

**CONFERENCE PROCEEDINGS**



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United Kingdom

## **KEYNOTE SPEAKER**



### **Dr Danielle Tran BA, MA, PhD, SFHEA**

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Dr Danielle Tran is a Senior Lecturer in Learning, Teaching, and Professional Development within the Educational Development Unit at the University of Greenwich . Her responsibilities include being programme leader of the PGR teaching, learning, and assessment course and course leader of the professional development in HE module that is part of the PGCertHE. Danielle is also Co-ordinator of the accredited Greenwich Opportunities for Learning and Development, and Editor of the Compass Journal of Learning and Teaching. Before this, Danielle was based at other HE institutions including Brunel University London and Middlesex University London. Danielle's research interests focus on assessment and feedback, identity and belonging, and widening access and participation in HIM. She is a Senior Fellow of the Higher Education Academy.

**Topic: Language and Inclusivity: The complexities of communication**

<p><b>Fatiha Mouili</b> GICICPLR1802051</p>	<p><b>The Use of ICT in English Language Teaching Case Study: Algerian Secondary Schools Information and Communication Technology in Education</b></p> <p><b>Fatiha Mouili</b> Department of English, Faculty of Letters and Foreign Languages, University of Tahri Mohamed Bechar, Algeria</p> <p><b>Abstract</b> Information and Communication Technology (ICT) refers to a number of tools like computers, internet broadcasting technologies (radio and television), and telephony used for different purposes such as to communicate, create, disseminate, store, and manage information. The use of computer and internet in different settings (formal and non-formal) are grown in current years. There have been also older technologies such as the telephone, radio and television which have for more than 40 been used for open and distance learning. ICT includes the full range of computer hardware, computer software, and telecommunications facilities. Thus; it includes computing devices with the full range of display and projection devices used to view computer output, and the local area networks and wide area networks that allow computer systems and people to communicate with each other. It also involves digital cameras, computer games, CDs, DVDs, self phones, telecommunication satellites; in addition to computerized machinery, and computerized robots. The term ICT as applied to education, is used to facilitate not only delivery of instruction, but also the learning processes itself. There is a range of ICT options; from video conferencing through multimedia delivery to web sites. These can be used to meet the challenges faced by teachers today. In fact, ICT will be able to provide more flexible and effective ways for lifelong professional development for today's teachers. As a result both teachers and students will get huge benefits for their empowerment and development.</p>
<p><b>Assil Ghariri</b> GICICPLR1802052</p>	<p><b>Trauma in The Uncounseled: A Crisis of the Self</b></p> <p><b>Assil Ghariri</b> Department of English, Faculty of Foreign Languages, Tahri Mohamed University, Bechar, Algeria</p> <p><b>Abstract</b> This article studies the process of rewriting the self through memory in Kazuo Ishiguro's novels, <i>The unconsolated</i> (1995). The protagonist, Mr. Ryder, suffers from a trauma which leads him to lose a huge part of his memory and, thus, to face a dangerous identity crisis. The article illustrates the journey that the protagonist takes through the unconscious in search for his real self with the help of what is left from his memories. The article coins the term of rewriting the self from Mark Freeman, the professor of psychology at College of the Holy Cross. It uses, also, Carl Jung's theory of individuation, concentrating mainly on the idea of archetypes, to illustrate how the protagonist's unconscious follows Jung's archetypes in creating a fake identity. The archetypes that would be dealt with in the article are the persona, the shadow, the animus, the child, and the self-archetypes. The article, also, follows John Locke's Theory of Human Identity to proof that the whole Identity and the memories that the protagonist has been remembering through the novel are mere inventions of his imagination. It would, also, be proved that the protagonist who speaks of himself as a famous and great person lacks specific and determined memories which prove his speech. Therefore, most of what he is narrating in the present are mere inventions of his disturbed unconscious..</p>

	<p>Trauma, in this article, is discussed as one of the great obstacles which face the human mind. It affects the social, personal and academic life of the individual and it sometimes lead to a dangerous crisis in the human identity. Keywords: Carl Jung, Kazuo Ishiguro, memory, trauma.</p>
 <p>Ma. Gemma F. Roxas-Rojales GICICPLR1802057</p>	<p><b>An In-Depth Analysis On The Development, Rise, Fall And Efforts To Revive Chabacano Ternateno Of Ternate, Cavite</b></p> <p>Ma.Gemma F. Roxas-Rojales De La Salle University Manila</p> <p>Jessica R. Austria Jose Magsaysay Elementary School</p> <p>Angelina Domingo Maranatha Christian Academy of Imus</p> <p><b>Abstract</b></p> <p>The study aimed to give the historical background of the language, the decline and issues contributory to the deterioration in the use of the creole in the municipality of Ternate, Cavite. The study focused on the seven domains specifically a. religion b. education c. literature d. local government e. industry and tourism f. media and lastly, g. community. The study also tried to find out the different efforts and steps undertaken and implemented by the seven domains to save the language.</p> <p>By interviewing the people who are native speakers of Chabacano in Ternate, Cavite, research surveys and gathering of data available from different agencies as methodology, the study found out that the Chabacano is at present in danger of death due to the different factors affecting the use of the language by its younger generation. The proponent of this study tried to find out the reasons for the dilemma faced by the Ternatenos and investigated the steps taken to save the language from extinction, by focusing on the seven domains of their community. The study proved, there are efforts to revive the language, nevertheless, these efforts are not enough to make it as strong as it was. The language is in a very bad situation having five domains no longer using it. Noticeably, the language is being revived by four domains namely the local government, education, literature and community by taking steps to save the language from extinction specifically the community, even those abroad, but the seven domains in this study must work hand in hand and fast if they want to save this language that is the mother of all Chabacano creoles in the country, from extinction.</p> <p>A language dies when nobody speaks it (Crystal, 2000). Truth be told that there are several languages in the country that will eventually face death. Thus people whose language is dying must work hard to preserve it. This paper discussed the historical beginning of Chabacano Ternateno to give the whole picture for the need for preservation. Of why language is important in the conservation of a culture and how the domains of society contributed to the endangerment and/or death of a language that is so much a part of heritage and identity of a people that traces back centuries ago.</p> <p>Keywords: Chabacano Ternateno, Mardicas, Ternateno, Bahra, Language extinction and revival</p>
<p>Kristine Joy Servando GICICPLR1802059</p>	<p><b>Reading Speed as a Factor of Reading Comprehension of Selected Students of Polytechnic University of the Philippines Senior High School A.Y 2017-2018</b></p> <p>Kristine Joy P. Servando</p>

