching English as a foreign language. The experience with the contrastive analysis of different languages has proven very helpful for improving and innovating the methodology of teaching foreign languages and finding the ways to overcome the problem of interference – negative influence of the native language on the process of learning foreign languages.

Keywords: contrastive analysis, Progressive Tense, teaching foreign languages



Müge Tokman
GICICLLR1702067

Independent reading and guided writing

Müge Tokman

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Abstract



Writing is a difficult skill even in our mother tongue. It is a complex intellectual task involving many component skills. To develop writing competence takes more time. One of the most important reasons why most students find writing difficult is the lack of lexical knowledge related to the topics they intend to write about. Lexical knowledge would provide self-confidence which is also needed for writing competence.

How can we motivate our students to enjoy the writing classes and produce

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	<p>better pieces of written tasks? The answer is simple: Let READING be the dominant force in your writing classrooms. Reading inspires students. Readers and writers already speak the language. Reading introduces them to great ideas by improving their ability to think critically and analytically. Reading provides students the chance to talk and write about topics beyond their own personal experiences. Reading shows models of truly excellent writing, thereby offering students to generate better essays in terms of fluency, syntactic complexity, and lexical sophistication. Students should be exposed to a variety of different texts in order to be able to write better paragraphs and texts. This might be time-consuming. I will talk about the ways how to manage this by presenting sample mini lessons in practice.</p>
 <p>Adel Ebrahimpourtaher GICICLLR1702068</p>	<p style="text-align: center;">Classroom Interaction and Classroom Talk</p> <p style="text-align: center;">Adel Ebrahimpourtaher Ilkchi Branch, Islamic Azad University, Ilkchi, Iran</p> <p style="text-align: center;">Saideh Eisaie Ilkchi Branch, Islamic Azad University, Ilkchi, Iran</p> <p style="text-align: center;">Abstract</p> <p>The present paper attempts to empirically investigate the Iranian EFL teachers' discourse types in an EFL classroom context in terms of what types of questions the classroom discourse members create through different types of interaction. Accordingly, two research questions were constructed, the first focusing on the questions types, and the second concerning the responses the students provide. Three classes run by two English language instructors were selected. All the class interactions were audio recorded. The class students were 13 to 19 years old. These classes were also mixed, and were not randomized in any form due to the purpose and method of research. The classes each lasted for about 45 minutes. Following the analysis, the findings revealed that the teachers employed different types of questions, including open-ended questions, display questions, convergent questions, and the Wait-Time techniques, and the students prompted to provide responses to the questions. Results also indicated that students were not able to answer the questions concerning the lexical and semantic relationships as well as most segmental and suprasegmental features. Rather, they could give responses to most questions regarding the syntactic elements.</p> <p>Key words: Classroom interaction; discourse members; display questions, convergent questions, negotiation; classroom talk</p>
 <p>Ejiofor, Eugene Uchechukwu GICICLLR1702069</p>	<p style="text-align: center;">On The System Of Theme In Igbo: Systemic Functional Grammar Perspective</p> <p style="text-align: center;">Ejiofor, Eugene Uchechukwu Department of Linguistics and Nigerian Languages, Nigeria Police Academy, Wudil, Kano State</p> <p style="text-align: center;">Abstract</p> <p>This paper studies the system of Theme in Igbo. The method of participatory observation, compilation of Igbo sentences and lifting of Igbo structures in peer reviewed publications were used for data collection. The theoretical framework used for the analysis of data is the Halliday's Systemic Functional</p>

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	<p>Grammar (SFG) as revised by Matthiessen (2014). The study is motivated by a desire to enquire into the methodological implication(s) of the application of the Systemic Functional Grammar concept of Theme in Igbo. It is observed that the application of the system of Theme in Igbo has some peculiarities. The study consequently makes some propositions on Theme in Igbo based on the observed peculiarities. The study contributes in upholding the proposition that the system of Theme is applicable in different languages of the world, and calls for more applications of the concept in Igbo to affirm or otherwise of the given propositions.</p> <p>Keywords: Theme in Igbo, Systemic Grammar, Theme, Functional Grammar, Systemic Functional Linguistics in Igbo</p>
 <p>Jinlu Cao GICICLLR1702073</p>	<p>Spatial-temporal fixation pattern analysis: A new method to analyze eye movement reading data</p> <p>Jinlu Cao Department of Psychology, Chinese University of Hong Kong, Hong Kong, China</p> <p>Suiping Wang School of Psychology, South China Normal University, Guangzhou, China</p> <p>Jie Wang Department of Psychology, Chinese University of Hong Kong, Hong Kong, China</p> <p>Hsuan-Chih Chen Department of Psychology, Chinese University of Hong Kong, Hong Kong, China</p> <p>Abstract</p> <p>In eye movement reading studies, traditional measures (e.g., first pass time, total reading time, and regression probability) operate on fixation durations or relative landing positions. The information of fixation pattern along time course was missed using those measures. By appropriate time-locking and calculating the fixation probability of each region/word along time course, the present paper developed a new method to analyze the spatial-temporal fixation pattern in reading sentences. The data of Xiang et al.'s (2015) study on wh-in-situ dependency was re-analyzed, and the results obtained from traditional measures, scanpath analysis, and spatial-temporal fixation pattern analysis were compared. This new method revealed novel and more detailed spatial-temporal information relative to two other methods, and provided evidence for simultaneous rather than serial-retrieval hypothesis, the problem of which was not solved in original paper. This new method is expected to provide new insights in investigating syntactic disambiguation, syntactic and semantic violation, or other types of problems where fixation pattern is critical.</p> <p>Key words: eye movement, data analysis, reading strategy</p>



Çiğdem Kızılöz
GICICLLR1702074

Home Literacy, Expressive Language Measures and Phonological Awareness Skills of Turkish Children: Pilot Study

Çiğdem KIZILÖZ

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Abstract

There are many studies in the literature that demonstrate the relationship of children's future reading-writing skills and academic achievement with home early literacy experiences, phonological awareness and language skills (Foster et al., 2016; Oates et al., 2015; Senechal & LeFevre, 2002; Whitehurst & Lonigan, 2001). However, there are no studies investigating the relationship between home early literacy experiences, phonological awareness skills and expressive language skills in Turkish-speaking preschool children. The study group comprised 20 normally developing children aged 4-6 attending preschools in Kırıkkale city center and their mothers. The phonological awareness skills of the children were evaluated with the Early Childhood Print Awareness Checklist (Turan and Akoğlu, 2011), while spontaneous language samples were used to calculate the mean length of utterance and the number of different words in the assessment of their expressive language skills. The Home Early Literacy Environment Questionnaire – Turkish Version (HLEQ-T) (Sarica, Akoğlu, Deniz, Karaman, Bahap-Kudret and Tufan, 2014) was used to evaluate home early literacy experiences. In data analysis, in addition to descriptive statistics, the Kruskal Wallis H-Test for Independent Samples was used in the comparison of mean study variables by age group. The study results revealed that the difference in the scores for the number of different words [χ^2 (sd=2, n=20) =4.61, <p.05], word awareness [χ^2 (sd=2, n=20) =9.81, <p.05], overall phonological awareness skills [χ^2 (sd=2, n=20) =9.58, p<.05] and shared book reading, which was evaluated with the HLEQ-T, between age groups was statistically significant. The results will be discussed on the basis of the demographic data, as well as, the existing body of literature within the context of the relationship between the study variables.

Keywords: home literacy, expressive language, phonological awareness

Reza Zabihi
GICICLLR1702078

The Role of Working Memory Capacity in Measures of L2 Written Task Performance

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	<p style="text-align: center;">Abstract</p> <p>Working memory (WM) capacity varies among different individuals, and people with larger working memory spans may be better able to cope with tasks which demand complex cognitive abilities (McCutchen, 2000). Given that individual differences among language learners affect their performance especially when dealing with a complex cognitive task such as writing in a second language, this study aims to investigate the role of working memory (WM) capacity in the complexity, accuracy and fluency (CAF) measures of L2 written task performance. To achieve this goal, 200 upper-intermediate EFL learners performed an automated version of a popular working memory capacity task (operation span; Ospan) and a timed narrative writing task in L2. Results of the correlation analysis indicated that WM capacity was significantly and positively related to the complexity and fluency dimensions of L2 learners' performances ($p < .01$) and was significantly and negatively correlated with the accuracy of their writings ($p < .05$). Pedagogical implications of the results are discussed.</p> <p>Keywords: Individual differences; Working memory capacity; CAF; L2 written task performance</p>
<p>Abdolmajid Jafari Saray GICICLLR1702079</p>	<p style="text-align: center;">Effects of Oral Repetition and Listening Drills as Complementary Activities on L2 Learners' Speech Fluency</p> <p style="text-align: center;">Abdolmajid Jafari Saray English Department, University of Neyshabur</p> <p style="text-align: center;">Mehdi Mehrani English Department, University of Neyshabur</p> <p style="text-align: center;">Reza Zabihi English Department, University of Neyshabur</p> <p style="text-align: center;">Abstract</p> <p>In this study, a quasi-experimental design was adopted to investigate the impact of oral repetition of listening materials on speech fluency in a sample population consisting of four groups of students of English and French as foreign languages in an Iranian language institute. Forty (40) language learners were selected from English and French classes, 20 students from each including both male and female participants randomly. The groups pertaining to each language were then divided into two subgroups as E1, E2, F1 and F2, each comprising 10 students. E1 and F1 followed the usual method of panel discussion and story-telling as the only class activities and listening was practiced just for comprehension and discussion. E2 and F2 were exposed to oral repetition through a period of 18 sessions of 90 minutes. All four groups were provided with the usual facilities such as CD players and Data Projectors for movies. In E2 and F2 classes, the first session started with repetition of small chunks of phrases consisting of at most 5 short words such as 'shop' or 'home' increasing gradually to longer words in more complicated sentences throughout the term. Before the treatment, all participants sat for a speaking test, which focused on the accuracy as well as fluency. Every oral repetition session followed a short free discussion on the same topic in the second groups. The same placement test with different items was given at the end of the</p>

