

CONFERENCE PROCEEDINGS



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KEYNOTE SPEAKER



Prof. Lalitha S. Fernando

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University of Sri Jayewardenepura, Nugegoda, Sri Lanka**

Senior Prof. (Dr). (Mrs.) R. Lalitha S. Fernando serves as a Senior Professor in the Department of Public Administration of the University of Sri Jayewardenepura in Sri Lanka. Currently, she is the Head of the Department of Public Administration and servers as the Chairman of Research Committee of the Faculty of Management Studies and Commerce of the University and the Secretary General of the Network of Asia- Pacific Schools and Institutes of Public Administration and Governance. She was awarded the prestigious Commonwealth Academic (internal) Scholarship to pursue Postgraduate Diploma in Development Studies, leading to Master's in Development Administration and Management at the University of Manchester, UK, for the period 1990-1992. She obtained a full-time scholarship to pursue her Doctoral study from Graduate School of Public Administration, National Institute of Development Administration (NIDA), Bangkok, Thailand, for the period 1999-2003. She has published a number of papers, book chapters, conference papers, articles and co-edited books related to public management, governance and environmental management in both national and international levels.

 <p>Dr. Pravin Baviskar GICICPLR1812051</p>	<p>Depression: A comparative study of O+ and B+ blood group among college students</p> <p>Dr. Pravin Baviskar Dept of Psychology, Dr. A.G.D. Bendale Women's College, North Maharashtra University, Jalgaon, India</p> <p>Abstract Depression is a mental disorder. It is included in mental disability and the most common mental illness of 21 century. The purpose of this study is to investigate of O+ and B+ blood group among college students. This research is applied. The sample of the study was 30 students who survived from O+ and 30 students who survived B+ blood group. Depression scale develops by Goldberg's. Who were chosen using purposive sampling methods. To carry out the study further, other statistical indicates such as independent sample test and F were used.</p> <p>Key words – Depression, Blood group, College students.</p>
 <p>Lovely Oli GICICPLR1812052</p>	<p>A Study Among the Social Capital Types and Self-concept of Facebook Users</p> <p>Lovely Oli College of Arts and Sciences, Department of Psychology, Our Lady of Fatima University, Valenzuela Campus, Manila, Philippines</p> <p>Abstract Today Facebook is considered as one of the most popular platforms for online social networking among adolescence. The purpose of this study is to recognize participants' social capital types as an indicator in using their Facebook in order to know their self-concept. The study was carried out in Our Lady of Fatima University – Valenzuela City with senior high school students (SHS) under of HUMMS section. Three questionnaires were designed to assess Bergen Facebook Addiction Scale, Internet Social Capital Scales and Robson's Self-Concept Questionnaire to the SHS and was administered to 200 students' selected using purposive sampling technique. Variables identified are dominant scoring on social capital types, dependency to Facebook and self-concept. The Pearson product-moment correlation coefficient was used to examine the relationship between Facebook Dependency and self-concept among bonding and bridging type. Furthermore, a T-Test was carried out to determine the relative difference of social capital types which are bonding and bridging type. An analysis of the results was carried out using the SPSS software package. And the findings of this study shows that the relationship of Facebook Dependency and self-concept was not significantly correlated in both bonding and bridging type. Furthermore, there is no difference between bonding and bridging social capital types.</p> <p>Key words: Social Capital Types, Facebook, Facebook Dependency & Self-concept</p>
<p>KPAGH Michael Tsavbeeh GICICPLR1812053</p>	<p>Parental Attitude To Tiv Language Medium Of Instruction In The Junior Secondary Schools In Vandeikya Local Government Area Of Benue State.</p> <p>KPAGH Michael Tsavbeeh Department of French, School of Languages, College of Education, Katsina-Ala, Benue State, Nigeria</p> <p>Abstract</p>