	<p>College of Education, Department of Elementary and Secondary Education, Polytechnic University of the Philippines, Sta. Mesa, Manila, Philippines</p> <p>Reynalyn A. Diaz Atheena Nicole D. Tamayo</p> <p>Abstract</p> <p>The main objective of this study is to know if reading speed is a factor of reading comprehension of selected Senior High students of Polytechnic University of the Philippines. After gathering all the data, the findings revealed that some of the students who read slowly got a high score in a ten items question to know their comprehension level. Most of the student who read fast got a low score, meaning, while they are reading, they did not really understand the text that they have read. There are also students who read in a moderate speed and at the same time, got a high score. It means that while reading the text, they retain the important detail on their mind to fully understand the selection. Majority of the students used their prior knowledge to relate on what they are reading. They relate the story in the book not just in their own experience but also in the movies that they have watched and to what they have seen in some magazines and articles etc. The researchers found out that students have different strategies on how they will understand a story.</p> <p>Keywords: Reading Speed, Senior High School, Comprehension, Prior Knowledge</p>
 <p>Mohamed S. Hamid Osman GICICPLR1802060</p>	<p>Student teachers' attitudes towards the inclusion of pupils with special needs in Qatar independent schools</p> <p>Mohamed S. Hamid Osman Qatar University, College of Education</p> <p>Abstract</p> <p>The study investigated the student teachers' attitudes towards the inclusion of pupils with special needs in Qatar independent schools and the willingness to teach them. The study sample was 46 male and female from students of College of Education at Qatar University from many concentrations (Arabic studies, social studies, science, mathematics, Islamic studies, English language) and from primary and secondary program. The participants responded on attitudes towards inclusion questionnaire (Prepared by researcher). Data were analyzed statistically using t-test and descriptive statistics. Results showed that (1)The general education student teachers' attitudes towards inclusion of pupils with special needs in regular classrooms was very positive and without any negative attitudes. (2) the attitudes toward teaching for pupils with special needs varied according to the nature and severity of the disability; where they preferred to dealing with groups of pupils with mild special needs, such as giftedness and learning Disabilities. (3)as well as the findings found that there were no statistically significant differences between males and females, and between the student teachers' from primary and secondary programs towards the inclusion. Finally the study recommended the importance of academic and psychological preparation for student teachers to be able to understand the nature of the disability and acceptance pupils with disability in the Qatar independent schools.</p> <p>Keywords: Attitudes, student teachers, Inclusion of Pupils with special needs Themes: Education and Special Education</p>



Dr. Tahani Alsaigh  
GICICPLR1802061

**Second Language Activation in Arabic-English Bilinguals**

**Dr. Tahani Alsaigh**  
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**Abstract**

This study examined second language (L2) activation in Arabic-English bilinguals for whom Arabic was the first language (L1). Modeling its design on Colomé (2001), the research compared processing in a picture-phoneme matching task for Arabic-English bilinguals tested in the United States or in Saudi Arabia to determine whether activation of English differed in the two settings as predicted by Grosjean's (1982) language mode theory. The results showed no differences in the activation of English for the two settings, but did indicate that both groups of participants experienced some interference of English. Overall, interference from English showed in error rates, but not in reaction times. Correlational analyses revealed that individual differences in error rate in the English phoneme condition were predicted by the number of hours per week that participants used English. Individual differences in reaction time were predicted by the frequency of the English translation equivalent of the Arabic name of the picture. The results are consistent with Colomé's (2001) conclusions that bilinguals activate both languages during L1 processing.

**Keywords:** bilingualism, bilingual language processing, second language activation, Arabic-English bilinguals

**The socio and psychological factors affecting Saudis' use of the English language**

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**Abstract**

This study examined English language use in the Saudi society. It aimed at detecting the social, cultural and personal factors, which hinder and/or encourage Saudis' use of the English language. Adopting a constructivist worldview (Berger & Luckmann, 1967) and using a purposeful sampling technique, twelve Saudi participant were interviewed via a semi-structured process to observe the reality of language use in the everyday life of Saudi individuals. To rule out the effect of the country itself, half of the interviewees were Saudis living in Saudi Arabia, whereas the other half were Saudis living in a foreign country. Implementing the theoretical stands of Braun and Clarke (2006), a thematic analysis resulted two main themes. First, Saudis' use of the English language is determined by their perceptions of the domain of the speech event affected by the dynamics of the situation itself. Second, Saudis' use of the English language is determined by certain sociolinguistic considerations embedded within the speech community.

