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KEYNOTE SPEAKER




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<p>Muhammad Kamran GICICPLR1711051</p>	<p style="text-align: center;">Future of Pakistani literature in the world of digital technology</p> <p style="text-align: center;">Muhammad Kamran University of the Punjab, Lahore, Pakistan</p> <p style="text-align: center;">ABSTRACT</p> <p>In the present era, the prestige of Pakistani national language Urdu and its progression lies in its synchronicity with digital technologies. This is the fact far away from doubt that in 21st century, only the language that will be maintained with contemporary requirements of the age will remain aligned with the roads to success. In this sense, the doors of success and prosperity will be opened to the languages that will be compatible with the digital advancement and modern day teaching and learning. Following the very dimension, Urdu language and literature has started exploring the possibilities in the world of digital technology. In my research paper I will explore the modern trends of teaching and learning in the field of literature as well as the different aspects of the Pakistani culture and society.</p>
 <p>Manas Moulic GICICPLR1711053</p>	<p style="text-align: center;">Understanding the Dynamics behind Effective Listening as Language Skills</p> <p style="text-align: center;">Manas Moulic Assistant Professor (English), Ramkrishna Mission Vivekananda Centenary College, Rahara, Kolkata, India</p> <p style="text-align: center;">Dr. Mojibur Rahman Associate Professor (English), Indian School of Mines, Dhanbad, India</p> <p style="text-align: center;">ABSTRACT</p> <p>Listening the term is often used synonymously with hearing. But while hearing is an involuntary process of receiving sounds by ears, listening as language skill involves proper attention, reception of language (verbal and non-verbal) through ears and eyes followed by appropriate comprehension & retention of the message or intention of the speaker. But how many of us do really care about these steps while listening? Or are we aware of the dynamics like context, expressions, tone and silence that affect our listening? A quantitative research was conducted with certain adult advanced learners to see how they react while listening to popular Indian animation films in English and what dynamics generally affect their listening. It has been found that along with verbal languages, dynamics like context, expressions, intonation and silence affected their listening. The paper focuses on Listening as Language Skills and its importance, learners' reaction and dynamics affecting effective listening. KEYWORDS: Listening as Language Skill, Dynamics affecting Listening.</p>
 <p>Mali Praditsang GICICPLR1711054</p>	<p style="text-align: center;">Demographic factors as predictors of lecturers' social and emotional intelligence: An empirical investigation</p> <p style="text-align: center;">Mali Praditsang Faculty of Education, Songkhla Rajabhat University Songkhla, Thailand</p> <p style="text-align: center;">ABSTRACT</p> <p>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.</p>
<p>Samra Akram GICICPLR1711055</p>	<p style="text-align: center;">Cruelty is Embedded in Ambivalence: A Study of Formal Stylistics Features of the poem Art is Cruel in the play "The Guilt"</p>

	<p style="text-align: center;">Samra Akraam Department of English, University of Sargodha , Punjab, Pakistan</p> <p style="text-align: center;">ABSTRACT</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 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 Jacksbn’s poetic function of language in order to find out the process of poetic practice.</p> <p>Key words: Poetic function, qasam pursi, phonological, semantics, grammatical, lexico-semantic</p>
 <p>Marie Bajnarova GICICPLR1711056</p>	<p style="text-align: center;">The Drawing Sketch as a Record of an Experience Rooted in the Client's Memories within of Art Therapy</p> <p style="text-align: center;">Marie Bajnarova Department of Pedagogy, Masaryk University in Brno, Czech Republic</p> <p style="text-align: center;">ABSTRACT</p> <p>A common pencil and paper were the agents used for research due to the fact that these agents offer many opportunities to capture the client's mood. Thesis is focused on drawing peculiarities of troubled adolescents with behavioral disorders in Educational Facilities of Juvenile Detention Centres. The individual's spontaneous drawing expression has become the centre of attention. The author seeks the answer to question, what the problematic adolescent is experiencing during the process his artistic formation. The objective of the thesis is to highlight the current problem of adolescents with conduct disorders, juvenile delinquents, and their drawing expressions. Research objectives and methods used in the thesis are focused on drawing characters and symbols captured in artifacts as well as on the presence and behavior of therapist during the drawing process. The final art works also have a predictive value in terms of reflecting the ways of thinking, values, processes, and especially in capturing the identity of problematic, delinquent individuals and juvenile offenders. This article also summarize current results of research for dissertation thesis.</p> <p>Keywords: Drawing Expression, Symbols, Experience, Artifact, Spontaneity, Art Therapy.</p>
<p>Bode- Okunade A. S GICICPLR1711060</p>	<p style="text-align: center;">Personality Profile of Victims of Kidnapping In Akinyele Local Government Area In Ibadan, Oyo State</p> <p style="text-align: center;">Bode- Okunade A. S The Polytechnic, Ibadan, Nigera</p> <p style="text-align: center;">ABSTRACT</p> <p>This paper attempts to document the personality profile of victims of kidnapping in Ibadan. Kidnapping has been a common phenomenon in Nigeria especially in South-South and South-East Geo- political zones. Kidnapping is classified as subtype of terrorism. Terrorism has been widely studied among different population in the world. But there is dearth of research on the personality characteristics of victim of kidnapping in Nigeria. Eyesneck Personality Questionnaire as well as in-depth interview were used to collect the data from the victims of kidnapping who are residing in Ibadan and its</p>