	<p>The purpose of this study was to examine parental attitude to Tiv language medium of instruction in view of the Nigerian language policy derived from the National Policy of Education (NPE) 2004 which requires instruction to be given in the mother tongue in the Junior Secondary School. The theoretical and conceptual framework which informed and guided this study emerged from bilingualism and its two forms which are additive and subtractive models. This study is thus a survey which made use of interviews and questionnaires for data collection from parents. A total of 286 parents were randomly selected from the eleven council wards in Vandeikya Local Government Areas of Benue State. The data gathered was analysed using tables and percentages. Findings indicate the following: First, parents in Tiv speaking areas are not ready to allow teachers to use Tiv language as a medium of instruction in the Junior Secondary School. It was also found that parents preferred English as the language of instruction Junior Secondary School level. The study recommended among others the immediate introduction of Tiv Language medium in the primary schools in all the Tiv speaking areas in Nigeria.</p> <p>Key-words: Bilingualism, medium of instruction, parents, tiv language.</p>
<p>Dr Mirko Tasic GICICPLR1812055</p>	<p>A New Linguistic Overlook On The Dorian Invasion And The Trojan War</p> <p>Dr Mirko Tasic College of Arts and Sciences, Webster University Thailand</p> <p>Abstract</p> <p>Research Objectives: This article explores new areas of comparative linguistics which use Gaelic, Sanskrit, Sureth, Mæso-Gothic, and Balto-Slavic as the main reference points.</p> <p>Methodology: This study employs an exploratory interpretive approach, and a historical-grammatical method.</p> <p>Findings: The foreign words and expressions used in the Ancient Greece, were transformed into Grecized forms, completely detached from their original counterparts, or lexically adjusted in order to fit the Greek alphabet. In both cases the final outcome were words that cannot be easily identified neither as Greek, nor as foreign. Correspondingly, there are many misleading interpretations of some of the most important historical events derived from that practice.</p> <p>Research Outcomes: The exploratory study fills the voids in the existing literature, and shed the light on the notions such as Δωριεύς, Κελτοί, Γέτης, Ἐκτωρ, and many other words mentioned in the ancient literature in relation to the Dorian invasion and the Trojan war.</p> <p>Future Scope: The study is useful for students, scholars and practitioners who focus on Ancient Europe, applying historical-grammatical approach.</p> <p>Keywords: Dorian, Troy, Celts, Gets.</p>
<p>John Glynn GICICPLR1812056</p>	<p>What makes a swear word a swear word?</p> <p>John Glynn Professor, Webster University Thailand</p> <p>Abstract</p>

	<p>In 2012, The Sun, a British newspaper, reported that the British MP Andrew Mitchell, then a prominent member of the UK government, had called a group of police officers ‘f**king plebs’ (a pleb refers to a member of a despised social class, a commoner, and the word’s roots date back to Roman times). According to the newspaper report, the police thought about arresting him, but decided against it. In the wake of ‘plebgate’ (as this incident has become known), several journalists pointed to a double standard: Mitchell managed to escape arrest, but among the rest of us, arrests for swearing at the police are far from unheard of. In Britain, for example, these arrests have happened under Section 5 of the Public Order Act. People arrested under Section 5 can be issued with a Fixed Penalty Notice, and convictions can result in a fine. Swearing, it seems, can be a big deal. But why?</p> <p>Keywords: swearing, taboo, offence, theories, hierarchy, context, culture</p>
<p>Geraldine Bautista GICICPLR1812057</p>	<p>Life After Fire: A Qualitative Study on Adjustment of Families Who Experienced Fire</p> <p>Geraldine Bautista Psychology Department/College of Arts And Sciences, Our Lady of Fatima University- Valenzuela Campus, Valenzuela City, Philippines</p> <p>Abstract Fire disasters are alarmingly increasing in the country and commonly affecting the families in the community. Because of the increasing occurrence of it this study entitled Life After Fire: A Qualitative Study on Adjustment of Families Who Experienced Fire wants to explore how the families who went from fire adjust in their life after the tragic event. The researchers conducted a face-to-face interview on five mothers of the family victims of fire. A Qualitative design was the method used in this study. The questionnaire that used was validated by professionals to ensure that it will deal with the adjustments of the families. The data that the researchers gathered was analyzed and interpreted using Thematic Analysis. The result formed three themes (1) Why me, (2) Where to get, and (3) What to do.</p> <p>Keywords: Adjustment, Fire, Disaster</p>
<p>Shittu Hamzat Atunise GICICPLR1812058</p>	<p>Arabic Language Education: A Veritable Tool For Creativity, Job Creation And Sustainable Development</p> <p>Shittu Hamzat Atunise Arabic, Adamu Augie College of Education, Argungu, Kebbi State, Nigeria</p> <p>Abstract Sustainable development may not be attained without a qualitative education. Thus, this paper is an in-depth discussion that Arabic language, being one of the subjects being taught in Primary, Secondary and Tertiary institutions in Nigeria and some other countries in Africa, is a veritable tool for creativity, job creation and sustainable development. The discussion is presented after introduction, under the following sub-headings: History of Education for Sustainable Development; Arabic Language Education as a Tool for Creativity; Arabic Language Education as a Tool for Job Creation and Arabic Language Education as a tool for Sustainable Development. The paper in its conclusion suggests among other things that Arabic language is a language like English and French and as such, should be learnt because of its</p>

