

**CONFERENCE PROCEEDINGS**



**Social Science and Humanities Research Association**

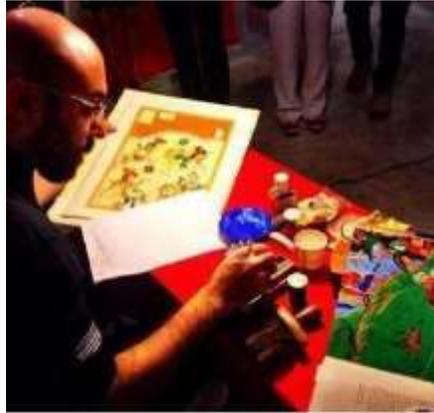
**17th International Conference on Psychology & Behavioural Sciences  
(ICPBS), 20-21 July 2017, Bangkok, Thailand**

**20-21 July 2017**

Conference Venue

Asian Institute of Technology (AIT), Conference Center, Bangkok, Thailand

**KEYNOTE SPEAKER**



**Arash groyan**

**Member of theater and casting group of Adamak, Iran**



**Porngrarm Saengratwatchara**

**Department of Hospitality and Tourism, International College for  
Sustainability Studies, Srinakharinwirot University, Bangkok,  
Thailand**

<p><b>Ma. Theresa B. Valerio</b> <b>GICICLLR1706051</b></p>	<p><b>Word Etymology Of The Rural Festivals Of Quirino Province : Tales Retold And Untold</b></p> <p><b>Ma. Theresa B. Valerio</b> <b>College of Teacher Education, Quirino State University, Philippines</b></p> <p><b>Abstract</b></p> <p>Academics and observers of the country's literary landscape have taken pedagogical routes toward literary appreciation of the marginalized genres, i.e, most often and the preservation of the oral tales in the different regions of the country. Linguists and translators of the Philippines initially worked into one mighty anthology toward the recognition of genres which mirrors out the genuine culture of each region. Recently, men of letters began to show interests to these traditions through the possible preservation of such marginalized literature to elevate the cultural roots of the province into its pedestal.</p> <p>This paper examines the word origin of each festival in the towns of Quirino Province, Philippines and give lenses to each genuine traditions and rituals which have been narrated through verbal tales since the early 1950's. Annually, the province of Quirino celebrates seven kinds of festivals to exhibits the agricultural beliefs and to put into pedestal the old rituals of the multi -cultural and multi-dialectal dwellers of the province. Recently, travel agencies in the region have multiplied because tourists from nearby provinces began to appreciate the antiquated rituals exhibited during town festivals.</p> <p>Snowball sampling, longitudinal interviews and triangulation with the old folks, informants, and leaders of each towns were used in this qualitative research. Since there was no single genre published to preserve this oral etymology of the genuine word origins of the names of festivals associated with rural beliefs locally transferred through verbal narrations, the researcher opt to developed published genres for the purpose of preservation and appreciation among the inhabitants of the province for the whole country to appreciate Quirino's myriads of culture-based festivals.</p> <p><b>Key words: Etymology, Marginalized literature, Quirino, Rural festivals</b></p>
<p><b>Wendy J Pearson</b> <b>GICICLLR1706052</b></p>	<p><b>Discourse markers in effective doctor-patient interaction</b></p> <p><b>Wendy J Pearson</b> <b>Department of English, Arabian Gulf University ,Bahrain</b></p> <p><b>Abstract</b></p> <p>In doctor-patient interaction the language of medicine serves multiple cultures and requires from medical professionals sociopragmatic understanding along with advanced communication skills. Harmonisation of these processes at the content language interface is a hurdle in preparing trainee medical students in a non-native speaking English environment. A major concern in the preparation of Arab-speaking students for vocational work in a multi-cultural profession, such as medicine, is that they are seen as poor communicators. We hypothesise that signposting long phrases by using simple spoken discourse markers improves comprehension and fluency between trainee-doctors and patients. The Arabian Gulf University is a provider of courses in medical English to first year medical students from diverse social and medical backgrounds across Gulf Cooperation</p>

	<p>Countries. The motivation of our research is to strengthen the alignment between trainee doctor and patient through the introduction of spoken discourse markers. The study is based on qualitative and quantitative data gathered from transcripts and video recordings made of native and non-native trainee doctors and these were compared with standard material presented in medical course books. Over an 18 week period medical students were assessed for their spoken communicative skills and pragmatic awareness. Inclusion of spoken discourse markers was shown to significantly improve fluency, empathy and comprehension along with self-confidence throughout the exchange of vital information during doctor-patient interaction. The results also suggest that this approach encourages and motivates patients to discuss more openly personal medical issues. We reflect that short memorable discourse markers in speech should be included in the teaching of English in a medical syllabus.</p> <p><b>Keywords:</b> discourse markers, communication skills, medical English</p>
<p><b>Khalid Hamednalla Albadawi</b> GICICLLR1706053</p>	<p><b>The impact of language labs in enhancing EFL learners ' oral perception and production</b></p> <p><b>Khalid Hamednalla Albadawi</b> Department of English, Faculty of Art University, Taif university, Taif, Saudi Arabia</p> <p><b>Abstract</b></p> <p>The shortage of using language labs has a negative impact on teaching and learning English oral perception and production. This study aims at determining the relationship between language labs and teaching English oral perception and production. Two groups were selected for investigation. Two instruments for data collection and statistical analysis were used to gain results. These instruments are tests and questionnaires. Reliability and validity were used to achieve consistent answers. These findings proved the impact of language labs in enhancing EFL learners' oral perception production and explained the relationship between language labs and teaching English oral perception and production. Also the study emphasized that pronunciation difficulties can be solved by teaching listening skills through effective instruments such as language laboratories.</p> <p><b>Keywords:</b> Audio aids, Visual aids, Audio visual aids.</p>
 <p><b>Fadi Maher Al-Khasawneh</b> GICICLLR1706054</p>	<p><b>Demotivating Factors Affecting EFL Learning of Saudi Tertiary Students</b></p> <p><b>Fadi Maher Al-Khasawneh</b> Department of English Language, King Khalid University, Saudi Arabia</p> <p><b>Abstract</b></p> <p>This study aims at investigating the factors affecting English as a Foreign Language (EFL) learning of Saudi tertiary students. A questionnaire adopted from Sakai and Kikuchi (2009) will be used to obtain the necessary data of this study. The questionnaire consists of 35 close-ended items on a 5-point Likert scale on six factors of demotivation: grammar-based teaching, teacher's behavior, course contents and teaching materials, effects of low test scores, classroom environment, and lack of self-confidence and interest. The population of this study will involve undergraduate students from three faculties who are studying at King Khalid University, Saudi Arabia; these faculties are: Languages and Translation, Education, and Humanities. The findings are expected to reveal the demotivating factors affecting EFL learning of Saudi tertiary students. It also expected to</p>

	<p>provide pedagogical implications on the teaching and learning of English in Saudi Arabia. Keywords: Demotivation; Motivational factors; Tertiary students; EFL</p>
<p>Youssif Zaghwani Omar GICICLLR1706055</p>	<p style="text-align: center;"><b>Influence of English Language Acquisition on Bilingual Immigrants' First Language</b></p> <p style="text-align: center;">Youssif Zaghwani Omar Department of English, University of Benghazi Benghazi, Libya</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Children are born with a gift for languages, and they are ready to become bilinguals and multilinguals. People in most regions in the world speak at least two languages. It is estimated that almost half of the world's population are bilinguals. This study tries to find out the effects of acquiring English as a second language (ESL) on immigrants' mother tongues. Qualitative research method is used in this study, based on literature review, regarding second language acquisition and bilingualism, and interviewing three international families (three parents and seven children, who vary in ages from seven to fourteen). To find conclusions and submit recommendations, the following questions were posed: -What is the optimum age for acquiring L2? -What is the effect of acquiring L2 on children's L1? -What helps children acquire L2 faster and more effectively than adults? -When does language shift take place?</p> <p>The main objective of this study was directed to explore facts about bilingualism and the critical age for second language acquisition (SLA). Findings of this study show that the children who came to the USA before the age of nine are fluent speakers of English and poor users of their L1. In contrast, the children who came to the USA after the age of nine and the parents are not fluent speakers of English, yet they can use their L1 well. Findings show that the children who came in old ages and parents have language shift continuously. The data analysis show that younger children find difficulties in pronouncing some L1 sounds, and there is almost no language shift in their speech. In contrast to adults and old children, younger children speak English without thinking in grammar or structure. Based on the findings, some recommendations were presented. Keywords: language acquisition, bilingual, language shift</p>
 <p>Dr. Aasia Nusrat GICICLLR1706056</p>	<p style="text-align: center;"><b>Effectiveness of direct and indirect teacher's feedback on the accuracy of English writings of Graduate students in Pakistan</b></p> <p style="text-align: center;">Dr. Aasia Nusrat Assistant Professor, Comsats Institute of Information and Technology, Lahore Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>It had been remained the core area of discussion about the debate whether or not corrective feedback (WCF) as a pedagogical act can improve students' written accuracy. The purpose of this study is to investigate the effects of two types of CF from the teacher's side (oral metalinguistic direct and written indirect feedback) on Pakistani ESL learners' writing accuracy with regard to three kinds of errors (Verb Tense, Articles, and Preposition). By means of a grammar test, three intact classes in Graduate level would be selected and randomly assigned into three groups, two groups receiving the two feedback types (N=25 participants in each).</p>

	<p>For the first group, teacher will underline or provide codes on all the three errors, but for the second group, teacher will provide metalinguistic oral feedback on all the errors. For the third group (Control group), no feedback will be provided. This procedure will be followed for twelve weeks and at the end of the second composition, immediate test, and after three months the delayed post-test will be given to see whether or not the treatment would had been effective. ANOVAs and T-test will be applicable to see the differences between groups for the accurate use of all selected grammatical structures both in the short term and in the long run. The results will be discussed in relation to some implications and recommendations for further research.</p> <p><b>Key words:</b> second language acquisition, English Language Teaching, Corrective Feedback</p>
 <p>Gay Emelyn S. Libre GICICLLR1706057</p>	<p><b>Production of English Vowel Sounds Among Meranao Students in Mindanao State University</b></p> <p style="text-align: center;"><b>Gay Emelyn S. Libre</b> Department of English Language and Literature, Mindanao State University Buug Campus, Buug, Zamboanga Sibugay, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study determined the errors in the pronunciation of English vowel sounds committed by the Meranao students. Furthermore, this investigated the factors that were conceived to be affecting the students' oral production of the English vowel sounds, specifically the profile of the respondents, exposure to the English language, and factors that can affect their production specifically the intrinsic side of affectivity. The study sought to determine whether or not the said factors affected the production of the English vowel sounds among the Meranao students who were enrolled in an Oral Communication class during the school year 2015-2016. The qualitative-quantitative design was used in this study. To gather vital information about the respondents, questionnaires were used. The audio recorder was used in recording the oral performance of the production of the English vowel sounds of the students. Majority of the respondents mispronounced the vowel sounds [ æ ], [ ɔ ] and [ o ]. The school where the respondents came from affected the production of the English vowel sounds particularly the vowel sound [ ε ] as the word "dead". The level of inhibition of the respondents had a significant relationship with the production of the English vowel sounds particularly the vowel sound [ U ] as the word "book". Thus, students, specifically the Meranaos, should expose themselves more to the English language because there are English vowel sounds that are not used in their language.</p> <p><b>Keyword:</b> Language, Phonology, English</p>
<p>Hema Vanita Kesevan GICICLLR1706059</p>	<p style="text-align: center;"><b>Questioning in Classroom: Standard and Non-Standard Variety of English</b></p> <p style="text-align: center;"><b>Hema Vanita Kesevan</b> Sultan Idris Education University, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this study is to conduct a detailed investigation of classroom discursive practices of English language teachers in Malaysia within the ESL/EFL context with a view to identify practices that promote effective language learning. To this end, the study explores and compares the nature of classroom interaction by two groups of teachers, monolingual native speakers of English from inner circle</p>

