

**CONFERENCE PROCEEDINGS**



**Social Science and Humanities Research Association**

**19th International Conference on Psychology & Language Research  
(ICPLR), 25-26 July 2017, Barcelona, Spain**

**25-26 July 2017**

Conference Venue

Facultat de Filosofia, Facultat de Geografia e Historia, (Department of  
Philosophy, and Department of Geography and History) Universitat de  
Barcelona, Barcelona, Spain

(Rooms 401 & 402, Fourth Floor)

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and History) Universitat de Barcelona, Barcelona, Spain  
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**PLENARY SPEAKER**



**María de Lourdes Cuéllar Valcárcel**  
**Foreign Language Teaching Center (CELE), National Autonomous**  
**University of Mexico (UNAM), Mexico**

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(Rooms 401 & 402, Fourth Floor)



Chaudhry R.K.  
GICICPLR1707051

To evaluate cognitive impairment in substance abusers.

Chaudhry R.K.

Associate Professor, Department of Psychiatry, DMC&H, Ludhiana, Punjab, India

Pankaj Kumar, A. Raghav, Mishra B.P.

Abstract

**Introduction-** Chronic use of psychoactive substance is associated with wide-spread deficits in neuropsychological functioning (Roger and Robin 2001; Verdejo Gracia et al. 2004). The prevalence of cognitive impairment varies from 30-80% (Bates Convit 1999). The major brain regions affected are dorso-prefrontal cortex and anterior cingulate cortex.

**AIM-** To evaluate cognitive impairment in substance abusers.

**Material and Methods-** The study was conducted on 30 known substance dependent patients diagnosed as per ICD-10 criteria at Dayanand Medical College & Hospital, Ludhiana. After obtaining consent, patients were evaluated for cognitive functioning with PGI Battery of Brain Dysfunction designed for Indian population by Dwarka Pershad and Santosh K. Verma(3rd edition 2015). The battery includes five subtests- Memory Scale, Revised Bhatia's short battery of performance tests of intelligence, Nahor Benson test, Verbal adult intelligence scale and Bender visual motor gestalt test. Patients with head injury, seizure disorder and any other psychiatric disorder on Axis- I were excluded.

**Results-** In present study severe dysfunction were found in overall intellectual functioning. In Bender visuo-motor coordination major areas indicating dysfunction were perseveration, rotation and added angles which reveals that fine motor movements of patient are highly disorganized . They were also showing problem in abstract thinking and reasoning in day to day life. They performed poorly on performance IQ parameter where visuo-motor coordination and analytical capacities are highly required. These findings are clearly supporting frontal lobe dysfunction which are very important for executive functioning of day to day life which in turn requires more extensive management strategies so that relapse can be prevented.

**Conclusion-** Since relapse is major problem in treating drug addicts, the present study reveals dysfunction in the areas which are inhibiting the patient to live their life independently. These areas should be focused to prevent relapse.

**Key words-** substance abuser, cognitive impairment, executive functioning



Pankaj Kumar  
GICICPLR1707052

To evaluate cognitive impairment in substance abusers.

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<p><b>Emmanuela Tedone</b> <b>GICICPLR1707053</b></p>	<p style="text-align: center;"><b>Enhancing Classroom Teaching for Students with Speech and Language Exceptionalities: A Social-Emotional Program</b></p> <p style="text-align: center;"><b>Emmanuela Tedone</b> McGill University</p> <p style="text-align: center;"><b>Krista Muis</b> McGill University</p> <p style="text-align: center;"><b>Ingrid Sladeczek</b> McGill University</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Studies have shown that children with speech and language exceptionalities often have or are at risk of developing poor social and emotional skills [1], [14], [2], [3]. Past research has examined the impact of social communication programs on children with disabilities [4], [5], [6], [7] or focused on cognitive and behavioral skills rather than emotional learning [8]. The current study addressed this gap in the literature by evaluating the effectiveness of a school program in teaching social</p>

	<p>and emotional learning to children from the ages of four to seven with communication diagnoses. The program was taught over three months and was adapted from Cartledge and Kleefeld's [9] social skills program. Five teachers completed the Taxonomy of Problematic Social Situations for Children [10] or the Preschool Taxonomy of Problem Situations [11], and the Emotion Regulation Checklist [12]. Social and emotional competencies were assessed at two time points. The findings showed that the program was effective at improving Emotion Regulation subscale scores in first grade students. Successful programs contribute to improved performance in social and academic contexts for children with speech and language exceptionalities [2], [3].</p> <p><b>Keywords:</b> speech and language, exceptionalities, social-emotional learning, program, social skills, emotion regulation</p>
<p><b>Anam Iqbal</b> GICICPLR1708055</p>	<p><b>Language, Culture , Power, Influence, Change: Study of Formal Stylistics Features of Bin Okri's poem "A New Dream of Politics" and Usman Ali's poem "Standing Under the Neem tree" and other selected poems</b></p> <p><b>Anam Iqbal</b> Department of English, Universty of Sargoda, M, B, Din campus. Pakistan</p> <p><b>Abstract:</b></p> <p>Saudi Arabian students have constituted a growing population in the UK HE in the past ten years. These students will experience the challenges of adapting to a new culture and an unfamiliar educational system. These challenges can in some instances be overwhelming and can lead students to experience stress and in some cases mental health problems. Although some research has focused on Asian international students' experiences, a limited amount has looked at Saudi students. Given the high number of Saudi students entering into the UK HE system, it is important to investigate the challenges that are faced by these students. It is also critical to investigate the strategies they use to address those challenges, in order to seek ways of promoting positive coping strategies, of improving academic performance and wellbeing in this group.</p>



**Tuncer AYDEMIR**  
GICICPLR1708057

**The Use of Maximizers and Semantic Prosodic Awareness of Tertiary Level Turkish EFL Learners**

**Tuncer AYDEMIR**

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**Abstract**

It is a long consensus by now that intensifiers in English have potential to be a challenge for tertiary level EFL learners especially at times if and when these intensifiers have synonymous meanings and the EFL learners have mixed attitudes towards their prosodic features in use. Having knowledge towards the semantic prosodic nature of the English maximizers is important since, according to Sinclair (1996), “the initial choice of SP is the functional choice which links meaning to purpose; all subsequent choices within the lexical item relate back to the prosody” (p. 86). Thus, it becomes inevitable that the selection of the right lexical items to make meaningful sentences is what is of vital importance for the EFL and ESL learners alike and failure to consider the prosodic nature of these items may result in communication breaks. The aim of this study is to compare the intensifiers such as “absolutely, completely, entirely, fully, perfectly, totally and utterly” in terms of their semantic prosodic nature with 1R adjectives in native and non-native corpora. Although these adverbials are generally regarded as near-synonym words, there are some semantic nuance differences between their usages in context. Each of the lexemes creates different collocations positively, negatively and neutrally, and they are associated with a different level of subjectivity. The study focused on these differences and restrictions, and awareness of the collocational ranges of the intensifiers based on two learner corpora named as KTUCALE and BAWE (British Academic Written English), which contain academic essays in nature. In the study, a corpus-based methodology was used, and the use of adverbials in academic essays of university students in KTUCALE was compared to native speakers with reference to BAWE and their usage patterns were investigated in terms of semantic prosodic awareness. The findings indicated

significant overuses and underuses in the number of the adverbials in KTUCALE and that tertiary level Turkish EFL learners seemed to have produced a limited number of intensifiers with less variety and complexity.  
**Keywords:** KTUCALE, BAWE, collocation, semantic prosody, intensifiers, learner corpus