	<p>environs. Quantitative and qualitative analyses were used to analyse the data collected. The result showed that people who are sociable, well liked in their communities, conscientious people are prone to kidnapping. It was recommended that people should be wary of who they socialize with, where they go and the timing of the movements. Lastly, residents of Ibadan need to be vigilant at all the time in order to be kidnapped free. Keywords: Kidnapping, Personality Characteristics, Terrorism, Conscientious</p>
<p>Constantinos Tsouris GICICPLR1711064</p>	<p>Task-based English for Specific Purposes (ESP) syllabus design for tertiary education; getting the workplace in the classroom</p> <p style="text-align: center;">Dr. Constantinos Tsouris Language Centre, University of Cyprus, Nicosia, Cyprus</p> <p style="text-align: center;">ABSTRACT</p> <p>An ESP course (English for the Workplace) at the B2.2+ level on the CEFR has been designed and subsequently piloted and added to the curriculum, catering to various language-based needs of undergraduate students who are nearing graduation and will soon be entering the labour market. Based upon a social constructivist framework and building on notions such as collaborative learning, zones of proximal development and scaffolding, the course aims at introducing, developing and honing a set of specific, transferable language-related skills. A task-based methodology encourages a hands-on approach where students work autonomously and employ collaboration, in order to become familiar with and refine numerous real-life tasks and skills (e.g. interviewing skills, informal enquiries, conflict resolution, applying for jobs). The presentation analyses the idiosyncratic process of ESP curriculum design, addressing ensuing challenges and implications. To that end, the various stages followed in designing the course are discussed. A number of challenges (time constraints, material authenticity and relevance) are addressed. Overall reflections on ESP curriculum development are presented, and implications for course designers/practitioners are discussed. The presentation also addresses the pragmatic value of this specific course, which has been deemed effective in enabling students to apply their attained knowledge in real-life scenarios via a collaborative approach. It is suggested that ESP courses focusing on pre- and post-employment skills can offer valuable knowledge and insight and provide students with an advantage in standing out among equals in their quest for employment. Keywords: constructivism, collaborative learning, task-based</p>
 <p>Xavier Aquino Velasco GICICPLR1711065</p>	<p>Sense of Self-Efficacy in Using English as a Medium of Instruction: A Case of Non-English Major Teachers in Various Philippine Faculties</p> <p style="text-align: center;">Xavier Aquino Velasco English College of Arts and Letters, Department of Education - Valenzuela, Polytechnic University of the Philippines, Manila, Philippines</p> <p style="text-align: center;">ABSTRACT</p> <p>The need to connect with learners is essential to successfully transfer learning. Thus, the medium of instruction plays a very important role. One indicator that would tell us if success is attained in teaching various subject areas is also influenced by the medium of instruction employed in the classroom. It is on this premise that the researcher wanted to examine the efficacy beliefs of Non-English major teachers in various faculties in the Philippines in terms of using English as a medium of instruction and their perceived English language proficiency level. A modified version of Business English Proficiency Level Scale by GlobalEnglish was used to demonstrate the level of competency across multiple dimensions, including:</p> <ul style="list-style-type: none"> •Knowledge of the English language itself •The application of the language across different forms •Using these communication skills in different contexts, including a presentation, discussion, conference, meeting, etc. •The understanding and use of nuance and complexity in various teaching-related

	<p>situations and the ability to materially contribute in discussions related to teaching-related problems, analyses and solutions. The results showed that the teachers' perceived efficacy was positively correlated with self-reported English proficiency. The findings also revealed that the more confidence the teachers felt in teaching using English as a mode of instruction, the more adept they were to use communicative-based strategies.</p>
<p>Chengchen Li GICICPLR1711068</p>	<p>Emotional Intelligence and EFL Learning from a Positive Psychology Perspective: The Mediating Role of Foreign Language Enjoyment in the Chinese High School Context</p> <p style="text-align: center;">Chengchen Li Department of Foreign Languages Education, College of Foreign Languages and Cultures, Xiamen University, China</p> <p style="text-align: center;">Guiying Jiang Department of Foreign Languages Education, College of Foreign Languages and Cultures, Xiamen University, China</p> <p style="text-align: center;">ABSTRACT</p> <p>EFL learning is a complex process during which a set of variables are intertwined (Dewaele et al. 2017). Enjoyment is among the list of typical positive emotions within Positive Psychology (PosPsy), which has long been neglected in SLA. According to the Broaden-and-Build Theory (Fredrickson 2001), enjoyment has a positive-broadening power and might facilitate language learning (MacIntyre & Dewaele 2014: 261). Being closely related to enjoyment, emotional intelligence (EI) is an essential mental ability to cope with both positive and negative emotion-laden information, whose consistent significance in achieving success has been tested across studies in different contexts including achieving language success in EFL settings. Thus, it is easily hypothesized that EI is partially mediated by FLE to influence foreign language success. The Foreign Language Enjoyment Scale (FLES: Dewaele & MacIntyre 2014, 2016) and English Test of 2016 China's National College Entrance Examination (NCEE) were adopted to gauge FLE and EFL learning outcomes among 1,820 second-year high school students in mainland China. Structural Equation Modeling (SEM) will be used to test the hypothesized mediation model with Mplus. The findings will hopefully unveil the direct positive effects of EI on influencing FLE and thus indirectly influencing Chinese second-year high school students' EFL learning. Considering the learnability of EI (Mayer & Salovey 1997), the findings of the study should encourage authorities, EFL teachers and learners to raise their awareness of the significance of EI and to incorporate Positive Psychology exercises, training and interventions on EI in the curriculum and classroom activities, which would contribute to achieving both language success and personal well-being in academic life, thus fulfilling the objectives of education system, which echoes the basic tenet of Positive Psychology in SLA. KEY WORDS: Positive Psychology; SLA; Emotional intelligence; Foreign Language Enjoyment; EFL learning; Mediation effect</p>
<p>Nasim Khalouepour GICICPLR1711073</p>	<p>The Study Of Closure Duration As An Acoustic Feature Of Stops In Stressed Syllable In Adults With Down Syndrome</p> <p style="text-align: center;">Nasim Khalouepour Department of Foreign Languages, Shahid Bahonar University, Kerman, Iran</p> <p style="text-align: center;">Vahideh Abolhasanizedeh Assistant professor, Department of Foreign Language, Faculty of Literature and Humanities, Shahid Bahonar University of Kerman, Iran</p> <p style="text-align: center;">ABSTRACT</p> <p>Down syndrome is the most prevalent kind of intellectual disability which emerges physical and neuron-psychological defects (Jahangiri & Rouhi, 1389). The purpose of this research is to investigate the consonants acoustically in stressed position in adults with DS. For this purpose, two minimal pairs [tɒbe], [tɒb-e] and [tɒpe], [tɒp-e] are</p>