	<p>English-speaking countries (Kachru, 1992) and multilingual non-native Malaysian teachers of ESL/EFL.</p> <p>The findings of this study will serve to determine whether there is a sharp divide between monolingual English teachers and multilingual Malaysian English teachers in classroom questioning practices. This will be discussed from two different perspectives: Firstly, the lexical features of Malaysian English (MaE) which emerged in the teachers' classroom and secondly, the context of interaction that shape the teachers' questioning pattern. In addition, it also gives rise to issues concerning the variety of English used in the Malaysian ESL/EFL classroom settings. In particular, this study argues that there is a need to revisit the ESL/EFL classroom practice in Malaysia with the intention to explore the discourse practice of two sets of teachers' that varies socially, ideologically and professionally and how these sets of teachers mediate interaction and share knowledge in a multi-cultural and multi-racial country as in Malaysia. Understanding these teacher's classroom practices will provide insights into the variation in English language used in ESL/EFL classrooms, the distinctions in interaction patterns and factors that can promote and impinge language learning in a second/foreign language classroom.</p> <p><b>Keywords:</b> Questioning, ESL Classroom, Ideologies</p>
<p><b>Anil Kumar</b> GICICLLR1706061</p>	<p><b>Errors as learning strategies while using the monitor in learning voice and narration in English language</b></p> <p><b>Anil Kumar</b> Department of English, Himachal Pradesh University, Shimla, Himachal Pradesh, India</p> <p><b>Abstract</b></p> <p>The paper tries to analyze the different errors committed by the learners of two government schools and interpret these as the learning strategies and to study the impact of the age of the learners on the learning while teaching the transformation of voice and narration. Various issues emerge out while conducting this study. The significance of formal exposure (the monitor) on learning is also evident from this study. This has also highlights various errors and tries to find a correlation between these errors and the current knowledge of rules of the learners which is the sole cause of these mistakes and errors. There has been found a wide relationship between these. This also makes us clear that most of the errors and mistakes committed by the learners were of particular cases i.e. they have acquired the general cases in a more efficient way.</p> <p><b>Keywords:</b> use of the monitor in voice and narration, errors as learning strategies, errors in voice and narration, errors in voice and narration, learning of voice and narration, types of errors in voice and narration</p>
 <p><b>Fitri Amalia Shintasiwi</b> GICICLLR1706062</p>	<p><b>Home Away from Home: Shifting Language Use of Indonesians in the Netherlands</b></p> <p><b>Fitri Amalia Shintasiwi</b> Master of Intercultural Communication, Utrecht University Utrecht, The Netherlands</p> <p><b>Abstract</b></p> <p>This study aims to understand the changes in language structures and function of Indonesians using Bahasa Indonesia in the Netherlands. Focusing on Indonesians who have lived in the Netherlands for more than ten years, this study analyses the</p>

	<p>context of communication culture based on the language style used in their communication. Initial ethnographic observations were followed by an online survey. Observations in two events organised by and for Indonesian diaspora communities revealed code-mixing and code-switching between Bahasa Indonesia and Dutch when Indonesians interacting each other. They also revealed changes in directness in how Indonesians addressed each other in Bahasa Indonesia. 38 Indonesian speakers who have lived in the Netherlands for more than 10 years responded to an online questionnaire created to test the validity of these initial observations. The survey consisted of scenarios where participants were given options for responses that were more less direct. 70 percent of respondents consistently chose the more direct utterances rather than the indirect ones. In open ended responses, they cited honesty and forthrightness as their reasons for doing so. The analyses concluded that Indonesians in the Netherlands tend to be more direct than Indonesians in Indonesia due to their adaptation to the new cultural norms of their Dutch community members. Thus, based on Hall (1976), they have shifted to using LCC (Low Communication Culture) and now express more explicit meaning through a direct style of communication. Furthermore, their changing performance of Bahasa Indonesia in a more direct style enables the construction of a new identity category, “Indonesians in the Netherlands”. Moreover, this process of constructing identity involves both performance and adequation or pursuit of sameness (Bucholtz &amp; Hall, 2004; Goebel, 2015). The present study suggests further research regarding the use and functions of Bahasa Indonesia in different generations among Indonesians overseas.</p> <p><b>Keywords:</b> language change, identity, directness, Indonesian diaspora, code-mixing</p>
<p><b>Perti Rosanda</b> GICICLLR1706065</p>	<p><b>The English Language Learning of Nurses at the Workplace: A Case Study at a Territory Hospital in Indonesia</b></p> <p><b>Perti Rosanda</b> Master of Arts Program in English, School of Liberal Arts, Walailak University, Nakhon Si Thammarat, Thailand</p> <p><b>Abstract</b></p> <p>The global challenges nowadays result a great growing demand of English to be mastered and used by professional workers around the world, including health care professionals such as nurses. Nurses have been perceived as vital role takers in health care services. A current exploratory case study was conducted in a public hospital in one of provinces in Indonesia. It aims to investigate how much English used by nurses to communicate with patients and caregivers and how they learn English at the workplace. There were around 80 % of the total number of nurses in the hospital participated by responding the questionnaire and a few number of them were interviewed in voluntarily basis. The results revealed English is less frequently used by nurses at that hospital. But, they all showed positive attitude and eagerness to improve their English to communicate effectively at the workplace. The nurses told what they have been doing to improve their English and suggested some ways the language trainers can do to help professionals learning English for career.</p> <p><b>Keywords:</b> Communications Skills, English as a Foreign Language, hospital nurses, English Use</p>
<p><b>Yusuf Muhammad Jika</b> GICICLLR1706066</p>	<p><b>An Analysis of English Translated To Hausa Text In The Federal Medical Centre Azare, Bauchi State, Nigeria</b></p>

	<p style="text-align: center;"><b>Yusuf Muhammad Jika</b> English Department, Bauchi State University Gadau, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper is an analysis of text translated from English to Hausa in the federal medical centre Azare, Bauchi State, Nigeria .The translation work is targeted at patient who do not understand English to acquaint themselves with the operation of the medical centre in specific designations .The data is collected in order to establish the correspondence between the information in the source language and that of the target language. The study discovered that there was neither direct translation nor word to word translation. And that there is a striking gap between the source language and target language texts. The total number to be analyzed is ten (10) using the philological theory as the study of the development of language, and the classical literary studies by Nida (1976: 67-68). He explicitly states that “the philological theories of translation are, of course based on a philological approach to literary analysis. They simply go one step further; in place of treating the form which the text was first composed, they deal with corresponding structures in the source and receptor languages and attempt to evaluate their equivalences.</p>
<p><b>Jeerapan Phomprasert</b> GICICLLR1706067</p>	<p style="text-align: center;"><b>The Awareness of Correct English Pronunciations of Business English Major Students at Phetchabun Rajabhat University</b></p> <p style="text-align: center;"><b>Jeerapan Phomprasert</b> Department Of Business English, Faculty Of Humanities And Social Sciences, Phetchabun Rajabhat University, Phetchabun, Thailand</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The English Correction Software for teaching correct pronunciation uses android systems equip with the Detect Me English application to analyze the pronunciation of ESL students. There were three objectives of this research: 1) to study the awareness students studying Business English at Phetchabun Rajabhat university had in regard to correct English pronunciation. 2) to examine the students’ knowledge with regard to final sound pronunciations by using the Detect Me English application; and 3) to determine possible factors affecting the ESL students’ pronunciation competence.</p> <p>The methodology of this research comprises of two phases. The first phase involved interviewing specialists to determine 20 key words which would be written into the program. Then the second phase involved testing ESL students with the program itself and analyzing the English pronunciation of the students. This was done by asking the students to pronounce all key words and then taking track of each students progress. The study group consisted of 60 Thai students from the Business English major at Phetchabun Rajabhat University. The research results were recorded regardless of gender and the year in which the students were studying. However, most of the subjects were female and varied from first year students to third year students. The year of study was identified to be the most significant factor contributing to the participants’ test results. The overall results of this research then were offered to help improve the level of teaching and learning ability of English pronunciation in general. Also, to emphasize the importance of teaching final sounds in particular.</p> <p>The results showed that 2nd year students had the most correct English pronunciation when compared to the 1st year and 3rd year students. All students</p>

	<p>however had a major English pronunciation problem when it came to final sounds with /z/ and /d/ as the students were not aware of the phonological rules in English when they completed the Detect Me English words test. Keywords—English pronunciation; English awarness; English Correction Software; phonetics learning</p>
 <p><b>Murti Bandung</b> GICICLLR1706068</p>	<p><b>ICT Use: Changing Students Perception In Learning Grammar Through Kahoot Program</b></p> <p><b>Murti Bandung</b> Departement of Lingusitics, Faculty of Humanities, Universitas Indonesia, Indonesia</p> <p><b>Abstract</b></p> <p>The background of the study in this research is based on the researcher's experience when doing teaching practice, in which method used by the teacher in teaching and learning process was often assumed as the factor that cause the students uniterested in learning grammar. In Indonesia, especially in East Indonesia, some teacher still used convetional method and did repition in teaching grammar. Teaching English as a second or foreign language need variation and creativity especially in teaching grammar in order to make the class more joyful, relaxed and make the students interesting in joining the class. This paper describes how kahoot program change the students' perception in learning grammar. As the part of technology, kahoot program can be use in online and offline because kahoot is a tool that designed as a learning platform that make it fun to learn and very applicable in English classroom for boosting the students' learning. In this study, the data were colleted by using questinaire that given before and after teaching. The result showed that teaching by using kahoot program raise the students attention and interested join the class. Key Words : grammar, ICT, ICT program, kahoot.</p>
<p><b>Annie Mae Berowa</b> GICICLLR1706070</p>	<p><b>Compliment And Compliment Response: Insights Into Strategies From Maranao Esl Learners</b></p> <p><b>Annie Mae Berowa</b> English Department, Mindanao State University, Main Campus, Marawi City, Philippines</p> <p><b>Abstract</b></p> <p>Compliment and compliment response are considered as one of the fundamental communication strategies that are used by people to provide meaning and to foster understanding and camaraderie with each other. These speech acts provide insights about the linguistic and individual rules including the value system of certain speech community (Yuan, 2002). This study investigated the compliment and compliment response strategies employed by Maranao ESL learners toward Maranao and non-Maranao addressees. Additionally, it tried to discover the influence of ethnic affiliations in the choice of strategies used by the participants. The Maranaos, which means “people of the lake”, largely settle in the region surrounding the basin of Lake Lanao who are adherents of Islam. The data were gathered through the use of written discourse completion task (DCT) questionnaires that were accomplished by 46 Maranao participants. It was found that Maranao ESL students strongly prefer the use of explicit strategy in giving compliments for both Maranao and non-Maranao addressees. With regard to</p>