<p><b>Adil Al Ghamdi</b> GICICPLR1708058</p>	<p><b>Challenges, Stress and Coping Strategies for Saudi Arabian Students in the UK</b></p> <p><b>Adil Al Ghamdi</b> PhD Researcher, Department Psychology, Social Work &amp; Public Health, Oxford Brookes University, Headington Campus, Gipsy Lane, Oxford OX3 0BP United Kingdom</p> <p><b>Abstract</b></p> <p>Saudi Arabian students have constituted a growing population in the UK HE in the past ten years. These students will experience the challenges of adapting to a new culture and an unfamiliar educational system. These challenges can in some instances be overwhelming and can lead students to experience stress and in some cases mental health problems. Although some research has focused on Asian international students' experiences, a limited amount has looked at Saudi students. Given the high number of Saudi students entering into the UK HE system, it is important to investigate the challenges that are faced by these students. It is also critical to investigate the strategies they use to address those challenges, in order to seek ways of promoting positive coping strategies, of improving academic performance and wellbeing in this group.</p> <p>The aim of this research is to investigate the transitions of moving to and studying in the UK for Saudi students. It investigates the experiences that Saudi students report as challenges. It also looks at coping strategies that they use when they face challenges and the perceived consequences on their sense of self and identities.</p> <p>A qualitative interview study using Interpretative Phenomenological Analysis (IPA) was conducted with 8 students. This included 5 females and 3 males, aged between (29 – 34) currently studying a HE degree. The development of the interview schedule was based on IPA principles and the interview questions covered experiences in the pre-moving stage, arrival and life in the UK, and planning return.</p> <p>Analysis of the data identified 16 main themes. Some of these themes refer to experiences of being an international student, as documented in the literature. Other themes reflect experiences specific to the Saudi group, such as Anticipations, Structures and Planning, Issue of representing home culture, Gender Issues, Changes and awareness of self.</p>
<p><b>Samra Akraam</b> GICICPLR1708059</p>	<p><b>Cruelty is Embedded in Ambivalence: A Study of Formal Stylistics Features of the poem Art is Cruel in the play "The Guilt"</b></p> <p><b>Samra Akraam</b> Department of English, University of Sargodha Mandi Bahuddin campus New Rasool Road, Punjab, Pakistan</p> <p><b>Abstract</b></p> <p>The purpose of this paper is to explore the significant stylistics features in the poem, Art is cruel in The Guilt. The Guilt is a play by Usman Ali. Ali is an eminent</p>

	<p>Pakistani playwright. The objective of this study is to show that how formal stylistics features are used by Ali that help the readers to infer the meanings. This analysis covers different stylistics aspects such as phonological, graph logical, semantic, grammatical and lexico semantic patterns. These stylistics features reflect that Ali portrays sufferings and pains of persona in particular but the miseries of the artist in general who died in “qasam pursi”. The researcher has used Linguistics description in order to interpret and suggest the significance of the poem that explores art is the waste land for persona in this land of “moors”. Stylistics features are correspondence between thought and expression. The researcher explores, theme of violence is embedded with ambivalence through the use of figurative language. On the one hand, Ali captures cruelty and violence of the art and simultaneously he delves the constructive ability of the art that confers dignity. The poem is also analyzed under Jacksbon’s poetic function of language in order to find out the process of poetic practice.</p> <p><b>Key words:</b> Poetic function, qasam pursi, phonological, semantics, grammatical, lexico-semantic</p>
 <p><b>Dr Francois N van Zyl</b> GICICPLR1708061</p>	<p style="text-align: center;"><b>A Social Constructionist Model of Therapeutic Factors</b></p> <p style="text-align: center;"><b>Dr Francois N van Zyl</b> University of South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Evidentiary support for the efficacy of therapeutic models has been a contentious issue since the professionalisation of psychology. Despite advances in Evidence Based Practices in Psychology (EBPP) and common factors research, discontent still exists among post-modern psychotherapists in that evidence is mainly defined in modernist/positivistic terms, thereby excluding therapeutic models based on alternative non-positivistic epistemologies. The author proposes a model, which is based on social constructionist theories, for investigating the therapeutic efficacy of various approaches. This article evaluates and differentiates between two models for viewing the efficacy of psychotherapy, namely outcome versus process efficacy. A Social Constructionist Model of Therapeutic Factors (SCMoTF) is proposed as a means to incorporate therapeutic factors in psychotherapy processes that are coherent with a social constructionist theory of change. Three main therapeutic elements, which are identified as central to an effective psychotherapy process, are outlined in the model. The SCMoTF may be useful as a model for efficacious psychotherapy and as a means for investigating the efficacy of social constructionist therapies.</p> <p><b>Keywords:</b> Social Constructionism; Psychotherapy; Therapeutic Factors; Evidence Based Practices</p>
 <p><b>Emmanuela Tedone</b> GICICPLR1708062</p>	<p style="text-align: center;"><b>Enhancing Classroom Teaching for Students with Speech and Language Exceptionalities: A Social-Emotional Program</b></p> <p style="text-align: center;"><b>Emmanuela Tedone</b> M.Ed, McGill University, Montreal, Canada</p> <p style="text-align: center;"><b>Krista Muis</b> Associate Professor, McGill University, Montreal, Canada</p>



	<p style="text-align: center;"><b>Ingrid Sladeczek</b> Associate Professor, McGill University, Montreal, Canada</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Studies have shown that children with speech and language exceptionalities often have or are at risk of developing poor social and emotional skills (Fujiki, Brinton, &amp; Clarke, 2002; Malar, Sreedevi, &amp; Suresh, 2013; Rescorla, Ross, &amp; McClure, 2007; Thatcher, Fletcher, &amp; Decker, 2008). Past research has examined the impact of social communication programs on children with disabilities (Adams, 2005; Adams et al., 2012; Stanton-Chapman &amp; Brown, 2015; Stanton-Chapman, Denning, &amp; Jamison, 2012) or focused on cognitive and behavioral skills rather than emotional learning (Suveg, Southam-Gerow, Goodman, &amp; Kendall, 2007). The current study addressed this gap in the literature by evaluating the effectiveness of a school program in teaching social and emotional learning to children from the ages of four to seven with communication diagnoses. The program was taught over three months and was adapted from Cartledge and Kleefeld's (2009) social skills program. Five teachers completed the Taxonomy of Problematic Social Situations for Children (Dodge, McClaskey, &amp; Feldman, 1985) or the Preschool Taxonomy of Problem Situations (Blankemeyer, R.Culp, Hubbs-Tait, &amp; A-Culp, 2002), and the Emotion Regulation Checklist (Shields &amp; Cicchetti, 1998a). Social and emotional competencies were assessed at two time points. The findings showed that the program was effective at improving Emotion Regulation subscale scores in first grade students. Successful programs contribute to improved performance in social and academic contexts for children with speech and language exceptionalities (Rescorla et al., 2007; Thatcher et al., 2008). <b>Keywords:</b> Speech and language, exceptionalities, social-emotional learning, program</p>
<p><b>Niken Rachma Sayekti</b> GICICPLR1708063</p>	<p style="text-align: center;"><b>Cross-Sectional Study: Relation between Children's Difficulties and Problematic Internet Use in Six Junior High Schools in Depok City, Indonesia</b></p> <p style="text-align: center;"><b>Niken Rachma Sayekti</b> Student in Faculty of Medicine, Universitas Indonesia</p> <p style="text-align: center;"><b>Derlin Juanita Leander</b> Student in Faculty of Medicine, Universitas Indonesia</p> <p style="text-align: center;"><b>Nisrina</b> Student in Faculty of Medicine, Universitas Indonesia</p> <p style="text-align: center;"><b>Fenti Erlianti</b> Student in Faculty of Medicine, Universitas Indonesia</p> <p style="text-align: center;"><b>Ilham Hidayat Restu Tulus Maha</b> Student in Faculty of Medicine, Universitas Indonesia</p> <p style="text-align: center;"><b>Fransiska Kaligis</b> Department of Psychiatry, Faculty of Medicine, Universitas Indonesia</p> <p><b>Introduction:</b> Internet has been the most popular media in the 21st century, especially in adolescents. Internet gives positive impacts for them. However,</p>