	<p>experiment. The obtained results demonstrated a significant increase in accuracy and fluency of E2 and F2 with oral repetition in comparison to E1 and F1 with panel discussions only. The scores of E2 and F2 significantly increased by 10-15 percent for the experimental groups in contrast to the participants in the control groups whose results on the two administrations did not show any significant difference. The results confirm the significant impact of oral repetition on the development of the speaking skill alongside learners' fluency in contrast to free discussions which affect mainly the comprehension and participation ability of the participants.</p> <p>Keywords: speech fluency, foreign language, English and French, free discussion, oral repetition task</p>
<p>Mehdi Mehrani GICICLLR1702080</p>	<p>Effects of Oral Repetition and Listening Drills as Complementary Activities on L2 Learners' Speech Fluency</p> <p>Abdolmajid Jafari Saray English Department, University of Neyshabur</p> <p>Mehdi Mehrani English Department, University of Neyshabur</p> <p>Reza Zabihi English Department, University of Neyshabur</p> <p>Abstract</p> <p>In this study, a quasi-experimental design was adopted to investigate the impact of oral repetition of listening materials on speech fluency in a sample population consisting of four groups of students of English and French as foreign languages in an Iranian language institute. Forty (40) language learners were selected from English and French classes, 20 students from each including both male and female participants randomly. The groups pertaining to each language were then divided into two subgroups as E1, E2, F1 and F2, each comprising 10 students. E1 and F1 followed the usual method of panel discussion and story-telling as the only class activities and listening was practiced just for comprehension and discussion. E2 and F2 were exposed to oral repetition through a period of 18 sessions of 90 minutes. All four groups were provided with the usual facilities such as CD players and Data Projectors for movies. In E2 and F2 classes, the first session started with repetition of small chunks of phrases consisting of at most 5 short words such as 'shop' or 'home' increasing gradually to longer words in more complicated sentences throughout the term. Before the treatment, all participants sat for a speaking test, which focused on the accuracy as well as fluency. Every oral repetition session followed a short free discussion on the same topic in the second groups. The same placement test with different items was given at the end of the experiment. The obtained results demonstrated a significant increase in accuracy and fluency of E2 and F2 with oral repetition in comparison to E1 and F1 with panel discussions only. The scores of E2 and F2 significantly increased by 10-15 percent for the experimental groups in contrast to the participants in the control groups whose results on the two administrations did not show any significant difference. The results confirm the significant</p>

	<p>impact of oral repetition on the development of the speaking skill alongside learners' fluency in contrast to free discussions which affect mainly the comprehension and participation ability of the participants. Keywords: speech fluency, foreign language, English and French, free discussion, oral repetition task</p>
<p style="text-align: center;">Natasa Stojan GICICLLR1702081</p>	<p style="text-align: center;">Passive voice in political newspaper articles</p> <p style="text-align: center;">Dr Natasa Stojan Department of English Language and Literature, Faculty of Humanities and Social Sciences, University of Split, Croatia</p> <p style="text-align: center;">Sonja Novak Mijic, M.A. High School 'Ivan Lucic', Trogir, Croatia</p> <p style="text-align: center;">Abstract</p> <p>Passive voice is a very challenging part of the English grammar. The aim of this paper is to examine the function, frequency and structure of the passive voice in a written language production. The study is carried out on a sample of twenty newspaper articles dealing with the US presidential campaign; ten articles are taken from the New York Times and ten articles from the USA Today published in February and March 2016. The analysis of the articles from both newspapers includes the language of journalists and politicians. Furthermore, this paper provides a theoretical review of the passive voice according to traditional view of grammar, but it also outlines features of the passive voice within the framework of the Cognitive Grammar. The findings have shown that the passive is often used in the political newspaper articles and that it is not always possible to determine with certainty the function of the passive voice regarding the agent, whether it is unknown, unimportant or obvious or whether the action is more important than the agent. Therefore, another aim of this paper is to investigate if some of the uncertainties regarding the functions of the passive voice can be tackled and explained better within the theoretical framework of the Cognitive Grammar since it relies on human experience, schematized patterns of conceptual structuring and symbolization, thus offering an interesting alternative to traditional grammatical analysis. In this way the paper can contribute to further study of this challenging linguistic field and provide incentive for similar studies comprising more examples from political or some other discourse. Key words: passive voice, political discourse, cognitive grammar</p>
 <p style="text-align: center;">Bendaoud Abderrahim GICICLLR1702089</p>	<p style="text-align: center;">Arab-Hebrew dictionary Comparative Study</p> <p style="text-align: center;">Bendaoud Abderrahim Doctorat Caddi Ayad Marrakech, Morocco</p> <p style="text-align: center;">Abstract</p> <p>One cannot, regardless of their degree of education and culture, dominate a language. It is a vast ocean in which every one of us has got their due share that reflects one's education and culture. We often come across words whose meaning or etymology we cannot determine or trace, or words that look similar but meanwhile confusing when it comes to their meaning; as a result, we are compelled to check their significance and trail the soundness of their</p>

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etymology by using dictionaries that were in fact deemed as one of the greatest human invention in the effort to conserve and protect the vividness and development of the language against the evolution it underwent, be it at the level of its grammar, semantics and styles, and in accordance with the intellectual, civilizational and social evolution of its speakers. These dictionaries were reserved for the clarification and interpretation of vocabulary and their uses and distinguishing the authentic from the intruder, the true from the false, the alive from the dead in order to provide people with words they need so as to express their ideas and choose words that are in harmony with their feelings and imagination; they also allowed people to recognize and grasp difficult meanings and thus revive the language and keep it constantly living with time using the spoken and written language. Thus, dictionaries were considered treasures of the language used by man, thus enriching his vocabulary and developing and making it more flexible in giving and taking. The linguists did not neglect to write dictionaries and to make an effort to collect and categorize the language and to explain their meanings and derivatives, meanwhile sticking to the linguistic origin of the words plus the coining of similar language vocabulary in other languages belonging to the same linguistic group of the origin. Arab linguists wrote dictionaries mainly to preserve Arabic and to serve the Scripture, as Ibn Khaldun said: ‘ "[...] Thee corruption continued wearing clothes and it led to the themes of the words used by the Arabs who have a tendency of hybridization in their terminology contrary to the explicit Arabic language to save linguistic issues by writing for fear of ignoring the Quran and the hadith. The first circle was that of Al-Khalil Ibn Ahmad Al-Farahidi, in which the book of Al-Ain was examined in which the compounds of the dictionary were all of the two, three, four and five. The Hebrews, who did not flourish in their study of lexicography, benefited only after Islam. "Hebrew dictionaries have not appeared in the strict sense until the 10th century AD with Sa'dia ibn Yusuf al- Fayoumi (820-942 AD) author of the first dictionary in the history of the Hebrew language. Until the beginning of the sixties, the industry of dictionaries or lexicons remained characterized by an experimental nature that was not based on a real scientific methodology but rather on the scientific experience gained by the authors of dictionaries in the past centuries. With the development of modern linguistics in general and lexicology in particular, the implications of this development towards the establishment of objective scientific foundations based on the results of research conducted in the various fields of modern linguistics have begun to appear in the monolingual or bilingual linguistic dictionaries. Dictionaries have been the most important forms of this tendency, as they have been used in writing in order to preserve the linguistic heritage of various nations and peoples, basing it all on alphabets that formed the symbols of their writings. For instance, Arabic and Hebrew - and most Semitic languages - were based on a single alphabet, even though the method of their transcription differed. The reason for this is that they are due to one origin. They belong to one single atom, the Semitic language, which, in turn, brings about the kinship between them. In light of the difference in transcribing the Hebrew font from its Arab counterpart, it will be necessary to develop the lexicon, to use the international alphabet, and what will be possible to get at the correct pronunciation of the Hebrew words, which will allow to clarify the kinship between the two languages on the written side