	<p>compliment response strategies, participants strongly favored the accept strategy through the use of appreciation tokens to both groups of interlocutors. Thus, it appears that the strategies employed in performing the studied speech acts did not greatly differ. However, it was discovered that Maranao participants used Islamic expressions like “Mashaa Allah!” when giving a compliment and “Alhamdulillah!” when returning a compliment only to fellow Maranao addressees. These expressions seem to indicate the exclusive language use of the participants to show their shared beliefs with fellow Maranao ethnic group members and Islamic believers.</p> <p><b>Keywords:</b> Maranao, speech acts, compliment, compliment response, written discourse completion task (DCT)</p>
<p><b>Kumari Mamta</b> GICICLLR1706072</p>	<p style="text-align: center;"><b>Teaching Indian Sign Language</b></p> <p style="text-align: center;"><b>Kumari Mamta</b> School of language, literature and cultural studies, Centre for Linguistics, Jawaharlal Nehru University, New Delhi, India</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this paper is basically to cull out the teaching strategies used in primary schools in the teaching of Indian Sign Language in Delhi and Uttar Pradesh and to look at the problems that teachers and students face in teaching and learning the sign language. The other problem I would be looking for in this paper is that why ISL has lagged behind and could not get the recognition in comparison to the American Sign Language (ASL) and Australian Sign language (AUSLAN) in the respective countries. ISL has not been officially recognized by the Government although it is acknowledge in legislation. It is not used in administration and rarely in education, especially at the higher levels of education. Its function remains confined to socio-cultural domains such as in the deaf associations, the community and religious gatherings and in a few cases, the public domains.</p> <p>ISL is a language of the deaf community in India. There are several problems that undermine ISL as a natural language, for instance, the education system that detains most of the deaf children right from school level, lack of awareness, limited infrastructure and academic support for the development of ISL, non-availability of comprehensive dictionaries or a written grammar based on large corpus and so on. Deaf education in India is disconnected from and hardly based on linguistic research on sign language. Wide gaps continue to exist between pedagogical practices in deaf education, linguistic research and policy decision makers. In addition to one’s ability to use sign language as a communication tool, one has to genuinely understand how sign language works in order to effectively teach Deaf children.</p> <p>Fieldwork for this study was carried out in New Delhi and also drawn from previous researches conducted on ISL. The two deaf schools that were chosen for data collection are the Noida Deaf Society (NDS), and Primary Deaf School (Kalkaji, New Delhi). Classroom observation and interview method was used.</p> <p>We can no longer see sign language as simply an assistive tool to support children having hearing loss. We need to accept it as a legitimate language, and the Government must ensure justice to the deaf community by promoting its language. Recognising sign language as a ‘linguistic minority’ of the deaf community requires the implementation of a bilingual education programme. The neglect of sign language in education continues to have major repercussions on the lives of deaf people. A deaf child goes through many frustrations while trying to learn in classroom situations where teachers teach through speech. It must infuriate him to</p>

	<p>know that every hearing child has the liberty to learn in his own mother tongue and then, gradually master English, the language of ‘power’ and ‘prestige’. This blatant neglect of ISL in most spheres in their lives has adversely affected their academic achievement and undermined not only their right to education and work, but also their right to life and personal liberty. This negligence of ISL has led to the continued increase in deaf illiteracy and subsequent lack of employment. Until more educational institutions and vocational training centres have interpreters of sign language in the classrooms the socio-economic condition of the Deaf will remain the same or worsen. This change is possible only if sign language is recognised by the government and treated as a natural language having equal status as any minor spoken language in the country. Key words: Sign language, standardisation, language teaching</p>
 <p>Dr. Somayeh Aghajani Kalkhoran GICICLLR1706074</p>	<p>"Ambiguity" as a Tool In creating "Hidden Crescent" story</p> <p>Dr. Somayeh Aghajani Kalkhoran Persian, Hankuk University of Foreign Studies, Seoul, South Korea</p> <p>Abstract</p> <p>The conflict is one of the important elements in a plot. Ali Asghar Shirzadi has benefited from the measures in “Hidden Crescent” novel to show Younis Bashiran’s internal conflict. Bashiran has been in doubt within himself after fleeing the battlefield. He doubts the correctness of staying in war front or leave it. Bashiran himself, writes the story of his escape from the battle and the external appearance of his doubt is an ambiguity that is seen in the story. The uncertainty that penetrated in various layers of the story is finally resolved at the end of the story when Bashiran’s question goes away and finds that he must not leave the battle field. Shirzadi this created this space which is filled with ambiguity by using different arrangements. In this study it was found that tools such as the presence of the author and flooding fictional character, rhetorical techniques, Anthroponymy and multiplicity of narrators and viewing angles have influenced in creating this uncertainty. Keywords: Ambiguity, Linguistic scheme, Hidden Crescent, Ali Asghar Shirzadi, novel</p>
<p>Olga Dugarova GICICLLR1706077</p>	<p>A Cross-national study on the Relationship between Digital Competence and Self-Regulated Language Learning Strategies</p> <p>Olga Dugarova Department of Applied Foreign Languages, National Taiwan University of Science and Technology, Taipei City, 106, Taiwan</p> <p>Dr. Shao-Ting Alan Hung Department of Applied Foreign Languages, National Taiwan University of Science and Technology, Taipei City, 106, Taiwan</p> <p>Abstract:</p> <p>Previous research has documented students’ autonomous technology-assisted language learning in a variety of settings. Comparison of EFL students across two or more settings, differing in culture and educational systems, could potentially shed light on differences in digital skills and strategies used for self-regulation of language learning. This quantitative study, therefore, compares 307 Taiwanese and Russian EFL students in terms of digital competence, specifically Internet skills</p>

	<p>(IS), and self-regulated language learning strategies (SRLLS) through the use of two questionnaires: one addressing IS, the other SRLLS.</p> <p>Results showed no significant difference in Internet skills between Taiwanese and Russian EFL students. However, the two groups of students did differ significantly in terms of their degree of external orientation, and the evaluation strategies used for self-regulated language learning. Russian and Taiwanese students, with both high and low levels of Internet skills, showed a significant difference in terms of cognitive, metacognitive, and evaluation strategies; specifically, Russian students with a low level of IS demonstrated greater ability to self-regulate their learning. Lastly, several significant positive and negative correlations were detected between IS and SRLLS factors. This study concludes with the recommendation that EFL teachers in Taiwan and Russia incorporate more ICT-based learning activities, and include content to further creative Internet skills, in order to help students develop a positive attitude in the use of technology in their self-regulated language learning.</p> <p><b>Keywords</b> Digital competence, Internet Skills, Digital Divide, Second Digital Divide, Self-Regulated language learning strategie</p>
 <p><b>Jose Karlo Principe</b> GICICLLR1706060</p>	<p><b>Extent of Language Interference of Grade Six Pupils' Native Tongue on Their Writing Ability in English: Input for Enhanced Written English Instruction</b></p> <p><b>Jose Karlo Principe</b> Department of Education-Manila, Centro Escolar University, Manila, Philippines</p> <p><b>Abstract</b></p> <p>The aim of this study was to determine the extent of language interference of the Pio del Pilar Elementary School grade six pupils' mother tongue on their writing ability in English as reflected in their compositions. The respondents were asked to write three compositions and the researcher identified their errors with respect to vocabulary, spelling and grammar. These written compositions were then further analyzed by the researcher according to errors in language interference. The results of this study showed that the respondents committed most frequently errors in grammar followed by spelling and vocabulary. As to language interference errors, they committed the most numbers of errors in overextension of analogy, followed by transfer of structure, and interlingual/intralingual transfer. In general, the findings showed that language interference errors do not significantly affect the pupils' writing ability. Notwithstanding this finding, there is still a need to enhance the teaching of writing in English in basic education considering the number of errors yielded by the study in this area.</p> <p><b>Keywords:</b> interference, overextension of analogy, transfer of structure, interlingual/intralingual transfer, substitution</p>
 <p><b>Budasi, I G</b> GICICLLR1706063</p>	<p><b>Swear Words Used By The Mountainous people In Old Villages In North Bali, Indonesia</b></p> <p><b>Budasi, I G</b> Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha, Singaraja-Bali, Indonesia</p> <p><b>Abstract:</b></p> <p>This article aimed at analyzing the forms, references, and functions of the swear words used by the people in four neighbouring and historically related old villages (Menyali, Galungan, Sekumpul, and Lemukih) located in the mountainous area of</p>

	<p>North-Bali, Indonesia. This descriptive qualitative study was held by observing and interviewing the selected informants of this study who live in the four traditional villages. Three informants were selected in every village. The results of the study show that: a) the swear words used by the people in the four old villages were found to have three forms which comprise of: (1) monomorphemic and polymorphemic word forms, (2) phrases, and (3) clauses; b) the references of the swear words were related to: (1) excrement, (2) animal terms, (3) mental illness, (4) devils, (5) kinship, (6) expletive, (7) activities, (8) personal background, (9) religion, and (10) parts of human sensitive body; and c) the functions of the swear words were connected to the purposes of the speakers, that is, to express: (1) aggressivity, (2) regressivity, (3) integrity, (4) emphasis, (5) attention, (6) interpersonal identity, and (7) provocation.</p> <p>Key words: swear words, forms of swear words, references of swear word, and functions of swear words</p>
<p>Meryem Ayan GICICLLR1706071</p>	<p>Teaching Young Adult Literature: Catcher In The Rye As A Language Maker Or Breaker</p> <p>Meryem Ayan Department of American Culture and Literature, Pamukkale University, Denizli, Turkey</p> <p>Abstract</p> <p>Young Adult Literature (YA) has historically been flexible and loosely defined but generally it is agreed to be a literature written for adolescent readers with an adolescent as the protagonist rather than an adult or a child. Young Adult Literature, classified as an Entwicklungsroman, firstly attracted attention with the novel cited in 1951, as being the first young adult novel; The Catcher in the Rye by J. D. Salinger that opened up a whole new eye to what types of problems the young adolescents went through as they struggle to grow up and adjust to the adult world. The vast majority of young adult literature focused on the challenges of youth, therefore, it was referred to as problem novels or coming of age novel. Young adult literature dealing with familiar universal youth problems and concerns that most of young adults either have experienced or are still experiencing has many qualities which make it particularly suitable for foreign language instruction because it enables young people to identify themselves with the familiar youth problems during the maturational and experiential development period and serves as a great motivator for reading. The Catcher in the Rye a novel about a young adolescent unable to accept social norms and public values and stories experienced or being experienced by a young adults was banned from schools because of portraying a 16 year old young using offensive language but the words seen as obscene and offensive are words used by many adults and young adults in everyday speech. Although the language used throughout the novel seemingly is inappropriate for adults, is very appropriate for the young adults because it is true to the colloquial speech of teenagers. Aiming to present young adult literature and its usage in English teaching, The Catcher in the Rye will be analyzed discussing whether teaching young adult literature: The Catcher in the Rye is a language maker or breaker.</p>
	<p>EFL Classroom, an Ordeal or an Escape? : An Introspective Study on the Impact of Depression upon Bangladeshi Teachers at the Tertiary Level.</p>