	<p>unwise use of the internet often causes problematic internet use that gives a lot of negative impacts in their adolescence that can continue until their adult life. Problematic internet use is mostly common in the age of the child transition into adolescence who are on junior high school students.</p> <p><b>Method:</b> This research is a cross-sectional study that studies the relation between children's difficulties and problematic internet use (PIU). where Strength and Difficulties Questionnaire (SDQ) and Young's Internet addiction questionnaire are used as tools. SDQ evaluates five aspects of children's strength and difficulties: prosocial, hyperactivity, emotional problems, conduct problems, and peer problems. The strength aspect is represented by the prosocial aspect whereas the difficulties aspects are represented by the other aspects. This research is conducted in Pancoran Mas district, Depok City Indonesia, in which the subjects are junior high school students. The total sample is 300 subjects from six different junior high schools. Those six different schools are chosen by using simple random sampling method from the total junior high schools in that district.</p> <p><b>Result:</b> According to Chi-Square analysis of the two variables, there is a significant relation (<math>p=0,01</math>) between children's difficulties and problematic internet use. From the total samples (300), subjects who are diagnosed with PIU are eighty one (81).</p> <p><b>Discussion:</b> Relation between difficulties and problematic internet use occurs because of these reasons for each aspect of the SDQ: 1) The presence of Attention Deficit Hyperactivity Disorder (ADHD) symptoms, both in inattention and hyperactivity-impulsivity domains, may be one of the important risk factors for internet addiction 2) Poor emotion regulation abilities, and impulsiveness are important factors for the development, increase, and maintenance of addiction-related problems. 3) Conduct problems can happen in early phase teenagers who have a poor self-concept and abstract thinking which are the risk factors for internet addiction. 4) Good peer relationship is correlated with decreased problematic internet use. These difficulties will be less problematic if we can control the internet use. There are some prevention and treatment strategies available to solve problematic internet use: self-regulation, workplace internet policies, cyberwellness prevention programs, as well as psychological and pharmacological interventions.</p> <p><b>Keywords:</b> Internet, children's difficulties, problematic internet use, junior high school, Depok</p>
<p><b>Gordon Patrick D. Ingram</b> GICICPLR1708064</p>	<p style="text-align: center;"><b>Informal Language Learning Online: The View from Cyberpsychology</b></p> <p style="text-align: center;"><b>Gordon Patrick D. Ingram</b> Psychology, Universidad de los Andes , Bogotá, Colombia</p> <p style="text-align: center;"><b>Juliana Bocarejo Aljure</b> Universidad de los Andes, Colombia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Given that the Internet is a global environment, young people are increasingly likely to encounter individuals online who speak a different first language to themselves, whether through playing games, connecting on social networks, or browsing informational forums. Many recent studies have examined whether these kinds of contact can be an effective way for young people to learn another language by informal means. The present paper aims to systematically review such</p>

	<p>studies and evaluate their conclusions. Since few studies in this area are well grounded in psychological theories of how people use the internet, a subsidiary aim is to apply current theories from cyberpsychology on how people interact socially using new technology. Four theories – media richness theory, media naturalness theory, reduced cues theory, and social information processing theory – are used to generate differing predictions about which environments are better and worse for experiential language-learning online, and which aspects of language are easier or more difficult to learn. Results of the review indicate that informal language learning online tends to work best in situations when there is a variety and complementarity to the media being used. The ideal situation is argued to be one where a learner is playing a game (which improves motivation and memory), using voice communication (which is particularly suited to online learning since the more anonymous online environment helps overcome problems of shyness and embarrassment), but also discussing the game on a forum or social network where they can receive feedback on their language use. Nevertheless there are still weaknesses with informal language learning online, notably the difficulty in learning complex points of grammar, along with vocabulary that is not relevant to the activities engaged in. Implications for online or blended second-language education are discussed.</p> <p><b>Keywords:</b> Internet, L2 learning, computer-assisted language learning, games.</p>
<p style="text-align: center;"><b>Tajudeen Yusuf</b> GICICPLR1708073</p>	<p style="text-align: center;"><b>Politeness in Yoruba and Arabic Languages: A Comparative Study</b></p> <p style="text-align: center;">Tajudeen Yusuf, PhD, (Arabic Lecturer) Department of French, Portuguese and Arabic Languages and Literatures, Kwara State University, Malete P.O. Box 1612, Ilorin, Kwara State, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Many studies have addressed the role of politeness, as social rules, in consolidating interpersonal communication and effective interactions in human society. Indeed, Communicating politely indicates a respect for others, which can go a long way in both personal and business communications. Although, politeness exists in all cultures and languages, however, the specific language and communication strategies that are employed to speak in language may not work as well in other languages. One may use a wide range of grammatical structure, have an impressive vocabulary, and be clear in pronunciation that everybody understands. But, for some reason, one may not seem to get the results he/she wants when speaking in a second or foreign language such as Arabic or English. Perhaps the speaker has not mastered the culture of a target language to the degree of demonstrating linguistic politeness which may render ones speech to be too direct speaking to them. This paper addresses linguistic politeness in both Arabic and Yoruba; it gives an insight into the similarities and differences that exist in the politeness cultures of the Yoruba and Arabic languages. A special focus is given to the use of honorific pronoun.</p> <p><b>Keywords:</b> Politeness, Yoruba, Arabic, Culture</p>
<p style="text-align: center;"><b>Komal Nazir</b> GICICPLR1708076</p>	<p style="text-align: center;"><b>Empowered Females as Objects in Uzma Aslam Khan’s Fiction</b></p> <p style="text-align: center;"><b>Komal Nazir</b> Lecturer English, University of Education</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>This study aims to explore the ways in which female empowerment takes place and how this process of ‘empowerment’ dislocates those females furthermore and turns them into ‘Abjects’ in Kristeva’s words. This paper takes into account Uzma Aslam Khan’s main characters who are almost always women struggling with different issues, sexual and psychological ones to be highlighted here. Her works provide us with characters who spell out this masculine discourse devoid of any capacity for a female narrative. This paper basically deals with the post-feminist world where a certain set of standards has been specified in order for a woman to become ‘empowered’, it is to enquire whether it is really possible to attain this status of empowerment and to question it in respect of Kristeva’s idea of Abjection. This paper has a particular relevance to the current wave of Indian Feminism and the outrage it has caused in both India and Pakistan.</p>
<p style="text-align: center;"><b>Fahruroji Cholil</b> GICICPLR1708077</p>	<p style="text-align: center;"><b>The Understanding Of Friday Prayers Congregations (Listeners) To The Friday Sermon Discourse</b></p> <p style="text-align: center;"><b>Fahruroji Cholil</b> Universitas Islam Nisantara, Bandung, Indonesia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Linguists have not given much attention yet to the discussion of discourse, whereas it is a sentence cluster that has communicative information. The linguist who first suggested the study of discourse was Firth (1935). Firth stated that the context of situation should be investigated because the language study and language function was in the context. Language study cannot be done if it only depends on linear arrangement. Language study includes grammar and meaning that supported by context in the communication process. Communication process will success if it adequate to the universal pragmatics, i.e. cognitive comprehension, the truth of statement, the integrity between speaker and listener, and compatibility with speakers’ normative bases. The method used in this research is descriptive method. The source of data is khatibs in Bandung city and its surrounding area and Friday prayers congregations who listen their khutbahs. The purpose of this research is to give the description of Friday prayers congregations’ understanding to the khutbahs. The result of the study was 69,57% of Friday prayers congregations very comprehend to the khutbahs. Furthermore, it will serve as a representative model in making khutbah text. <b>Keyword: understanding; Friday sermon discourse; listeners</b></p>
<p style="text-align: center;"><b>Hana Nedjah</b> GICICPLR1708083</p>	<p style="text-align: center;"><b>Technology in the Language Classroom: Teaching practices, Teachers Beliefs and Attitudes</b></p> <p style="text-align: center;"><b>Hana Nedjah</b> Department of English, Badji Mokhtar University, Algeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>In this current information age, experimenting with new technology and keeping up with the rapid evolution of this globalized world, represent the main challenges that face education in general and foreign language teaching in particular. Technology integration in foreign language teaching has been the focus of attention of numerous educational researchers over the past few years. Although teachers</p>