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	<p>from intrusion into the Hebrew lexicon on the other hand.</p>
<div style="text-align: center;">  <p>Hijab Alqahtani GICICLLR1702093</p> </div>	<p style="text-align: center;">The Impact Of Illustrations On The Primary School Pupils Perception Of Idiomatic Expressions In The Town of Hurimlaa, KSA</p> <p style="text-align: center;">Hijab Alqahtani Department Of Arabic Language, Shaqra University, Riyadh, Saudi Arabia</p> <p style="text-align: center;">Abstract</p> <p>This research tackles the students' inability to perceive and comprehend idiomatic expressions which has been a predominant problem for linguists to study. It has constituted an obstacle in the way of communication. The research offers a new approach stipulating that by grace of illustration, the student can understand these expressions in a better way as he/she grabs the figurative meaning and cultural aspect in these idioms. Any attempt to disassemble these idioms into smaller units to their literal meaning would disrupt the varied meanings they imply. The research explores the effectiveness illustrations play in clarifying the meanings of idioms. This is done through a random sample examined in a bid to define the problem. The study continues to explore the factors that make idioms difficult to understand. It seeks ways of finding a passage for these idioms into the minds of students without sacrificing their cultural components. The descriptive analytical approach will be applied as a method of research, adopting a questionnaire that reflects the exposure and interaction of elementary 4, 5 and 6 pupils with a group of idioms selected from different semantic fields, taking into account testing them with and without illustrations.</p> <p>Key words: Semantics, idioms, Inference of idioms from Pictorial context. Idioms' comprehension.</p>
<div style="text-align: center;"> <p>Ana Joy Mendez GICICPBS1705051</p> </div>	<p style="text-align: center;">Trends And Patterns In Guam's Homeless</p> <p style="text-align: center;">Ana Joy P. Mendez University of Guam, School of Nursing and Health Sciences</p> <p style="text-align: center;">Margaret Hattori-Uchima University of Guam, School of Nursing and Health Sciences</p> <p style="text-align: center;">Marshaley Baquiano University of the Philippines Visayas</p> <p style="text-align: center;">Abstract</p> <p>Despite urbanization, homelessness still exists with an estimated 100 million homeless persons, and 1.6 billion living without suitable housing. Becoming a national issue by the late 20th century, the U.S. initiated efforts to curb growing populations of homelessness. Guam is included in programs to end homelessness, which depend on annual Guam Point in Time (PIT) counts. This paper focuses on the 2014 Guam Homeless Count and aims to provide comparative analysis of the results of previous counts. The 2014 Guam PIT count, conducted by 32 teams and 212 volunteers in 15 villages used a standardized survey instrument to collect data of sheltered and</p>

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	<p>unsheltered homelessness, such as: relevant demographic information, details on the characteristics of Guam's homeless population, reasons for being homeless, social services provided or needed, and job searching barriers.</p> <p>The overall Guam homeless population decreased between 2011 and 2013, and slightly increased in 2014. Guam's 2014 PIT count was 1,356 homeless persons. The unsheltered count was 1,230; where Yigo and Dededo had highest numbers of homeless persons. Sheltered count was 126, majority of whom, like the unsheltered count, also belong to households of at least 1 adult and 1 child. Chuukese persons made up majority of the 108 Pacific Islander's living in homeless shelters. Aside from food stamps, homeless individuals used medical assistance and reported need for housing, employment, and transportation.</p> <p>These numbers, characteristics, and needs of homeless persons help identify strategies to deal with homelessness. It raises awareness, which may influence homelessness prevention program enhancements.</p>
<p>Melasurej C. Francisco GICICPBS1705052</p>	<p style="text-align: center;">Self-Efficacy and Self-Worth of Elderly in Geriatric Institutions</p> <p style="text-align: center;">Melasurej C. Francisco Psychology student, De La Salle University- Dasmariñas, 4114, Philippines</p> <p style="text-align: center;">Sophia D. Rusit Psychology student, De La Salle University- Dasmariñas, 4114, Philippines</p> <p style="text-align: center;">Abstract</p> <p>Old age is a record of one's own life; this is the crucial phase for most. However, there are individuals who believe that old people retain self-efficacy and self-worth throughout their existence. Geriatric institutions focus on health of elderly, in which they have been supported with medicines and therapies by clinician thus, indicating that these may suffice physical, emotional, and mental health of the elderly. This study focuses on (1) Describing the level or degree of self-efficacy; (2) Recognizing the extent of self-worth; (3) Determining the significant relationship between self-efficacy and self-worth. It is a mixed method design. A combination of correlational research and in depth interview. Purposive sampling technique was used to select participants, considering that this assay focused on elderly in geriatric institutions, it follows those respondents and participants are at least sixty years of age and must be living inside the institution. 121 senior citizens took part in this study. Scores from both General Self-Efficacy Scale (GSE) and Rosenberg Self-Esteem Scale (RSES) showed varying levels of self-efficacy and self-worth. SE had $\mu=28.099$, $\sigma=6.6262$, $\sigma^2=43.9067$ while, SW had $\mu=14.9669$, $\sigma=5.3789$, $\sigma^2=28.9322$ which denotes that $r_{obs}(121)=0.3164$ is higher than r_{crit} which is 0.150. Although this exhibits positive moderate correlation between SE and SW, relationship between variables is weak. Likewise, the pvalue (pvalue=0.000406) is lower than the significance level $\alpha=0.01$, thus, rejecting the null hypothesis, and accepting the alternative hypothesis.</p> <p>Keywords— Elderly, Geriatric, Self-Efficacy, Self-Worth</p>
<p>Fereshte Rahimi GICICPBS1705055</p>	<p style="text-align: center;">The Effect of Reflectivity/Impulsivity on LREs</p> <p style="text-align: center;">Fereshte Rahimi Department of English Language and Literature, University of Mazandaran,</p>

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	<p style="text-align: center;">Babolsar, Iran</p> <p style="text-align: center;">Abstract</p> <p>Previous research has shown that learners' factors have a potential impact on language learning opportunities available for learners in task-based interaction. One of the factors which can be taken into account with this regard is learning style. Therefore, this study investigated the possible impact of reflectivity/impulsivity, as two learning styles in the cognitive domain, on pre-intermediate Iranian EFL learners' interaction during two dictogloss tasks. Twenty eight female language learners were selected as the participants of the study. Eysenck Personality Questionnaire (1975) was used to determine the cognitive styles of the learners. Then, they were assigned to one of the two dyadic groups: a dyad containing two reflective learners, and a dyad containing two impulsive learners. Learners' pair talk during performing the tasks was tape-recorded and transcribed. The transcripts of the learners' interaction were analyzed in terms of language-related episodes (LREs), their focus (grammar or lexical meaning) and type of resolution. Findings revealed that: a) there were not any significant differences between reflective versus impulsive dyads in terms of the number of LREs produced, b) the two groups did not differ in their focus of attention to linguistic features while performing the tasks, and c) both groups were almost equally successful at resolving the language problems they encountered.</p> <p>Key words: learning styles, reflectivity, impulsivity, LREs</p>
 <p style="text-align: center;">Ariane Tom GICICPBS1702056</p>	<p style="text-align: center;">Measuring trust in HCI dynamically to reveal variability due to errors and anthropomorphism in voice-command systems</p> <p style="text-align: center;">Ariane Tom CRPCC, University of Rennes 2, Rennes, France</p> <p style="text-align: center;">Sylvain Fleury CRPCC, University of Rennes 2, Rennes, France</p> <p style="text-align: center;">Eric Jamet CRPCC, University of Rennes 2, Rennes, France</p> <p style="text-align: center;">Abstract</p> <p>The aim of the study was to investigate whether errors and anthropomorphism (i.e., the belief that technologies have attributes of a human being) impacted trust in a voice-controlled Smart-home. Within this context, errors (e.g., Barg-Walkow & Rogers, 2015) and anthropomorphism (e.g., Pan & Steed, 2016) were taken into account as potential significant variables which may modulate trust. Sixty participants were involved in a Wizard-of-Oz paradigm in which they believed they were verbally interacting with a Smart-home. The interaction relied on a scenario (written instructions to give orally to the system), divided equally into four parts. Errors from the system were manipulated and appeared at the beginning of the interaction, at the end of it, or not at all. Before the interaction and after each quarter of the scenario, participants were asked to evaluate their trust in the system. Results showed that a priori and last self-reported trust ratings were not sensitive to errors. By contrast, intermediate ratings were negatively impacted by the</p>

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presence of errors. In turn, a feedback of confidence on the verbal interaction with the system was found (which is consistent with Fleury, Jamet, Ghorbel, Lemaitre & Anquetil, 2015), as stronger trust was linked to conciseness. The variability in trust depending on when errors were introduced stemmed from the fact that on-line measures were taken into account in our study, rather than pre/post evaluations only. Further, our results did not support the hypothesis of a link between trust and higher anthropomorphism. In the perspective of a user-friendly system, the short-term dynamical feature of trust should thus be considered, especially as trust is known to be a prerequisite to use a system (Lee & Moray, 1992). Therefore, further research could focus on how punctually losing trust in a system could affect user experience, and above all acceptability.

Keywords: trust, errors, anthropomorphism, voice command.

Virtual environment as a means to induce acute stress: linking physiological and psychological responses

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Abstract

Virtual reality seems to be an adequate tool for stress induction to conduct research, (e.g., Jönsson et al., 2010; Fich et al., 2014) Some studies failed to show the mediator effect of presence on stress induction in virtual environments (e.g., Felnhofer et al. 2014) Yet, the study of Felnhofer et al. (2014) was based on Trier Social Stress Test (TSST). The objective of the present study was to test the link between presence and another kind of stress induced by a virtual roller coaster simulation. Studies about stress induction are often limited to one index of stress: cortisol, heart rate, or questionnaires,