Zakeya Sultana  
GICICLLR1706073

Zakeya Sultana  
Department of English  
ASA University Bangladesh

**Abstract:**

Depression is a common human phenomenon and experienced by most of the human beings somewhere along the line. So, it is certain that it also engulfs the teachers' soul and affects their everyday life. In the past years, a lot of studies have been carried out on anxiety but depression has been paid no attention, especially from the teachers' perspective. For good reason, this present study tries to find out whether the EFL teachers at the tertiary level face any difficulties in the classroom while going through depression or they use the classroom as one of their tools to overcome depression. Data has been collected through questionnaire from 30 participants from different universities in Bangladesh. Finally 10 teachers (one third of the total participants) have been interviewed to get supportive data on their responses. The analyses of their responses indicate that for the teachers by choice, class is always a priority irrespective of some tumults they experience during this particular time. If the type of depression is severe, in most of the cases it is likely to hamper the regular spontaneity of the class. It is not possible to remove all the problems responsible for depression but the responses of the participants quite clearly show that a good working and classroom environment, choice of courses, supportive colleagues and enthusiastic students can help the teachers to disregard their mild and moderate depression and energize them enough to experience breakthrough in the classroom by rising above the setbacks that life has thrown to them.

**Keywords:** Depression, EFL Classroom, University Teachers, Bangladesh.

Rosario M. Baria  
GICICLLR1706075

Communication Arts Students and Digital Humanities Projects: Learning The  
Language of Digital Technology

Rosario M. Baria  
Department of Humanities College of Arts and Sciences  
University of the Philippines Los Banos, Philippines

**Abstract:**

Digital Humanities as an emerging field poses an exciting and challenging area of study as well as an important tool for research in the Communication Arts program at the University of the Philippines Los Banos (UPLB). Known as a predominantly science-oriented teaching and research university, UPLB has prominently contributed to agricultural sciences, particularly in the Asian region. The university, in general, has been actively utilizing digital technology in most of its teaching, research and extension activities. The Humanities and Social Sciences programs in the university, however, which largely cater to the General Education needs of the entire undergraduate student population, and degree offerings in Liberal Arts, particularly in Communication Arts and Philosophy, are particularly faced with the challenges of technology-based teaching and learning strategies. The use of digital technology in the fields of humanities and social sciences is of particular interest given the challenge to effectively teach the "millennials." This paper aims to present the results of two semesters of research, discussions, analyses and special projects in Digital Humanities done by Communication Arts students, in an attempt to understand and learn this "new language" of digital technology. Overall, it is necessary to combine knowledge, skills and experience to create digital resources that have high research value and which will form an important part needed for sustainable knowledge building involving the university, interested audiences, and heritage institutions. Examining the emergence of

	<p>Digital Humanities, as a “new field” and how it could find its strategic place in UPLB - prospects, plans, and projects could help enrich and enhance teaching and learning; research and extension capabilities of the university. Keywords: Digital, Humanities, Language, Learning, Teaching</p>
 <p><b>Irwan Suswandi</b> YRSICLLR1706051</p>	<p><b>Sad Emotion in Javanese Language: An Analysis of Meaning Component and Relation</b></p> <p><b>Irwan Suswandi</b> Master Student of Linguistics, University of Indonesia</p> <p><b>Abstract</b></p> <p>Koentjaraningrat in <i>Kebudayaan Jawa</i> (1979: 203-204) states that language is one element in culture. Language is something that cannot be separated in a society which owns culture. Indonesia is known as the second largest language laboratory in the world. One of the languages which is spoken in Indonesia is Javanese language, which is widely used by people of Javanese culture in the province of Central Java, Yogyakarta and East Java. Javanese language is a language that has rich vocabulary in expressing a feeling or emotion. One of them is sad emotion. In the Javanese language, many varieties of vocabulary used to express feelings of sadness are found.</p> <p>The differences of vocabulary are distinguished on the basis of the meaning contained component, which is basic research in terms of lexical meaning. Lexical meaning or semantic meaning or external meaning is the meaning of the word when the word stands alone, either in the form of lexeme or affixed form, as can be read in the dictionary specific languages (Pateda, 2010: 119). The researcher focused on sad emotions because in the Javanese language, especially literature, variations in the use of sad emotion vocabulary are found. Every vocabulary contains thin difference in meaning between one another.</p> <p>Researcher took <i>Panjebar Semangat</i> magazine published 2013 as a primary data source. Besides as the oldest magazine founded in 1933, the magazine has been productive so far in accommodating works of literature in Javanese. Secondary data source came from Javanese dictionary created by Poerwadarminta (1939). It is an old dictionary, so it covers more complete vocabulary compared with the other Javanese language dictionary. The researcher also used other secondary data namely questionnaires.</p> <p>The goal of this research is to describe the components of meaning and significance relationship sad emotional vocabulary in Javanese. As the language contained in Javanese cultural society, not everyone outside of this culture knows about the significance of any variations in the vocabulary. In fact, not many people in that society also know the differences.</p> <p>The theories in this research are theory of emotion from Santangelo (1995), meaning component analysis of Nida (1975), and meaning relation of Cruse (2004). Emotion theory of Santangelo was chosen because there are classifications of emotions accompanied by characteristics of the emotion. The important thing about this theory is namely the scope broader than the emotions, in the form of a state of mind. State of mind, that is the experience of affection, is communicated through symbols of language. The component meaning theory of Nida was chosen because there are procedures used in analyzing the components of meaning. In this theory, there are measurements used in analyzing the components of meaning, namely (a) naming; (b) paraphrasing; (c) definition; and (d) classification. Finally, the meaning relation theory that is used by researcher come from Alan Cruse (2004). However, from many kinds of meaning relation expressed by Cruse,</p>

	<p>researcher only uses synonymy relation to analyze the meaning component of sad emotion vocabulary. Synonymy helps researcher to learn vocabulary anywhere that has a relationship of equality within the meaning of components. So, it can replace or be replaced by another vocabulary.</p> <p>For the method, researcher used descriptive analysis method. This method was chosen with the aim that the analysis solely based on the existing facts. (Sudaryanto, 1998: 62). With this method, the objectivity could be achieved without the subjectivity of the author. In addition, researcher used lexical semantic approach.</p> <p>After conducting research, researcher found 15 sad emotion vocabularies in primary source with their meaning components dan relations. They were 1) dukhita, 2) braminta, 3) grantēs, 4) karanta-ranta, 5) nlangsa, 6) ngēnēs, 7) ngērēs, 8) nglangut, 9) ngranta, 10) prihatin, 11) rudatin, 12) sēdhih, 13) sungkawa, 14) tikbra, and 15) trēnyuh. Beside those, researcher also found 42 other vocabularies from secondary data sources. They were 1) anglék, 2) angrad, 3) buněk, 4) buněl, 5) duhka, 6) èmēng, 7) gēgēs, 8) gēlana, 9) giyuh, 10) gupé, 11) gograg, 12) kamohitan, 13) kapita, 14) karasa-rasa, 15) katrésan atiné, 16) kēsuh, 17) kētuwon, 18) kunyana, 19) kunyana-papa, 20) lading, 21) lēlēh, 22) manastapa, 23) manonbawa, 24) mangunēng, 25) mangun-kung, 26) masgul, 27) pērih, 28) priyawiraha, 29) rēncaka, 30) rimang, 31) mudah, 32) rudita, 33) ruksa, 34) runah, 35) sangsaya, 36) sēkēl, 37) turida, 38) wéragé, 39) wigēna, 40) wiyadi, 41) wiyoga, and 42) wiragé. After conducting the validation of primary and secondary data sources with respondents, it was obtained 6 vocabularies shared meaning components and relations, outside the primary data source. The vocabularies were still recognized and known by correspondents. Those were 1) anglék, 2) buněl, 3) karasa-rasa, 4) lēlēh, 5) masgul, and 6) pērih.</p> <p>Keyword: Emotion and state of mind, meaning component, meaning relation, sad emotion</p>
 <p>Safrizal YRSICLLR1706052</p>	<p>Analysis Of The Meaning Of Collocation The Word "Penandai": A Semantic Study Using The Corpus Method In Novel Of Sang Penandai By Tere Liye</p> <p>Safrizal Linguistics, University Of Indonesia, Depok, Indonesia</p> <p>Abstract</p> <p>Novel is a literary work that is considered as a world of imagination that is reflected from the real world. A paper that is considered part of the scientific can be analyzed its contents to see its relation to daily life. Progress now, to analyze writing can use a variety of methods, one method that can be used is the Linguistic Corpus. Of course, in this study, requires a tool as a bridge for collecting data. The author tries to analyze the novel using the method of Corporal Linguistics. In this method, the tool I am using is AntConc v 3.4.4. This mini reasearch takes the theme of semantic meaning on the word "penandai" based on the frequency of words that appear in collocation by using the soft role of AntConc v 3.4.4. The data analyzed is a novel of Sang Penandai by Tere Liye. Data are analyzed and described with reference to theories about the meaning of collocation the linguists. The results of this study prove that the word "penandai" raises the frequency with the word, Jim, dongeng 'fairy tale', remiez, rhenal, kapal 'ship', and capung 'dragonfly'. Based on the word that is collocated, the "penandai" is (1) something (someone) are glorified, (2) helper, and (3) the maker (fairy tale).</p> <p>Key word: Linguistic corpus, novel, semantics, penandai</p>