	<p>recognize the importance of incorporating new technologies into their teaching, not all of them are adopting them as much as expected. This study examines the relationship between instructors' pedagogical beliefs and actual teaching practices with respect to technology use and integration into the foreign language classroom. It seeks to identify whether the extent to which teachers' stated beliefs about the importance of technology in language teaching correspond with what they do in the classroom. A questionnaire was administered to 20 teachers of the English Language department-University of Annaba to explore the pedagogical beliefs among teachers, and the same questionnaire was formulated in a way that enables students to measure teachers' actual classroom practices of such beliefs. The results demonstrate that there is a significant divergence between what teachers do in the classroom and what they believe. <b>Keywords: technology, Belief, attitude, practice, divergence.</b></p>
<p><b>Mandana Yousefi</b> GICICPLR1708085</p>	<p style="text-align: center;"><b>The Impact of Mediation on EFL Learners' Interpretation Performance</b></p> <p style="text-align: center;"><b>Mandana Yousefi</b> Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Interpreting is a form of translation task, and listening is undoubtedly one of the essential skills to secure a successful interpreting task. The present study was an attempt to examine the EFL intermediate learners' interpretation performance in translating texts from English to Persian on mediated mode vs. non-mediated one focusing on two different kinds of mediation (clip-mediated vs. peer-mediated mode). It has also investigated the participants' attitudes toward the mediation sessions. It was conducted in an English Language Institute in Bojnourd, Iran. To this aim, a standardized 50-item Nelson English Language Test was administered to 31 participants. Following the homogenizing procedure, the number of the participants decreased to 24. Then, they were randomly divided into two equal groups (control and experimental), each consisting of 12 students. Both groups took part in interpretation classes twice a week, during which the experimental group received mediation as the treatment. The collected data were analyzed by conducting ANCOVA and paired-sample t-test. The results indicated that the EFL learners' interpretation performance was better in mediated mode vs. non-mediated one, and peer-mediation was more effective than clip-mediation in improving their listening performance. In addition, all the participants stated mediation had an effective role in improving their interpretation performance by reducing their anxiety and increasing their self-confidence. <b>Keywords: Dynamic Assessment, Mediation, Interpretation Performance</b></p>
<p><b>Adel Ebrahimpourtaher</b> GICICPLR1708086</p>	<p style="text-align: center;"><b>Good Language Learners</b></p> <p style="text-align: center;"><b>Adel Ebrahimpourtaher</b> Ilkhchi Branch, Islamic Azad University, Ilkhchi, Iran, Ilkhchi Azad University, Ilkhchi, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present paper attempts to deal with the factors that distinguish second language (L2) learners from each other and have induced the researchers to categorize them into good or more successful learners. Research into good</p>

	<p>language learners has shown that learners differ in a number of ways which affect L2 acquisition, in particular their rate of development and their ultimate level of achievement. Researchers cite several different factors, but the three most influential of them include motivation, aptitude and intelligence. However, there are studies that give us warning about such categorizations of L2 students. Cohen (2002), for example, warned that it could be detrimental to categorize learners based on particular types of abilities or intelligences. To conclude the point, we first need to make the change in the way we view our students. What a language learner really needs may not be an adviser who gives their opinion of which strategies will make the learner better, but rather, a genuine supporter who truly trusts the learner's unique aptitude and respects the individual differences in their language acquisition process.</p> <p><b>Key words:</b> good language learners; individual differences; learner strategies; motivation; aptitude; intelligence.</p>
<p>Duygu Kuzu GICICPLR1708095</p>	<p><b>The Mediating Role of Orthorexia Nervosa over the Explanation of Relationship between Obsessive Compulsive Symptoms and Eating Attitudes</b></p> <p><b>Duygu Kuzu</b> Psychology, Istanbul Arel University, Istanbul- Turkey</p> <p><b>Abstract</b></p> <p>Orthorexia Nervosa is newly defined term that characterized with obsessions about healthy foods and dietary restrictions. Even though it is not defined in DSM 5, similarity with obsessive compulsive disorder is investigated. From this perspective mediation role of orthorexia nervosa between OCD and eating attitudes was tested with structural equation modeling. Although previous researches founded the relationship between OCD and eating disorders there is not any research about mediating role of orthorexia nervosa for this relationship. Present research is composed of non-clinical sample of 100 students which are from nutrition and dietetics program. Maudsley OCD scale, Eating Attitude Inventory and Ortho-15 scales were used to test the model. According to results the full mediation role of orthorexia nervosa was found over the relationship between OCD and eating disorder. Results will be expected to contribute to clinical area by understanding the possible mediation effects of orthorexia nervosa and future researchers may focus of the other possible mediators.</p> <p><b>Keywords:</b> eating disorders, orthorexia nervosa, OCD</p>
<p>Gizem Huroglu GICICPLR1708097</p>	<p><b>The Relationship of the Gap Between Experience and Language with Depression in Hearing-Impaired People: Aggression as a Mediator Variable</b></p> <p><b>Gizem Huroglu</b> Department of Psychology, Faculty of Science and Letters, Istanbul Arel University, Istanbul, Turkey</p> <p><b>Abstract</b></p> <p><b>Research Objectives:</b> Hearing impaired individuals are more prone to experience psychopathology like depression, aggression, behaviour disorders because of language and communication problems. This study tested a structural equation model in which aggression mediated the relationship between perception of gap</p>

	<p>between experience and language and depression in a hearing impaired sample. Although previous research gave clear evidence that language is closely related to depression, the research on intervening variables in the relationship has been limited. Methodology: The main aim of the present study was to provide additional knowledge about the mediatory processes through which language relates to depression. Two-hundred hearing impaired individual (99 female, 100 male, 1 other) participated in the study. The Beliefs about the Functions of Language Scale was used to measure personal perception of the gap between experience and language; Buss Perry Agression Questionnaire was used to measure aggression level and Beck Depression Inventory was used to measure depression levels of the participants. The model proposed by the current investigation was tested using structural equation modeling using LISREL 8.80. Findings: The results supported the model and showed that perception of the gap between language and experience predicted aggression, which in turn predicted the participants' depression in hearing impaired sample. Research Outcomes: Under the light of previous research and current findings, suggestions for prevention and treatment strategies for depression will be provided, especially for the hearing impaired people. Future Scope: Future research should also focus on other potential mediator variables. Keywords: language, depression, aggression, hearing impairment</p>
<p><b>Mustafa Afifi</b> GICICPLR1708101</p>	<p><b>Assertiveness, anxiety symptoms, and psychological empowerment levels of the medical students and their relationship with academic procrastination</b></p> <p><b>Mustafa Afifi</b> Assistant Professor, RAK Medical &amp; Health Sciences University RAS AL Khaima , UAE</p> <p><b>Mustafa Afifi</b> Assistant Professor, RAK Medical &amp; Health Sciences University RAS AL Khaima , UAE</p> <p><b>Emranur Rahman</b> MBBS Medical students</p> <p><b>Syeda Nazneen</b> MBBS Medical students</p> <p><b>Rohma Malik</b> MBBS Medical students</p> <p><b>Lina Sameer</b> MBBS Medical students</p> <p><b>Dima Lotfie</b> MBBS Medical students</p> <p><b>Abstract:</b> Studying medicine per se is stressful for medical students. Our aim is to investigate the association of psychological empowerment, assertiveness, and the reported life stressors among medical students with their anxiety symptoms away</p>

from exams timing.