considered, in order to investigate the effect of stress on closure duration of stops. In this study, 18 research participants with DS (nine boys with the mean age 28 and nine girls with the mean age 30), were asked to pronounce [tɒbeʃ], [tɒb-eʃ] and [tɒpeʃ], [tɒp-eʃ] and repeat them for two times. The participants' productions were recorded using Shure microphone and analyzed by PRAAT (6.0.22) software. The results clear that mean of closure duration of [b], [p] in stressed syllable doesn't significantly differ from that in unstressed syllable but closure duration of [b] significantly differs from [p] in adults with Down syndrome.

Key words

Down syndrome, closure duration, stressed syllable, unstressed syllable



Jerry Mojapelo
GICICPLR1711074

Employee Perceptions, Adherence And Behaviours Towards Work-Related Health And Safety As Correlates Of Overall Health And Safety Awareness

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ABSTRACT

The inability to follow occupational health and safety standards typically results in accidents that place severe financial burdens on both employees as well as organisations. The aim of this study is to explore the perceptions of employees in the steel industry towards occupational health and safety standards in the steel industry in South Africa. A survey was conducted in which a structured questionnaire was distributed to a purposive sample of 165 employees employed by a large steel processing company in Gauteng Province. The collected data were analysed using SPSS (Version 22.0). A combination of descriptive statistics and analysis of mean scores was applied to meet the aim of the study. The results reveal that employees in the steel industry perceived that occupational health and safety standards were satisfactory in all seven occupational health and safety dimensions considered in this study. These are (1) information and training, (2) health and safety awareness, (3) employee behaviour (4) role of the supervisor, (5) health and safety reporting mechanisms, (6) workplace inspection, and (7) workplace environment. Among these dimensions, safety awareness emerged as the most important dimension to employees. The results may be utilised by managers in the steel industry to identify and direct their attention to the key occupational health and safety factors in their different contexts.

Key Words: Steel industry, occupational health and safety (OHS), health and safety awareness, employee behaviour, workplace inspection, workplace environment



Asima Mehboob Khan
GICICPLR1711076

Promotion of School Mental Health Programme in Pakistan - A Whole School Approach

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ABSTRACT


Background: Whole -school approach is a mental health promotion program in schools, which will provide a framework for mental health promotion in Pakistani schools. Its objectives are to facilitate exemplary practice in the promotion of mental health; and develop mental health education resources which are appropriate to a wide range of schools, students and learning areas. It encourages the development of partnerships between schools, parents and community support agencies to promote the mental wellbeing of young people.

Objective: To find out the perception of Pakistani teachers on whole-school approach.

Place and Duration of the study: Trainings were held at department of Psychiatry, PIMS in collaboration with British council, THET, federal directorate of education and Kings