	<p>etc. Another aim of this study was thus to establish the links between psychological and physiological responses to a stressful virtual situation. Fifty students were confronted to a roller coaster situation via a head mounted display. They were equipped with a heart rate and a respiratory sensor. These data were compared to questionnaires measuring perceived stress. Results showed that the intensity of perceived stress and the increase of HR correlated. The present experiment failed to demonstrate a significant link between feeling of presence and physiological or psychological stress reactions. The absence of that link in the study of Felhofer et al. (2014) is thus not due to the specificities of the TSST. Lastly, this study allowed designing a protocol which is both efficient to induce stress and easily replicable.</p> <p>Keywords: roller coaster, stress induction, virtual reality, physiological responses</p>
 <p>Ritwika Verma GICICPBS1702060</p>	<p>A Comparative Study On The Usage Of Locus Of Control Between Men And Women</p> <p>Ritwika Verma Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India-382007</p> <p>Shachi. S. Shah Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India-382007</p> <p>Abstract</p> <p>According to Julian B Rotter (1954), locus of control is the degree to which people believe that they have control over the outcome of events in their lives. The locus of control is a relatively small part of an extensive personality theory given by Rotter called the Social Learning Theory. This theory consists of 2 components which divide the outcomes of our actions into internally controlled and externally controlled. This concept of internal-external (I-E), was first proposed by Rotter in 1966. People who are more relatively internal believe that they are responsible for their destiny, whereas people who are relatively more external believe that the positive and negative events that take place are determined by luck, chance or powerful people. Although it should be noted that locus of control is not a typological concept, people are neither internally nor externally controlled type. Locus of control is continuity and people can be ordered along that sequence. The behaviour of an individual in any situation is determined by many coinciding factors. To classify someone as internal or external is a typological error which ignores these factors. This study will try to understand whether men and women differ in their approach towards taking control of their actions or passing it on to others. It is a comparative study between men and women aged 18-22 years. The sample will consist of 120 subjects; 60 men and 60 women. For this purpose Levenson's scale for locus of control will be used. The questionnaire consists of 24 statements; each statement consists of 5 multiple choice responses presented in a continuum. There are 8 statements each for measuring Powerful Others (P), Chance Control(C), and Individual Control (I). This scale is a 5 point Likert type scale where the subject has to show his/her agreement or disagreement with the statement.</p>



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GICICPBS1702061

A Comparative Study On The Usage Of Locus Of Control Between Men And Women

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Abstract

According to Julian B Rotter (1954), locus of control is the degree to which people believe that they have control over the outcome of events in their lives. The locus of control is a relatively small part of an extensive personality theory given by Rotter called the Social Learning Theory. This theory consists of 2 components which divide the outcomes of our actions into internally controlled and externally controlled. This concept of internal-external (I-E), was first proposed by Rotter in 1966. People who are more relatively internal believe that they are responsible for their destiny, whereas people who are relatively more external believe that the positive and negative events that take place are determined by luck, chance or powerful people. Although it should be noted that locus of control is not a typological concept, people are neither internally nor externally controlled type. Locus of control is continuity and people can be ordered along that sequence. The behaviour of an individual in any situation is determined by many coinciding factors. To classify someone as internal or external is a typological error which ignores these factors. This study will try to understand whether men and women differ in their approach towards taking control of their actions or passing it on to others. It is a comparative study between men and women aged 18-22 years. The sample will consist of 120 subjects; 60 men and 60 women. For this purpose Levenson's scale for locus of control will be used. The questionnaire consists of 24 statements; each statement consists of 5 multiple choice responses presented in a continuum. There are 8 statements each for measuring Powerful Others (P), Chance Control(C), and Individual Control (I). This scale is a 5 point Likert type scale where the subject has to show his/her agreement or disagreement with the statement.



Shachi. S. Shah
GICICPBS1702062

A Comparative Study On The Usage Of Ego Defence Mechanisms Between College Girls And Working And Non-Working Women

Shachi. S. Shah

Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India-382007

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Abstract

Ego defense mechanisms play a very important role in our day to day life.


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	<p>They are necessary to protect one's self esteem from conflicting situations. Girls and women nowadays face many frustrating situations around them everyday. They require ego defense mechanisms to protect their self integrity from these anxiety filled situations. Sigmund Freud gave a number of defense mechanisms, he structured the psyche into 3 parts: id, ego, superego. Ongoing work with defense mechanisms has led to the classification and measurement of various ego functions. There is no general agreement as to the number of defense mechanisms that should be distinguished. To conduct the survey Defense Mechanism Inventory (DMI) by Glessner and Ihelivich was used. The DMI is divided into cluster of mechanisms like Turning Against Object (TAO), Projection (PRO), Principalization (PRN), Turning Against Self (TAS) and Reversal (REV). The inventory consisted of 200 questions in total, which were respectively divided into 10 events. Each event consisted of 4 questions. A sample of 120 subjects were taken, out of which 60 were college going girls aged (19+) and 60 were working and non-working women aged (31+). The result reflected that the most frequently used defences mechanism amongst girls (19+) was Principalization which implied that girls tend to try and control their feelings of anxiety. While the most frequently used defences mechanism amongst women was Reversal which implied that women try to respond in a positive or neutral way to conflict arising situations. Since there was a very nominal difference between the results of girls and women, it was concluded that age does not play a major difference in determining the usage of defense mechanism amongst girls and women. By and large females continue to use the same style of defense mechanism when in need to protect one's self esteem</p>
 <p>Ritwika Verma GICICPBS1702063</p>	<p>A Comparative Study On The Usage Of Ego Defence Mechanisms Between College Girls And Working And Non-Working Women</p> <p>Shachi. S. Shah Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India-382007</p> <p>Ritwika Verma Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India-382007</p> <p>Abstract</p> <p>Ego defense mechanisms play a very important role in our day to day life. They are necessary to protect one's self esteem from conflicting situations. Girls and women nowadays face many frustrating situations around them everyday. They require ego defense mechanisms to protect their self integrity from these anxiety filled situations. Sigmund Freud gave a number of defense mechanisms, he structured the psyche into 3 parts: id, ego, superego. Ongoing work with defense mechanisms has led to the classification and measurement of various ego functions. There is no general agreement as to the number of defense mechanisms that should be distinguished. To conduct the survey Defense Mechanism Inventory (DMI) by Glessner and Ihelivich was used. The DMI is divided into cluster of mechanisms like Turning Against Object (TAO), Projection (PRO), Principalization (PRN), Turning Against Self (TAS) and Reversal (REV). The inventory consisted of 200 questions in total, which</p>

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<div style="text-align: center;">  <p>Dibakar Pal GICICPBS1702064</p> </div>	<p style="text-align: center;">Of Mood And Motive</p> <p style="text-align: center;">Dibakar Pal Executive Magistrate in India & PhD Student, Department of Business Management, University of Calcutta, India Kolkata, India</p> <p style="text-align: center;">Abstract</p> <p>Creative writing is based more on manifestation rather than on expression. It does not inform rather it reveals, so it bears no reference. The present article is the outcome of creative writing meant for lay readers. As such free style is the methodology adopted so that the pleasure of reading can be enjoyed by the common people. As you know well that Francis Bacon (1561-1626), the immortal writer, wrote many essays, and notably "Of Love", "Of Friendship", "Of Ambition", "Of Studies", etc. The myriad-minded genius rightly pointed out that all the words of the dictionary can be the themes of essays one can write. But little has been done, in this regard since his death, in order to finish his unfinished monumental works. In fact Bacon's way of presentation and his unique style kindled imagination and inspired me to write essays, in the light of creative writing, thus to get relief through catharsis.</p>
<p>Aleme Yadollahpoor GICICPBS1702066</p>	<p style="text-align: center;">Transfer of Reading Ability from L1 (Persian) to L2 (English) as a result of Reading Strategies Instruction in L1</p> <p style="text-align: center;">Seyed Hasan Talebi Department of English Language and Literature, University of Mazandaran, Babolsar, Iran</p> <p style="text-align: center;">Aleme Yadollah pour Department of English Language and Literature, University of Mazandaran, Babolsar, Iran</p> <p style="text-align: center;">Abstract</p> <p>Although it is an accepted belief that reading plays a significant role in languages, reading comprehension remains a young field demanding more research. Besides, knowledge about reading comprehension including learning strategies have been devoted to other linguistic skills involving listening, and speaking. Concerning these points and the importance of reading, this study aims at investigating whether the awareness of reading comprehension</p>

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	<p>strategies in L1 and instructing reading strategies in L1 have any effect on Iranian EFL learners' comprehension ability both in L1 and L2. To this goal, 53 female and male students of intermediate level were selected from among 100 students. They were EFL students studying English as general course in Mazandaran University. The participants were between the ages of 18 to 30. There were an experimental (30 students) and a control group (23 students), which were decided upon their proficiency level. All subjects in the experimental group were exposed to reading strategies in their L1 (Persian) while working on reading texts of their course books. However, in control group, the reading texts were used without any instruction and just focusing on the outcome of reading. A pre-test of reading comprehension in L1 and L2 and a parallel post-test were given to subjects. The results revealed that the awareness of reading comprehension strategies in L1 affect Iranian EFL learners' reading comprehension ability in L2.</p> <p>Key words: reading strategies, reading comprehension, transfer</p>
<p>Daniel Brauer GICICPBS1702070</p>	<p>The discontent in globalization and the reconfiguration of historical discourse</p> <p>Daniel Brauer Professor for Philosophy at the University of Buenos Aires /Research Fellow at the National Council for Science and Technology / Argentina History /Globalization/Philosophy/ Historiography /Collective Identity</p> <p>Abstract</p> <p>At least for the last fifty years, history has been in a crisis and successive transformation of the traditional canons that presided over its self-understanding as an academic discipline, as they were established since its establishment in the university spheres. I mean that the epistemological discussion around the ideals of "distance", "objectivity", "truth", etc. In the same way as its traditional delimitation against literature (in front of the clashes of radical narrativism), the Social Sciences and the Natural Sciences (it is enough to think for example in the so-called "ecohistory"). To this must be added the rise of the concept of memory both as an alternative to the historical discourse in the third person and also as a complement to the historical narrative itself, particularly (but not only of it) as far as the so-called "history of the present" is concerned.</p> <p>In the realm of historical theory everything seems to be discussed and debatable, but this has not prevented the rise of a renewed historiographical practice that presents itself in a way that goes beyond the limits of the available theories while contributing to modify them.</p> <p>This paper aims to show the changes of these paradigms within the framework of the globalization process, as well as their impact on the emergence of new historiographical disciplines. The central phenomenon certainly has to do with the gradual disappearance of the nation-state as the axis of historical accounts and the emergence of new perspectives, as with a redefinition of "world history" (not centered in the West), but also themes that They range from "women's history", "microhistory", "history of private life", etc. They seem to fragment the space of a single historical subject that would dominate the dynamics of sociopolitical processes and especially war, which was the main theme of human diachrony.</p> <p>The changes that are intended to account for have to do with the historical</p>