**Silmy Arizatul Humaira**  
GICICPLR1802063

**Students' Attitudes towards Self-Directed Learning Out of Classroom:  
Indonesian Context**

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	<p style="text-align: center;"><b>Abstract</b></p> <p>There is a stereotype viewing Asian students as passive learners and dependent on teachers' instruction. Regarding this statement, this study attempts to address the Indonesian high school students' attitudes on whether they have initiative and be responsible for their own learning out of the classroom and if so, why. Therefore, 30 high school students were asked to fill out the questionnaires and interviewed in order to figure out their attitudes towards self-directed learning. The descriptive qualitative research analysis adapted Knowles's theory (1975) about Self-directed learning (SDL) to analyze the data. The findings show that the students have a potential to possess self-directed learning through ICT but they have difficulties in choosing appropriate learning strategy, doing self-assessment and conducting self-reflection. Therefore, this study supports the teacher to promote self-directed learning instruction for successful learning by assisting students in dealing with those aforementioned problems. Furthermore, it is expected to be a beneficial reference which gives new insights on the self-directed learning practice in specific context.</p> <p><b>Keywords</b>—ICT, learning autonomy, students' attitudes, self-directed learning.</p>
 <p style="text-align: center;"><b>Alaa Alnajm</b> GICICPLR1802064</p>	<p style="text-align: center;"><b>Arts in Medicine: The impact of Arts in developing medicine</b></p> <p style="text-align: center;"><b>Alaa Alnajm</b> Faculty of Languages, Department of English, University of Kufa, Iraq</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper examines the relevance of arts like literature and music with medicine. It studies how physicians are interested in reading and listen to music or literature and enjoy their time at doing their clinical processes. The paper also shows that literature in all its forms( drama, novel, short stories, poetry...etc) has a complex relationship with medicine as a science and as a practical activity. They are two human areas that have been actively developed in the end of the last century. It highlights how humanities in medical education particularly neurosurgery have discussed lots in some of the European conferences. The participants and scholars have emphasized on the significant role and creativity of surgeons in the technological advances in understanding of the human brain and the production and development of the creative brain.</p> <p><b>Keywords:</b> medicine, literature, medical humanities, medical education.</p>
<p style="text-align: center;"><b>Dr. Fatima Al Rashidi</b> GICICPLR1802066</p>	<p style="text-align: center;"><b>Control Center and Psychological Happiness with the Faculty in the College of Arts and Sciences at the University of Qassim Staff</b></p> <p style="text-align: center;"><b>Dr. Fatima Al Rashidi</b> Qassim University - Psychology Department Saudi Arabia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study aimed to recognize the relationship between control center and psychological happiness. The study sample consisted of faculty members at Buraydah governorate, Al-Qaseem university, who numbered (99) professors, (50) of the scientific faculties' members, and (49) of humanity faculties' members. So, for the purposes of this study; control center scale and psychological happiness scale were used. The results showed that the internal control center came at the first place, among faculty members in Buraydah governorate, Al Qaseem University, and the level of psychological happiness among faculty members was moderate, also; there were statistically significant differences at the significance level (<math>\alpha \leq 0.05</math>) due to the impact of educational</p>

	<p>specialization in the external control center, and the differences were in favor of faculty members of humanity specializations. But according to the internal control center, the differences were in favor of scientific specializations. The results also showed that there were not any statistically significant differences due to the impact of educational specialization in the psychological happiness level. Furthermore, statistically significant correlative relationship between the internal control center and psychological happiness level was revealed. However, there was no statistically significant correlative relationship between the external control center and the feeling level of psychological happiness. <b>Keywords:</b> control center, psychological happiness.</p>
 <p><b>Blossom Shimayam Ottoh-Agede</b> GICICPLR1802068</p>	<p><b>Marketing Terror and the Semiotics of Terrorism on the Social Media: Insecurity Implications on Practitioners in Lafia Metropolis</b></p> <p><b>Blossom Shimayam Ottoh-Agede</b> Department of English, Federal University Lafia, Nasarawa State, Nigeria</p> <p><b>Jesse Iorfaga Agede</b> Registry Department, Federal University Lafia, Nasarawa State, Nigeria</p> <p><b>Mabatho Sedibe</b> Department of Education Psychology, University of Johannesburg, South Africa</p> <p><b>Abstract</b> Today's social media is perpetrated by horror and terror. Social media practice has gone wild on terror pictures dissemination. This act does not only seem appalling but abysmally portrayed. While some media practitioners seemed aggravated, others see it as appealing, and this is worrisome. Therefore, this paper entitled Marketing terror and terrorism on the social media: Insecurity implications on practitioners in Lafia Metropolis is intended to show how the proliferation of terror codes and pictures on the Internet, Facebook to be precise can negatively influence and affect social media practitioners in Lafia, the capital city of Nasarawa State in North-central region of Nigeria. The study investigates the raison d'être or the rationale behind such parades of terror pictures on Facebook and other social media networks and its implications on security. While the data are derived from Facebook, other social media networks are also useful for our analysis in this paper. Insights are drawn from two theoretical frameworks Social Psychology and Social Network Theory. The paper argues that if the world has to curb terrorism and win the war against terror, efforts should be made towards censoring terror pictures that permeate the cyberspace. <b>Keywords:</b> Social media, Media practitioners, Marketing terror, Terrorism, and War against Terror</p>
 <p><b>Shavindra Chandradasa</b> GICICPLR1802070</p>	<p><b>The role of the Language Laboratory in Learning English as a Second Language in a University Context</b></p> <p><b>Shavindra Chandradasa</b> Faculty of Fisheries and Marine Sciences and Technology, University of Ruhuna, Matara, Sri Lanka</p> <p><b>Dimuthu Jayawardane</b> Faculty of Management and Finance, University of Ruhuna, Matara, Sri Lanka</p> <p><b>Abstract</b></p>

