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CONFERENCE PROCEEDINGS

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KEYNOTE SPEAKER

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The Mediation Effect of Perfectionism in Relationship between Foreign Language Learners' Self-efficacy and Their English Achievement

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ABSTRACT
This study examined the relationship between foreign language learners' self-efficacy and their English achievement among third-grade high school learners as mediated by perfectionism in Tehran. A sample of 400 third-grade high school learners (females) was assessed for their levels of foreign language self-efficacy and perfectionism. Participants' scores on their final English exam were also used as the measurement of their English learning achievement. The results of Pearson correlation revealed a strong correlation between foreign language learners' self-efficacy and their English achievement (r = .303, n=400 p < .01). Also, perfectionism was found to be negatively correlated with participants' English outcome (r= -.064, n=400 p < .01). Hierarchical multiple regression was used to assess the ability of self-efficacy to predict English learning achievement after controlling for the influence of perfectionism. In sum, the results revealed that perfectionism does not significantly mediate the relationship between foreign language learners' self-efficacy and their English achievement. In the end, some implications for both teachers and learners, and suggestions for further research are provided.
Keywords Foreign language learners' self-efficacy, Perfectionism, English language achievement, Iranian high school learners.

Internet and Future of Pakistani Literature in 21st Century

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ABSTRACT
It is a fact not deniable that evolution is an ongoing process. It triggers the quest of innovative paradigms for the promotion of fine arts and literature. The use of internet has compressed the wide distances of the universe. The use of Internet is increasing day by day in Pakistan. Such digital progress in digital world has deep effects on social, economic, literary and political life. Interdisciplinary research has not only bestowed new dimensions upon the minds but also has led to the ways of integrity in different spheres of fine arts. In my research paper, I shall focus on the point that the Internet has proved itself an important source regarding promotion of art, culture and literature in Pakistan. The Internet reader shall find this research paper a basic document for understanding the trends of arts and variation of cultures in Pakistan. The article while discussing the role of Internet in the promotion of Pakistani art and literature also touches upon the contemporary literary, social and political milieu of the Pakistani society

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in 21st century.

The Effect of Instruction in Developing Persian Speech Act of Apology Among High School Iranian Students

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ABSTRACT
Drawing on Schmidt' (1993) noticing hypothesis, this study aims at answering two questions: Does learners' pragmatic awareness of speech act of apology in their native language improve after instruction?, and Which type of instruction (i.e., explicit or implicit) is more effective to develop learners' pragmatic awareness of apology? To answer these two questions, 75 female high school Iranian students participated in this study. These participants were selected from three intact classes (25 students in each class): the first group received explicit metapragmatic explanation on speech act of apology for 10 sessions; the second group received implicit metapragmatic instruction in the form of watching some film segments containing apology and answering some leading questions by the instructor; the third group received no instruction whatsoever. In order to measure the effects of instruction on participants' awareness of speech act of apology, a pre-test/post-test design was used. Results of the study illustrate that learners' awareness of the speech act of apology benefits from both explicit and implicit instruction. Also, it should be noted that in line with the previous research, the findings also showed the superiority of the explicit instruction group over the implicit instruction group. However, this better performance was not statistically significant. The results of the study can provide some pedagogical implications for both L1 and L2 teachers.
Keywords: L1 pragmatics, L2 pragmatics, Explicit Instruction, Implicit Instruction, Noticing Hypothesis.