<p>Melasurej C. Francisco GICICPBS1706052</p>	<p style="text-align: center;"><b>Self-Efficacy and Self-Worth of Elderly in Geriatric Institutions</b></p> <p style="text-align: center;">Melasurej C. Francisco Psychology Department, De La Salle University, Dasmariñas, Cavite, Philippines</p> <p style="text-align: center;">Sophia D. Rusit Undergraduate Psychology student , De La Salle University, Dasmariñas, Philippines</p> <p style="text-align: center;"><b>Abstract</b></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 that 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 <math>\mu=28.099</math>, <math>\sigma=6.6262</math>, <math>\sigma^2=43.9067</math> while, SW had <math>\mu=14.9669</math>, <math>\sigma=5.3789</math>, <math>\sigma^2=28.9322</math> which denotes that <math>\text{robt}(121)=0.3164</math> is higher than <math>\text{rcrit}</math> which is 0.150. Although this exhibits positive moderate correlation between SE and SW, relationship between variables is weak. Likewise, the pvalue (<math>\text{pvalue}=0.000406</math>) is lower than the significance level <math>\alpha=0.01</math>, thus, rejecting the null hypothesis, and accepting the alternative hypothesis.</p> <p><b>Keywords—</b> Elderly, Geriatric, Self-Efficacy, Self-Worth</p>
<p>Firoozeh Ghazanfari GICICPBS1706055</p>	<p style="text-align: center;"><b>The effectiveness of self-compassion training on dysfunctional attitudes and quality of life in maimed people caused by car accidents</b></p> <p style="text-align: center;">Firoozeh Ghazanfari Department of psychology, Lorestan University, Khorramabad, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Research Objectives:</b> Amputation is one of the most disturbing and the most damaging event that an individual may experience in his/her life. Dysfunctional attitudes and low quality of life in maimed people caused by car accidents results many disorders and behavioral problems. This study aimed to determine the effectiveness of self-compassion training on dysfunctional attitudes and quality of life in maimed people caused by car accidents.</p> <p><b>Methodology:</b> This is an experimental study with two groups using pre-test and post-test plan. 40 maimed people caused by car accidents were selected by randomized sampling in 2016 and then people were justified in experimental and control groups. Data collection tools included: demographic information, Dysfunctional attitudes questionnaire and Quality of life questionnaire. Data were analyzed by using MNCOVA.</p> <p><b>Findings:</b> Results showed that after adjusting pre-test scores, mean scores of dysfunctional attitudes in the training group focused on self-compassion is</p>

	<p>significantly lower than the control group (<math>P &lt; 0.01</math>), as well as educational group focused on self-compassion, mean scores in quality of life and sub-components of physical functioning such as: physical role, role emotional, vitality, mental health, social functioning, bodily pain and general health was significantly higher than control group (<math>p &lt; 0.05</math>).</p> <p><b>Research Outcomes:</b> Self-compassion training is more efficient in improving dysfunctional attitudes and quality of life in maimed people caused by car accidents.</p> <p><b>Keywords:</b> Self-compassion training, Dysfunctional attitudes, Quality of life, Maimed people, Car accidents.</p>
<p><b>Shima Hashemi</b> GICICPBS1706056</p>	<p><b>Job stress in Emergency Medical Technician (EMT) personnels in Lorestan province (Iran)</b></p> <p><b>Shima Hashemi</b> B.Sc in Public Health, Lorestan University of Medical Sciences, Khorramabad, Iran</p> <p><b>Firoozeh Ghazanfari</b> Associated Proffesor of psychology, Lorestan University, Khorramabad, Iran</p> <p><b>Abstract</b></p> <p><b>Research Objectives:</b> Job stress is one of the fundamental factors in decreasing productivity at organizations and will create physical and mental complications in personnel, as the emergency medical technicians are exposed to it. The aim of this study was to determine job stress in Emergency Medical Technician of Lorestan province.</p> <p><b>Methodology:</b> This is a descriptive analytic study. By use of the census method all of 430 Emergency Medical Technicians of emergency bases in Lorestan province in 2016 were studied. The standard questionnaire HSE was used in this study.</p> <p><b>Findings:</b> Results showed that job stress level in Emergency Medical Technician was at a moderate level about 78.37 percent. It was also found that there is no significant difference between the mean score of job stress and type of employment, marital status, educational level, indigenous status and location of the base (<math>p &gt; 0.05</math>); as though there was a significant meaning between the mean score of job stress and jobs' shift status and job history (<math>p &lt; 0.001</math>).</p> <p><b>Research Outcomes:</b> Job stress can lead to reduce job performance and have adverse effects on clinical practice they leave. Using the supportive strategies of long-term effects of job stress on personnel could be useful.</p> <p><b>Keywords:</b> Stress, Job Stress, Emergency Medical Technician, Iran</p>
 <p><b>Prof Zelda Knight</b> GICICPBS1706058</p>	<p><b>A proposed model of psychodynamic psychotherapy linked to Erik Erikson's eight stages of psychosocial development</b></p> <p><b>Professor Zelda G Knight</b> Department of Psychology, University of Johannesburg, Johannesburg, South Africa</p> <p><b>Abstract</b></p> <p>Just as Freud used stages of psychosexual development to ground his model of psychoanalysis, it is possible to do the same with Erik Erikson's stages of development with regards to a model of psychodynamic psychotherapy. This paper proposes an eight stage model of psychodynamic psychotherapy linked to</p>

	<p>Erik Erikson's eight stages of psychosocial development. Various suggestions are offered. One such suggestion is that as each of Erikson's developmental stages is triggered by a crisis, in therapy it is triggered by the client's search. The resolution of the search often leads to the development of another search which implies that the therapy process comprises a series of searches. This idea of a series of searches and resolutions leads to the understanding that identity is developmental, and therapy is a space in which a new sense of identity may emerge. The notion of hope is linked to Erikson's stage of Basic Trust and the proposed model of therapy views hope and trust as essential for the therapy process. Two clinical vignettes are offered to illustrate these ideas. <b>Keywords:</b> Erik Erikson, development, identity, psychotherapy</p>
 <p><b>Mali Praditsang</b> GICICPBS1706060</p>	<p><b>The emotional and social intelligence of students</b></p> <p><b>Mali Praditsang</b> Faculty of Education, Songkhla Rajabhat University, Songkhla, Thailand</p> <p><b>Abstract</b></p> <p>The main objective of the study was to examine whether four demographic factors, the five dimensions of emotional intelligence and the eight dimensions of social intelligence influence the learning behaviour of students. The study was conducted among 133 students who were in their second semester at Songkhla Rajabhat University, which is located in southern Thailand. A survey design was adopted for data collection. The findings revealed that the self-presentation and concern sub-dimensions of social intelligence had a significant relationship with student learning behaviour. The outcome of this study implies that social intelligence is paramount in enhancing student attitudes towards learning among the respondents in Thailand and, because of this, Thai policy makers should concentrate more on developing social intelligence than emotional intelligence to improve student learning behaviours. Future study should examine environmental culture as a control variable on the relationship between demographic variables, emotional and social intelligence and student learning behaviour. Because this study was limited to first-year students in their second semester at a university in southern Thailand. <b>Keywords:</b> emotional intelligence, social intelligence, learning behaviour, Thailand, university</p>
 <p><b>Simin Gholamrezaei</b> GICICPBS1706061</p>	<p><b>The efficacy of empathy and anger management training on aggression of Islamabad west female students</b></p> <p><b>Simin Gholamrezaei</b> Faculty Member of Lorestan University, Iran</p> <p><b>Abstract</b></p> <p>The present study aimed to survey the effectiveness of empathy and anger management training on aggression of Islamabad west female students. The research design was pretest, post-test with control group. The population were consisted of all female students of Islamabad that 60 of them selected through Purposive sampling method and divided randomly into two experimental and two control groups. Tools were used in the research was Aggressive Questionnaire (AGQ) and Clinical Interview. Each of experimental groups at 8 sessions 70 minutes were instructed with empathy and anger management training techniques, while the control groups didn't any training. One-way analysis of</p>

	<p>variance showed that empathy and anger management training can reducing aggression of aggressive students (<math>p &lt; 0/001</math>). The findings showed empathy and anger management skills training in schools, especially in teens To reduce aggressive behavior and help to adapt and understand others. <b>Keywords:</b> empathy, anger management, aggression, students</p>
 <p><b>Dr. Shweta Chauhan</b> GICICPBS1706062</p>	<p style="text-align: center;"><b>Prevalence of depression amongst nursing students</b></p> <p style="text-align: center;"><b>Dr. Shweta Chauhan</b> Post-graduate Student, Department of Psychiatry, Teerthanker Mahaveer Medical College &amp; Research Centre, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India</p> <p style="text-align: center;"><b>Dr. Seema Singh</b> Assistant Professor, Department of Psychiatry, Teerthanker Mahaveer Medical College &amp; Research Centre, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India</p> <p style="text-align: center;"><b>Dr. Azfer Ibrahim</b> Senior Resident, Department of Psychiatry, Teerthanker Mahaveer Medical College &amp; Research Centre, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Aims &amp; Objectives:</b> To find the rates of depressive symptoms amongst various nursing courses at a nursing teaching and training college in India.</p> <p><b>Methodology:</b> 500 students studying in various nursing courses at a nursing college in North India were enrolled in the study. A two-part questionnaire was distributed amongst the students, the first part of which included basic socio-demographic details and the second part consisted of Beck ' s Depression Inventory (BDI) translated to Hindi for ease of understanding of the students. A total BDI (Beck ' s Depression Inventory) score of <math>\leq 13</math> was taken as the cut-off value. Results were tabulated using SPSS v20 and independent sample t tests were applied.</p> <p><b>Results:</b> 48% (n=240) students showed signs of Depression as per the total BDI (Beck ' s Depression Inventory) score, with mean score of <math>14.29 \pm .377</math>. The highest Scores were seen amongst GNM (General Nursing and Midwifery) III year students. Significant p-value of 0.001 was obtained (Confidence Interval 95%). 122 students showed mild depression, 83 showed moderate and 35 showed signs of severe depression.</p> <p><b>Conclusion:</b> This study shows similar results as demonstrated by comparable studies done in other countries. This calls for the need of more intervention based follow up studies and education of primary medical care givers in any hospital, in recognizing the signs and symptoms and seeking prompt treatment. Treatment facilities should be made easily accessible to students in view of the stigmatizing nature of mental disorders.</p> <p><b>Keywords:</b> Depression, Nursing Students, Beck ' s Depression Inventory (BDI), India</p>