	<p>Within Sri Lankan university context learning English as a second language appears to be a controversial topic for many decades. As per university students, English is not just a language but also a cultural component, a symbol of power and class, jewel of the upper class people and a threat. Thus, it was really a difficult task for most of the language teachers to divert these passive learners into active and energetic language learners. In that sense language laboratory was established in the University of Ruhuna, Faculty of Science to get the best use of technology in the process of learning English. More significantly, students continued to attend English classes eagerly than before and the teacher too found the change as stimulating. Hence, this study was designed to analyze the role of the language laboratory in learning English in order to come out with a deep discussion. The closed ended questionnaires were distributed among 150- Science students. Further, 30 students and all the teachers who worked in the faculty of Science were interviewed. Undoubtedly, the research denoted outstanding findings. Essentially, the lab was a great motive, which motivated even the backward language learners to enjoy the learning atmosphere. The students love to be in the lab, which provided them relaxation, exposure to authentic language, confidence, individuality, interactions, immediate feedbacks, which were the prime expectations of second language learners. Language laboratory was proved the best place to practice listening and speaking. However, the data revealed that the laboratory was not successful in practicing reading and writing than the traditional classroom. This should be noteworthy. Actually, it was found that this was neither a problem related to the lab nor a matter with the students because it was a problem with the teachers who failed to implement creative lesson materials. Although the setting is novel, still the most important character is the teacher. Teachers' creativity, up to date knowledge, and selection of software will decide the attainment. Language lab is not a substitution for a teacher. Traditional classroom is not a dull place either that we should forget. Therefore, a balanced approach will make the language lab, an ideal strategy in the long-term success of the language learning process.</p> <p><b>Key words:</b> second language, passive learners, language laboratory, technology, authentic language</p>
 <p>Ilevbare, O.E. GICICPLR1802072</p>	<p><b>Psychosocial Predictors of Cervical Cancer Screening Uptake among Middle and Low-Income Women in Nigeria</b></p> <p>Ilevbare, O.E. Department of Psychology, Obafemi Awolowo University, Ile-Ife, Nigeria</p> <p>Adegoke, A.A. Department of Psychology, Obafemi Awolowo University, Ile-Ife, Nigeria</p> <p><b>Abstract</b></p> <p>Over 40.43 million women are estimated to be at risk of developing cervical cancer in Nigeria with a national standardized prevalence rate of 33.0 per 100,000 women. However, cervical cancer screening is currently acknowledged as the most effective approach for cervical cancer control and prevention. Several studies indicate that cervical cancer screening services is poorly utilized in Nigeria and the awareness of the need for screening is very low (Ajenifuja &amp; Adepiti, 2015). It has been suggested that any intervention to increase uptake of cervical screening must be tailored to the baseline of knowledge, perceptions, culture, and attitudes unique to the target population. Hence, this study investigated the role of social and psychological factors such as age, income level, risk perception and health locus of control as they predict or influence the uptake or non-uptake of cervical cancer screening. A cross-</p>

	<p>sectional descriptive design was used to collect data from 940 women between the ages of 18 and 65 years with the aid of interviewer- guided questionnaires in selected urban and rural areas. It was discovered that less than 7% of the study participants had ever gone for screening even though the knowledge of the disease and its screening procedures was slightly above 20%. Risk perception was however positively related to intention to be screened in the future; also, among women of low-income status, health locus of control was found to predict the non-uptake of cervical cancer screening services. Furthermore, the income level of the women significantly influenced the uptake of this essential service. It is thus, recommended that secondary prevention intervention programmes to control and prevent cervical cancer in Nigeria should focus on improving the knowledge and awareness of cervical cancer screening by encouraging positive health beliefs among women of all age groups and increasing affordability of the service.</p> <p><b>Keyword: Psychosocial, Cervical Cancer Screening Uptake, Women, Nigeria</b></p>
<p><b>Fatima Zahra Fezzioui</b> <b>GICICPLR1802073</b></p>	<p style="text-align: center;"><b>Strategies of Selecting Samples in Academic Research Paper</b></p> <p style="text-align: center;"><b>Fezzioui Fatima Zahra</b> <b>Department of English language, University of Bechar, Algeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Sampling is the process of choosing or selecting few people from a larger group of population to become the basis for estimating the prevalence of information that interest you. The term sample refers to a subgroup of the population who are the focus of you research enquiry and are selected in a way that represents the study population. The process of sampling is done in order to save time and as well as financial and human sources. Sample size is also an important term in the sampling process which refers to the number of individuals from whom you obtain information. The purpose of sampling in quantitative research is to make estimation or percentage and to reach maximum precision in your estimates; but the purpose of sampling in qualitative research is to gain in-depth knowledge about situation, event, or other aspects. The various strategies for selecting samples can be categorized into: Random or Probability Sampling Design in which each element in the study population should have equal and independent chance of selection. The concept of 'equality' here means that the choice of samples is not influenced by other considerations like education, ethnicity, social class, etc, i.e. samples are randomly selected. Similarly, 'independence' means that the choice of one element is not dependent upon the choice of another one in the sampling; that is the selection or rejection of one sample doesn't affect the inclusion or exclusion of others. The second strategy is called non-random/non-probability sampling design which is used when either the number of elements in a population is unknown or the elements cannot be individually identified. In such situations, the selection of samples is dependent upon other considerations like: education, ethnic background, social class, etc. This design involves many techniques such as: quota sampling where the researcher is guided by some visible characteristics he is looking for, such as gender, race, social class. Accidental sampling which is most common for market research. Judgment sampling where the researcher goes directly to people who, in his opinion/judgment, can provide him with the data he needs and be willing to share it with him. In expert sampling your samples must be already known as « Experts » in the field you are interested in. the last one is called the snowball sampling where the researcher starts with few samples or individuals in a group and the required data are primarily collected from them; after that he asks them to identify other people to identify other people whom they know</p>