	<p>international status like its sisters. Keywords: Arabic Language Education, Veritable Tool, Creativity, Job Creation and Sustainable Development</p>
<p>Buxin Han GICICPLR1812059</p>	<p>Name and personal identity in Chinese culture</p> <p>Buxin Han Department of Psychology, University of Chinese Academy of Sciences, Beijing</p> <p>Abstract In Chinese culture the individual's name is a combination of family name and given name. The given name is presented by the parents when the baby is born, together with facts (weight, length), vision, appearance, and good wishes for the life of the baby. Upon acceptance, the given name will also become the shared vision and lifelong pride of a person. This comes from the coding function of Chinese character and words. The family name, in most cases, comes from father and indicates the blood heritage of family clan over past years (sometimes it can be traced back several hundred years). This is not the case in some countries, Myanmar, for example. The family name also indicates social belonging and is related to happy memories in the family, festivals, and rituals of family reunions. Without permission from the baby about the name, or whether or not she/he will like, it is the most important part of personal identity and the name will go with him/her for a life-time - through babyhood and family education, childhood and schooling, adulthood and social networking. It would be interesting to compare traditions of naming in different culture, which may point to differences in identity related to one's name. For example, the family name goes first in one's Chinese name, but second or even third in western traditions. This presentation will introduce Chinese name system from both cultural and psychological perspectives. Keywords: Family name, given name, identity, code in Chinese character, Chinese tradition</p>
<p>Roseline Florence Gomes GICICPLR1812060</p>	<p>Effects of Remedial Strategies on Children with Learning Disabilities</p> <p>Roseline Florence Gomes Lecturer, Special Educator, Counsellor, Dept. of Psychology, Jyoti Nivas, College Autonomous, Bengaluru, Karnataka, India</p> <p>Ralte Lalpeki Special Educator, Counselling Psychologist, Freelance, Bengaluru, Karnataka</p> <p>Abstract Remediation or developmental education is a learning strategy that helps in attainment of basic literacy skills and symbolizes a preparatory stage in upgrading the academic competencies in children. According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013), intellectual disabilities is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains. The main objective of this study was to analyze and investigate strategies of phonological acquisition, segmenting and blending of words, motor co-ordination and visual discrimination skills through the use of remediation strategies. A pre-test was conducted on the age group 8-14 years with the use of assessment strategies</p>

	<p>namely, Knowledge of Grapheme Phoneme Correspondence, various reading tests based on the age level, Vernon’s graded word spelling test, Digit Span test to assess working memory and the CTOPP (comprehensive test of phonological processing) to understand the literacy level of the child. Post test sessions were then conducted to come up with a comprehensive remedial framework of learning specific to each child based on the assessment report. The framework is based on the Alpha to Omega Programme (Hornsby Beve, Shear Frula, 1974). It consists of lesson plans that are formulated for eight sessions per month during a span of two years (2015-17). The findings of this study is based on case studies and shows a gradual increase in performance relating to reading, inferential reasoning, comprehension, spelling and grammar. The results add to research in socio cognitive instruction that supports the need to modify prevailing methods of reading and writing curriculum and suggests a re-conceptualisation of the learning process and its instruction to students with intellectual disabilities.</p> <p>Keywords: Remediation , Intellectual disability, Alpha to Omega Remediation Program</p>
<p>Elaine Angeli Mecos GICICPLR1812062</p>	<p>Depression, Narcissism, and Identity Theft, in The Online World</p> <p>Elaine Angeli Mecos Lorma Colleges Special Science High School, Lorma Colleges Basic Education Schools, Philippines</p> <p>Abstract</p> <p>The research paper aims to establish understanding on the prevalence of Identity Theft, Depression, and Narcissism in Social Media. Almost everyone who is connected to the internet can become a victim of identity theft, ranging from kids with phones or grandparents with accounts. Today’s youth also miss out social skills development when they’re connected and interacted through a screen. Furthermore, the causes of depression became predominant in the social media community, and are determined through looking for clues hidden in their posts such as sadness or suicidal quotes. Moreover, narcissistic people tend to rise without being concerned about other feelings which can also lead to depression. The development of narcissism is caused by social interactions and too much use of smartphones. The researchers focused on mixed method, a combination of qualitative and quantitative research for their research design. The researchers conducted online interview with Filipino teen celebrities and were asked about their subjective experiences on narcissism, identity theft and online depression. Research shows various perceptions of the participants when it comes to dealing with depression and how social media plays a significant role towards the emotional development of teenagers nowadays. Teen celebrities are also victims of identity theft, but they tend to manage on how to deal with it and the moment they enter in the world of entertainment industry, they are already given proper orientation</p> <p>Key Words: social media; narcissism; identity theft, depression and millennial</p>
<p>Muhammad Adeeb GICICPLR1812064</p>	<p>Strength-Based Parenting and Positive Mental Health of Pakistani Adolescents: Mediating Role of Resilience and Self-efficacy</p> <p>Muhammad Adeeb Riphah International University, Faisalabad, Pakistan</p>