	<p>College, London. Duration of training workshop was eight days from 20th Nov 2011-27th Nov 2011.</p> <p>Design & Method: This study involved 60 subject / class teachers, heads of school, officers from the ministry of education and school counselors of both government and private sector schools. Data was collected with the help of instruments i.e., pre designed pre and post – tests for the assessment of their knowledge regarding mental health and whole school approach before and after training.</p> <p>Results: Results of the study revealed an overall mismatch between teachers’ beliefs about a whole-school approach, childhood mental health problems and their perceived school reality and mental health issues. A whole-school approach was not seen as practiced in majority of these schools.</p> <p>Conclusion: Whole school approaches encompass how to use school policies, systems and structures to create an environment that promotes mental wellbeing.</p> <p>Key Words: Whole-school approach, mental health, schools</p>
 <p>Onakoya Samuel Adekunle GICICPLR1711082</p>	<p>Impact of Insurgency on economic Development in Nigeria: A case of Boko Haram activities</p> <p>Onakoya Samuel Adekunle Department of Business Administration, School of Social and Management Sciences, Abraham Adesanya Polytechnic, Ijebu-Igbo, Ogun State</p> <p>ABSTRACT</p> <p>Insurgency has become an issue of concern all over the world and Nigeria in particular. Nigeria economy is characterized by high rate of insurgency to the extent that the people are not protected and exposed to danger, live under anxiety of attack, and does not feel safe, confident or free from worries. The paper explores the impact of insurgency on the economic development in Nigeria from the standpoint of the activities of Boko Haram. This is against the backdrop of the rising spate of violent attacks orchestrated by members of the Islamic sect in the northern part of the country over the years. The paper considers its subject matter within the purview of the on-going campaign of terror by members of the Boko Haram Islamic sect since the early 2000s. In this context, the paper applies itself to analyzing the nature, bases, dimensions, and consequences of the insurgency with a view to emphasizing its implications for Nigeria’s economic development. The method of the paper is qualitative and exploratory in nature. By way of descriptive analysis of secondary sources, the paper draws insights from scholarly exegesis and empirical historical evidence. The paper therefore recommends among others, that that Federal Government of Nigeria should work tirelessly to provide job opportunities for unemployed youths across the states of the nation. The paper, however, concludes that there is need for government and stakeholders to explore alternative avenues to proffer lasting solution to the security threats and the menace of insurgency if Nigeria is to attain meaningful economic development.</p> <p>Key Words: Insurgency, Economic Development, Boko Haram, Security</p>
<p>Mohd Asjad Husain GICICPLR1711085</p>	<p>Problems of Embracing Postmodernism in English Language Teaching: Issues of Pedagogical Legitimacy in Non-Native Context</p> <p>Mohd Asjad Husain Department of English, Aligarh Muslim University, Aligarh., India</p> <p>ABSTRACT</p> <p>The discipline of English Language Teaching (ELT) has echoed with the notion of ‘best methods’ and the standardization of the different elements of English language pedagogy, wherein local realities, learners’ autonomy and teachers’ voices have remained ignored in an unopposed pedagogical dictatorship of foreign expertise. Nevertheless, the recent emergence and implication of postmodernism in ELT has brought a new light to enlighten the professionals and to eradicate the age-old quests for unnecessary pursuits in ELT. This paper intends to assess the advent of postmodernism in the field of ELT and provides an insightful discussion on the issues of implementing it in non-native context. It also gives an account of the importance of postmodern ideas, discusses its need and provides a discussion on pre-postmodern conditions with an</p>

	<p>intention to trace the reasons why postmodernism is significant and is required in ESL and EFL countries. The paper analyses the underlying principles of postmodern ELT practices for non-native countries and provides a discussion on the challenges. With the firm belief that postmodernism is a result of long awaited change in the profession, this paper discusses ELT's denial of metanarratives (Globalism, universalism and such others) and deliberate upon them as a threat to the success of learners. With inspirations and theoretical base of postmodernism, it seeks to disseminate subjectivism, constructivism, pragmatism, relativism and localism in ELT practices. In this way it replaces long standing rational, scientific, global claims based, positivist, centre facing, utopian, 'the best' seeking, linear, generalizing, theoretical, abstract, rigid and radical attitudes and understandings of language teaching by more flexible, subjective, irrational, anti-scientific, local based, constructivist, populist, fragmented, 'better' seeking, non-linear, non-generalizing, concrete and practical understandings and approaches to the situations, issues, problems of ELT by entertaining diversities and pluralities of non-native countries. Despite such innovative and favourable pedagogical reforms, non-native countries seem to be resisting the revolution. They are questioning the legitimacy of fresh attitudes and new thinking models in the context of center facing and native based traditional approaches which is perhaps the result of colonial mindset. Thus, this paper investigates, outlines the reasons and seeks to find details on why non-native countries are resisting this positive change.</p> <p>Key words: English Language Teaching, postmodernism, ELT, ESL, EFL, culture, subjectivism, constructivism, pragmatism, relativism and localism, language teacher, language learner.</p>
<p>Nana Oni GICICPLR1711087</p>	<p>Teaching Of English Language: Exploring A Better Learning Experience For National Development</p> <p>Nana Oni Department Of Languages, School Of Communication, Federal Polytechnic Offa, Kwara, Nigeria</p> <p>ABSTRACT</p> <p>The environment a Nigerian learner of English Language finds himself has shown that they require more and special attention. This is due to the fact that, the student has to necessarily learn his mother tongue and in some cases one major languages in Nigeria. This indicates that the search light should be turned not only to the student but the teachers and their learning patterns and resources, to ensure that the teacher provides a learning experience suitable to the learner. The paper pays attention to globally accepted learning methods that will provide an exciting learning environment to meet the needs of learners.</p> <p>Keywords: Teaching, English, Language, Learning</p>
<p>Zohaib Zahid GICICPLR1711088</p>	<p>Official Status of English Language and Difficulties in Learning: A Pakistani Perspective</p> <p>Zohaib Zahid Doctoral Student in English Linguistics (PhD), Department of English, The Islamia University of Bahawalpur, Pakistan</p> <p>ABSTRACT</p> <p>With the start of Britain rule in the subcontinent, the history of English language started in the region. English has been taught as compulsory subject for centuries in subcontinent but the problems of teaching and learning English language are persistent and insoluble. Pakistan, as part of subcontinent before 1947, is facing lot of problems in teaching and learning English language. English is being taught as compulsory subject in Pakistan from the very begging of school and continues till Post-graduation level of studies but the students are found reluctant to use English language conveniently. The researcher has chosen this core issue to address the root cause of the problem. This article is unique in its approach and research as it will open a new era of research describing a marginal deference in teaching English as subject and language. This article first describes the official status of English language according to the constitution and language policies of Pakistan. It then describes the reasons of poor outcomes in English</p>