	<p>and be his samples, and so on. The third strategy is a mixture between the two first strategies and it is called the systematic sampling design. In order to use this design you should have a sampling frame or plan for your study population; that plan is divided into a number of segments called intervals; then, you select one element from the first interval, after you select other elements from other intervals but such selection must be dependent upon the position selected in the first interval.</p> <p><b>Keywords:</b> sampling, samples, random, non-random and the mixed designs.</p>
 <p><b>Dr. Maryam Jalali</b> GICICPLR1802075</p>	<p><b>Reflections of folklore culture in children's literature in Iran</b></p> <p><b>Dr. Maryam Jalali</b> Assistant Professor, Member of Faculty Shahid Beheshti University, Iran</p> <p><b>Abstract</b></p> <p>Culture refers to the lifestyle of people. It includes culture traits such as customs, locations, and vogues. Folk cultures are usually small traditional communities, but sometimes it is very wide and too large in community level. It is ways of living along with pass down traditions. Folk literature has come in various forms in texts. Manifestations of the culture can be found in the literature of the country. Nowadays, Children's books have a wide place in the realm of Persian literature. Traditional poetry, prose, verses, and stories and some heroes and fairy tale figures are signs of the folk culture in literature. Folklore is used frequently as a basis for literature for children. Elements of folk culture are seen in poems dedicated to children and adolescents. There are traditions such as parties, festivals, religious and non-religious beliefs such a vow, a legendary character in that poem. In this article we are introducing these elements. The poets have tried to make children familiar with popular culture by transferring indirectly folk customs and beliefs in the poems. Entering folklore to children's literature especially in the poems shows the folk is very important in the life of Iranians and they respect it. This is because the transmission of the folk culture to the children with literature and poem.</p> <p><b>Key Words:</b> folklore, children's literature, poem, contemporary.</p>
<p><b>Hadjer Benaissa</b> GICICPLR1802083</p>	<p><b>Language Attitudes</b></p> <p><b>Hadjer Benaissa</b> Mohammed El Konti High School, High School, Adrar, Algeria</p> <p><b>Abstract</b></p> <p>Language attitudes are the feelings that people have towards their own language variety or the languages or language varieties of others. A language attitude can be positive or negative. In order to measure an attitude toward a language and its speaker, there are two methods which can be applied: the direct method and the indirect one. The factors influencing language attitudes are the prestige and power of the language; the historical background of nations; the social and traditional factor; and the language internal system. Learners' attitudes towards the language being learned have been researched many times by language teachers and psychologists. Most of the researchers agreed that favorable attitude towards the language will affect more positive result in the learning. In contrast, negative view to the language being learned will be more likely to cause negative result in the study. An integrative language attitude is characterized by some desire and behaviors of the learners to integrate themselves with the language being learned. Learners with this attitude not only learn a language to have a proficiency in it, but also wish to know, imitate, or adapt themselves to the culture related to the (native) speakers of the language. An instrumental attitude is identified when the</p>

	<p>learners study a language in order to fulfill only material needs, but has not the need of being part of the culture related to the language. Students who are less motivated in practicing the language outside the classroom are often less interested in understanding the culture of the native speakers of the language. People may express their judgment towards use of particular language in a positive attitude or a negative one; a positive language attitude follows positive action, whereas a negative language attitude follows negative one.  <b>Keyterms:</b> language attitudes, instrumental attitude, integrative attitude</p>
<p><b>Hyemin Kim</b> GICICPLR1802088</p>	<p><b>Exploring Reading Environments and Reading Attitudes of Grade 7 Students: Towards Creating a Collaborative Reading Program</b></p> <p><b>Angeles, Arianne Denise B.</b> University of Santo Tomas College of Education</p> <p><b>Kim, Hyemin</b> University of Santo Tomas College of Education</p> <p><b>Lucas, Gabriel Paulo V.</b> University of Santo Tomas College of Education</p> <p><b>Shin, Jong Seop</b> University of Santo Tomas College of Education</p> <p><b>Abstract</b>  According to Morni and Sahari (2013), it is a common problem of ESL readers to not do well or be interested in ESL reading classes, evidenced by performance in exams and poor class participation during reading discussion sessions. In the Philippines, an ESL country, reading is not the priority to learn. Since the Philippines is a nation of non-readers (Philippine Center for Investigative Journalism, 2007), the reading environments may be lacking in developing good reading attitudes. This study explored the reading environments and reading attitudes of students in the Philippine context, specifically 50 grade 7 students of Araullo High School. This study also involved the students' parents and 4 English teachers. The researchers employed a quantitative-descriptive research design, using questionnaires to gather data about reading environments and attitudes. Results showed that students and parents do not prioritize reading as a family activity, read at home for only around two hours or less, and do not allot budget for reading materials. The researchers also found that parents do not believe that reading starts at home and is important for success. Additionally, results also showed that students have the least positive attitude towards reading academically in both print and in digital setting. Based on these results, the researchers have come up with a reading program to address these weaknesses: a seminar on the importance of reading and the Collaborative Learning Kit.  <b>Keywords:</b> reading environment, home, parents, school, teachers, reading attitudes</p>
<p><b>Nighat Gul</b> GICICPLR1802089</p>	<p><b>Efficacy Of Cognitive Behavioral Therapy On Bipolar Disorder Patients</b></p> <p><b>Nighat Gul</b> Psychology, Postgraduate Collage For Woman, Haripur, Pakistan</p> <p><b>Abstract</b>  Bipolar disorder is global clinical problem commonly faced by western and eastern countries equally 2.4 prevalence. There conducted many studies on efficacy of CBT on anxiety and many other study phenomenon. Thus</p>