 <p><b>Dr. Swati Singh</b> GICICPBS1706063</p>	<p><b>Prevalence of stress and psychiatric morbidity among post graduate resident doctors working in Medical College In Uttar Pradesh</b></p> <p><b>Dr. Swati Singh</b> Post-graduate Student, Department of Psychiatry, Teerthanker Mahaveer Medical College &amp; Research Centre, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India</p> <p><b>Ms. Shubhi Agarwal</b> clinical psychologist, Department of Psychiatry, Teerthanker Mahaveer Medical College &amp; Research Centre, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India</p> <p><b>Dr. Prerana Gupta</b> Assistant Professor, Department of Psychiatry, Teerthanker Mahaveer Medical College &amp; Research Centre, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh, India</p> <p><b>Abstract</b></p> <p><b>Introduction:</b> Residency training is a stressful course. Interns and resident doctors in developing countries encounter additional challenges including shortage of health sector budget, low income and disparities in health care distribution. The need to study and work simultaneously make them more susceptible to psychological problems.</p> <p><b>Aim of the study:</b> To study the prevalence of stress and the associated factor &amp; other psychiatric morbidity among postgraduate doctors at Teerthanker Mahaveer University, Moradabad(U.P) in India.</p> <p><b>Materials and Methods:</b> This cross- sectional study was conducted at the University Teerthanker Mahaveer Medical College &amp; Research Center(TMMC&amp; RC) Moradabad in U.P, 50 postgraduate students were included in this study after obtaining written informed consent.</p> <p><b>RESULT:</b> The mean depression score was <math>6.26 \pm 6.00</math>, the anxiety score was <math>10.34 \pm 3.91</math> and the mean stress score was <math>15.30 \pm 3.93</math>. The present study showed mild anxiety level and moderate level of stress in postgraduate students. The study showed a difference in stress level when compared for age and gender, but it was not statistically significant. When the stress level was compared for clinical and non-clinical departments; the difference was statistically significant.</p> <p><b>KEYWORDS:</b> STRESS, ANXIETY ,DEPRESSION SCALE,POSTGRADUATE</p>
<p><b>Cezar Giosan</b> GICICPBS1706065</p>	<p><b>A computerized mobile solution for the treatment of depression</b></p> <p><b>Cezar Giosan</b> Clinical Psychology, Babes-Bolyai University Cluj-Napoca, Romania</p> <p><b>Vlad Muresan</b> Ph.D., Babes-Bolyai University, Cluj-Napoca</p> <p><b>Oana Cobeanu</b> Ph.D., Babes-Bolyai University, Cluj-Napoca</p> <p><b>Cristina Mogoase</b> Ph.D., Babes-Bolyai University, Cluj-Napoca</p>

	<p style="text-align: center;"><b>Aurora Szentagotai</b> Ph.D., Babes-Bolyai University, Cluj-Napoca</p> <p style="text-align: center;"><b>Rares Boian</b> Ph.D., Babes-Bolyai University, Cluj-Napoca</p> <p style="text-align: center;"><b>Oana David</b> Ph.D., Babes-Bolyai University, Cluj-Napoca</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this work is to disseminate a Comprehensive Computerized Intervention for Depression (an “app”). While face-to-face cognitive-behavioral therapy (CBT) remains the psychological standard of care in the treatment of depression, other delivery formats, such as two-way online video, have been tried successfully in the recent years.</p> <p>Automated interventions for depression (e.g., internet-delivered sessions) have been shown to have clinical outcomes comparable with standard CBT. They also come with benefits such as convenience, cost reduction and greater reach. However, such interventions also come with less desirable outcomes, such as a high dropout rate or limited long-term improvement.</p> <p>Building on these recent advances, we have developed an app – a mobile Intervention for Depression for iOS and Android – that aims at minimizing the problems that the current automated solutions face. To this end, our proposed solution incorporates insights from Graphic Design, gamification theories, and Artificial Intelligence, to increase the quality of the user experience, potentially leading to better clinical outcomes.</p> <p>We have conducted a preliminary Randomized Clinical Trial testing the efficacy of this app on samples of people with elevated depressive symptomatology. The results show significant improvement in the group that used the active mobile intervention, compared to a placebo intervention or a waitlist.</p>
<p><b>Dr Elizabeth Spruin</b> GICICPBS1706066</p>	<p style="text-align: center;"><b>Using Therapy Dogs within the Criminal Justice System</b></p> <p style="text-align: center;"><b>Dr Elizabeth Spruin</b> Department of Psychology, Canterbury Christ Church University, United Kingdom</p> <p style="text-align: center;"><b>Katarina Mozova</b> Canterbury Christ Church University, Canterbury, UK</p> <p style="text-align: center;"><b>Abstract</b></p> <p>It has been shown that dogs can have numerous beneficial effects on individuals, for example, being able to alleviate stress (Aydin, et al., 2012). Countries such as USA, Portugal and Canada, have expanded such use of dogs and use specially trained courthouse dogs to accompany witnesses whilst testifying but also, for example, during medical examinations (Sandoval, 2012). Recently, in England and Wales, specially trained dogs have been introduced into the Criminal Justice System. However, there is currently no evidence evaluating such initiatives worldwide and most information on the effects a specially trained dog can have on individuals is anecdotal. The aim of this talk is to present current knowledge on using specially trained dogs within the Criminal Justice System. It is also to provide preliminary results from a selection of our studies exploring the use of specially trained dogs as viewed by the public and as viewed by court users who</p>

	<p>were offered this service. Preliminary results show benefits of using specially trained dogs within the Criminal Justice System when approached with care and when dog is appropriate/appropriately trained. Keywords: Criminal Justice System, specially trained dogs, victim support</p>
<p>Mojtaba Reazei Rad GICICPBS1706067</p>	<p>The effectiveness of teaching methods based on the model of instructional design Bybee on motivation, creativity and efficacy of digital art students of Islamic Republic of Iran Broadcasting (IRIB)</p> <p style="text-align: center;"><b>Mojtaba Reazei Rad</b> Young Researchers and Elite Club, Sari Branch, Islamic Azad University, Sari, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>An appropriate teaching method is the most important bases of quality. Many psychologists believe that learning opportunities should be organized so that each student based on their ability to engage in activities. This study aimed to determine the effectiveness of teaching methods based on the model of instructional design Bybee on motivation, creativity and self-digital arts students of Islamic Republic of Iran Broadcasting was done. This quasi-experimental research with pretest and post-test and test and control groups. The population consisted of all university students in the digital arts Islamic Republic of Iran Broadcasting (IRIB) in the academic year 2015-2016 to 188 people. Simple random sampling method, the number 20 as an experimental group and a control group of 20 patients were selected. Measuring tools, questionnaires Vallerand's motivational orientation, et al (1992), Abedi creativity and Torrance (1974) and Self-Efficacy and Maddox (1982) in the pre-test and post-test was used. The data collected with IBM SPSS 23 software and analyses of covariance (ANCOVA) were analyzed. Results showed that the method based learning instructional design model Bybee on motivation, creativity and students' self-efficacy and increase its value. Due to the influence of educational design model to increase motivation, creativity and students' self-efficacy, it seems that using this teaching method is useful in education. Keyword: teaching methods, design Bybee, motivation, creativity, efficacy</p>
<p>Dr. Vijaya Somasundaram GICICPBS1706069</p>	<p>Impact of collective academic self efficacy on individual academic self efficacy of management students with technical and non technical educational background</p> <p style="text-align: center;"><b>Dr. Vijaya Somasundaram</b> Department of Management studies Rajalakshmi Engineering College, Chennai, India</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Self efficacy is a motivational construct that operates at both the group and individual level. This study will assess the impact of the collective education self efficacy on individual educational self efficacy on 100 management students operating in two groups in a college in Chennai. The study will also looked into differences if any between this impact on students with technical education backgrounds and those with non technical education backgrounds. Data will be analyzed to understand the extent to which collective educational self efficacy is a determinant of individual educational self efficacy in these students. The results will be used to enhance and optimally use pedagogical frameworks for students with different educational backgrounds.</p>



Hellya Agustina  
GICICPBS1706071

**Counseling Skill Training for Family Planning Counselor on Department of Training and Development at National Family Planning Board (BKKBN) South Kalimantan**

**Hellya Agustina**

**Department Of Counseling And Guidance, Faculty Of Teacher Training And Education, Universitas Achmad Yani, Banjarmasin-South Kalimantan, Indonesia**

**Abstract**

We can conclude that counselling is a term used to describe a helping relationship. This study was designed to test counseling skills training which applied to family planning counsellor (PKB). Participants in this study were Family Planning Counsellors in South Kalimantan that identified by the training and development areas in National Family Planning Board (BKKBN) South Kalimantan. Participants are from civil servants, contract workers, religious leaders, traditional leaders, and other stakeholders. The design of this study used one group pre-test and post-test design that is O1 X O2. The reason for using this design is to define the target behavior before and after the training. Instruments in taking the data in this study came from the observation of psychologists who also became trainers in the training that was held. The results of data analysis using visual analysis and qualitative analysis. From two analyzes which conducted in this study is indicated that there is an increasing skill of family planning counselor south kalimantan in counseling. These significant changes are not only seen in the classroom but also visible when they are on duty in the field after training.

**Keywords:** definitions of counselling, counselling skills training, quasi-experimental design, skills increase

**Putu Sintha Dewi  
Aryaningrat  
GICICPBS1706072**

**Descriptive Study: Self's Esteem of Balinese Women Who Experienced Nyerod Marriage**

**Putu Sintha Dewi Aryaningrat**

**Faculty of Psychology, Airlangga University, Surabaya, Indonesia**

**Ni Luh Arick Istriyanti**

**Faculty of Psychology, Airlangga University, Indonesia**

**Abstract**

In Balinese society, marriage could be done with a couple who have the same or different caste. The marriage of woman who has higher caste than her man is called Nyerod Marriage, where the woman will follow her husband's caste (Paramitha and Susilawati, 2016). The woman who experience Nyerod, will have no more caste in her society and hometown. This kind of marriage will influence a lot of aspects in Balinese women's life, and one of them is self - esteem. According to Cast and Bruke, 2002, self - esteem is a positive evaluation of self that include ability and worth.

Based on those statements above, the aim of this study is to understand the self - esteem of Balinese Women who experienced Nyerod marriage.

This study is a quantitative research. The data is collected by using a questionnaire that called self - esteem scale. We collected the data from 50 respondents, who are Balinese Women that have experience of Nyerod Marriage.