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An experimental Study about affect Impact of Robot on Improvement of Social Behavior of Children with Autism Spectrum Disorder

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ABSTRACT

Autism is a pervasive developmental disorder that affects many aspects of the central nervous system and it is characterized by impairments in socialization, communication, and behavior and play. Children with autism have difficulties in social behavior with other people, In recent years, it has been reported that people with autism can bypass some of their social deficits by interacting with robots as therapy tools. The aim of this study was search about impact of robot on improvement of behavior of children with autism disorder. We used of a multiple baseline design with 5 children with autism. The group consisted of 3 boys and 2 girls. In the first part of research all children assessed by two psychiatrists and tested by Gilliam Autism Rating Scales (GARS) to measure the symptoms in order to ensure the presence of substantial autistic symptoms. Also we use a humanoid robotic doll for the research. The children were repeatedly exposed to humanoid robot. In treatment stage, each child watched by a videotape of Human-Robot interaction and Human-Human interaction in each session. We observed children for 15 sessions and analyzed their interaction. All sessions were recorded by video- tape and finally rated by independent observers. The results showed that five children adapted to the experimental situations and developed their Social Behaviors.
Key words: Children with Autism Disorder, Social Behavior, Robot Therapy.

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Effect of Cognitive Styles and Study Habits on Academic Achievement

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ABSTRACT

Today's modern society expects everyone to be a high achiever. The key criterion to judge one's true potentialities and capabilities is perhaps academic achievement. Academic achievement has become an index of child's future. Therefore, it is putting a great pressure on the mind of children and their parents. The desire for high level of achievement puts a lot of pressure on students, teachers and in general the education system as well. Hence, a lot of efforts are

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made for helping the students to achieve better in their academic endeavors. The academic success of children is the result of cognitive aspects of personality and is the result of various factors other than low intellectual's capacities. Study habits play a very important role in the life of students. Success and failures of each individual depends upon his/her own study habits. Many researchers identified poor study habits as one of the major causes of student's poor performance in examination. The desire to pass by all means 'without studying effectively usually' leads into examination malpractices, thus there is a need for developing good and effective study habits among students. Good study habits help the students in critical reflection in skills outcomes such as selection, analyzing, criticizing and synthesizing (Fieldon, 2004). (Akinboys, 1980), (Adetola, 1988) have established that student's academic success is highly influenced by study habits. Also, different cognitive styles play a vital role in the life of adolescent students. Cognitive style constitutes another dimension of the information processing variable. Cognitive style is a hypothetical construct that has been developed to explain the process of meditation between stimuli and responses.

Early Childhood's Teachers' Performance in Implementing Development Achievement Level Standard

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Abstract

The increase of public awareness on the importance of Early Childhood Education signed by numbers of establishment on non-formal early childhood institutions organized by society. However this situation is not in accordance with the existance of sufficient qualified teachers. The aim of this study are to describe and inform early childhood education teachers' performance in term of their ability on: arranging instructional planning based on age groupings; arranging learning activities that can develop children's cognitive, affective, and psychomotor in balanced; assessing the achievement level of children's development; performing the work of early childhood's teachers in facilitating children's growth and development; and solving barriers faced by early childhood's teachers in arranging teaching learning planning that appropriate with the Development Achievement Level Standards. The main theory used are performance concept, teacher performance criteria, basic concept of early childhood education, and early childhood development. The method used in this study is descriptive analytic method, whereas the data collection techniques consist of interviews, observations, and documentation study. The participant of this study was chosen purposively, they were two managers and three early childhood teachers. From the findings, it could be seen that most of early childhood teachers performance were still not optimum. The condition happened because there were misperceptions of early childhood teachers in developing curriculum. Furthermore, it was also found that the preparation of lesson plans and the method and instructional media development were arranged inappropriate with children's developmental level. Moreover, it can be concluded that the planning aspect, syllabus, was only made in the form of daily planning and weekly planning. From the implementation aspect, it was found that there was imbalance ratio between teachers and children, and also the learning resources