	<p>situation of contemporary man in a globalized world and therefore with the forms of reception of historical texts, but also with the way of teaching discipline ruled by a Time and a Newtonian space, which divides matters according to a bounded territory, geographic borders changing around "countries" and "ages" or ages that would classify human avatars universally. Finally, the consequences of the abandonment of the epochs of national histories are dealt with briefly for the forms of historical legitimation of collective identities.</p>
<p>Daina Jazzmine E. Plantilla GICICPBS1702072</p>	<p>Scholar in Distress: Coping Mechanisms of MSHS under Depression</p> <p>Yule Tao Pax E. Avellaneda Senior High School, Manila Science High School Manila, Philippines</p> <p>Riley Sebastianne M. Bughaw Senior High School, Manila Science High School Manila, Philippines</p> <p>Kimberly T. Fernando Senior High School, Manila Science High School Manila, Philippines</p> <p>Daina Jazzmine E. Plantilla Senior High School, Manila Science High School Manila, Philippines</p> <p>Jonas Feliciano C. Domingo Senior High School, Manila Science High School Manila, Philippines</p> <p>Abstract</p> <p>Science and Technology are cultural enterprises which exist to varying degrees in all types of societies. It is empirical that the Philippines to join the vast waves of Globalization, hence special schools were built to satisfy such demands. An institution such as the Manila Science High School, the first pilot science high school in the Philippines notable for its special science curriculum, was tasked to cultivate globally competitive graduates to be the pillars of societal development. They have, however, reached a dominant position wherein the school's culture full of standardized tests, experiments, performance tasks and numerous brain-squeezing activities, it is not impossible for a student to reach their down-bottom, losing their self-esteem and be blinded by the pessimistic view of the world. Students of the Manila Science High School are prone to depression. In this academic endeavour, an investigation on the lived experiences of a Clinically-diagnosed Depressed Student of Manila Science High School was made through a qualitative approach. In-depth interview were made to a Clinically-diagnosed student of Manila Science High School. Results of the research were used as a foundation to fabricate a model of Coping Mechanisms of MSHS under Depression.</p> <p>Keywords: Depression, Case Study, Coping Mechanisms</p>

 <p>Joshua Camson Danao GICICPBS1702075</p>	<p>Delving Into the Ingenious Mind of John Benedict Del Castillo</p> <p>Agron, Mark Aaron S. Manila Science High School, Manila, Philippines</p> <p>Danao, Joshua C. Manila Science High School, Manila, Philippines</p> <p>Del Castillo, Claire Benjz R. Manila Science High School, Manila, Philippines</p> <p>Montevirgen, Mikaela Daniele S. Manila Science High School, Manila, Philippines</p> <p>Abstract</p> <p>In a society, interaction and communication are widely known to have a great importance in establishing human relationships, but limited or lack in development of social skills hinders this natural aspect in people. The lack of social skills in some people may be due to a disorder in the autism spectrum, a group of developmental disorders, which is the Asperger's Syndrome. It is a developmental disorder that affects a life of a person and how he/she interacts with his or her surroundings. This study revolved around developmental disorders namely Attention Deficit/ Hyperactivity Disorder, or more commonly known as ADHD and Asperger's Syndrome of an 8-year-old boy. The study aimed to assess the subject's way of thinking and how his disorders affect him. The subject was assessed through in-depth interview along with his mother as a key participant. The gathered data from the interview was thoroughly analyzed by the researchers and it was concluded that Attention Deficit/ Hyperactivity Disorder had a greater effect than Asperger's Syndrome in terms of behavior and his way of thinking. Results of this study were used to change stigma towards children with developmental disorders as well as distinguish the difference between Attention Deficit/ Hyperactivity Disorder and Asperger's Syndrome.</p> <p>Keywords: ADHD, Asperger's Syndrome, Case Study, Gifted Children</p>
<p>John Emmanuel Munoz GICICPBS1702076</p>	<p>A Trip Through the Operating Room: Glimpse on the State of Emotional Well-being of Patients before, Immediately After, and After the Surgical Operation</p> <p>Joshua De Vera S.T.E.M Track, Science Strand, Manila Science High School, Manila, Philippines</p> <p>Maria Graciela Faye Mercado S.T.E.M Track, Science Strand, Manila Science High School, Manila, Philippines</p> <p>John Emmanuel Munoz S.T.E.M Track, Science Strand, Manila Science High School, Manila, Philippines</p>

	<p style="text-align: center;">Joshua Quiros S.T.E.M Track, Science Strand, Manila Science High School, Manila, Philippines</p> <p style="text-align: center;">Abstract</p> <p>Science has been on a path of continual change. Born from Natural Philosophy, it has been constantly developing through breakthroughs and advancements in various fields by different groups and individuals. All of these fields of Science have forever shaped our lives. One of these fields is Surgery, which is an ancient medical specialty that uses operative manual and instrumental techniques on a patient to investigate and/or treat a pathological condition such as disease or injury, to help improve bodily function or appearance or to repair unwanted ruptured areas. Considering all of these information, this research aimed to gain an understanding of how Filipino patients who are to undergo surgery themselves, cope with their emotions about the operation. The qualitative research approach was utilized in this study consisting of three (3) patients from Pasay City General Hospital. Additionally, through an in depth interview composed of questions aimed at knowing how they felt before the operation, immediately after the operation and after the operation. After gathering and analyzing the data, the research group had arrived at a conclusion that the patients' negative emotions manifest when they are informed of their need for surgery until immediately after the operation. As time flies and as they coped with their condition, their emotions stabilize and believe it was for the better.</p> <p>Keywords: Surgery, Phenomenology, Patients, Lived Experiences</p>
<p>Tridip Jyoti Borah GICICPBS1702080</p>	<p style="text-align: center;">How can aggression and its antecedents be measured reliably using experience sampling method?</p> <p style="text-align: center;">Tridip Jyoti Borah Ecole des hautes études en santé Publique (The French School of Public Health)</p> <p style="text-align: center;">Abstract</p> <p>Aggression leads to severe health and economic burden. Experience sampling is an emerging method of measuring aggression that uses mobile technology to record thoughts, emotions, behaviour, events and context that occur in a person's daily life. Experience sampling has an excellent retrospective recall, ecological validity and a high statistical power but lacks a robust psychometric foundation. This pilot aims to establish new experience sampling measures and evaluate their acceptability, reliability and validity in understanding aggressive behaviour. The findings will provide researchers with a set of tools to reliably measure aggression and its antecedents using experience sampling method.</p> <p>Key words: Aggression, experience sampling, behaviour</p>
<p>Poh Zhing Loong GICICPBS1702084</p>	<p style="text-align: center;">The Association between Acculturation and Cognitive function among Chinese elderly in Chicago</p> <p style="text-align: center;">Poh Zhing Loong RUSH Institute of Aging, RUSH University Medical Center , Chicago, USA</p>

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	<p style="text-align: center;">Objectives</p> <p>After attending this session, participants will be able (a) to understand the association between the level of acculturation and cognitive function, and (b) to learn the cultural issues between acculturation on the cognitive functioning among Chinese elderly in the U.S.</p> <p style="text-align: center;">Abstract Body</p> <p>Acculturation is an important cultural process that may contribute to the risk of cognitive impairment for Asian immigrants in the U.S. Unfortunately, minimal research has used acculturation instrument to examine its role in cognitive functioning. The aim of this study was to assess the association between acculturation and cognitive function among Chinese older adult in Chicago. Data were obtained through the Population Study of Chinese Elderly in Chicago (PINE) study. The PINE Study Acculturation Scaled (range: 12-60) was used to assess level of acculturation in three dimensions: language preference, media use, and ethnic social relations. We also administered five cognitive function tests: the Chinese Mini-Mental State Examination, the immediate and delayed recall of the East Boston Memory Test, the Digit Span Backwards assessment, and the Symbol Digit Modalities Test. Spearman correlation coefficients were used to examine the relationship between acculturation and cognitive function. Our study indicates lower levels of acculturation among Chinese elderly with the mean scores 15.3 ± 5.1. Older age, more offspring, lower income, fewer years living in the U.S, lower overall health status, and lower quality of life were associated with the lower levels of acculturation. Data analysis revealed that the level of acculturation was strongly associated with cognitive function. Specifically, language preference ($r=0.34$, $p<.001$), media use ($r=0.25$, $p<.001$), and ethnic social relations ($r=0.30$, $p<.001$) were significantly correlated with higher global cognitive score. The level of acculturation is significantly related to cognitive function among the Chinese older adults in Chicago. Future longitudinal studies are needed.</p>
<p>Christina Campbell GICICPBS1702089</p>	<p style="text-align: center;">Inner speech frequency, content, and functions in University students</p> <p style="text-align: center;">Christina Campbell (Duhnych) Department of Art, Bachelor of Psychology, Mount Royal University, Calgary, Canada</p> <p style="text-align: center;">Abstract</p> <p>Inner speech is the activity of talking to oneself in silence—the little voice in one’s head. Inner speech serves important self-regulatory, mnemonic, linguistic, problem solving, and self-reflective functions (Morin, 2012). Around one fourth of people’s conscious waking life consists of inner speech (Heavy & Hurlburt, 2008), which suggests that it represents a central cognitive process in human psychological functioning (Morin, 2009). Although some questionnaires measure the frequency of inner speech (e.g., Brinthaup et al., 2015), they tend to lack ecological validity because they are based on theoretical views of what people supposedly talk to themselves about rather than on their real everyday inner dialogues (Morin & Uttl, 2013). We present results pertaining to the frequency, content, and functions of inner speech in 50 university students using a novel open-format self-report of inner speech which asks participants to list what they typically talk to themselves about,</p>