**Methods:**

Our sample comprised of 178 MBBS students, of the total of around 500 students in RAK Medical University chosen randomly based on their online responses to questionnaires sent to their e-mails. The sample answered a questionnaire including Life Events Scale for Students (LESS) 4, the Rathus Assertiveness Schedule (RAS) 7-9, the Generalized Anxiety Disorder Assessment (GAD-7) 10-13, and the Psychological Empowerment Scale (PES) 5

**Results:**

Around 69% of the sample were females, 66% non-Arabs, and the mean (SD) age was 20.47 (1.47). The mean (SD) scores of the LESS, RAS, GAD-7 and PES were 4.73(3.49), -1.19(24.69), 7.34(5.78), 50.07(10.47) respectively. Female students were significantly less assertive and scored more anxiety symptoms than males. Arabs significantly reported more life stresses than non-Arab. GAD-7 was significantly positively correlated with LESS ( $r = 0.17$ ), significantly negatively correlated with RAS ( $r = -0.269$ ), and significantly negatively correlated with two subscales of PES: competence, self-determination subscales ( $r = -0.153, -0.254$  respectively). In linear regression RAS (standardized Beta =  $-0.224$ ) and LESS (standardized Beta =  $0.16$ ) predicted GAD-7, controlled for sex, age and nationality.

**Conclusion**

Assertiveness and life stresses were the most important variables in multivariate analysis. Assertiveness training was found to be safe, cost effective in decreasing the mean level of stress and anxiety in recent studies.

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**Eating disorders among medical students: To face or not to face**

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Number of words 236

**Objectives:**

Our aim is to study the prevalence of eating disorders among medical students and investigate its association with Facebook addictions and some positive psychology constructs namely satisfaction with life, happiness, and the affect balance.

**Methods:**

Our sample comprised of 173 MBBS students, of the total of around 500 students in RAK Medical University chosen randomly based on their responses to hard copies questionnaires. The sample answered a questionnaire including the satisfaction with life scale (SWLS), the the Affect Balance Scale (ABS), the Subjective happiness scale (SHS), the BERGEN FACEBOOK ADDICTION SCALE (BFAS) and the Eating Attitudes Test (EAT-26).

**Results:**

Around 71% of the sample were females, 53% non Arabs, and the mean (SD) age was 20.03 (1.21). The mean (SD) scores of the SWLS, ABS, SHS, EAT-26 and



BFAS were 24.31(6.56), 1.36(2.26), 18.21(12.28), 16.58(10.47), 12.16(4.88) respectively. Male students had significantly higher FAS than females. Arabs significantly reported higher Eat-26 than non Arab. FAS was significantly positively correlated with EAT-26 ( $r = 0.18$ ), and significantly negatively correlated with ABS ( $r = -0.19$ ). In backward stepwise linear regression BFAS (standardized Beta= 0.19) and SWL predicted EAT-26 (standardized Beta= - 0.16) in positive and negative significant way respectively controlled for sex, age, nationality and other two positive psychology constructs namely ABS, and SHS.

**Conclusion**

Facebook addiction not only predicted eating disorders but also as previous studies showed could affect patients' recovery and potential for relapse.

Eating disorders risk among medical students: Gender difference is NOT always there

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Number of words 241

**Objectives:**

Our aim is to study the prevalence of eating disorders risk among medical students and investigate its gender difference controlling for other constructs.

**Methods:**

Our sample comprised of 173 MBBS students, of the total of around 500 students in RAK Medical University chosen randomly based on their responses to hard copies questionnaires. The sample answered a questionnaire including the satisfaction with life scale (SWLS), the Affect Balance Scale (ABS), the Subjective happiness scale (SHS), and the Eating Attitudes Test (EAT-26).

**Results:**

Around 71% of the sample were females, 53% non-Arabs, and the mean (SD) age was 20.03 (1.21). The mean (SD) scores of the SWLS, ABS, SHS, and EAT-26 were 24.31(6.56), 1.36(2.26), 18.21(12.28), and 16.58(10.47) respectively. Around 35% of the sample had a score of 20 or above in the Eat-26. There was no gender difference in the mean values of the aforementioned constructs. Arabs significantly reported higher means of Eat-26 and its subscale bulimia than non Arab. Testing the mean values of the three subscales of eating disorders risk namely diet, bulimia and control with gender revealed the same negative results. In linear regression models gender never predicted the risk of eating disorders.

**Conclusion**

No gender differences in the risk of eating disorders in our study as other published studies. However, low scores can't exclude clinical eating disorders and gender difference is there for denial. Small sample size could be a limitation.

Assertiveness, anxiety symptoms, and psychological empowerment levels of the

**medical students and their relationship with academic procrastination**

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**Aisha Afzal**

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**Rohma Malik**

**MBBS Medical students**

**Number of words 240**

**Objectives:**

Procrastination has its negative impact on the learning process as well as the academic achievement. <sup>2</sup> Our aim is to investigate the association of psychological empowerment, assertiveness and/or anxiety symptoms with academic procrastination among medical students.

**Methods:**

Our sample comprised of 99 MBBS students, of the total of around 500 students in RAK Medical University chosen randomly based on their online responses to questionnaires sent to their e-mails. The sample answered a self-report questionnaire including demographic data, the Academic Procrastination Scale (APS) developed and validated by McClosky 2012 <sup>13</sup>, the Rathus Assertiveness Schedule (RAS) <sup>7-9</sup>, the Generalized Anxiety Disorder Assessment (GAD-7) <sup>10-13</sup>, and the Psychological Empowerment Scale (PES) constructed by Spreitzer <sup>5</sup>

**Results:**

Around 73% of the sample were females, 74% non-Arabs, and the mean (SD) age was 20.13 (1.45). The mean (SD) scores of the APS, RAS, GAD-7 and PES were 73.92(19.46), -2.86(24.64), 6.98(5.42), 50.18(9.14) respectively. There were no gender nor nationality differences found for any of the aforementioned constructs. APS was significantly positively correlated with GAD-7 ( $r= 0.255$ ), significantly negatively correlated with RAS ( $r= - 0.299$ ), and significantly negatively correlated with PES ( $r= -0.347$ ) and three of its subscales (competence, self-determination and impact). In stepwise linear regression only PES predicted APS (standardized Beta= -0.282) controlled for sex, age and nationality.

**Conclusion**

Improving the psychological empowerment of the medical students through coaching is recommended to change their procrastination habits during the

academic year.

**Medical students' self-reporting of life stresses and its association with their anxiety symptoms and levels of psychological empowerment**

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Number of words 210

**Introduction**

We aim to investigate the impact of life stresses on the levels of psychological empowerment and anxiety symptoms among MBBS students in RAK Medical & Health Sciences University.

**Methods**

Our sample comprised of 178 MBBS students who answered a questionnaire including Life Events Scale for Students (LESS) <sup>4</sup>, the Generalized Anxiety Disorder Assessment (GAD-7) <sup>10-13</sup>, and the Psychological Empowerment Scale (PES) <sup>5</sup>

**Results**

The study sample mean(SD) age was 20.46(1.46). Around 69% were females. The mean (SD) of the PES subcategories Meaning , Impact, Competence and Self-determination were 14.14(3.09), 9.81(3.45), 12.59(3.01) and 13.52(3.06) respectively. The mean(SD) of GAD-7 was 7.3(5.7)

Of the 36 life stressors, only major personal injury or illness, seeking psychological or psychiatric consultation, seriously thinking about dropping out of college or university, and losing a part-time job affected significantly one or more of the psychological empowerment components. The mean value of GAD-7 was only higher with the first aforementioned life stresses besides major argument with parents, sex difficulties with boy/girlfriend, failing a course and major and/or chronic financial problems

**Conclusion**

Reporting life stresses are important predictors of low level of psychological empowerment and/or high level of anxiety symptoms. Coping with life stress