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	was limited on the use of textbooks. Furthermore, from the assessment aspects, teachers were less pay attention on the process, but mostly use summative test's result and children portofolio. Finally, the finding shows that in term of performance, it was only emphasize on the development of basic skill. From those findings, it can be concluded that mostly the barriers faced by early childhood teachers largely influenced by external factors. Keywords: early childhood, teachers' performance
Jing Chen **GICICPLT1611057**	**Towards an Integrated Approach to Interpreter Training** **Jing Chen** **Department of English, Xiamen University, China** **jchen@xmu.edu.cn** **ABSTRACT** To perform an interpreter's function requires a systematic collection of knowledge, skills and personal characteristics working in concert. The training of interpreters is a complex endeavour in which elements related to the process and product of the interpreted communication, the knowledge and skills required of a professional interpreter, and the classroom activities and professional practice should be integrated in pedagogical considerations. In the presentation the author proposes that process-oriented and product-oriented pedagogies interact to enable trainees to understand how the sub-components of interpreting competence relate to one another in the dynamic interpreting process and to follow a structured and monitored sequence of learning steps leading to the acquisition of interpreting competence. It is also believed only when professional practice is integrated into the course activities can trainers be well informed in their facilitation of learning and students encouraged to work towards professional standards.
Dr Omar Fraihat **GICICPLT1611058**	**Directionality and Text Typology in English-Arabic-English Simultaneous Interpreting: Impact on Strategic Performance** **Dr Omar Fraihat** **Department of General Perquisites, Prince Hussein Academy of Civil Protection, Jordan** **omarahat@yahoo.com** **ABSTRACT** This research investigates the impact of text typology on simultaneous interpreters' strategic performance in both interpreting directions Arabic-English-Arabic. To provide deeper insight into the actual problems encountered by Arab graduate interpretation students and to explore their problem solving protocol, the mixed sequential method (quan-Qual) was adopted along with the mixed product and process-oriented approach. Findings of this integrated data collection and analysis showed that the familiarity with the text type being interpreted plays an influential factor on interpreters' strategic performance (use and choice of certain strategies). In addition, it was uncovered that the familiarity with the text type also has impact on the directionality performance of interpreters. The quantitative analysis showed that a clear impact of text typology on participants' strategic performance was noted. The frequencies of achievement strategies (ASs) were apparently higher when they were interpreting A (Arabic) into B (English) in the political (78.97%) and academic (71.11%) field compared

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to the business text which scored lower frequency of ASs (64.24). Analysis of the interpreting processes showed that unfamiliarity with the business field might be a reason for this divergence. Another possible reason is that interpretation students were trained more in the political texts compared to others. However, the percentages of ASs frequencies are still higher from the unsuccessful reduction strategies (RSs). This provides evidence that their control of their native language helped them adopt ASs and fix the encountered communicative problems in the source texts (Arabic) with a varying degree among them.

The Implementation of Active Leaning Models to Increase Pre-service Teachers' High Order Thinking Skills

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ABSTRACT
Teaching Practice is a compulsory subject that must be followed by the 6th semester students of Faculty of Teachers' Training and Educational Sciences in Universitas Islam Nusantara. This subject has 4 credits that consists of series activities in form of theory and teaching simulation. The subject intended to brush up and apply the theory in real class situation. The aim of the subject is to establish pre-service teacher to be professional teacher. However, based on observations and informal interviews, many students are not yet ready to do teaching practice. To solve the problem, researchers try to propose some alternative models within active learning strategies. The aim is to increase students readiness in doing teaching practice. The learning models that were tried out in this study among others: discovery guided learning through role playing, making a direction learning, guided learning through phone calling, discovery learning through peer instruction, and conversation learning model. These limited scope try out using one shot case study desain. The respondent of the research are ten students of 6th semester in Mathematic education programme at Universitas Islam Nusantara. The instrument of the try out are test and non test. From the study it can be concluded that each tried out models give different contribution to teaching practice subject. The result of this study hopefully could increase students readiness in following teaching practice in real classroom . Furthermore, the result of the study hopefully could be beneficial as information for other lecturer to prepare their student to follow teaching practice, and for future researcher to conduct similar research.
Keyword: active learning models, teaching practice

DCT and Role-Plays: How Compatible Data They Provide

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ABSTRACT
Interlanguage pragmatics is a research area in which carried out investigations are about pragmatic development of second or foreign language learners. This