	<p>language skills with the help of an interview taken from English teachers teaching to class I and II in the Government schools of Pakistan, recommending solutions at the end and providing guidelines for further research. Key Points: Status of English Language, Language policies, Poor outcomes, English teachers, Government schools</p>
<p>Mary Titilayo Olowe GICICPLR1711089</p>	<p>An Exploration of the Interpersonal Metafunction in Donald Trump's Inaugural Speech</p> <p>Mary Titilayo Olowe The Federal Polytechnic Offal, Nigeria</p> <p>ABSTRACT</p> <p>The essence of any language is in its ability to negotiate meaning. This is of paramount importance to the Systemic Functional Grammar (SFG) theory. In SFG, language is viewed as conveying three strands of meaning : the ideational, the Interpersonal and the Textual. The focus of this paper, however, is on the Interpersonal meaning which deals with how language exhibits social roles and relationship. The controversies that trailed the political campaign and eventual choice of Donald Trump as the American president is so great that expectations are high as to what the content of his inaugural speech will portray. This paper, therefore, attempts to analyse his inaugural speech to elicit the Interpersonal meanings in it. The analysis is done from the perspective of Mood, Modality and Pronouns. Results of the Mood choice which is basically the declarative, reveal an information -centeredness speech while the high option for the modal verb operator 'will' and the inclusive pronoun 'we' shows president Donald Trump's ability to establish an equal and reliant relationship between his audience I.e. the Americans, and him. The paper concludes that, president Donald Trump's inaugural speech, after an exploration of its interpersonal meaning is purposeful.</p>
 <p>Dr. Suhair Safwat GICICPLR1711091</p>	<p>Hedging in Doctor-Patient Communication: A Pragmatic Study</p> <p>Dr. Suhair Safwat Department of English, College of Languages, University of Sulaimani, Sulaimaniya, Iraq</p> <p>Dr. Aseel Muhammad Faiq Department of English, College of Languages, University of Sulaimani, Sulaimaniya, Iraq</p> <p>ABSTRACT</p> <p>Social relations are (partly) achieved through the existence of institutionalized roles with socially prescribed patterns of behaviour. Doctor-patient communication can present particular challenges to these relations. Since illness is regarded as a form of social deviance as it impairs normal role performance, patients often look for clues to assess the situation. One of such clues is soaking their speech with particular types of hedges. Doctors also use hedges of particular types. To use hedges properly can strengthen expressive force and communicative results, which can improve interpersonal relationship and thus make communication go more smoothly. The current paper analyses the type and frequencies of hedges employed in 15 conversations between doctors and patients. The overarching goal of this investigation is to present a general situation of hedges used in doctor- patient communication and explore their pragmatic functions. The results obtained lead to the conclusions that the two interlocutors use different types of hedges to mitigate the statements. However, it is found that doctors employ more hedging devices. By maintaining more hedges mainly of the adaptor type, doctors can provide positive feedback to the patient and facilitate his or her participation.</p> <p>Key words: doctor-patient communication, hedging, hedges, approximators, shields</p>
<p>Mehrdad Timachi GICICPLR1711092</p>	<p>Relation Among Power Motivation Creativity And Sexual Motivation In Iranian TESOL Students</p> <p>Mehrdad Timachi Department of English Teaching, University of Bojnourd, Bojnourd North Khorasan</p>

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ABSTRACT

In the education profession, we need to perpetually observe the students who are being brushed up in their learning experience. They are in need to be felicitous and competent to take over the next generation of teachers. In this paper, we examined forty Iranian TESOL students at University of Bojnourd, Iran, accentuating challenging areas of students at menace from demotivation within their courses. A survey was conducted on forty students and ten students were chosen randomly to be interviewed. We were focused on the following aspects: 1. Relationship between motivation and creativity, 2. Female and male differences in power motivation, and 3. Sexual motivation. As it was a descriptive research, we conceptualized that power motivation would influence individual creativity. Results reported that power motivation was explicitly related to creativity. This present study also proposed a contemporary examination of: 1. whether female or male participants draw a distinction in their levels of power motivation, 2. whether gender difference and motivation has made contribution to areas of uneven distribution of female and male in leadership positions. Results from this study made provision support for these conjectures. Furthermore, we discovered male participants reported lower power motivation, implications for hypothesis for contributing equal gender distribution are discussed in great details. Our study on sexual motivation revealed that being involved in casual sex is broadly with some trepidation to have negative mental health aftermath. We observed that having oral, anal, and genital sexual intercourse between students happened for non-autonomous reasons and also they were connected directly to lower self-esteem, higher depression and anxiety. The restrictions of our study are countered by a number of essential strength. First off, we gathered data from Iran, a country in which the cultural values differ from western countries. Therefore, it is in value to consider whether the extent of our study is cultural specific. For that reason we encourage different researches to be conducted to clarify.