	<p style="text-align: center;">Dr. Muhammad Saleem The Islamia University of Bahawalpur, Pakistan</p> <p style="text-align: center;">Sadaf Hafeez Institute of Clinical Psychology, University of Karachi</p> <p style="text-align: center;">Areeha Khan Durrani The Islamia University of Bahawalpur, Pakistan</p> <p style="text-align: center;">Ali Raza Siddique The Islamia University of Bahawalpur, Pakistan</p> <p style="text-align: center;">Abstract</p> <p>The aim of the current research is designed to quantify the relationship between strength-based parenting and positive mental health of Pakistani adolescent; mediating role of resilience and self-efficacy. Total sample was (N=480) adolescents whom were selected through multi-stage random sampling from four big cities (Lahore, Karachi, Quetta & Peshawar) of Pakistan. Four questionnaires were used for the purpose of data collection; Strength-Based Parenting Scale (Waters, 2015), Positive Mental Health Scale (Ganga & Kutty, 2012), Child and Youth Resilience Measurement (Liebenberg, Ungar & Vijver, 2012) and General Self-Efficacy Scale (Chen, Gully & Eden, 2001). The collected data were analyzed using SPSS (24.0) and Amos (23.0). The results of present research revealed that strength-based parenting was significantly and positively correlated with positive mental health of Pakistani adolescents. Whereas, the findings of mediation analysis endorsed that resilience and self-efficacy were found significant partially mediators between strength-based parenting and positive mental health of Pakistani adolescent. The limitations and future avenues have also been furnished.</p> <p>Keywords: Strength-based parenting, Positive mental health, Resilience, Self-efficacy, Pakistani adolescents</p>
<p style="text-align: center;">Sadaf Hafeez GICICPLR1812065</p>	<p style="text-align: center;">Parental Approval and Dismissal and Emotional Intelligence of Pakistani Adolescents; Gender Variations in Focus</p> <p style="text-align: center;">Sadaf Hafeez Institute of Clinical Psychology, University of Karachi, Karachi, Pakistan</p> <p style="text-align: center;">Dr Hina Ayaz Institute of Clinical Psychology, University of Karachi</p> <p style="text-align: center;">Abstract</p> <p>The aim of the current research is designed to compute the relationship between parental approval and dismissal and emotional intelligence of Pakistani adolescents; gender variations in focus. Total sample was (N=600) adolescents whom were selected through random sampling from different schools of Karachi; a city of Pakistan. Two questionnaires were used for the purpose of data collection; Trait Emotional Intelligence Questionnaire for Adolescents (TEIQue-ASF, Petrides 2001) and Parental Acceptance and Rejection Questionnaire PARQ (Short Form, Rohner 1980). The collected data were analyzed using SPSS (24.0). The results of present research revealed that parental approval was significantly positively correlated with emotional intelligence, while parental dismissal was significantly negatively correlated with emotional intelligence. Where, the results of gender difference found, male adolescents were higher in parental approval as</p>