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GICICPLT1611060	area is marked with the study of speech acts as a popular focus. Another prominent feature of this area is wide use of two types of data collection instruments, namely Discourse Completion Test (DCT) and role plays. Despite their popular use, the compatibility of the data derived from these two research instruments is still debated and needs further evidence and support for claiming their use to be plausible or not. This study stemmed from this kind of curiosity and was carried out to find out how compatible the data elicited via these two means was. In order to research this aspect, a group of EFL learners in Turkey were asked to fulfil two different speech acts, namely refusals and suggestions, via employment of DCT and open role plays. Thus, it was possible to gather both written and verbal data about the strategy types and modification patterns, which were coded and analysed quantitatively. Though there were slight differences due to the nature of verbal and written interaction, the findings suggested that significantly similar responses were collected by these two means especially in terms of head acts used in both speech acts. Key words: interlanguage, pragmatics, DCT, role plays, speech acts
ÖzlemAkçay **GICICPLT1611061**	**Can Songs Raise Engagement, Motivation and Creativity Among Language Learners, even the Adults?** **ÖzlemAkçay** **Language Centre, Faculty of Foreign Languages, Social Sciences University of Ankara, Turkey** **kucukaslan.ozlem@gmail.com** **ABSTRACT** Based on the scientific evidence of that both language and music are processed in the same part of our brain (Lems, 2001), listening to a song in order to learn a specific language item can be helpful as the new information will be processed in the same way as the song is processed when listened to. Besides, as songs provide teachers with an opportunity of creating a link between lessons and real life, they are very helpful in engaging students in class more. The importance of songs is also very clear when the "Affective Filter Hypothesis" is taken into consideration. As in the Krashen's (1982) hypnotizing of affective filters, learning is more probable in an environment with low anxiety level. Therefore, the role of an effective teacher is to lower the level of anxiety in class in order to create a better learning atmosphere. This study was carried out to understand how much it was possible for a language teacher to achieve this. In order to find out this, a group of Turkish EFL learners were taught the new language through a song. The impact of the implemented activities was evaluated via a creative post activity, namely writing a poem in addition to a questionnaire. Although some weak learners had difficulty with the pace of the song, the findings suggested that all the students felt more engaged and responsible for their own learning while having fun and being creative. All these contributed to the reduction of Teacher Talk Time and the creation of an enjoyable language learning environment. Key words: songs, poem, engagement, motivation, creativity, teaching adults

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Improving Early Childhood's Teachers' Skills Through Story telling Workshops

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Abstract
Education stimulation for children can be given from three aspects, those are cognitive, affective and psychomotor. The stimulation for early childhood cannot be given indiscriminately since it will affect children's growth. The stimulus must be given by considering apropriate strategies and learning methods which is in accordance with early childhood development and learning principles. For that reason early childhood's teacher should be able to teach their students appropriately based on children's development. One way to optimize early childhood's teachers' skills is by equipping them with many skill through trainings, one of which is storytelling training. Early childhood teacher need to have the ability not only to tell but also to create story that contain moral value. Through the storytelling, early childhood teachers can impart knowledge and inculcate noble character and develop creativity in an effective and enjoyable ways. Based on researchers' observation in Bandung regency many early childhood teachers do not have varied skills in conveying story to the children. This fact could evidently be seen from teachers' mastery on storytelling technique. Most of the early childhood's teachers could only tell the story verbaly. Whereas there are many story telling technique that can be implemented in order to make the storry telling activity more fun and enjoyable. To solve early childhood's teachers' problem the researchers conduct story telling workshop for early childhood's teachers in Bandung regency. The participants of the workshop are early early childhood's teachers in Bandung regency. The workshop consists of three stages those are pre, on going, and post training. The result shows that the workshop increase the participants' ability in delivering stories to the children. After the workshop the participant feel more confident because they could implement many techniques and use some media in delivering the story. Hopefully the workshop could be beneficial not only for the childhood's teachers but also for the children and society.
Keywords : Story telling, Early childhood education, workshop