	<p>investigators had ignored CBT effectiveness on bipolar disorder. Every one suffering by bipolar disorder, hence forth not more extent work on efficacy of psychotherapy on BD. This is an emerging problem in our community with rising materialistic life style. Indent of study was to check the effectiveness of CBT on bipolar patients. to An exploratory research designed was used to study the efficacy of cognitive behavioral therapy (CBT) on adults whose were indulging in bipolar disorder. There (N=200) total numbers of participants had taken to population by applying purposive sampling technique. Indoors and out door patients were chose for study purpose. There was equal representation of both sexes male and female in acquire study. There included hospitals were District Headquarter Hospital Haripur, Well fair Yahiya Hospital Haripur, Sadia Hospital, Ayub Medical Complex and Dr Zafer Psychiatry clinic. Hamilton Anxiety Rating Scale (HAM-A) was used for measuring the anxiety in bipolar disorder patients after intervention. Duration of study completion was one and half year from 1st Jan 2014 to July 2015.</p>
<p><b>Theodoros Papagathonikou</b> GICICPLR1802090</p>	<p style="text-align: center;"><b>Developmental Antecedents of Psychopathy and Sexual Sadism</b></p> <p style="text-align: center;"><b>Theodoros Papagathonikou</b> Centre for Psychiatry, Queen Mary University of London, Colchester, UK</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Psychopathy is one of the most enigmatic and elusive constructs in clinical psychopathology. Despite voluminous research, the fundamental etiology and pathogenesis of psychopathy remain opaque as there is scarcity of studies looking into developmental origins of the disorder. By means of a mixed - method approach involving 77 patients diagnosed with severe psychopathy in a high security mental health hospital in the UK, I shall attempt to present research findings and theoretical considerations of an ongoing study on the developmental origins of psychopathy and sadism. The aim of the study is to look at the early developmental and etiological pathways, such as attachment pathologies, early childhood trauma, parental dysfunction, and negative care childhood experiences that impact upon adult personality development in individuals who are psychopathic and sadistic; to empirically establish the potential correlation of sexual sadism and psychopathy; and yet to research the function of sadistic violence in the construct of psychopathy.</p>
 <p style="text-align: center;"><b>Abdullah Kodal</b> GICICPLR1802092</p>	<p style="text-align: center;"><b>The Effects of Hysteria and Melancholia in the Tragic Falldown of Promising Psychologist Dick Diver</b></p> <p style="text-align: center;"><b>Abdullah Kodal</b> Istanbul Aydin University Institute of Social Science, Department of English Language and Literature, Istanbul, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The work of F. Scott Fitzgerald The Tender is Night shows us how a character like the psychologist Dick Diver having strong qualities such as education and career may collapse upon entering into a new social status which results in hamartia while it causes him to suffer from some mental illnesses such as hysteria and melancholia in his tragic fall down. It is the irony in the novel that Diver was once a successful psychiatrist and one of the most important representative of ambiguous personality in the modern Western world who also wrote a small tome A Psychology for Psychiatrists while he deals with the reasons and cure of the psychological illness of his wife Zelda then Diver himself gets caught to a psychological illness with the outcome effects such as entering in a new luxury social life. So the decline of the successful psychiatrist Dick Diver's to a character of "nobody" can be considered as one of the most</p>

	<p>ultimate breakdowns among the characters in Fitzgerald novel and also as a good example for many psychiatrists who are in search of the causes for mental illnesses. In this perspective, be able to understand the tragic falldown of the protagonist Dick Diver who was once known well a nd respected for his psychology treatments for his mental patients then Fitzgerald's getting lost in his sexual drives with his interaction with women this study aims to analyze the novel's structure and the gaps between the parts of the novel with Freud's theory of hysteria and melancholia on the protagonist Fitzgerald..</p>
<p style="text-align: center;"><b>Nabila Hentit</b> <b>GICICPLR1802093</b></p>	<p style="text-align: center;"><b>Professional Development in Teaching Business English: the Case of BE Teachers in the West of Algeria</b></p> <p style="text-align: center;"><b>Nabila Hentit</b> <b>Department of English, University of Mostaganem, Algeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>With the great demand of English for Specific Business English Purposes training in our country, and with the absence of any ESP department in the Algerian universities, all Business English teachers are graduated from ELT department who have no initial preparation for their task as Business English teachers. Consequently, General English teachers are supposed to be the best qualified to assume BE courses. Naturally, novice teachers are faced with a complex network of issues, and finding an efficient way for professionalism is the challenge that BP teachers in Algeria have to face.</p> <p>Teachers of English for Specific Purposes courses, and thus those of Business English have often been criticized for lacking the specialist knowledge necessary for a complete comprehension of target materials' content. In fact, my research work has the purpose of investigating the situation of BE teaching in the West of Algeria and attempts to determine the way Business English teachers manage their professional development when specific training is insufficient or unavailable. At the end, I tend to suggest some possible solution and remedial actions to go beyond professional development issues or at least attenuate some of them.</p> <p><b>Key words:</b> ESP, Business English, teachers' specific training, self-development, business language, business subject matters, business vocabulary, ESBP learners, business English teachers</p>
<p style="text-align: center;"><b>Dr.Anita Mishra</b> <b>GICICPLR1802094</b></p>	<p style="text-align: center;"><b>Intention of the Text and Negotiation of the Translator in Translating an Odia Autobiography into English:</b> <b>A Study on Pundit Nilakantha Das's Atmajivani</b></p> <p style="text-align: center;"><b>Dr.Anita Mishra</b> <b>Research Scholar, Utkal University, Vanivihar</b> <b>Bhubaneswar, Odisha, India</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>An autobiography is a record of its author's life. It is not a simple and straightforward story of the experiences of the author; rather it is a record of self-scrutiny and self-analysis. Although it draws upon real life experiences, the autobiographer carefully selects and presents his life for the people. Roy Pascal gave an elaborated definition of autobiography, in Design and Truth in Autobiography. In his words, "It [autobiography] involves the reconstruction of the movement of a life, or part of a life, in the actual circumstances in which it was lived. Its centre of interest is the 'self', not the outside world, though necessarily the outside world must appear so that, in give and take with it, the personality finds its peculiar shape".(Pascal 9) In translating autobiographies the position of the translator is to present the memory of another as it is in the</p>