	<p>training is crucial in medical schools especially that studying medicine is stressful in its own.</p>
<p style="text-align: center;"><b>Aashima Rana</b> ICICPLR1708102</p>	<p style="text-align: center;"><b>Toni Morrison and Alice Walker through their Writings act as an Ancestral Figure for Afro- American Community in Twentieth Century</b></p> <p style="text-align: center;"><b>Aashima Rana</b> Modern Indian Languages &amp; Literary Studies, University of Delhi</p> <p style="text-align: center;"><b>Nidhi Kiran</b> Modern Indian Languages &amp; Literary Studies, University of Delhi</p> <p style="text-align: center;"><b>Abstract:</b></p> <p>The ancestors are believed to be those who have died, and who look after their descendants' welfare and help them to know the reason of their being. The ancestors are the benevolent guardians and protectors of the people. Knowing about one's ancestors gives a sense of belonging to oneself and also a medium / reason through which one learns about the broader history of its community and religion. The roots of ancestry in Afro-American literature can be traced back to Africa, as they were traded in America from Africa as slaves. After the Harlem Renaissance slave narratives became the part of African-American canon, and writers like Toni Morrison, Alice Walker, Maya Angelou and Rita Dove emerged with literature to trace back the history of slavery. In their writings they looked upon the spiritual lives of their ancestors. Acquiring knowledge and inspiration from their forefathers and foremothers, the writers of the late twentieth century looked back to their ancestors through their own innovative methods, learning from past and enriching it for future generation. Morrison and Walker's literary prophetic role allow them to function as a medium, as a foreteller, as a visionary, and as one who holds up an abstract mirror for society to critically view itself. The objective of this research paper is how Morrison and Walker traced back the history of Afro-Americans which nearly got erased, and helped the people of their community to gain the reason of their self, their identity and their ancestors. The methodology followed was reading all the texts by Morrison and Walker, history of Afro- Americans by Jr.Henry Louis Gates and tracking down the history of their shift from Africa to America, later American South to American North.</p> <p><b>Keywords:</b> Afro-American Literature, ancestors, community, foreteller, memory, preserver, women's subjugation, women writers' literature.</p>
<p style="text-align: center;"><b>Lin Yu</b> GICICPLR1708103</p>	<p style="text-align: center;"><b>How investor behavior bias and culture affect momentum and reversal effect?</b></p> <p style="text-align: center;"><b>Lin Yu</b> Accounting School Zhejiang University of Finance and Economics Hangzhou, China</p> <p style="text-align: center;"><b>Hung-Gay Fung</b> College of Business Administration University of Missouri, St. Louis</p> <p style="text-align: center;"><b>Wai Kin Leung</b> Nottingham University Business School China</p>

	<p style="text-align: center;"><b>Abstract</b></p> <p>The debate on momentum and reversal effect has existed for decades. Moreover, Chinese phenomenon is very different from developed stock markets, which is lack of investigation. Chinese stock markets are dominated by individual investors, typically characterized as contrarian traders. Prior literature has documented that individual investors are disposed toward selling winners and holding on to losers, which is called the “disposition effect,” and they gain utility from realizing gains (<a href="#">Barberis and Xiong, 2009, 2012</a>, <a href="#">Glaser and Weber, 2007</a>, <a href="#">Kaniel, et al., 2008</a>, <a href="#">Shefrin and Statman, 1985</a>).</p> <p>Due to the characters of Chinese stock markets, this study investigates short-horizon momentum-reversal patterns in the Chinese stock markets since 2010, when investors were first permitted to engage in short selling. We compute weekly returns of winner-minus-loser portfolios and compare stocks on the Shanghai Stock Exchange (SSE), the Shenzhen Stock Exchange (SZSE), and the SZSE GEM (growth enterprise market). We find that 1) weekly stock return reversals are significant across the three markets, 2) returns appear to increase if the sorting period is extended or the holding period is shortened, and 3) the return-reversal effect in the GEM market is the strongest but also disappears most quickly.</p> <p><b>Keywords:</b> Behavioral Finance; Individual investors, Chinese stock market, momentum-reversal</p>
<p><b>Chrazad Mouhoubi-Messadh</b> <b>GICICPLR1708106</b></p>	<p style="text-align: center;"><b>Reflections on Hidden Voices in the EFL Classroom: the “Anxious” Learner and the “Caring” Teacher</b></p> <p style="text-align: center;"><b>Chahrazad Mouhoubi-Messadh</b> English Department, University of Algiers 2, Algiers, Algeria</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>A number of research studies have attempted to investigate the major learning-teaching complexities of EFL classrooms. The role of affect in general, and language anxiety in particular received considerable attention in educational research. For most teachers, it is likely challenging to put theories of affect in learning into practice. That challenge stems from the fact that every educational setting is unique of its own complexities and shared experiences. Specifically, the anxious language learner might have difficulties in verbalizing his or her thoughts in class. Some learners would decide not to contribute in class and keep their “hidden voices” inaudible for a long period of time. As such, the aim of this paper is to share and provide tentative reflections on the anxious learner in the classroom relying on qualitative self-reports and teachers’ discussions. A first step is based on describing possible signs of language anxiety, and what learners say about themselves. The subsequent point is devoted to the “caring” teacher’s role (s) in helping anxious learners overcome hindrances of anxiety in an EFL educational setting. It is important to note that most descriptions given stem from the Algerian university context.</p> <p><b>Key words :</b> anxiety signs , anxious learners, Algerian context</p>



**Kristian Pérez  
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**Demographic factors as predictors of lecturers' social and emotional intelligence:  
An empirical investigation**

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**Abstract**

This study was carried to explore the influence of demographic variables in lecturers emotional and social intelligence in social cognitive learning theory was used to explore the influence of demographic factors on lecturers' social and emotional intelligence. Data were collected from two hundred and thirty (230) lecturers using the valid instrument titled social intelligence scale and emotional intelligence inventory was adopted for data collection. The analysis of data collected was carried out using statistical package for social sciences (SPSS). The findings of the study revealed that age, gender and working condition does not significantly predict lecturers' social and emotional intelligence. However, it was revealed that salary is a good predictor of lecturers' social intelligence while it does not predict their emotional intelligence.

**KEYWORDS:** demographic factors, social intelligence, emotional intelligence, university lecturers



**María de Lourdes  
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GICICPLR1708056

**The concept of co-presence in intercultural training. A Chinese teaching  
experience**

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**ABSTRACT**

The purpose of this ongoing research project is to address intercultural competence from the concept of co-presence (taken from the Argentinian thinker Silo) in order to show how consciousness works, how learning takes place and how it influences and consolidates our belief system. The development of the co-presence concept in language teaching, particularly in Chinese, can be of help in the understanding of the mechanisms and images that influence our relation with others, without realizing it, causing behaviors and interpretations of what is "different". The cultural, social and generation base of every individual acts from the co-presence domain and carries an emotional load which produces adhesion or rejection when finding different cultural and mental ways. Paradoxically, it is the encounter with the "different" what favors the recognition of one's own culture and belief system.


We have studied the co-presence domain in Mexican students of Chinese through their learning narratives and we have discovered that the implementation of activities that create cultural shocking situations and the metacognitive reflection about them have contributed to the development of their intercultural competence.