	<p>compared to female adolescents. Interestingly, female adolescents were higher among emotional intelligence and parental dismissal. The limitations and future avenues have also been furnished. Keywords: Parental approval and dismissal, Emotional intelligence, Gender variations, Pakistani adolescents.</p>
 <p>Sobia Rana GICICPLR1812068</p>	<p>Problems of English Collocations Usage: An Evaluative Study of College Students in Rawalpindi, Pakistan</p> <p>Sobia Rana Area Study Center for Africa, South and North America, Quaid-i-Azam University, Islamabad, Pakistan</p> <p>Abstract This study inspects English Collocation usage problems faced by College students in Rawalpindi, Pakistan, as L2 learners, and recommends some authentic ways to remove the learning barriers. Grammar Translation Method also proves to be one of the hindrances in learning this aspect of L2. Although collocational understanding is problematic to the learners yet the importance of collocational knowledge in the second language enables learners to use English more fluently. Only four out of many colleges in Rawalpindi, include collocations in their curriculum that meets students' language needs. Fifteen students from each of the selected four colleges along with five teachers have volunteered. Open/close ended statements of the questionnaires for both the target students and teachers helped to extract the genuine cause/s and supplement them with the required solutions rooted in the actual problems. Results indicate the need for a broader view of collocational knowledge and its learning and teaching is a prerequisite condition to be like Anglophones. The students fail to use the accurate collocations owing to multiple reasons: lack of awareness about collocational use, the improper pedagogical approach and inexperienced teachers.</p>
<p>Imran Ali GICICPLR1812078</p>	<p>An Evaluative Study of English Translative Pedagogy in Pashtu Speaking Areas of Pakistan: A Case Study of District Swat</p> <p>Imran Ali PhD, Quaid-i-Azam University, Islamabad, Pakistan</p> <p>ABSTRACT The study identifies translative-pedagogical difficulties and evaluates possible solutions in Pashtu speaking regions of Pakistan, where English is a foreign language. The main problem investigated for this analysis is the triangle created by contrastive rhetoric between Pashtu, Urdu and English. For example, the students first translate Pashtu into Urdu, then—through flawed GTM—the converted concepts are retranslated into English. The constant translating between the three languages hinders the learning of authentic English. As a result, the produced communication scarcely resembles the exacting standards of English grammar. With the help of questionnaires and worksheets, the study evaluates a hundred students and twenty English teachers from different public-private intermediate colleges in the district. L1 and L2's interference, inadequate environment, improper teaching methodology and sub-standard material turn out to be the convincing reasons behind the problem. In response, the suggested solutions are using more authentic material, improving and providing professional development for teachers which in turn will improve and solicit the government's support.</p>

<p>Zahra Karbasiyan GICICPLR1812080</p>	<p>Keywords: Pashtu, Urdu, English, Translative Pedagogy, GTM</p> <p>An Investigation into the Effect of Strong Orientation and Mobility Skills on the Psychological Stress in Blind People</p> <p>Zahra Karbasiyan Department of Psychology, South Tehran Branch, Islamic Azad University, Tehran, Iran</p> <p>Abstract</p> <p>Social and economic costs of visual impairment and blindness include a lack of quality of life, reduced production, the loss of efficient labor, and the high cost of health care for these people, is very significant. Meanwhile, more than 90 percent of blindness is preventable and treatable that more prevention leads to lower health care costs for the government. The accurate recognition of the factors involved in visual impairment and blindness leads to more effective methods for controlling and prevention of vision and blindness. On the other hand, support of blind people and the reduction of anxiety caused with psychological stresses are essential. Evaluation of anxiety and psychological stress in students has been considered by psychologists and education professionals. The aim of this study is to identify the reasons that lead to blindness and the methods of prevention of blindness. Also in this research, the effect of strong orientation and mobility skills on the psychological stress of blind people has been investigated in the he Khazaneh Blinds Welfare Services Complex. 50 individuals of blindness in the Khazaneh Blinds Welfare Services Complex are selected using the convenient random sampling method. The information is gathered through Cattell Anxiety Inventory questionnaire and Coping Inventory for Stressful Situations (CISS). Then the data is analyzed using the technique of descriptive and inferential statistics, t-test and SPSS software. The results show that strong orientation and mobility skills lead to reduction of anxiety and psychological stress in blind people.</p> <p>Keywords: orientation and mobility skills, anxiety, psychological stress, blindness.</p>
<p>Adhishri Yadav GICICPLR1812081</p>	<p>Psychodynamic Conceptualisation of Sexual Obsessions</p> <p>Adhishri Yadav Registered Clinical Psychologist, Max Super-Speciality Hospital, India</p> <p>Abstract</p> <p>This paper is an attempt to widen our understanding of sexual obsessions through a psychodynamic conceptualisation of two relatively similar case studies observed in a clinical setup.</p> <p>Both Mr M. and Ms. G belonged to a nuclear family with conventional and strict traditional background. They were close to their mothers and observed their father to be a distant figure in the family. They moved to a metropolitan city from a relatively smaller town in India for the purpose of further studies. They were exposed to their own sexual instincts through pornography and masturbation.</p> <p>During the stressors of exams, their sexual obsessions were triggered which led up to a feeling of excessive guilt and distress and inability to cope up with the pressures of their daily life.</p> <p>The role of conflict between instincts of superego and id during the stressors related to the latency stage post the separation from the overpowering mother has been understood as some of the psychodynamic etiological</p>