Keywords: Power Motivation, Creativity, Sexual Motivation, Gender Differences, TESOL, Leadership

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GICICPLR1711095

The effect of multimedia on the acquisition of Vocabulary Items

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Abstract

The present study aims at testing the effect of multimedia vs. still pictures on the acquisition of vocabulary items. It attempts to find out which mode is more effective in improving vocabulary acquisition and retention. The study has been conducted on two groups of junior school boys in Zarrinshahr based on the vocabulary items of a lesson in their text book. The participants of the study were 114 male students, aged between 13 – 16 years old. They were divided into two groups. One group, which is the control group, has been taught using the traditional way, i.e. through still pictures, while the experimental group has been taught in a multimedia environment, using animated pictures. A pre-test and a post-test were administered in order to collect the required data. The results of both tests were analysed using Paired Sample T-test. The researchers hypothesized that use of multimedia enhances the perception and retention of vocabulary items more than still pictures. The findings of the study support the researchers' hypothesis, which is animated pictures are more effective in teaching unknown vocabulary items than still pictures.

Key words: pictures, vocabulary, multimedia, retention, acquisition

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GICICPLR1711098

Employees' Responses to work overload: The mediating effect of Psychological Availability

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ABSTRACT

Employees are important in the success of an organisation with regards to innovativeness, competition and the attainment of organisational goals and objectives. This is especially true of agricultural research organisations whose primary responsibility is to conduct research, develop technology and transfer technology that promotes agriculture and related field. However, the application of innovative technology to perform tasks speedily results in employees reporting an increase in perceived work load. Possible side effects of work overload include exhaustion and employees' lack of affective commitment to their organisation. The problem is further compounded when employees lack personal resources to optimise potentials. Psychological availability is a personal resource that could buffer the negative effect of job overload. Most literature on psychological availability as a mediator focuses on the relationship between job resources and work engagement and not on work overload and exhaustion. Furthermore, there is lack of literature on the inclusion of organisational commitment in the application of the Job Demands Resources Model in extending Kahn's model of personal engagement/disengagement especially in the context of psychological availability. This study aims to fill this gap by investigating the relationship between work overload, exhaustion, organisational commitment and psychological availability in a group of employees in agricultural research in South Africa. A cross-sectional survey design was used to reach the objectives of this research. Data was collected by means of convenience sampling from 443 employees. Data Analysis was carried out by means of MPLUS version 7.31 (Muthen & Muthen, 1998-2014). Results indicated that there is a positive relationship between work overload and exhaustion. Psychological availability was negatively related to exhaustion. On the other hand, exhaustion was negatively associated with affective commitment. Psychological availability mediated the relationship between work overload and exhaustion. It is recommended that future research studies investigate other job contexts and job demands.

Keywords: Work overload, Exhaustion, Organisational Commitment, Psychological Availability

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GICICPLR1711099

The Effect Of Familiar Vs. Unfamiliar Texts On Iranian EFL Intensive Reading Comprehension Ability

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ABSTRACT

This study examined the effect of text familiarity on Iranian EFL learners' intensive reading comprehension ability after being exposed to familiar texts during eight sessions. The current study followed a quasi-experimental design. The research population consisted of 60 pre- intermediate students in a small language institute in Iran, Lahijan. Learners took an OPT test in order to homogenize their reading comprehension ability. Then they were divided into two classes. One of these groups was experimental and the other one was control group. Both groups were given a pre-test of intensive reading comprehension ability. Than experimental group received treatment for 8 sessions but control group received placebo. Finally, each group took a post-test in order to find out the significant of treatment. The main objective of this study was to compare the reading comprehension performance of treatment and control group after exposing to familiar and unfamiliar texts. The study found that the students who read the familiar texts