**Keywords:** co-presence, learning Chines, intercultural training, language narratives

 <p>Shilan Ali Hama Sur GICICPLR1708072</p>	<p style="text-align: center;"><b>Iconicity in the Cognitive Framework: some Psycholinguistic Implications</b></p> <p style="text-align: center;"><b>Shilan Ali Hama Sur</b> University of Sulaimani, Sulaimani, Iraq</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Cognitive linguistics (CL) is concerned with investigating the relationship between natural language, mind and socio-physical experience. It believes that the processing conditions of language performance, communicative goals and the intention of the speaker influences language structure; and studies the interface between these structures and the structure of concepts in the mind. Iconicity, as an explanatory concept, has come to the forefront in the last twenty five years to explore how linguistic structures reflect aspects of human conceptualization of reality. This research questions the basis of concept formations and examines whether the tenants of cognitivism and those of iconicity agree. It assumes that both of iconicity and economy interrelate as two motivating factors; giving prominence to the notion of the prototypical speaker as a facet of the subjective basis of grammar (as proposed by Langacker, 1985: 109ff). Methodologically, this study draws on three theoretical traditions in the analysis of iconicity: Peircean semiotics, and the Psycholinguistic perspective on iconicity which are then integrated in the 'dynamicity assumption' proposed by Langacker (2001) as a model for language processing. Iconicity is taken as an explanatory tool to account for the different mapping relationships between language structure and conceptualization structure. It is argued that iconic representation of structural relationship serves transient information processing demands which instantiate semantically and formally unmarked structures. Data from both English and Kurdish <sup>1</sup> languages reveals 'iconic' relationships represent not only certain aspects of physical reality (perception) but also certain aspects of the language code. Moreover, it is claimed that once an iconic links tend to be taken for granted, in the sense that it becomes an automatic cognitive operation. Hence, iconicity is considered of value in revealing the mapping relations between cognition and languages structure, and it's main principles can be considered as manifestations of the human's conceptualization process. <b>Key Words:</b> Iconicity, Mapping, Conceptualization, Processing, cognition</p>
 <p>Nasim Khalouei pour GICICPLR1708079</p>	<p style="text-align: center;"><b>Investigation Of Vot As An Acoustic Feature Of Consonants In Stressed Syllable In Adults With Down Syndrome</b></p> <p style="text-align: center;"><b>Nasim Khalouei pour</b> M.A. Student of Linguistics, Department of Foreign Language, Shahid Bahonar University of Kerman, Iran</p> <p style="text-align: center;"><b>Vahideh Abolhasanizedeh</b> Assistant professor, Department of Foreign Language, Faculty of Literature and Humanities, Shahid Bahonar University of Kerman, Iran</p> <p style="text-align: center;"><b>Farshad Shafiei Moghadam</b> M.A. Student of Linguistics, Department of Foreign Language, University of Sistan and Baluchestan, zahedan, Sistan and Baluchestan, Iran</p> <p style="text-align: center;"><b>Abstract</b></p>

	<p>Down syndrome (DS) is the most common genetic impairment, which is caused by the copy of an additional chromosome 21. In the case of Down syndrome, physical and health disorders, intellectual disabilities, and neuron-psychological defects are undeniable. The purpose of this research is to investigate acoustically voice onset time (VOT) in stressed and unstressed positions in adults with Down syndrome. For this purpose, two minimal pairs (tabesh/tab-esh – tapeshtap-esh) are considered. In this study, 18 research participants with Down syndrome (nine boys with mean of ages 28, and nine girls with mean of ages 30), were asked to pronounce tabesh/tab-esh and tapeshtap-esh and repeat them four times. The participants' productions were recorded using Shure microphone and analyzed by PRAAT (6.0.22) software. The results revealed that VOT mean of [b, p] in stressed syllable significantly differs from that in unstressed syllable in adults with Down syndrome.</p> <p><b>Key terms:</b> Down syndrome (DS), VOT (voice onset time), stressed syllable, unstressed syllable.</p>
<p><b>Tom Chung-Hsin Liu</b> GICICPLR1708081</p>	<p style="text-align: center;"><b>The Grammaticalization of Mandarin Chinese <i>Ling3</i> 領</b></p> <p style="text-align: center;"><b>Tom Chung-Hsin Liu</b> Institute of Foreign Languages and Literature, National Cheng Kung University, Taiwan</p> <p style="text-align: center;"><b>Shelley Ching-yu Depner</b> Institute of Foreign Languages and Literature, National Cheng Kung University, Taiwan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study is to investigate the grammaticalization of Mandarin Chinese <i>ling3</i> from the diachronic perspective. The corpora used in this study are collected from the Chinese WordNet, the Academia Sinica Ancient Chinese Corpus, the Academic Sinica Balanced Corpus of Modern Chinese, and the online E-newspapers. The data are categorized into three phases (Archaic, Middle, and Modern Chinese). Our theoretical background is based on the Linguistic Coding of Concepts Scheme (Heine, Claudi, &amp; Hünnemeyer, 1991) and the Cline of Grammaticalization (Hopper &amp; Traugott, 2003). The findings revealed that (1) the semantic development, the nominal content word <i>ling3</i>, is from PERSON &gt; OBJECT &gt; QUALITY. (2) The semantic development, the verbal content word <i>ling3</i>, is from ACTIVITY &gt; SPACE &gt; QUALITY. (3) Mandarin Chinese <i>ling3</i> also extended its use into adjective form. (4) The grammatical function of the classifier system appeared while the other one—suffix—did not appear based on the corpora used in this study. (5) The semantic change and the lexical polysemous uses of Mandarin Chinese <i>ling3</i> are manipulated by human cognition and cultural factors. It is suggested that further research can delve on other classifiers to examine grammaticalization in Mandarin Chinese.</p> <p><b>Keywords:</b> grammaticalization, polysemy, lexical semantics, Mandarin Chinese</p>
<p><b>Akin Gurbuz</b> GICICPLR1708089</p>	<p style="text-align: center;"><b>A Case Study On Developing Elt Students' Interactinal Skills</b></p> <p style="text-align: center;"><b>Akın GÜRBÜZ</b> Gaziantep University School of Foreign Languages</p>




	<p style="text-align: center;"><b>Nilüfer EVİŞEN</b> <b>Gaziantep University School of Foreign Languages</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>A basic challenge to language teaching is to provide learners with plenty of opportunities for using the target language communicatively. And thus, for second language development to occur, learners should be provided with plenty of opportunities in their classrooms to use formal linguistic resources available to them. The primary focus of this ongoing study is to describe and evaluate the implementation of an English oral skills action research that will be carried out at Gaziantep University English Language Teaching Department, a state university in Turkey. The participants of this study are 24 learners, and their instructors as researchers. Data will be collected from learners' video-recorded oral presentations, stimulated recall sessions, and semi-structured interviews. The findings will be analysed through a set of given criteria based on the literature and the researchers own experience as teachers of English. The results are expected to reveal a moderate improvement in the learners' interactional skills through collaborative tasks; make them more aware of how certain aspects of language work; and develop their self-confidence and stimulate their motivation to continue learning in class. Secondly, small-scale action research of this type, where learners are made to work collaboratively and reflect on in-class practices on action, are also valuable in that such aspects contribute significantly to their improvement of interactional competence and help them use interaction as a tool for mediating and assisting learning.</p> <p><b>Key Words:</b> interactional competence, oral communication, self-confidence, reflection</p>
<p style="text-align: center;"><b>Deborah Flynn</b> <b>ICICPLR1708092</b></p>	<p style="text-align: center;"><b>Variables Contributing to Happiness in University Students</b></p> <p style="text-align: center;"><b>Deborah Flynn</b> <b>Psychology, Nipissing University, North Bay, Canada</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study explored the relationship between happiness, and six other life domains: Academic Success, Financial Security, Familial Support, Living Environment, Self-Image and Social Relations. Participants were one hundred and ninety- two students from a small undergraduate university. The purpose of the study was to determine which life domain had the greatest influence on student happiness. Assessment tools included the Oxford Happiness Inventory, the Multidimensional Student Life Satisfaction Scale, and a Financial Success Survey created by the authors. Results indicate that Self-esteem, Academic Success and Financial Security, respectively, explained most of the variance in student happiness.</p>
 <p style="text-align: center;"><b>Hayriye ULAŞ TARAF</b></p>	<p style="text-align: center;"><b>The Effectiveness of Contextualized Grammar Instruction through Cartoons in Teaching English to Young Learners</b></p> <p style="text-align: center;"><b>Hayriye ULAŞ TARAF</b> <b>Necmettin Erbakan University, School of Foreign Languages</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>The current study explores the role of a contextualized teaching of English verb</p>