	<p>factors of their pathology.</p> <p>Keywords: Obsessive and Compulsive Disorder, Sexual Obsessions, Psychodynamic case conceptualisation, Case studies, Pornography.</p>
<p>Shavindra Chandradasa GICICPLR1812082</p>	<p>How to break their Silence? Exploring the Causes for Undergraduates Reluctance in Speak in English in an ESL Classroom with Special Reference to Sri Lanka</p> <p>Shavindra Chandradasa Faculty of Humanities and Social Sciences, University of Ruhuna, Matara, Sri Lanka</p> <p>Dimuthu Jayawardane Faculty of Management and Finance, University of Ruhuna, Matara, Sri Lanka</p> <p>Abstract</p> <p>This study objects to find out the causes which discourage undergraduates in speak in English. Psychological, linguistic and cultural factors were considered as the key components here. The data was gathered through questionnaires, interviews and classroom observations and the data was qualitatively and quantitatively analyzed. The study revealed that among psychological factors lack of confidence was the biggest issue faced by most of the students. Regarding linguistic factors, lack of vocabulary and dealing with university subculture peer influence appeared to disappoint the students in speak in English. In the context, psychological factors appeared to exercise more negative influence on the students than other two factors. As possible solutions to overcome these issues teachers have to be more creative, passionate and need to create a very friendly classroom atmosphere. Not only that but also the students too should stop underestimating their capacity to speak in English. Even the university also needs to start setting a good background for language learners introducing new speech course units and sound language bodies.</p> <p>Keywords: Linguistic, Passionate, Psychological Factors, Undergraduates, University Subculture</p>
<p>Tanya Jawa GICICPLR1812083</p>	<p>Sexual Dysfunction, Quality of Life and Marital Satisfaction in Female Cancer Patients</p> <p>Tanya Jawa M.Phil Clinical Psychology, (RCI certified), New Delhi, India</p> <p>Abstract</p> <p>Aim: To assess nature and type of Sexual Dysfunctions, Marital Quality and Quality of life in female patients diagnosed to have a Cancer and on treatment either currently or in the past, and to examine the relationship among these variables. Method: A total sample of 60 was collected from Oncology Department of a general medical hospital in Delhi. Female patients ranging from 25 to 55 years currently undergoing cancer treatment and those who have undergone the treatment at least 6 months prior to intake into the study and currently opined to be disease free were administered a set of self-reporting questionnaires viz. Female sexual Function Index (FSFI), Marital Quality Scale (MQS), WHOQOL-BREF, for collecting the required data. The data collected was analysed using Independent Sample T-Test and</p>