Teaching English as A Foreign Language

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ABSTRACT
Teaching English as a foreign language to the students of the third world countries viz a viz of commonwealth nations of which India was/is a part is both a big challenge and a Himalayan task. If one is to make a list of reasons why it is a big challenge and a Himalayan task the list will become endless and which will grow like the tail of Lord Hanuman. One of the reasons could be the learners of English in these countries have little exposure to English syntax and accent and are not aware of certain grammatical categories like articles, preposition, clauses

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	etc on the one hand and they have absolutely any acquaintance with the cultural background that has shaped the English language and that gets expressed in the very syntax. The learners of English as a second or foreign language hardly get opportunities to use English outside the classroom and their only source is the teacher in the classroom. The teacher-learner relationship in so far as the use of English is concerned is confined to the classroom and in the classroom to the uses of language is limited to a certain area.
	The paper analyses the possible problems that the learners of English encounter in their learning besides examining the interference of their mother tongue in language acquisition. The paper argues that a separate pedagogy and separate modules to teach English to the learners in the third world countries. The paper aims at examining the writings and speeches of select learners at the degree and master's level in two districts of Hyderabad – Karnataka region in the state of Karnataka.
Nuriye İn **GICICPLT1611064**	**Content Analysis of Social Sciences Coursebooks Between 1998-2014** **Nuriye İn** **Department of Foreign Languages, Turkey** **nuriye.in@asbu.edu.tr** **ABSTRACT** Entrepreneurship is a significant element for transforming the potential of high young people population of Turkey into an economic opportunity. Studies show that entrepreneurship in Turkey isn't adequate when compared to other countries. Although entrepreneurship has been taught at some departments of universities and some of the vocational high schools recently, it isn't adequate to develop entrepreneurship's tendency in Turkey. However, when entrepreneurship is taught younger students, it will both improve entrepreneurship culture and solve economic and social problems. Considering these facts, the aim of the study is to analyse how entrepreneurship skills are taught in the Social Sciences Course Books which convey entrepreneurship skills perceptibly in the course of time. The study was limited with two Social Sciences course books belonging to fourth and fifth grades taken from the curriculum issued 1998. Entrepreneurship skills which were analysed in this study were selected from the entrepreneurship skills existed in the curriculum of 2004 as they weren't covered in the curriculum issued in 1998 and the related literature which involves entrepreneurship. In addition, these skills were categories into three groups such as personal, communicational and economical. The data was acquired via content analysis, assessed and indicated with tables showing frequency and percentage. The results of the study revealed that personal skills like being ambitious, taking risks, exploiting opportunities, working hard, reliability, the need for achievement, taking initiative and leadership are found less than innovativeness, productivity, creativity and responsibility. Moreover, persuading which is one of the communicational skills is found less than the other communicational skill which is working with others/collaborating. Lastly, economical skills like knowing basic concepts of economy and the roles of people in the economy were found more than getting to know occupations and work places, getting to know successful entrepreneurs and the challenges of entrepreneurship.
NandanaPriyaKamasani	Death Attitude among Physicians in India: A Phenomenological Exploration

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ABSTRACT

Background: Death is an ever present reality for physicians especially those specialized in emergency medicine, oncology and general surgery. The persistent encounters physicians have with their patients' death are likely to influence their attitude towards death. Akin to that, physicians' own personal beliefs about death could also influence their occupational experience. The theoretical framework of the study emerges from the existential philosophy which reasons that both death acceptance and fear of death are related to the pursuit of meaning in one's personal and professional spheres. A phenomenological exploration in this area can provide an in-depth understanding of physicians' subjective attitude towards death in their professional and personal domains and the influence of each domain on the other.

Objectives: The study aimed to explore the multi-dimensional aspects of death attitude among physicians from a phenomenological perspective. It inspected five domains: 1) Physicians' death attitude in professional domain, 2) Physicians' death attitude in personal domain, 3) Professional aspects influencing death attitude in personal domain, 4) Physicians' personal aspects influencing death attitude in professional domain, and 5) Physicians' views on death education.