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	<p>why, and when. Participants reported most frequently talking to themselves about their emotions, stress, education, and life in general. They also reported most often engaging in inner speech in order to think, cope, plan, and remember things. These results are compared to previous studies (e.g., Morin et al., 2011) using a slightly different inner speech measure.</p>
<p>Maria Elvira De Caroli GICICPBS1702090</p>	<p>Prejudicial and stereotypical attitudes about the problem of obesity: an action project</p> <p>Maria Elvira De Caroli Department of Educational Sciences, University of Catania, Italy</p> <p>Elisabetta Sagone Department of Educational Sciences, University of Catania, Italy</p> <p>Orazio Licciardello Department of Educational Sciences, University of Catania, Italy</p> <p>Zira Hichy Department of Educational Sciences, University of Catania, Italy</p> <p>Abstract</p> <p>Scientific literature about stereotypical and prejudicial attitudes toward obese people indicates rejection toward the obese individuals and preferences toward thin and average individuals, as well as a stereotypical profile that attributes to obese people traits as weakness, laziness, and disease, while to thin and average people characteristics as beauty, strength, health, and success (Tiggemann & Anesbury, 2000; Carels & Musher-Eizenman, 2010). One of the most useful strategies for reducing the discriminate effects of negative prejudices and stereotypes toward the obesity and obese people is constituted by contact, achievable both in face to face and virtual setting (De Caroli & Sagone, 2010). Focus: analysis of the exposure effects to stimuli (training course about prejudice on obesity) functional to reduce negative attitudes toward obese people (Brown & Hewstone, 2005; Vezzali & Giovannini, 2013). Sample: 55 psychology university students (22-30 yrs) at University of Catania, Sicily (Italy). Measures and procedure: 1) Anti-fat Attitudes and Dislike of Fat People Scale; 2) Semantic Differential Technique for Fat and Thin People Representation and Self; 3) Fat Stereotypes Questionnaire; 4) IAT (Greenwald et al., 1998; Crandall, 1994; Morrison & O'Connor, 1999; Robinson et al., 1993; Davison & Birch, 2004; De Caroli & Sagone, 2013). All measures were used before and after the training course (for three months) about the "obesity issue". Results (before-after the training course): a) low levels of anti-fat prejudice and of dislike of fat people; b) absence of change of fat stereotypes; c) significant increase in fat and thin people positive representation, as well as in self-representation (all for $p < .001$); d) significant effects of the training course [$F(1,57)=14,63, p < .001, \eta^2 = .20$] only in relation to an increase of negative attitude towards thin people ($p < .05$) by means of the IAT application. Future suggestions regarding to the effects of the exposure to stimuli functional to reduce negative attitudes were discussed.</p> <p>Keywords: obesity, prejudice, fat stereotypes, university students</p>

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<p>GaKhan Sa Lahtaroglu GICICPBS1702091</p>	<p>A Data Mining Study to Discover the Hidden Factors Affecting Children's Self Confidence</p> <p>Gökhan Silahtaroglu Istanbul Medipol University, Department of Management Information Systems</p> <p>Zehra Nur Canbolat Istanbul Medipol University, Department of Management Information Systems</p> <p>Abstract</p> <p>Self-confidence is important in terms of expressing oneself in society, knowing self and awareness. It is important for children as well as adults to be self-confident. In the age of information, children can be in many different environments both virtual and real, also they can be exposed to many events or people in a positive or negative way. Therefore, it is important for children to have high self-confidence in order to cope with these situations. The main purpose of this study is to determine the factors that affect the self-confidence of children between 9-16 years via data mining. In the study data mining classification model's ensemble decision tree techniques have been used to extract the patterns behind the level of self-confidence. For analysis EU KIDS data have been used. Our findings suggest that 'the feeling about being liked or not liked by one's company' has the upmost importance to the level of children's self-confidence. Instead of asking many questions a child's self-confidence level may be predicted by more than a 50% chance by asking if/s/he thinks s/he is liked by others or not. The study also indicates that confidence level of a child has a strong correlation with his/her origin country. This signals that the environment, education system, and culture in which children are raised have a cumulative effect on their self-confidence development. Although EU KIDS data have been analyzed with statistical tools and some detailed reports have been issued, this study is probably the only one which has been performed via data mining in order to select best features of 230 variables for predicting confidence levels of children.</p>
 <p>Alain Morin GICICPBS1702051</p>	<p>Inner speech frequency, content, and functions in a sample of University students</p> <p>Christina Duhnych Department of Art, Bachelor of Psychology, Mount Royal University, Calgary, Canada; Famira Racy, MA student Psychology</p> <p>Alain Morin Department of Psychology, Mount Royal University, Calgary (AB) Canada</p> <p>James Patton Department of Psychology, Mount Royal University, Calgary, Canada</p> <p>Abstract</p> <p>Inner speech consists of the activity of talking to oneself in silence—the little voice in one's head. Inner speech serves important self-regulatory, mnemonic,</p>

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	<p>linguistic, problem solving, and self-reflective functions (Morin, 2012). Around one fourth of people's conscious waking life consists of inner speech (Heavy & Hurlburt, 2008), which suggests that it represents a central cognitive process in human psychological functioning (Morin, 2009). Although some questionnaires measure the frequency of inner speech (e.g., Brinthaup et al., 2015), they tend to lack ecological validity because they are based on theoretical views of what people supposedly talk to themselves about rather than on their real everyday inner dialogues (Morin & Uttl, 2013). We present results pertaining to the frequency, content, and functions of inner speech in 300 university students using a novel open-format self-report of inner speech which essentially asks participants to list what they typically talk to themselves about. Prior preliminary studies using a slightly different measure (e.g., Morin et al., 2011) showed that the most frequent contents and functions of inner speech are self-evaluation, emotions, physical appearance, relationships, planning, remembering, self-motivating, and problem solving. The current data are compared to these previous results and are presented along the following lines: Talking to oneself about (1) oneself and/or others, (2) one's physical and (3) social environment, (4) activities, and (5) events.</p>
 <p>Sabah Salman Sabbah GICICPBS1705053</p>	<p>The effect of college students' study habits on their English Language skills achievement</p> <p>Sabah Salman Sabbah Community College of Qatar</p> <p>Abstract</p> <p>This study aimed to identify the study habits used by English as Second Language Level 3 students in the Community College of Qatar (CCQ). It also aimed to find out if there is any significant difference between the subjects' achievement in reading, writing and grammar as measured by their accumulative averages in the three mentioned language subjects due to their study habits. For the purpose of the study, the subjects' averages were categorized into three levels: low, moderate, and high, according to the assessment criteria used in CCQ. The researcher designed a five-Likert questionnaire that included six dimensions of study habits: where to study, how to study, when to study, concentration and memory, management and procrastination, and test anxiety. The questionnaire was administered to a sample of 50 students which comprised 37% of a total population of Level 3 female students. Frequencies and percentages to describe demographical variables, means and standard deviations, and one Way ANOVA test were used on the obtained data. The descriptive results showed that the following habits were widespread among students:</p> <p>"I prepare all my stuff (pencils, pens, highlighters, notebook, and book, before I start to study); I study the tough subjects when I am most alert. 3. I underline or highlight the most important ideas on the material I am studying; I arrive at classes on time (not late); I find the teachers' handouts useful for revision; when studying, I expect and imagine the questions in the test paper in advance." The ANOVA test showed that there are significant differences in the level of students' marks due to concentration and memory in favor of the high achievers.</p>



Sylvain Fleury
GICICPBS1702057

A comparison of real and virtual stressful situations with physiological and psychological monitoring: the case of bungee jumping

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Eric Jamet

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Abstract

Currently, an increase number of researches are set up on stress induction in virtual environments (e.g., Cleworth, Horslen & Carpenter, 2012; Kelly, Matheson, Martinez, Merali & Anisman, 2007). Some focused on the impact of realism on stress induction and often obtained limited results (e.g., Jönsson et al., 2010). Moreover, most studies are based on low-stress situations. Therefore, the aim of this study was to compare the physiological and psychological reactions to a real high stress situation and an analog virtual situation. Twenty-six volunteers were confronted to a bungee jumping situation, either in real or in virtual condition. They were equipped with a heart rate and a respiratory sensor and had to answer a perceived stress questionnaire. Data were compared between the two conditions. Results showed the same pattern for physiological and psychological stress in the virtual and real conditions. Indeed, heart rate curves have a common shape. Psychological measures revealed in the two conditions higher stress during the jump in comparison to prior measures. However, perceived stress and heart rate increases were higher in the real than in the virtual condition. The most noteworthy result is the more important level of anticipatory stress in the virtual than in real situation. This work can open further perspectives to understand better the way the realism of a virtual application can moderate stress induction.