	<p>Chi Square along with Pearson's correlation and linear regression methods. Result: PTG compared CTG had significant differences on Arousal and Orgasm, Psychological and Social Domains of Quality of Life and on Marital Quality. There is also a significant negative correlation between Marital Quality and Quality of Life where 6 percent variance in Marital Quality can be explained due to sexual dysfunction.</p> <p>Conclusion: Patients treated successfully in the past and symptom-free, at least for 6 months, reported a higher satisfaction in dyadic marital relationship, and improved QoL and better sexual functioning in the domains of arousal and orgasm suggesting better life after treatment and resilience to make important changes in their life. Specifically, the marital quality affected QoL in a linear fashion especially in areas of psychological and social health. Similarly, sexual dysfunction adversely affected marital quality.</p>
 <p>Koralai Arachchige Vidyanjalie Abeygunawardena GICICPLR1812084</p>	<p>Students Behavioural patterns on Bachelor's degree choices in Sri Lanka: Heuristics?</p> <p>Koralai Arachchige Vidyanjalie Abeygunawardena Faculty of Education, University of Colombo, Sri Lanka</p> <p>Abstract</p> <p>At present National university intake in Sri Lanka has become progressively competitive due to the limited number of placements. Consequently, several private higher educational institutes in Sri Lanka entered into the higher education market with various international degree programmes of top-ranked foreign universities to cater to the need of university-level education in Sri Lanka. Therefore, this study attempts to uncover the behavioural patterns of students in selecting a Bachelor's degree from International Degree Programmes which emerged recently in Sri Lanka. Subsequently, the data for the study were collected by 420 first-year students of International Degree Programmes by administering a questionnaire with 59 predefined variables. Of those, 36 variables and 42 variables were identified as the most influential variables by factor analysis for the male and female group respectively. Thereby, it has determined that 'marketing strategy', 'university characteristics', 'infrastructure facilities', 'programme evaluation' and 'reputation of the university' were the common influential factors for both the groups but with different orders of importance. Alternatively, the 'peer' and 'sources of information' are rated as influential in selecting a Bachelor's degree only by the male group. Even though the female group have not remarked any 'information sources' as influential, they rated the 'first impression' of the PHEI impact them in selecting the Bachelor's degree. However, 'financial support' and 'cost' are influential factors for the male group while 'cost' is not imperative for the female students in selecting their Bachelor's degree. Finally, higher education student-choice model was developed based on the heuristics of Sri Lankan students. Indeed the results of this study can be beneficial in optimising the enrolment strategies of Private higher educational Institutes in Sri Lanka and in guiding prospective students on their Bachelor's degree choices in higher education.</p> <p>Keywords: Heuristics, Behavioural patterns, factor analysis, students' choice, Bachelor's degree, higher education, peer, International Degree Programmes</p>



**Carolina Roganti Leite
Moreira**
GICICPLR1812066

Morphological Awareness and Reading in Francophone Children Learning Portuguese as a Second Language

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Elisabeth Demont
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Fraulein Vidigal de Paula
Professor at the University of São Paulo

Anne-Sophie Besse
Maître de conférences in Psychology at the University of Strasbourg

Abstract

In connexion with the studies that have highlighted an advantage of the bilingual subjects to consciously reflect and analyse the aspects of the language (Casalis & Louis Alexandre, 2000; Demont, 2001; Reder et al., 2012ab, 2013; Sanchez et al., 2012), this study focuses more particularly on deepening this phenomenon in the field of morphological awareness which is still little studied. Based on the importance of morphological awareness in learning how to read in children, we aim to clarify how, in bilingual children, the morphological knowledge develops and is used to read at different stages of this learning (in elementary school) and what are the factors that influence their development and mobilization. Looking at new contexts of learning / acquisition (French-Portuguese bilingualism, total immersion), this study open up the possibility for analysing two fundamental factors in explaining the differences between bilingual children: the characteristics of languages in terms of morphological richness (rich versus less rich) and the learning context (significant and natural exposure to the second language through total immersion). In this way, we examined how morphological awareness develops and contributes to the efficiency in reading, during schooling from the beginning to the end of elementary school, of French children learning Portuguese as a second language. The objectives were to assess the skills in different areas of French-speaking students living in Brazil, in the 1st, 3rd and 5th years of elementary school. The different learning profiles obtained were compared to those of French-speaking monolingual children living in France. The results and their interpretation make it possible to specify the factors facilitating the mastery of writing skills and to identify avenues for the most favourable conditions for learning to read in a long-valued context: the plurilingualism.

Keywords: Morphological awareness, word reading, competences in first language, second language learning

Maryam Javed
GICICPLR1812085

Green Spaces and Mental Health: Does Frequency of Use or Proximity affect Subjective Wellbeing and Perceived Stress?

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Abstract

Urbanization is essential for economic growth; however, it has a negative effect on the environment and the psychological health of the population.