Methodology: General surgeons, emergency medicine doctors and oncologists from Karnataka state, India constituted the sample. These specialists were chosen as they get exposed to patients on the verge of dying relatively more than other medical experts. Semi-structured interviews were conducted and the resultant transcripts were subjected to Interpretative Phenomenological Analysis. Turpin et al. (1997) suggestion for phenomenological studies was used to determine the sample size for the current study. Six physicians with minimum three years of professional experience, practising in South India and having received their medical training in India were considered for the study.

Results: The five domains were further segregated into sub-domains due to the advent of finer nuances in physicians' responses. Sub-domains like physicians' response to patient's death, patients' fear of death, professional and personal attributes shaping physicians' death attitude, physicians' subjective views on death related aspects and physicians' views on death education were examined. Super-ordinate and sub-ordinate themes indicating physicians' empathetic responses, wishful thinking along with having an objective approach towards patients encountering death were noted. Some physicians expressed undesirable emotional state of mind and though patterns on matters related to patients' death. Majority of the participants have reported prioritizing their professional demands over their otherwise emotional response to patients' state of health. They emphasized on trying to have a 'balanced' attitude towards death in order to provide effective treatment to patients. The participants opined their profession, culture, religion, life experiences, education and practice to be some of the factors influencing their attitude towards death. All the participants have voiced the need for incorporating death education in medical training in India, justifying it with heterogeneous rationales.

Implications: The findings of the study provide insights for designing educational curriculum for medical students in India. The results could also facilitate

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developing on-going training programmes for physicians to enhance their occupational performance when dealing with death related issues.
Key words: Death Attitude, Physicians, Interpretative Phenomenological Analysis

Decision Making Styles, Locus of Control and Domain Specific Hope between Physically Challenged and Non-Physically Challenged Employees in India

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ABSTRACT

Background: Physically challenged, in the present study, has been operationally defined as a person with a physical disability that may have resulted because of an accident, illness, or injury suffered later in life and not from birth; a physical condition that has no neurological involvement. It is dismal that individuals endowed with high potential to stand out as efficient employees in an organization are straightaway rejected on the grounds of their physical challenges. For people who get hired despite their physical condition, the struggle does not end there. A study that compares the physically and non-physically challenged employees on their decision making styles, locus of control and hope can provide an insight into the factors that motivate and de-motivate them in their work environment, with regard to, or regardless of, a physical handicap.

Objectives: The study aimed to investigate the relationship among decision making styles, locus of control and domain specific hope in physically challenged and non-physically challenged employees working in Bangalore, India and the comparison between physically challenged employees and non-physically challenged employees with regard to their decision making styles, locus of control and domain specific hope.

Methodology: Sixty-six physically challenged and non-physically challenged employees working in public and private organizations served as the sample. The two groups of participants were tested on their decision making styles that has six sub-scales, locus of control that has three sub-scales and domain specific hope that has six domains. The tools used for this study were Flinder's Decision Making Questionnaire – II (DMQ- II) by Leon Mann (1982), Levenson's Multidimensional Locus of Control Inventory by Levenson (1978) and Domain Specific Hope Scale developed by Sympson (1999). Statistical techniques of Pearson's Product moment Correlation and Independent sample 't' test were used to determine the results.

Results: The findings suggested that there was a significant relationship among decision making styles, locus of control and domain specific hope in both physically challenged employees and non-physically challenged employees. However, there was no significant relationship found to exist between decision making styles and hope of the physically challenged employees. Also, there was no significant difference found between the two groups with regard to their decision making styles, locus of control and domain specific hope but there was a high significant difference between the physically challenged employees and non-physically challenged employees with respect to one sub-scale of decision making style.