The result of this study shows that the level Balinese women's self esteem who experience Nyerod Marriage is on the low level. It is happened because they have no more high caste that they have before and also couldn't attend the ceremony or

	<p>the traditions from their own hometown. The detail results will be discussed later. Key words: Self – esteem, Nyerod, Balinese Women.</p>
 <p><b>Ihil S. Baron</b> GICICPBS1706073</p>	<p style="text-align: center;"><b>The Effectiveness of Leadership Management Training</b></p> <p style="text-align: center;"><b>Ihil S. Baron</b> Department of Human Resources Management, Sekolah Tinggi Ilmu Ekonomi (STIE) Pancasetia, Banjarmasin-South Kalimantan, Indonesia</p> <p style="text-align: center;"><b>Hellya Agustina</b> Department of Counselling and Guidance, Faculty of Teacher Training and Education, Universitas Achmad Yani Banjarmasin, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The leadership is a process that can be equated with the production process in the production management system. The leadership process takes time and not something that happens all of a sudden. An interaction process will affect in leadership and depends on the situation, the quality of leadership, and the quality of its followers. The aim of this research is researchers want to see the effectiveness of Leadership Management Training for Middle Managers of PT. PLN (Persero) in Kalimantan Area, and it can specifically describe the differences in the field when they have attended before and after training hold. The differences in this study with previous studies is the training is more given about how leadership training will be the one of effective training to improve workers ability, whereas in this study researchers will see the direct effect of training given to the middle (assistant) managers on PT. PLN (Persero). Complex and complex issues are potential challenges to be solved by the person facing the problem. Therefore, everyone will try to overcome and solve the problem. By looking at and analyzing the situation and condition of a problem and the purpose it wants to achieve, one can use or find ways or approaches that can solve the problems it faces. To apply an approach to solving a problem in addition to the approach used to solve the problem, it also depends on the perception of the problem at hand. After the training we can be concluded that there is a significant change between the initial conditions before being trained and the conditions after the training. This is supported by the ability and skills of the participants in following the lesson with various techniques or methods used by trainers and facilitators, such as: experiential learning through various games, and also the the-brief / discussion / review / reflection on each game do. Described that the participants are able to develop self-ability, improve and maintain the competencies studied, analyze a problem, develop an activity plan, and control the activities undertaken in each work unit so that the achievement of corporate objectives and human resources quality improvement.</p> <p><b>Keywords:</b> leadership and management, the effectiveness of training, systemics approach with visual and qualitative analysis, significant results before and after training</p>
<p><b>Fahimeh Sarhaddi</b> GICICPBS1706075</p>	<p style="text-align: center;"><b>How does Culture affect Schizophrenia?</b></p> <p style="text-align: center;"><b>Fahimeh Sarhaddi</b> Department of Psychology, Islamic Azad University, Zahedan Branch, Iran</p> <p style="text-align: center;"><b>Abstract</b></p>

	<p><b>Introduction:</b> Schizophrenia has been observed all around the world in various countries, cultures, and races and thus, there is no doubt that it is a universal illness, but does the disorder manifest itself in the same way in all of these countries? Health care services increasingly face patient populations with high levels of ethnic and cultural diversity. Cultures are associated with distinctive ways of life; concepts of personhood; value systems; and visions of the good that affect illness experience, help seeking, and clinical decision-making.</p> <p><b>Aim:</b> the aim of this paper is to consider how culture affects symptoms, treatment and outcome of schizophrenia as well as the role of acculturation on this disorder on the basis of review of the literature.</p> <p><b>Conclusion:</b> studies on culture and schizophrenia show that there are differences in symptom display, treatment and outcome of schizophrenia. Research on acculturation and mental and physical health outcomes indicate that acculturation can be both beneficial and detrimental and can affect the symptom severity in schizophrenia. Based on the results of different studies we conclude that culture affects schizophrenia and therefore considering the cultural differences in patients is very crucial and must not be ignored.</p> <p><b>Key words:</b> Schizophrenia, Culture, Acculturation</p>
<p><b>Ni Luh Arick Istriyanti</b> <b>GICICPBS1706076</b></p>	<p><b>Nyentana Marriage : does it influence the self esteem of Balinese man?</b></p> <p><b>Ni Luh Arick Istriyanti</b> Faculty of Psychology, Airlangga University, Indonesia</p> <p><b>Putu Sintha Dewi Aryaningrat</b> Faculty of Psychology, Airlangga University , Indonesia</p> <p><b>Nurul Hartini</b> Faculty of Psychology, Airlangga University , Indonesia</p> <p><b>Abstract</b></p> <p>The Balinese embrace the patrilineal system which decree that their female daughter to be “Sentana” (her status become male who will inherits parents’ inheritance). The family will conduct wedding where the male obliged to be the family successor, thus it is very important for a Balinese family to have male descendants. When a family does not have a male descendant, then the “Nyentana” family, where the husband join to his wife’s family, live in his wife house and all his descendants belong to the wife’s family in which the aim is to continue the heredity in order to avoid the disconnection of the descent in the family.</p> <p>Nowadays, “Nyentana” marriage is not easy to do since after married, male will not have the rights in his own family inheritance and must stay in wife’s house. The awkward situation will be faced by male in “Nyentana” marriage will influence many aspects of his life in such that there will be perception that the male does not have a pride (Udyatama, 2015). Based on the statement, the aim of the research is to figure out the self-esteem image of a Balinese man who committed to “Nyentana” marriage.</p> <p>This research is using the quantitative approach, with the amount of 50 Balinese male subjects who conduct “Nyentana” marriage. Data collecting method is using questionnaires in the form of self-esteem. The result shows that Nyentana marriage system influenced their self-esteem condition. Detail result will be discussed later.</p> <p><b>Key words :</b> Self esteem, nyentana marriage, Balinese man</p>

<p><b>Irma Dasi</b> <b>GICICPBS1706077</b></p>	<p><b>Psychological Bystanders Factors In Cyberbullying Cases</b></p> <p><b>Irma Dasi</b> Faculty of Psychology, Ahmad Dahlan University, Yogyakarta, Indonesia</p> <p><b>Amalia Rizkyarini</b> Faculty of Psychology, Ahmad Dahlan University, Yogyakarta, Indonesia</p> <p><b>Abstract</b></p> <p>Cyberbullying is a form of bullying that is done with annoying, makes a person a laughing stock, rude and aggressive comments, slander and threaten through internet technology. Indonesia is the second highest country in the world as a case of cyberbullying after Japan. Ease of access to information makes everyone aware of all information including the occurrence of cyberbullying. But in fact the bystanders (viewers) who know the occurrence of bullying on the internet choose to be silent readers. Bullying perpetrators' perception of bullying behavior is 11.8%, so the bystanders behavior that does not help the bully victim increases bullying. In article 27 paragraph (3) of Law number 11 of 2008 on ITE, through the decision of the Constitutional Court NUMBER 50 / puu-VI / 2008 has provided legal certainty on the phenomenon of cyberbullying. The method used is literature research method by using literature review or literature in accordance with the topic of discussion to review the problem. This paper explains that the behavior of passive bystanders in cyberspace in the case of bullying occurs because it is influenced by perception as the main factor. The results of this study suggest that the perception of bystanders against cyberbullying incidents depends on the victim's response and other bystanders. The writing also explores the role, responsibilities of bystanders and explains helpful behavior in cyberspace. Keyword : Psychological Factors, Cyberbullying, Bystanders</p>
<p><b>William Van Gordon</b> <b>GICICPBS1706084</b></p>	<p><b>Is Mindfulness Safe?</b></p> <p><b>William Van Gordon</b> Centre for Psychological Research, University of Derby, UK</p> <p><b>Edo Shonin</b> Awake to Wisdom Centre for Meditation and Mindfulness Research, Ragusa, Italy</p> <p><b>Mark Griffiths</b> Psychology Department, Nottingham Trent Univerasity, United Kingdom</p> <p><b>ABSTRACT</b></p> <p>Mindfulness is advocated by the National Institute for Health and Care Excellence, American Psychiatric Association, and the Royal Australian and New Zealand College of Psychiatrists for treating specific psychiatric disorders in adults (Shonin et al., 2014). However, despite its growing popularity, there is concern and uncertainty as to whether there are health risks associated with mindfulness. Such concerns form part of what has been termed the 'mindfulness backlash' or 'McMindfulness' movement that has involved ongoing inquisitorial debate in the mass media (e.g., BBC, Guardian, Huffington Post, Independent, Telegraph, Waikato Times, Washington Post), trade/weekly journals (e.g., Lifehack, Salon, The Daily Good, The Spectator), practitioner journals (e.g., The Psychologist,</p>

	<p>Psychology Today, PsychCentral), and academic journals (e.g., Advances in Mind Body Medicine, British Journal of General Practice, Clinical Practice, Journal of Counselling and Development, Mindfulness, Mindfulness and Compassion, Self and Society). More specifically, such concerns have arisen pursuant to an increasing number of empirical and anecdotal reports that participation in a mindfulness-based intervention (MBI) has led to (for example) executive memory impairments, depersonalisation, asociality, panic attacks, psychotic episodes, addiction (i.e., to mindfulness), and/or impaired reality testing. This paper briefly appraises the evidential quality of these reports, identifies factors that appear to exacerbate the risks of mindfulness, and makes recommendations for safe clinical implementation.</p> <p><b>Key Words:</b> Mindfulness, Adverse Effects, Meditation, False-memory Susceptibility, Depersonalisation</p>
 <p><b>Assoc. Prof. Marek Matejun</b> GICICPBS1706059</p>	<p><b>Development of students' innovative competences in the academic environment: determinants and career paths</b></p> <p><b>Assoc. Prof. Marek Matejun</b> Department of Management, Faculty of Organization and Management, Lodz University of Technology, Poland</p> <p><b>Abstract</b></p> <p>Individual competences reflects mutual interconnections and synergistic reinforcement of knowledge, skillsets and human attitudes having the form of specific potential that are prerequisite to ensure effectiveness and good performance in a given field as well as for being successful in one's personal and professional life. One of their types are innovative competences related to the ability to identify new opportunities for generating business, utilizing creativity and introducing, developing and commercializing products and services (Quintana-García &amp; Benavides-Velasco, 2008; Li, Huang &amp; Tsai, 2009). Innovative competences – in direct conjunction with entrepreneurship competences (Santandreu - Mascarell, Garzon &amp; Knorr, 2013) – are seen as one of the key competences in the European Union (Halász, &amp; Michel, 2011). A significant role in developing them is played by universities, which thus contribute to the social and economic development of regions and states (Benneworth &amp; Charles, 2005) – in many cases affecting future professional choices of their graduates. With this in mind, I decided to devote my article to assessing the development of students' innovative competences in the academic environment of a selected Polish university, as well as to identifying the main directions of career paths planned by students. To achieve the objective of this paper in 2013-2016 I conducted surveys among 1597 students of the Lodz University of Technology as part of the Global University Entrepreneurial Spirit Students' Survey (GUESSS), the aim of which was to diagnose students' entrepreneurial attitudes and behaviors. The results show that the innovative competences level is significantly and positively determined by the level of entrepreneurship classes offered by the university, but also by peers' positive attitudes and support to entrepreneurial and innovative initiatives. Students expressing the most advanced innovative competences tend to have more clearly defined professional plans. Over half of them intend to set up their own businesses, though they also plan to gain some initial experience by working in small, medium-sized and large companies.</p> <p><b>Keywords:</b> individual competences; innovative competences; university; students; career paths; GUESSS.</p>