	<p>performed better in their intensive reading comprehension post-test than other students. Key words: Familiar text, intensive reading comprehension, reading comprehension, unfamiliar text</p>
<p>Hengki GICICPLR1711100</p>	<p>English Village Model: Helping Students Build Their Interpersonal And Transactional Language Function Of Speaking</p> <p>Hengki English Department Of Teachers Training And Education, Islamic University Of Kalimantan, Banjarmasin, Indonesia</p> <p>Rana Islamic University Of Kalimantan, Banjarmasin, Indonesia</p> <p>ABSTRACT</p> <p>The objectives of this study are to investigate the effectiveness of CLT approach in interpersonal function of speaking and to investigate the effectiveness of CLT approach in transactional and interpersonal language function of speaking. It was an experimental study by using one-group pretest-posttest design. The target population of this study was students of English department in Indonesia. The achievements of the students were further compared in terms of pre-test and post-test using the dependent t-test, the study found that students who are taught with CLT approach through English Community have better score on the post-test than on the pre-test for both function, interpersonal and transactional. In interpersonal function of speaking found t-test is 21.211 with critical view of t at $p > .001$ of one-tailed test = 3.307 meanwhile in transactional function of speaking, it found the t-test is 9.417 with critical view of t at $p > .001$ of one-tailed test is 3.307 (df =34). It means that there is a very significant impact on students' skill in interpersonal function of speaking and transactional function of speaking after following English community using CLT approach. Based on the finding, it is then concluded that CLT approach through English Community is effective to teach speaking for both function, interpersonal and transactional. Therefore, it is recommended that CLT approach through English Community can be used by English lectures to teach speaking skill</p> <p>Key words: English village, interpersonal and transactional language function, teaching speaking skill</p>
<p>Renata Pionke GICICPLR1711102</p>	<p>Assessment of weight-bias in women using the Implicit Relational Assessment Procedure</p> <p>Renata Pionke Institute of Psychology, Polish Academy of Sciences, Poland</p> <p>ABSTRACT</p> <p>This study employs the Implicit Relational Assessment Procedure (IRAP) in a sample of 95 Polish women in the age of 18-35 to measure implicit attitudes toward body size and their relation with body image satisfaction and explicit anti-fat attitudes. In the IRAP target pictures of slim and overweight women were presented with positive (e.g., intelligent, hard-working) and negative (dumb, lazy) traits. Four different trial types were thus presented: slim-positive, slim-negative, overweight-positive and overweight-negative with two response options: "true" and "false". Participants were required to respond relationally in alternating trial blocks. In pro-slim/anti-fat blocks, they had to respond as if slim women have positive traits and overweight women have negative traits. In anti-fat/pro-slim blocks they had to respond according to the opposite pattern.</p> <p>One-sample t tests indicated that the IRAP trial-type scores for all four trial types differed significantly from zero. Results showed that participants demonstrated both pro-slim and pro-fat bias, however the latter one was of a smaller magnitude. Nevertheless there was no evidence of implicit anti-fat bias.</p> <p>For the purpose of clarifying the relationships between weight bias and body image satisfaction as well as explicit anti-fat attitudes, trial-type IRAP scores were entered into a correlation matrix with the self-report measures. Results revealed significant negative associations between pro-slim bias on the IRAP and body satisfaction as well as positive</p>

	<p>associations between pro-fat bias on the IRAP and body dissatisfaction, BMI and age. There was also significant negative relationship between pro-fat bias and explicit anti-fat attitudes. Keywords : Implicit Relationale Assessment Procedure, IRAP, weight bias, anti-fat attitudes, body image satisfaction</p>
<p>Yuichi Todaka GICICPLR1711057</p>	<p style="text-align: center;">How to motivate de-motivated Japanese college EFL Freshman</p> <p style="text-align: center;">Yuichi Todaka Department of Intercultural Studies, Miyazaki Municipal University Miyazaki, Japan</p> <p style="text-align: center;">ABSTRACT</p> <p>In Japan, English has become a significant part of everyday life. We see English advertising signs, English loan-words in Japanese, and many Japanese songs incorporate English lyrics into the Japanese (Aspinall, 2003). On the other hand, it's been known to scholars that many of the Japanese students are de-motivated to study English. Hasegawa (2004) reports that 71% of the junior-high and 77% of senior-high school students are not motivated to study English. Among the reasons for de-motivation, Japanese students lack of perceived relevance of English learning and of confidence in their capabilities. Thus, the present study focused on the four sources of self-efficacy beliefs (Bandura, 1977), establishment of concrete EFL study reasons for future careers, development of time management skills, and understanding of effective self-regulated learning to help de-motivated students be motivated and to enable them to sustain motivation to study English throughout the 2016 academic year. 210 Japanese college freshmen in four different proficiency groups participated in this study. It was found that students in all the proficiency groups were able to significantly improve their English listening skills throughout the academic year, and that students in general were able to sustain relatively high self-efficacy beliefs about their English listening skills. However, a sharp decline in the number of students who were able to sustain motivation during the two-month summer break was found. It is suggested that ample samples of concrete English study reasons that are associated with their future careers and visualization activities (Sampson, 2012) might need to be implemented into our pedagogic approach to help our freshmen put their acquired knowledge into action during the summer break.</p>
<p>Sucharat Rimkeeratikul GICICPLR1711066</p>	<p style="text-align: center;">Graduate Students of Two Similar Programs: A Comparison Study of Communication Apprehension when They Speak the English Language</p> <p style="text-align: center;">Sucharat Rimkeeratikul Language Institute,Thammasat University,Bangkok, Thailand</p> <p style="text-align: center;">ABSTRACT</p> <p>Communication apprehension (CA) is one important communication barrier, which can bring a lot of negative impacts on many aspects of a person's life including perceived ability in communication, studying, work performance, and promotion. On the other hand, CA is found to be caused by many possible factors, including lacking self-confidence or low self-esteem. This study investigated and compared CA in L1 (native language) and CA in L2 (English) of students in a Graduate Diploma Program in English. The results revealed that their CA in L2 was higher than their CA in L1 in every dimension: group discussions, interpersonal conversations, meetings, and public speaking. Also, their total CA or traitlike CA in L2 was found higher than that in L1. In addition, when CA in L2 of the Graduate Diploma students was compared to that of the Master's Degree students of similar major subject, their CA in L2 in every dimension, as well as their traitlike CA was found to be higher. This leads to a better understanding toward the students of these two academic programs. Hence, the approaches of English language teaching applied with these two categories of graduate students can be adjusted or adapted with more understanding of the instructors to accommodate and facilitate the students who possess different types of communication trait. Keywords: Communication Apprehension, Graduate Diploma Program, Master's Degree Program, L1, L2</p>
<p>Annette Van Graan</p>	<p style="text-align: center;">An evaluation of a possible increase in self-knowledge through a career counselling</p>