Keywords: stress induction, virtual reality, physiological monitoring, bungee jumping



María Antonia Padilla Vargas
GICICPBS1702065

Procrastination in Psychology Researchers

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Abstract

Procrastination is the voluntary delay in performing a mandatory task. Between 20% and 40% of the general population chronically procrastinate, while between 70% and 95% of college students do. Procrastination results in serious consequences at several levels: a) to the health of those who procrastinate (such behavior is associated with high levels of anxiety and increased impulsive behaviors); B) to the quality of work performed (postponing tasks affects performance); and c) to the economy (millions of dollars are lost in possible benefits and discounts in governmental proceedings

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	<p>due to the delay in their completion). The objective of the present study was to analyze the characteristics of the procrastination presented by researchers in psychology, since no research was found with this population (there are some with undergraduate and graduate students in psychology and other disciplines). 221 researchers in psychology, 91 men and 131 women, between 20 and 65 years old answered an online survey. Data showed that 59% occasionally procrastinate, 29% do so frequently and 3% always do it. 42% said that procrastinating damaged their health; 48% mentioned that procrastinating decreased the quality of their work occasionally, and 18% said it always had a damaging effect. 48% said that they had lost some job and/or academic opportunities because of their procrastination, while 17% mentioned that they had lost many opportunities. The importance of identifying the factors that promote procrastination in researchers in psychology is discussed, given its negative effects on the health of researchers, the quality of their work and the loss of academic and job benefits. Key words: procrastination, research, psychology.</p>
 <p>Cristiano Valerio dos Santos GICICPBS1702073</p>	<p style="text-align: center;">The reliability of the magnitude effect in an experiential delay-discounting task</p> <p style="text-align: center;">Cristiano Valerio dos Santos Centro de Estudios e Investigaciones en Comportamiento, Universidad de Guadalajara</p> <p style="text-align: center;">Astract</p> <p>When evaluating delay discounting with human participants, larger magnitudes are consistently less discounted than smaller ones. Although this effect seems robust enough, most studies include a single measure of discounting per magnitude, which makes the reliability of the finding difficult to assess in the same participants. The present study evaluated the reliability of the magnitude effect on delay discounting with multiple assessments with the same participants in an ABA design. Six undergraduate students were exposed to an experiential delay-discounting task a couple of times with a smaller reward magnitude in the first condition. Then, reward magnitude was increased ten-fold in the following condition and multiple sessions were also conducted. After that, the first condition with the smaller magnitude was reinstated in order to evaluate the reliability of the effect. Delay discounting was steeper in the smaller magnitude condition, relative to the larger magnitude condition, when the first exposure to each magnitude was compared. However, the effect was not reliable across multiple exposures to the task. Because this is first attempt to evaluate the magnitude effect in an experiential delay-discounting task, further research is needed to assess the contribution of the type of task and the magnitudes used in the study. Keywords: Delay-Discounting; Reward Magnitude; Reliability; Undergraduate Students</p>
<p style="text-align: center;">J. Xing GICICPBS1702085</p>	<p style="text-align: center;">Driving stress of drivers on narrowed lane and hard shoulder of motorways</p> <p style="text-align: center;">J. XING Nippon Expressway Research Institute Company Limited, Japan</p> <p style="text-align: center;">S. HIRAI</p>

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	<p style="text-align: center;">Nippon Expressway Research Institute Company Limited, Japan</p> <p style="text-align: center;">Abstract</p> <p>In order to reduce congestion on a section of expressway, a new type of hard shoulder running (HSR) scheme or a tentative 3-lane operation scheme had been in use since October 21, 2011 for the first time in Japan. The scheme is different from those that have been applied in other countries in that it operates all day long, while the latter operates only during peak periods. As a result, traffic congestion was reduced significantly. Nevertheless, before the operation, road operator was slightly worried about the impact of narrowed widths of lanes and hard shoulder on drivers' stress while driving. The objective of the paper is to evaluate the impact of narrowed widths of lanes and hard shoulder on young and senior drivers' stress while driving during the operation of the tentative 3-lane scheme.</p> <p>Keywords: Hard shoulder running, traffic congestion, expressway, driving stress, traffic safety</p>
 <p style="text-align: center;">Mohammad Alhammad GICICLLR1702054</p>	<p style="text-align: center;">Motivation, anxiety and gender: how they influence the acquisition of English as a second language for Saudi students studying in Ireland</p> <p style="text-align: center;">Mohammad Alhammad School Of Modern Languages And Applied Linguistics, University Of Limerick, Limerick, Ireland</p> <p style="text-align: center;">Abstract</p> <p>Many students from Saudi Arabia go abroad to advance their studies for varied reasons. Ireland is a new experience for most of them. The aim of this study is to investigate how factors such as motivation and anxiety interact with gender issues to affect the acquisition of English as a second language for Saudi students choosing to study in Ireland. The research will investigate the role of motivation, anxiety and gender in the learning process for Saudi students studying English language schools in Ireland. A mixed methods approach will be used for the purposes of this research. In the case of this study, the sequential mixed design where the qualitative approach follows the quantitative will be applied. The data will be collected using questionnaires and follow up interviews. His questionnaire includes 30 multiple choice questions. The questionnaire will be made available online and participants will be given the option to volunteer for an interview by clicking an option and entering their contact details. The research subjects will be Saudi students at university language centers in Ireland.</p>
<p style="text-align: center;">Zofia Reid GICICLLR1702058</p>	<p style="text-align: center;">Doing it the way they know best: Turning the iGeneration into competent college writers</p> <p style="text-align: center;">Zofia Reid American University of Sharjah</p> <p style="text-align: center;">Abstract</p> <p>Teaching very proficient L2 speakers how to write at college level can initially be very challenging. Since the majority of our students at the American University of Sharjah possess near native speaker ability (admission to university requires TOEFL 550 and IELTS 6.5, and is mostly exceeded), they</p>

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	<p>initially find it difficult to accept that there are still issues and flaws with their use of language. It can be really taxing to motivate these students to want to elevate their skills to a level of sophistication that is applicable to academia. To begin with, students must understand that even a very efficient speaker often struggles to express him/herself effectively in writing. A learning environment which integrates latest teaching theories, such as blended and flipped learning as well as modern technologies, is perfectly suited to enhancing the quality of their written communication. Furthermore, establishing a learning culture where students can feel at ease yet simultaneously be engaged and motivated to work, such as a student-centered workshop-style set up, brings about positive results. Process-writing, which encourages students to write during class time under teacher's supervision, rather than complete tasks at home and submit for assessment, enables students to understand and accept that their language use needs improving, and to actively engage in the improvement process. The result of this style of teaching writing, is a change in student attitudes from 'I want someone to make it perfect for me' to 'I want to make it better myself.' Consequently, analysis of work generated in this kind of class, versus that achieved through traditional methods, reveals significant improvement in the quality of writing. As much as there are benefits to this way of teaching, however, there are also drawbacks. Careful planning and implementation can ensure a balanced outcome for both students and teachers.</p> <p>Key words: student-centered learning, writing process, blended learning</p>
<p>Jawharah alasmari GICICLLR1702062</p>	<p>A comparative study of the Arabic and English verb systems A corpus-based approach</p> <p>Jawharah alasmari School of languages, Modern languages, Culture and Societies, University of Leeds, Leeds, United Kingdom</p> <p>Abstract</p> <p>The Arabic language has not been widely studied in computational terms. Therefore, the main purpose of this research is to explore the verb systems of Arabic and English, paying particular attention to the similarities and differences between them using the Quranic corpus to reveal details relating to the time expressed by the verb forms. Temporal or philosophical semantics are not the only way of ascertaining meaning agreement; understanding the use of the values of the different formulas that are used to indicate the significance of linguistic facts is a recognised successful method of improving translation. Building a verb sub-corpus with the English translations will be done. The translations will then be compared and analysed in terms of syntactic and morphological features. The following English translations of the Quran will be taken: Sahih International, Pickthall, Yusuf Ali, Shakir, Muhammad Sarwar, Mohsin Khan, Arberry.</p> <p>Keywords: Arabic verb, Verb corpus, translation</p>



John Myhill
GICICLLR1702063

Development of the indigenous languages of South Sudan as written languages: Problems and prospects

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Abstract

Africa has by far the lowest literacy rate of any continent, because Africa is the only large area in the world where the general media of literacy are foreign languages, usually English or French, and where indigenous languages have generally not yet been developed as written languages, although this trend has finally begun to change recently. The author has been working with indigenous organizations in South Sudan since the country became independent in 2011 to develop local languages as written languages, and the present paper summarizes the situation and prospects in this country.

Language rights were a central issue in the civil war which lasted for more than a half-century since Sudan became independent in 1956, cost the lives of some two million people, and resulted in the separation from Sudan in 2011. About 60 languages are spoken in South Sudan, but more than 75% speak one of six languages--Dinka, Nuer, Zande, Bari, Shilluk, and Otuho--and another 8% speak a language with more than 60% lexical similarity to one of these languages. A language policy which would optimize mother-tongue education would have all children educated in their mother tongue through 3rd grade and in one of the 6 major languages through 8th grade or later, with each state having its own language policy, as is done in countries such as Switzerland, India, Spain, and neighboring Ethiopia.

The problems with instituting such a policy are poorly drawn state borders, resistance to decentralization on the part of the government, and the relatively undeveloped state of the indigenous languages as written forms. In this paper the author describes efforts to overcome these problems, particularly his work with indigenous organizations to improve the writing systems of local languages, standardize them, develop their vocabulary, and put them to written use in more advanced contexts.