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<p>GICICPLR1708093</p>	<p>tenses and aspects to young Turkish learners of 9-10 years-old through authentic animated cartoons. In the study, a control group and an experimental group were formed and randomly assigned to the treatment. A total of thirty 4th grade students who attended a private primary school participated in the study. The control group (n=15) followed their regular lessons, mostly based on traditional grammar teaching, while the experimental group (n=15) watched and made use of different authentic animated cartoons as class materials. Using a pre-test and post-test design and language proficiency tests, a comparison was made between grammar instruction based essentially on traditional teaching and one that made use of authentic animated cartoons, and its effectiveness was evaluated. Results indicate that the experimental group performed better than the control group in both post-test and language proficiency test. The findings of the current research implicate that authentic animated cartoons offer language teachers opportunities to present grammar of the target language in a meaningful context and an enjoyable, motivating learning atmosphere. <b>Key words:</b> authentic animated cartoons: teaching tenses: young learners</p>
 <p>Munevver Mine Senyil Guzelderen ICICPLR1708094</p>	<p>The Relationship Between University Preparatory School Students' Foreign Language Anxiety Levels And Their Use Of Oral Communication Strategies</p> <p>Munevver Mine Senyil Guzelderen Necmettin Erbakan University, School of Foreign Languages</p> <p>Dr. Cemal ÇAKIR Gazi University</p> <p><b>Abstract</b></p> <p>While some non-native speakers of English (NNSEs) are able to express their opinions, feelings, and emotions effectively in English, others may fail to transfer their messages. In these cases, NNSEs make use of some tools called oral communication strategies, which are most likely to enable them to cope with their oral communication breakdown, and to contribute to the conveyance of their messages to others. In addition to language learners' lack of grammar and vocabulary in the target language, some individual differences such as anxiety may account for these problems.</p> <p>The present study aims to find out whether there is a relationship between the oral communication strategy use and anxiety levels among university preparatory school students in an EFL context. In order to explore the relationship between the use of oral communication strategies and foreign language anxiety levels, a background questionnaire, a 23-item Oral Communication Strategy Inventory (OCSI), and a 33-item Foreign Language Classroom Anxiety Scale (FLCAS) were distributed to 800 students studying at preparatory schools of four different universities. There are a number of implications that have been made on the basis of findings of the present study.</p> <p><b>Key words:</b> Communication strategies, foreign language anxiety, communicative competence</p>

 <p><b>Railya Mukhamadeyeva GICICPLR1708096</b></p>	<p><b>Problems Of Multilingual Education Of The Republic Of Kazakhstan</b></p> <p><b>Mukhamadeeva Railya</b> Abay Myrzakhmetov Kokshetau University, Kokshetau, Kazakhstan</p> <p><b>Kornilova Olga</b> Abay Myrzakhmetov Kokshetau University, Kokshetau, Kazakhstan</p> <p><b>Abstract</b> The article deals with the main destructive factors of implementation and operation of the multilingual training in vocational education of the Republic of Kazakhstan. The authors consider the main problems of training a specialist in a foreign language. There was used the structural-functional model of the introduction of multilingual training in national practices of education; the integrated approach, consideration of the destructive factors in the development of the integrated system of vocational training, the possibility of continuous improvement. The findings allow to improve the quality of labor potential, innovative orientation and competitiveness of the national education system of Kazakhstan. <b>Keywords: multilingual education, professional training, technical specialties</b></p>
<p><b>Soumia, Selougui GICICPLR1708098</b></p>	<p><b>Analyzing the cultural content of English language textbooks: Algerian teachers' and pupils' views</b></p> <p><b>Soumia, Selougui</b> Department of Education, The West of Scotland University, Paisley, United Kingdom</p> <p><b>Abstract</b> The textbook is considered as a cornerstone in education that is worthy to investigate in order to encourage pupils' interaction and performance in English language classes. It can be noticed that the cultural content of Algerian English language textbooks is not adequately designed because it is merely westernized. However, the local culture or other varieties of international cultures are to a large extent marginalized. This could be clearly seen in the topics, images, tasks, and dialogues portrayed in the currently used English textbooks. Interestingly, this study aims at raising Algerian textbooks writers and educators awareness about the importance of incorporating different varieties of cultures in order to raise learners' global intercultural competence and to design an alternative cultural content which is appropriate to their local environment. In order to challenge the Western predominance of culture embedded in English textbooks, this study attempts to analyze whose cultures, varieties, or voices are represented or disregarded within English textbooks. It also aims at investigating the socially- constructed views of Algerian pupils and teachers as locals and how they conceive the Western cultural dominance and the way it affects their identities. Their views about which variety of culture they prefer to be incorporated in the syllabus of teaching English according to their local environment is also included in this study. This research is based on the socio- constructivist epistemology. Therefore, a concurrent- mixed methods design has been employed. Participants in this research compromise of Algerian teachers of English teaching in two public</p>

	<p>schools (intermediate and secondary) and third- year pupils at secondary schools in addition to a collection of English textbooks. The data have been collected through quantitative (questionnaires) and qualitative (document analysis and semi- structured interviews). For questionnaires, 50 teachers and 50 pupils took part in this study. However, 10 female and male teachers were interviewed. Therefore, I employed statistical tests to analyze the quantitative data, content analysis and thematic analysis used in order to analyze the qualitative data.</p>
 <p><b>Gyuseog Han</b> GICICPLR1708107</p>	<p><b>Harmony with the World: A theory of moral development from indigenous analysis of Korean vernaculars</b></p> <p><b>Bongyoung Choi</b> Korea Aerospace University, Korea</p> <p><b>Gyuseog Han</b> Chonnam National University, S.Korea</p> <p><b>ABSTRACT</b></p> <p>Kohlbergian theory of moral development is based on the Western worldview. It faces great difficulty of condemning the current exploitation of ecosystem. We have developed a system of moral development from the analysis of Korean worldview which regards every constituent in the eco-system including human being as a chok (a Korean vernacular meaning a part) of the whole woori (we in English). In this system, moral development progresses in separate 4 stages. In each stage, individuals interact with others in the woori system which gets enlarged as moral thinking matures. Morality should function to serve the woori ecosystem to maintain the harmonious existence of all constituents (chok). Moral maturity is progressed through the process of recognizing other choks on their own virtues and values. Transition to the next moral stage is to expand the realm of whole woori progressively from oneself (1<sup>st</sup> stage) to closed in group(2<sup>nd</sup> stage), to all humanity(3<sup>rd</sup> stage), and lastly to the whole eco-system(4<sup>th</sup> stage). The mechanism is intuitively simple, universally applicable across cultures, and serves well for the issue of sustainability. It has the potential to dissolve the impasse posed by post-modernistic critique (such as moral relativists) of previous theories on morality, and present a new path to solve the controversies posed by utilitarian thinkers.</p> <p><b>Keywords:</b> Korean worldview, moral development, chok, woori, morality, ecosystem</p>
<p><b>Mahmood Yenkimaleki</b> GICICPLR1708119</p>	<p><b>Developing listening comprehension skills by interpreter trainees through prosody teaching: Does methodology matter?</b></p> <p><b>Mahmood Yenkimaleki</b> <b>Martine Coene</b> <b>Nel de Jong</b> VU University of Amsterdam</p> <p><b>Abstract</b></p> <p>The present study investigates the effect of explicit vs. implicit prosody teaching on developing listening comprehension skills by Farsi-English interpreter trainees. Three groups of student interpreters were formed. All were native speakers of Farsi who studied English translation and interpreting at BA level at the</p>

	<p>University of Applied Sciences, Tehran, Iran. Participants were assigned to groups at random, but with equal division between genders (6 female and 6 male students in each group). No significant differences in English language skills (TOEFL scores) could be established between the groups. Participants took a pretest of listening comprehension skills before starting the program. The control group listened to authentic audio tracks and did exercises in listening comprehension skills. The first experimental group received implicit instruction of English prosody through the use of recasts. The second experimental group received explicit instruction of English prosody and did exercises based on the theoretical explanation which was provided by their Iranian instructor. The total instruction time was the same for all the groups, i.e. 10 hours. Students then took a posttest in listening comprehension skills. The results showed that explicit teaching of prosody had a significantly positive effect on developing listening comprehension skills. These results have pedagogical implications for curriculum designers, interpreter training programs, material producers and all who are involved in language study and pedagogy.</p> <p><b>Key words:</b> explicit teaching, implicit teaching, prosody, interpreter trainees</p>
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