	<p>source text. Texts like autobiographies are expressive when they are personal effusions. The personal components constitute the 'expressive' element of an expressive text. The translator has to deal with the personal components of these texts such as: unusual collocations; original metaphors; 'untranslatable words, particularly adjectives of 'quality' that have to be translated one-to-two or -three; unconventional syntax; neologisms; strange words (archaisms, dialect, odd technical terms)-all that is often characterised as 'idiolect' or 'personal dialect as opposed to 'ordinary language', i.e. stock idioms and metaphors, common collocations, normal syntax, colloquial expressions and 'phaticisms' - the usual tramlines of language. Within the dynamics of international communication translation is recognized as not only reflecting but also directing cultural contacts and exchanges. It is the most widespread means by which ideas, styles and genres transit from one language and culture to another. Literary creations of one language translated to another are helpful for such purposes. They serve as windows to the life style and culture and are instrumental to establish communication between two cultures.</p> <p>Language is the outward expression of people's thinking. But very often it is colored by individual history and spiritual development. The translator faces the formidable task of conveying to another culture the intricacies of the original, but to do that accurately would require innumerable footnotes and make the translation unreadable for the average person. The process of translation is also dependent on the text type.</p> <p>My article is going to highlight the intention of the source text and the possible methods of suitable negotiation to be applicable in translating Odia autobiographies to English. The lexical pattern of both the source text and the target texts offer variety of problems and autobiographical narratives in particular offer specific challenges for the translator. This article observes the method from a close circuit and tries to provide solutions to overcome it. Translated autobiographical narratives are selected from the days of freedom struggle to provide a sound comparison between the social-political conditions.</p>
<p><b>Tungesh Mahalingappa</b> <b>GICICPLR1802095</b></p>	<p><b>Literary Texts as Teaching Materials: A Pedagogic-Stylistic Approach</b></p> <p><b>Tungesh Mahalingappa</b> Department of Humanities, Manipal Institute of Technology, Manipal, India, Manipal Academy of Higher Education (MAHE), Deemed to be University, Manipal, India</p> <p><b>Abstract</b></p> <p>English language teachers in India are at the cross-roads. The subject, teaching of 'literature through language' or 'teaching of language through literature' is highly debatable in Indian ELT/ESL context. In the British administration in India, the main aim of teaching English was to develop 'communicative competence' among the learners; with this aim, the target language (English) is taught. It is worth asking our course designers if our English language programs are successful in the classrooms - be it in the higher secondary or in the graduate level programmes. While teaching English, the teacher has to struggle in making an acquaintance with the 'new/unfamiliar cultures' available in the texts, and in making a familiarization of unfamiliar syntactic structures and other linguistic / stylistic aspects in the classroom. The stylistic choices in the texts, if we put a sincere effort, become interestingly the 'sources' for language teaching.</p> <p>In this paper I have tried to discuss the importance of discussing literary style, different cultural aspects that available in literary texts. In a contrast, the use of authentic texts and its importance in developing communicative competence is also stressed. In this attempt of making familiarization of 'style' in the class,</p>

	<p>teachers generally face the difficulty of ‘giving a sense of style’ to the students. If we can help students in identifying different cultures and linguistic/ literary style, would become a rewarding experience. Key words: Texts, style, pedagogy, communicative competence, familiarization</p>
<p><b>Mona Afzali</b> GICICPLR1802096</p>	<p><b>Prediction of anger control based on identity styles among female adolescents</b></p> <p><b>Mona Afzali</b> P.h.d Student of Educational Management, Imam Sadiq University, Tehran, Iran</p> <p><b>Abstract</b> The purpose of this research was to predict anger control (control of aggressive behavior, thought, and feeling) based on identity styles (informative, diffuse-avoidant, and normative). The method of this research was descriptive correlational. Participant's completed two questionnaires; Berzonski's Identity Styles (IS16G) and Anger Control (AGQ). One hundred and ten high school girl students were randomly selected from 14 district of education in Tehran, Data were analyzed using multiple regressions. The results showed that diffuse-avoidant identity style can predict thinking and behavior of anger control (<math>P &lt; .05</math>). However, informative and normative styles couldn't predict anger control and its components. It can be concluded that the diffuse-avoidant identity style plays an important role in explaining aggressive behaviors and thoughts. Keywords: anger control, informative identity styles, diffuse-avoidant identity styles, normative identity styles.</p>
<p><b>Anam IQBAL</b> GICICPLR1802100</p>	<p><b>The Mind behind the Human Rights violation: A Review and Critique of Psychological Besyaan's study of Ali's The Guilt and The Odyssey.</b></p> <p><b>Anam IQBAL</b> Department of English University of Sargodha Mandi Bahuddin campus New Rasool Road Punjab, Pakistan</p> <p><b>Abstract</b> This article highlights that two generations or dimensions of human rights violation occur only due to the mental dumbness. The first dimension consists of civil and political human rights, for example the prohibition of discrimination, the right to life, the prohibition of torture or inhuman treatment, the right to freedom of thought, of opinion and expression. The second dimension is made up of economic, social, and cultural human rights, for example the right to work, protection against unemployment, the right to equal pay for equal work, the right to remuneration ensuring an existence worthy of human dignity. Secondly, this research explosively focused on the era in which we live is confusing one. On the one hand the state continuous war against the Taliban to become as liberals it can. On the other religious preacher claiming their interpretation of religion as an absolute rules the hearts of the people. They both have shared the same religion same history and the both read the verses from the Holy Quran. Than who is martyr? Whose war is right? On the other hand, fathers spent many years away from their homes and their homes yelling at them. They fights for the state but their own children become kidnaped raped and murdered in their own houses. What kind of ancestry is this? Speeches, Speeches and Speeches everywhere. All the groups included Punjabis, Sindhis, Bloch, Kashmirie, Brahuis, Circassians, Bosniaks, Azerbaijanis they are blaming on each other but in reality one of the heinous sins these all the groups have committed is the corruption of language with</p>