Keywords: South Sudan, Dinka, Bari, language policy, standardization



Gaurav Kumar
GICICLLR1702094

Spanish language teaching and training for tourism in India

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Abstract

Tourism is the largest service industry in India and the second largest foreign exchange earner in India only after FII's. But when it comes to foreign tourist arrivals (FTA's) India ranks 40th on the global list. Various reasons can be accounted for India's lower ranking including lack of infrastructure, security, trained professionals etc. When we talk of trained tourism professionals it includes tour guides, escorts, tour operators and CRS professionals amongst others. All such professionals require a very vital skill, that of knowing a

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	<p>foreign language as it becomes invaluable when communicating with people from other countries. Therefore it becomes inevitable to impart the foreign language skills to all tourism professionals. Spanish is one such foreign language of eminence that should be promoted for this purpose as it is spoken in more than 20 countries and it is the third most spoken language in the world apart from being the official language of the United Nations. But there lies a challenge, till now spanish language in India has been taught in a very conventional way and tourism being a very dynamic market requires an industry specific approach of teaching which can cater to the needs of the tourism industry.</p> <p>This paper intends to highlight such lacunae and loop holes and provide an alternative in the form of a concise book/manual that will cater to all the needs of the students as well as that of the teacher. It will have dedicated chapters on upcoming areas in tourism like Spiritual Tourism, Adventure Tourism, Eco Tourism, and Wellness Tourism amongst others in Spanish. Additionally, it will provide an insight into all the World Heritage sites (UNESCO) available in India along with the sites recognized by the Archaeological Survey (ASI) of India in Spanish which will also be helpful for spanish speaking tourists travelling to India.</p>
<p>Prasuna Reddy GICICPBS1702092</p>	<p>Improving mental and physical health using assisted technology in rural aged care services.</p> <p>Prof Prasuna Reddy University of Technology Sydney</p> <p>Prof Lawrence Lam, University of Technology Sydney</p> <p>Dr Toby Newton-John, University of Technology Sydney</p> <p>Dr Greg Dresser, LiveBetter</p> <p>Alison Devitt, LiveBetter</p> <p>Prof Deborah Parker</p> <p>Abstract</p> <p>Research objectives To demonstrate the feasibility and acceptability of electronic physical and mental health monitoring in an aged care population living in their own homes, and to identify the impact of these measurements on self-management of physical and mental health and medications.</p> <p>Methodology A feasibility study with 10 elderly people and their 10 co-resident carers. Participants are located in rural areas where access to face-to-face allied health and specialist health services is limited. Measures of physical, psychological, cognitive and behavioural functioning, healthcare utilisation and medication usage collected at baseline and repeated monthly.</p>

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	<p>Findings Results of an earlier study showed acceptance of the physical measures and some improvement in self-management when given feedback. The new measures are recorded on the visiting nurse's computer and accessed by an interprofessional team comprising a psychologist, physiotherapist, pharmacist and aged care nurse specialist.</p> <p>Future scope The research highlights the importance of feasibility studies in using new technology with an aged population, and the necessity for incorporating integrated sustainable support services to in-home aged care.</p> <p>Key words: Aged care, integrated telehealth services, rural aged population</p>
<p style="text-align: center;">Saksit Saengboon GICICPBS1702093</p>	<p style="text-align: center;">Learning English Grammar on Sunday: Experiences of Thai Adult Learners in a TOEFL Tutorial Class</p> <p style="text-align: center;">Saksit Saengboon School Of Language And Communication, National Institute Of Development Administration, Bangkok, Thailand</p> <p style="text-align: center;">Abstract</p> <p>This study examined opinions of Thai learners of English in a TOEFL tutorial class about their experiences in learning the TOEFL grammar through explicit grammar instruction. Participants consisted of 50 learners of mixed age ranges who had enrolled in a TOEFL class at a local university. The analysis of data collected by means of a survey questionnaire, email interviews and teacher's diaries revealed that the majority of the participants found explicit grammar instruction very useful and relevant. In addition, the test-taking strategies they received helped them to cope with a speed test such as TOEFL successfully. Additional key finding was that the tutorial nature of the course helped them to learn effectively, although pair work and small group work were not provided, thereby suggesting that teaching efficacy does not need to be restricted by any particular teaching method. Rather, the findings were reflective of the relevance of "situated pedagogies." In addition, pedagogical and research implications were provided.</p> <p>Keywords: TOEFL tutorial class, Explicit grammar instruction, Test-taking strategies, Situated pedagogies</p>
 <p style="text-align: center;">Famira Racy GICICPBS1702094</p>	<p style="text-align: center;">Correlations between Self-related Constructs</p> <p style="text-align: center;">Famira Racy MA student Psychology, Adler University; Alain Morin, Department of Psychology, Mount Royal University (MRU)</p> <p style="text-align: center;">Christina Duhnich Department of Art, Bachelor of Psychology, Mount Royal University, Calgary, Canada</p> <p style="text-align: center;">James Patton, BA students, Psychology, MRU</p>

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	<p style="text-align: center;">Abstract</p> <p>Previous researchers have posited relationships between constructs such as inner speech (IS), self-reflection, mindfulness, self-awareness, self-concept clarity, self-regulation, self-consciousness and healthy functioning in non-clinical and clinical samples (e.g., DaSilveiria, DeSouza & Gomes, 2015), but the relationships between IS and self-related constructs are still poorly understood. For example, distortion of self-awareness, self-concept clarity, or IS may lead to higher incidences of rumination, anxiety and lack of self-control. Recent work suggests that increased mindfulness is an effective component of treatment for disrupting maladaptive self-focus (e.g., Heeren & Philippot, 2011). There is controversy around how mind wandering relates to these self-constructs and executive functioning (e.g., McVay & Kane, 2010). The current study (n = 201) explores the correlations between these and related constructs. Among the findings, IS plays multiple roles in self awareness and self regulation. Mind-wandering is related to increased rumination and anxiety as well as decreased mindfulness, self-control, and self-consciousness. As rumination increases, mindfulness, self-concept clarity, and self-control decreases. Perhaps some aspects of self-awareness such as increased mindfulness and self-concept clarity facilitate self-control while other aspects of self-awareness are less helpful for self-concept clarity and self-regulation. Further discussion includes the replication and extension of previous results and implications for future study.</p> <p>Keywords: inner speech, self-awareness, self-control, self-regulation, self-concept clarity, self-consciousness, rumination, reflection, mindfulness, mind-wandering, anxiety</p>
<p>Mahbubeh Borazjani GICICPBS1702097</p>	<p style="text-align: center;">Distress evaluation among doctors and nurses of salman farsi hospital by general health questionnaire (12 item)</p> <p style="text-align: center;">Mahbubeh borazjani1 salman farsi hospital, Bushehr ,Iran</p> <p style="text-align: center;">Abstract</p> <p>The goal of this survey is to evaluate general health status of doctors and nurses of bushehr salman farsi hospital located in bushehr, a harbour by the Persian gulf in south of Iran .The relevant possibilities of differences among subgroups of study population as well as any relationship with weekly working hours and weekly recreation hours and gender has been investigated</p>

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- » 13th International Conference on Psychology and Behavioural Sciences (ICPBS), 24-25 May 2017, Lisbon
- » 13th International Conference on Linguistics and Language Research (ICLLR), 24-25 May 2017, Lisbon
- » 14th International Conference on Psychology and Behavioural Sciences (ICPBS), 15-16 June 2017, Singapore
- » 14th International Conference on Linguistics and Language Research (ICLLR), 15-16 June 2017, Singapore
- » 15th International Conference on Psychology & Behavioural Sciences (ICPBS), 22-23 June 2017, Kuala Lumpur, Malaysia
- » 15th International Conference on Linguistics & Language Research (ICLLR), 22-23 June 2017, Kuala Lumpur, Malaysia
- » 16th International Conference on Psychology & Behavioural Sciences (ICPBS), 13-14 July 2017, Bali, Indonesia

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- » 16th International Conference on Linguistics & Language Research (ICLLR),
13-14 July 2017, Bali, Indonesia
- » 17th International Conference on Psychology & Behavioural Sciences (ICPBS),
20-21 July 2017, Bangkok, Thailand
- » 17th International Conference on Linguistics & Language Research (ICLLR),
20-21 July 2017, Bangkok, Thailand
- » 18th International Conference on Psychology & Behavioural Sciences (ICPBS),
08-09 June 2017, Rome, Italy
- » 18th International Conference on Linguistics & Language Research (ICLLR),
08-09 June 2017, Rome, Italy
- » 19th International Conference on Psychology & Language Research (ICPLR),
25-26 July 2017, Barcelona, Spain
- » 21st International Conference on Psychology & Language Research (ICPLR),
07-08 September 2017, Bali, Indonesia
- » 22nd International Conference on Psychology & Language Research (ICPLR),
11-12 Sept 2017, London, UK
- » 23rd International Conference on Psychology & Language Research (ICPLR),
11-12 October 2017, Dubai, UAE
- » 24th International Conference on Psychology & Language Research (ICPLR),
09-10 Nov 2017, Singapore
- » 25th International Conference on Psychology & Language Research (ICPLR),
16-17 Nov 2017, Kuala Lumpur
- » 26th International Conference on Psychology & Language Research (ICPLR),
21-22 Dec 2017, Dubai, UAE

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» 27th International Conference on Psychology & Language Research (ICPLR),
28-29 Dec 2017, Bangkok, Thailand

» 28th ICPLR 2017 - International Conference on Psychology & Language
Research (Bangkok), 23 Nov – 24 Nov, 2017

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