	<p>Urban green spaces help in the reduction of air and noise pollution while increasing people's wellbeing through social interactions and creating an outdoor space for physical activity. Due to the rapid urbanization of the United Arab Emirates, the research on green spaces in this region is fundamental. The study included two hypotheses: 1) Greater proximity and frequency of use results in lower perceived stress and 2) Greater proximity and frequency of use leads to greater wellbeing. The results yielded non-significant for proximity to green spaces and stress and wellbeing. However, frequency of use showed a significant correlation. Additionally, the researchers explored the most common uses of green spaces and suggestions that would increase the frequency of use through open-ended questions. The results could be a manifestation of the Attention Restoration Theory and Biophilia Theory.</p> <p>Keywords: Wellbeing, Mental Health, Stress, Urbanization, Green Spaces.</p>
<p>Aisa Veronica E. Dadulla GICICPLR1812086</p>	<p>Understanding Perceptions and Lived-experiences of Literature Teachers in the 21st Century.</p> <p>Aisa Veronica E. Dadulla New Era University, Philippines</p> <p>Abstract</p> <p>This phenomenological study investigated the perceptions and lived-experiences of teachers at one public senior high school in light of teaching literature in the 21st century. The aim of this study was to provide overt descriptions on how teachers themselves can recognize coherence in their perceptions and their lived-experiences in teaching literature in the 21st century. Informants' interview was conducted to answer questions about instructional practices, perception of students' literacy development, challenges in meeting the demands of 21st century teaching. The resulting data were examined using the inductive content analysis. Results suggest that prior experiences formed the bases for key informant teachers' perceptions regarding the roles of a teacher, students, teaching methods, teacher-student relationships, and what to teach and achieve in teaching literature in the 21st century. Overall, the results of this inquiry offer empirical bases for planning pedagogical and professional developments of teachers to meet the needs of 21st century learners.</p> <p>Keywords: Teaching Perceptions, Teaching Literature in the 21st Century, Teachers' Lived-experiences</p>
<p>Ridvan Tuncel GICICPLR1812069</p>	<p>Teaching Pragmatic Competence in Prep School Classes through Task Based Activities</p> <p>Ridvan Tuncel English Language Teaching, Anadolu University, Eskisehir, Turkey</p> <p>ABSTRACT</p> <p>No matter how flawless a sentence grammatically is, it cannot be a complete utterance in all aspects unless it also fulfils the requirements of being contextually appropriate. Although previously being somewhat ignored, pragmatic competence (PC) has been gaining importance over the past several decades as one of the hot topics in the field of ELT to find ways to teach language effectively. However, in today's teaching understanding, rather than a more teacher-centered "focus on forms" approach, a more student-centered "focus on form" approach takes the stage. For this reason, it is becoming a must to ensure that non-natives are given the opportunities</p>

in their language learning situations through considering the invaluable contribution of PC. Thus, the teaching of PC and especially focusing on functions such as requesting, complaining, thanking and hundreds of others come forefront with the mission to provide learners with activities to raise pragmatic awareness. With this motivation, this empirical study aims to offer some awareness-raising course book supplementations within the scope of Task-Based Language Teaching to EFL university students in English Prep Classes. In an attempt to improve prep learners' communicative skills, current course-book was supported by tasks; course-book materials were either improved or completely altered with the new ones. After carrying out supplementary activities in 12 hours throughout two weeks, findings, collected via a Written Discourse Completion Test, reveal that there was a significant improvement in students' attaining the communicative goals in terms of some specifically selected functions of the study.
KEY WORDS: Pragmatic Competence, EFL, TBLT, Functions



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**Motivation and Strategies for learning Chinese as a Foreign Language A
Comparative Study of Language Learners in China and Germany**

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Abstract

Along with the growing popularity of Chinese language worldwide, the number of Chinese learners as a second/foreign language has dramatically increased. A questionnaire containing 120 items has been developed to study motivation and learning strategies as key factors in successful Chinese learning. School learners (N=73) and college students (N=73) in Germany and international students in China (N=235) took part in the survey study. The results reveal that the international students in China (“on site-learner”) reported higher motivation for learning Chinese contrasted to the learners in Germany across all the subcategories: cultural understanding, heritage-related factor, instrumental orientation, integrative orientation, achievement orientation and administrative orientation. However, the students with Chinese heritage did not show stronger learning motivation compared to non-heritage learners. As expected, “character learning” has been ranked by the study participants as the most difficult aspect in learning Chinese (compared to speaking, listening, reading, writing). While there were no clear differences regarding the character learning strategies between learners in different locations in our study, learners from a character-based L1 background, interestingly, tended to more rely on phonetic (-first) strategies in learning/memorizing Chinese characters. In contrast, students from an alphabet-based L1 background, e.g. Germans, were more likely to use graphic strategies. With regard to listening, the international language learners in China seem to use more sophisticated learning strategies than the learners in their home country. It may be due to the availability and variety of language resources of the on-site learning environment in China. The theoretical contribution of the research and the practical implication of the findings for Chinese language learning and teaching will be discussed.

Keywords: Chinese as a foreign language, learning motivation, learning strategies, L1 background, learning environment

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