<p><b>Sabo Saleh Dagona</b> GICICPBS1706070</p>	<p><b>Translation and Cultural validation of the Amsterdam Preoperative Anxiety and Information Scale (APAIS) Into Nigerian Hausa Language</b></p> <p><b>Sabo Saleh Dagona</b> Faculty of Health Studies, University of Bradford, Bradford, United Kingdom</p> <p><b>Professor Uduak E Archibong</b> Faculty of Health Studies, University of Bradford , Bradford, UK.</p> <p><b>Dr Gabrielle Tracy McClelland</b> Faculty of Health Studies, University of Bradford, Bradford, UK</p> <p><b>Abstract</b></p> <p><b>Background:</b> Preoperative anxiety remains a significant problem in patients undergoing elective surgery. Previous researches estimated the incidence of preoperative anxiety in up to 80% of surgical cases. Given the high prevalence rate and short time available for clinicians to assess surgical patients' psychological state, there is need for a short screening tool to be used to quickly assess preoperative anxiety so as to plan intervention to reduce anxiety before surgery is performed. Amsterdam Preoperative Anxiety and Information Scale (APAIS), has been found to be very effective in serving this purpose.</p> <p><b>Objective:</b> The purpose of this study was to translate and validate the APAIS into Nigerian Hausa Language to be used in assessing Hausa speaking surgical patients' preoperative anxiety.</p> <p><b>Methods:</b> Forward and backward translation method of APAIS into Hausa Language was made to produce a Hausa version of the scale (APAIS-H). The Hausa version was tested on thirty patients scheduled for elective surgery at Federal Medical Centre, Nguru, Yobe State, Nigeria. The authors performed factor analysis, internal consistency and correlated the translated Hausa version with Spielberger's State Trait Anxiety Inventory (STAI-State). <b>Results:</b> The translated Hausa version correlated well with STAI-state (<math>r = 0.61</math>), and a high internal consistency was obtained for the two subscales (Cronbach's alpha 0.82 for anxiety related to surgery subscale and 0.64 for information desire subscale respectively). <b>Conclusion:</b> APAIS-H has been found to be valid and reliable instrument to be used in the assessment of preoperative anxiety in Hausa speaking patients scheduled to undergo surgical operation.</p> <p><b>Key words-</b> Preoperative anxiety, Amsterdam Preoperative Anxiety and Information Scale (APAIS), surgical patients and cross-cultural validation</p>
<p><b>Hidayati Hidayati</b> GICICPBS1706074</p>	<p><b>High School Boredom Scale (HSBS): Instrument to Measure Boredom of High School Students</b></p> <p><b>Damayanti K</b> Khairunisa Damayanti, Universitas Indonesia <b>Hidayati</b> Hidayati, Universitas Indonesia <b>Kharimah</b> Umi nur Kharimah, Universitas Indonesia</p> <p><b>Abstract:</b></p> <p><b>Boredom instrument on high school students is considered necessary. Oftentimes boredom has been ignored, whereas it has serious impact on school's performance. Therefore, we do the construction of boredom instrument on high school students. The instrument can be used in educational setting, especially for school counselor</b></p>

	<p>to assess student's state of boredom Content validity was tested by an "expert judgment", who are a psychometrist and educational psychologist. The instrument was tested on 70 high school students in five cities in Indonesia. Cronbach Alpha reliability is 0,84. It means that items are consistent in measuring one particular construct. In this study, we used construct validity, more specifically by using convergent and discriminant validity. Convergent validity tested by correlating the total score of boredom instrument and the total score of "psychological distress" with results <math>r=0.469</math> significant in los 0.05 (<math>p&lt;0.05</math>). Discriminant validity tested by correlating the total score of boredom instrument and the total score towards bullying with results <math>r=0.075</math> which is not significant in los 0.05. We could conclude that boredom instrument is considered valid in measuring boredom construct. There are 30 items selected based on item integrative analysis to measure boredom. The norm that is used for this instrument is "within group norm" by using <math>M=50</math>, <math>SD=10</math> of "standard score". For future scope, number of samples should be enlarged to make representative norm. Keywords: boredom, high school students, reliability, validity, item analysis</p>
<p><b>Chanchana Siripanwattana</b> GICICPBS1706080</p>	<p><b>Theoretical Review and Empirical Evidences of Determinants of Food Safety Accomplishment : New Findings on Social and Cultural Issues</b></p> <p><b>Chanchana Siripanwattana</b> Technopreneurship and Innovation Management Program , Graduate School, Chulalongkorn University, Bangkok, Thailand</p> <p><b>Siripanwattana Witaya</b> Faculty of Science and Technology, Suan Dusit University Bangkok Thailand</p> <p><b>Arpanutud Pornlert</b> King Mongkut's University of Technology Thonburi Bangkok Thailand</p> <p><b>Chandrachai Achara</b> Faculty of Commerce and Accountancy, Chulalongkorn university Bangkok Thailand</p> <p><b>Kiratipibul Suwimon</b> Faculty of Science , Chulalongkorn university Bangkok Thailand</p> <p><b>Abstract</b></p> <p>The main purpose of the study is to produce a new conceptual framework combining both traditional approach focusing on education and training and social approach including organizational culture that can help predict and explain the accomplishment of food safety practices in Thai food industry. Most of the food safety papers have focused on biological and chemical issues. Food safety professionals have been heavily dealing with educating and training employees in order to obtain knowledge and skills and consequently adjust themselves to comply with food safety rules and regulations. Food safety experts usually perceive food safety solely in terms of scientific methodology and rule based system. However, food safety problems are still ranked one of the biggest difficulties in Thai food industry. Thailand is one of the World's major food exporters. Spending thousands of dollars on training and controlling food safety in both public and private sectors does not ensure the consistency and stability on food safety quality in the long term and human error was found to be the predominant factor. There is limited understanding on some of the major root causes in food safety problems in Thailand. Two trends have been emerged within this literature. This paper</p>

	<p>examined social issues including organizational culture with the aim of discovering major determinants that are likely to significantly catalyze and improve food safety compliance bringing about food safety accomplishment in Thai food industry.</p> <p><b>Keywords:</b> Determinants, Food safety accomplishment, and Organizational culture</p>
 <p><b>Cristian E. Olivo Q.</b> GICICPBS1706083</p>	<p style="text-align: center;"><b>Attractiveness Assessment in Online Dating Profiles in Taiwan</b></p> <p style="text-align: center;"><b>Cristian Eduardo Olivo Quiroga</b> PhD Program in Business, Feng Chia University, No. 100 Wenhwa Rd., Seatwen, Taichung, Taiwan 407, R.O.C.</p> <p style="text-align: center;"><b>Yen Shang-Yung</b> Department of Business Administration, Feng Chia University, No. 100 Wenhwa Rd., Seatwen, Taichung, Taiwan 40724, R.O.C.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Online dating is a significant social phenomenon widespread worldwide as a way to increase opportunities to meet potential partners. Whilst research in western countries has provided valuable insights on how users perceive one another when viewing their profiles, little research has been done in Asia, where culture and cultural environment are different. In an experimental approach, we evaluated how people assess attractiveness of profile owners. We created five online profiles of women and five profiles of men, which were evaluated by 200 participants. First, participants were shown the written description of a profile and asked to evaluate it in terms of attractiveness, trustworthiness and self-esteem, plus being asked if they'd consider dating the profile owner or no. Second, participants were shown the pictures of the profile and asked the same questions. As previous studies in psychology, in the absence of photographs, participants tend to rely more on other clues to evaluate the attractiveness; whilst after looking at profile photographs, participants tend to evaluate final attractiveness based on the photographs rather than in the initial written description of the profile owners.</p> <p><b>Keywords:</b> Online dating, attractiveness, photograph, Taiwan</p>

**Daesung Seo**  
**GICICPBS1706087**

**Gender and age differences in smart phone use among elderly people**

**Daesung Seo**  
**Department of Psychology, Yonsei University, Seoul, South Korea**

**Abstract:**

Today, many countries are aging; both the number and the percentage of elderly people are increasing. Studies show that technology is beneficial to elderly people and that technology usage rate, such as smartphone usage rate, is low. Smartphone are used to improve the quality of life among elderly people. Hence, usage information could be useful to make a plan to enhance smartphone use of this population. Smartphone usage rate among elderly people continues to increase dramatically, but there is limited information on how and what they use. Thus, the purpose of this study was to investigate the use of smartphone across gender and age group(60-, 70-and 80-year-old). To understand elderly people's usage of smartphone, a questionnaire was constructed and 636 elder adults ages from 60 and 89, who use smartphones were eligible for the survey. Data collected through the questionnaires were analysed using Chi-square test. The results revealed that the use of different functions in smartphones is limited among elder people. And positive attitude toward the use of smartphone decrease with increase in age. However, the results show that there are some gender and age differences in the patterns of smartphone usage. Previous studies suggest that increase use of smartphone among elderly people could improve their QOL. Specific strategies to increase the usage should be investigated. Additional research is needed to make findings of this study generalizable.

<p>Seung Ah Lee GICICPBS1706088</p>	<p><b>Keyword :</b> Elderly people, Smartphone usage, Gender and age differences, Changes in impulsivity and related behaviors of college students after college-level class intervention</p> <p>Seung Ah Lee Department of Psychology, Yonsei University</p> <p><b>Abstract:</b> Early findings report that impulsivity is related to health-related issues of college students, such as binge drinking, smoking eating disorder, etc. This study compared the effects of exercise class and self-management class on impulsivity and behavior change of college students. The participants were 178 college students recruited from an exercise class (N=93) and self-management class (N=85). Exercise class consisted of self-administered regular exercises following 2 weeks of lectures while self-management class required students to implement an individual change plan applying behavioral principles and skills that they learnt from the class. The participants completed pre and post assessment of impulsivity (delay discounting task), habit strength (the self-report habit index), and regulatory behavior (the regulatory behavior questionnaire) at the beginning and end of the class. Results indicated that there was significant improvement in impulsivity between pre and post assessment while significant group differences were not reported when controlled for pre-impulsivity level. In addition, the self-management group reported a significant improvement of habit strength compared to exercise group. It was implied that college-level class intervention, especially self-management class, was effective for improving impulsivity. The results and implications will be discussed in detail. <b>Keywords :</b> impulsivity, college-level class, habit strength</p>
---	--

## Listeners

<p>Fatai Sanya Akinwunmi Department of Yoruba, School of Secondary Education (Languages), Federal College of Education, Kano, Nigeria GICICLLR1706064</p>
<p>Micheal Nnamdi Martins Boadan Engineering and Management { BEM }, Swaziland, South Africa GICICLLR1706069</p>
<p>Namubiru Brenda Diana Department of research, Mengo Youth Development Link, Kampala, Uganda GICICPBS1706053</p>
<p>Fariz Sakina Binti Abdullah Psychology Counseling Unit, Allied Health of Science College, Kuala Lumpur, Malaysia</p>

<b>GICICPBS1706054</b>
<b>Albert Valentine</b> <b>Graduate School of Business, Organization Development Dept., Assumption University ,Bangkok, Thailand</b> <b>GICICPBS1706057</b>
<b>Ms. Shubhi Agarwal</b> <b>Department Of Psychiatry Teerthanker, Mahaveer University, Near Delhi, Highway, Moradabad,</b> <b>Uttarpradesh, India</b> <b>GICICPBS1706064</b>
<b>Sajad Ali</b> <b>Adolescent Sexual Reproductive Health (ASRH),Pathfinder International - Pakistan, Tando Allahyar,</b> <b>Pakistan</b> <b>GICICPBS1706082</b>
<b>Khalaf Ali M Aljumah</b> <b>Medical Supply, Health Affairs, Riyadh, Saudi Arabia</b> <b>GICICPBS1706078</b>
<b>Panuwat Pantakod</b> <b>Department of foreign languages, faculty of humanities and social sciences, Surindra Rajabhat</b> <b>University, Surin, Thailand</b> <b>GICICLLR1706076</b>