	<p>the minds of people .As a result this brand of language has created a system of mental dumbness which is crippled the power to think the power to create and the power to evolve. A Bayesian Reversible Jump Markov chain Monte Carlo change point analysis is applied to identify the mind behind the violation of human rights. The finding of this research is that no human being is sacrificed weather for the sake of religion or country rather they killed each other because of the extremist religious society and patriotism rules on their hearts of the people and they forget that apart from this they are human being. <b>Keywords:</b> Diversity of attacks and targets, Bayesian multiple change human rights violations civil and economic human rights ,human rights dimensions ,bisection of human rights.</p>
<p><b>Sameen Wahid</b> GICICPLR1802102</p>	<p><b>The Challenges to Future of Society</b></p> <p><b>Sameen Wahid</b> M.A English (MAENG-F16-48) Student of Post Graduate, Faculty of Social Sciences, Department of English, University of Sargodha, M.B.Din Campus, Pakistan</p> <p><b>Abstract</b> This research investigates major pillars of society, which are responsible for its construction and demolition both, depending on their performances. The most prominent elements are Norms and customs that are built, Media through which narratives are promoted, Laws which prevails and Teachers who guide to create the leaders for community. The study focuses on the crucial role of these figures which no doubt make the fortune of a nation. Usually these elements remain behind the curtains for common people. But my research primarily discusses importance of awareness for these above-mentioned elements of society. When we talk about future of a society we see that societies are made collectively by role of individuals but yet alone any single individual is never a sole creator or producer of any society. Now whatever individuals gain collectively form a society is dependent on narratives, norms values and customs, media, laws and teachers. While analyzing the challenges to future of the society, it was also observed that how an individual utilizes and gains practical understanding from these elements. Work in my research paper will draw an attention toward challenges of 21st Century in connection to elements discussed above. The finding of main groundwork will help people to understand function of these societal pillars. This Research paper will help young scholars to work on the solutions of the challenges discussed and will facilitate the further study about questioning the clichéd representation of Future of Society in best possible manner.</p>
 <p><b>Vsevolod Konstantinov</b> GICICPLR1802053</p>	<p><b>Personal Characteristics of Foreign Students Studying in Russian Universities</b></p> <p><b>Konstantinov Vsevolod Valentinovich</b> Penza State University (Russia)</p> <p><b>Abstract</b> In recent decades there has been an increase in the number of students who get education abroad. The intensification of international cooperation in general, and in the sphere of education in particular, led to the increase of foreign students who want to get education in Russia. In new conditions foreign students experience stress and need something to cope with the new surroundings with the help of conscious and unconscious mechanisms. The choice of these mechanisms is determined by their personal characteristics. So the topicality of studying personal characteristics of foreign students is obvious. 198 students of Penza State University (88 girls and 110 boys aged 18-</p>

	<p>24) took part in the empirical study. Among them there were 94 Russian students and 104 foreign students from Central and South-Eastern Asia. The psychological diagnostics were carried out with the help of the methods: “Index of life style” (R. Plutchik, G. Kellerman, Ch.R. Konte), “Indicator of coping -strategies” (D.Amirchan, N.A. Sirota, V.M. Yaltonsky), Psychogeometric self- assessment of a person. Mathematical-statistical data manipulation was conducted with the help of the correlation analysis according to Spearman’s method.</p> <p>We have found out that of all types of psychological defenses, denial (31, 9%) and rationalization (26, 1 %) prevail among foreign students. In case of conscious coping it is typical of foreign students to use coping strategy (55, 1 %) or “searching social support” (37, 7%). The most popular type of psychogeometric self- assessment among foreign students is “zigzag” (49,3%).</p> <p>Between mechanisms of psychological defense and prevailing coping strategies there are five types of connections. One of them is reverse (negative), and the four are direct (positive). The results also show that the substitution mechanism is reversely connected with the coping of problem solution (<math>r=-0,341; 0,05</math>). One can observe the following tendency: the higher the substitution mechanism of psychological defense of a foreign student is, the less he prefers such coping as problem solution. The converse is also true: if foreign students prefer coping -strategy problem solution, it leads to the decrease of displacement as a mechanism of psychological defense. The choice of such coping as “searching social support” has a number of important correlation connections.</p> <p><b>Keywords:</b> personality, coping, defense mechanisms, personal characteristics</p>
<p>Mali Praditsang GICICPLR1802062</p>	<p>The emotional intelligence of lecturers working in three-provinces in southern Thailand that are experiencing social and political unrest</p> <p style="text-align: center;"><b>Mali Praditsang</b> Faculty of Education, Songkhla Rajabhat University, Songkhla, Thailand Abstract</p> <p>The objective of this study was to gauge the level of emotional intelligence of lecturers working in three-provinces in southern Thailand that are experiencing social and political unrest. The subjects were 546 lecturers who worked in the University in Patani, Yala and Narathiwat province. The study found that their emotional intelligence was uniformly high; lecturers from Yala Province has the highest level of emotional intelligence (3.92) followed by lecturers from Patani (3.76) and Narathiwat (3.73). Among the five dimensions of emotional intelligence, motivation was the highest.</p> <p><b>Keywords:</b> Emotional intelligence, lecturer, Patani Province, Yala Province, Narathiwat Province</p>
<p>Parastoo Souezi GICICPLR1802077</p>	<p>Reflections of folklore culture in childrens Literature in Iran</p> <p style="text-align: center;"><b>Parastoo Souezi</b> Assistant Professor, Director of children and Youth department of the international GAJ publishing,,I</p> <p style="text-align: center;">Abstract</p> <p>Culture refers to the lifestyle of people. It includes culture traits such as customs, locations, and vogues. Folk cultures are usually small traditional communities, but sometimes it is very wide and too large in community level. It is ways of living along with pass down traditions. Folk literature has come in various forms in texts. Manifestations of the culture can be found in the literature of the country. Nowadays, Children's books have a wide place in the realm of Persian literature. Traditional poetry, prose, verses, and stories and</p>

	<p>some heroes and fairy tale figures are signs of the folk culture in literature. Folklore is used frequently as a basis for literature for children. Elements of folk culture are seen in poems dedicated to children and adolescents. There are traditions such as parties, festivals, religious and non-religious beliefs such a vow, a legendary character in that poem. In this article we are introducing these elements. The poets have tried to make children familiar with popular culture by transferring indirectly folk customs and beliefs in the poems. Entering folklore to children's literature especially in the poems shows the folk is very important in the life of Iranians and they respect it. This is because the transmission of the folk culture to the children with literature and poem.</p> <p><b>Key Words:</b> folklore, children's literature, poem, contemporary.</p>
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