<p>GICICPLR1711075</p>	<p>intervention for Grade 11 learners in previously disadvantaged schools</p> <p>Annette Van Graan Department Of Industrial Psychology, University Of Mpumalanga, Mbombela, South Africa</p> <p>ABSTRACT</p> <p>Research objectives: In South Africa, the choice of a career usually occurs when one is in Grade 11 or Grade 12. Unfortunately, career counselling is expensive and many learners' parents do not have the financial capacity to afford career counselling, resulting in their children making a career choice based on the available information that they are able to access. These sources of information often are incorrect or incomplete, leading to a wrong career choice. At this stage, an adequate level of self-knowledge in order to make an informed career choice is not always present, either.</p> <p>Self-knowledge, consisting of personality, aptitude and interests, is an important construct necessary for making an informed career choice. The aim of this research study was to develop a group-based, low cost career counselling intervention for Grade 11 learners in schools where the learners would not otherwise be able to access career counselling, with the intention of increasing their self-knowledge.</p> <p>Methodology: Three subtests of the Differential Aptitude Test, the 16 Personality Factor Questionnaire and the Meyers Interest Questionnaire were utilised in the intervention and self-knowledge was measured using a self-developed questionnaire based on the Career Development Questionnaire.</p> <p>Findings: The statistical results indicated that this intervention was successful in increasing self-knowledge, but it was also seen that the intervention led to an increase in career maturity.</p> <p>Research outcomes: This group-based, relatively low-cost career-counselling intervention can therefore be offered to schools whose learners are not able to afford individual career counselling as it will assist learners, through increasing their self-knowledge and level of career maturity, in making a more informed career choice. During the presentation the group-based career counselling intervention method will be discussed by specifically focusing on the way in which feedback was given.</p> <p>Future scope: The statistical results indicated that this intervention also led to an increase in career maturity which can still be explored in future studies.</p> <p>Key words: Career Counselling; Self-knowledge; Career Choice</p>
 <p>Prof. Abdul-Kareem M. Jaradat GICICPLR1711079</p>	<p>Gender Differences in Bullying and Victimization among Early Adolescents in Jordan</p> <p>Prof. Abdul-Kareem M. Jaradat Professor of Counseling Psychology, Dept. of Counseling & Educational Psychology, Faculty of Education, Yarmouk University, Irbid, Jordan</p> <p>ABSTRACT</p> <p>This study investigated gender differences in bullying and victimization among Jordanian early adolescents. The sample consisted of 330 students (162 males, 168 females) in the seventh and eighth grades. These students were randomly selected from six public schools. Two scales were used, one for bullying and the other for victimization, each of which composed of ten items. Results of independent samples t-tests indicated that males had significantly higher scores than females on each of the two scales. Furthermore, chi-square tests showed that males were more involved in bullying than females across bullying groups. There were also significant differences in terms of the locations of bullying. For boys, bullying most often occurs on the way home from school; while for girls, bullying often occurs in the classrooms. It was found that "hitting or pushing other students" is the most common form of bullying used by adolescent male bullies, and that "calling other students with bad names" is the most common form of</p>

	<p>bullying used by adolescent female bullies. Keywords: Bullying; Victimization; Gender Differences</p>
 <p>Shilan AliHamaSur GICICPLR1711096</p>	<p style="text-align: center;">Iconicity in the Cognitive Framework: some Psycholinguistic Implications</p> <p style="text-align: center;">Shilan AliHamaSur Department of English, College of Languages, University of Sulaimani, Sulaimani, Iraq</p> <p style="text-align: center;">ABSTRACT</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.</p> <p>Data from both English and Kurdish 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.</p> <p>Key Words: Iconicity, Mapping, Conceptualization, Processing, cognition.</p>
<p>Abdul-Kareem Jaradat GICICPLR1711105</p>	<p style="text-align: center;">Gender Differences In Bullying And Victimization Among Early Adolescents In Jordan</p> <p style="text-align: center;">Abdul-Kareem Jaradat Department Of Counseling & Educational Psychology, Yarmouk University, Irbid, Jordan.</p> <p style="text-align: center;">Abstract</p> <p>This study investigated gender differences in bullying and victimization among Jordanian early adolescents. The sample consisted of 330 students (162 males, 168 females) in the seventh and eighth grades. These students were randomly selected from six public schools. Two scales were used, one for bullying and the other for victimization, each of which composed of ten items. Results of independent samples t-tests indicated that males had significantly higher scores than females on each of the two scales. Furthermore, chi-square tests showed that males were more involved in bullying than females across bullying groups. There were also significant differences in terms of the locations of bullying. For boys, bullying most often occurs on the way home from school; while for girls, bullying often occurs in the classrooms. It was found that "hitting or pushing other students" is the most common form of bullying used by adolescent male bullies, and that "calling other students with bad names" is the most common form of bullying used by adolescent female bullies.</p> <p>Keywords: Bullying; Victimization; Gender Differences</p>

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