Implications: The study can be extended to a greater number of participants hailing from other parts of the world to give it a cross cultural diversity. Workshops can be conducted to help the participants make productive changes in

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	their decision making styles and enhance their hope in life. This study provides an insight into importance of spouse and family in the boosting of hope among the two groups and considering this, the participants along with their families can be oriented about strengthening inter personal relationships. For organizations, where both physically challenged and non-physically challenged employees work together, measures can be adopted to ensure a harmonious work environment. **Keywords: Decision Making Styles, Locus of Control, Domain Specific Hope, Physically Challenged, Employees**
Maryam Hadadi **GICICPLT1611067**	**Effectiveness of Acceptance and Commitment Stress Management Group Training on relationship with Spouse in mothers of Child with attention deficit hyperactivity disorder (ADHD)** **Maryam Hadadi** **Clinical Psychology, Islamic Azad University, Isfahan Branch (Najafabad), Isfahan, Iran** **Merh432@yahoo.com** **AsgharAghaei** **ABSTRACT** **Aim and Background: The aim of this study was the survey on effectiveness of acceptance and commitment stress management group training on relationship with spouse in mothers of child with ADHD.** **Methods and Materials: The research method was quasi-experimental, pre-test, post-test and follow up with control group. The population of the research was included all mothers of child with ADHD in Esfahan which referred to clinics and psychologists offices in 2013. 30 mothers which had highest score of stress in relationship with spouse from parenting stress index were selected and replaced in two groups (test and control). 8 sessions of 90 minutes acceptance and commitment stress management training was performed for test group while control group had no intervention. Parental stress index (PSI) Abidin (1990), subscale of relationship with spouse from parent characteristics was used in order to reviewing the hypothesis of the study, which was completed before and after intervention by mothers. Data was analyzed by covariance statistical methods and using SPSS 19 software.** **Findings: Results showed that there is considerable difference between scores of pre-test and post-test of test group in comparison with control group (0/001). and suggests the improvement of relationship with spouse in mothers** **Conclusions:, Stress management group training from acceptance and commitment point of view could increase the relationship with spouse in mothers of child with ADHD.** **Keywords: Stress management, Acceptance and Commitment Therapy (ACT), ADHD, Parenting Stress, Relationship with Spouse.**
Natasha Rajabieslami	**Professional Identity Adaptation of Native English Speaker ESL Teachers in the State of Qatar Contact Zone** **Natasha Rajabieslami** **Department of English, Faculty of TESOL, Community College of Qatar, Qatar** **natasha.rajabieslami@ccq.edu.qa** **ABSTRACT**

GICICPLT1611068	Summary of the study: Sachs (2005) points out that a conceptual framework of identity guides teachers on how to construct their own ideas regarding "how to be", "how to act", and "how to understand" their work (p. 15). However, teachers who work in a foreign context may need to adapt their conceptual framework of identity in order to improve the fit between themselves and their workplace. With this thought in mind, the current qualitative, exploratory study is concerned with the professional identity adaptation of a group of ten native English speaker teachers working as English language teachers at a governmental institute in the state of Qatar. The aim of this study was three-fold: first, to discover what factors affect teachers' self-perception and professional identity; second, to explore how teachers choose to adapt their pedagogy; and third, to find out how teachers relate their teaching and content to global issues. Research data collected through in-depth interviewing and classroom observations revealed that both institutional and intrapersonal factors were involved in the adaptation of the teachers' professional identity and the teachers' approaches to adapt their pedagogy. In other words, one of the noticeable features of the teachers' professional identity adaptation was the conflict between the teachers' expectations and the realities of the local context (interpersonal conflicts). There was evidence that teachers' intrapersonal negotiation lead them to develop a multiple identity in order to avoid any troubles at the workplace. Consequently, the mismatch between the teachers' expectations of their professional life and the realities of the local context caused an apparent inconsistency between the teachers' beliefs and behavior, which was considered to be a form of cognitive dissonance among the teachers. This study provides English teachers who work in a new context with some pragmatic information and insight about the professional identity adjustment process. It also heightens their awareness of the possible professional identity transitions that they may go through. The study should help expat ESL teachers in the State of Qatar, in particular, to cope with a possible discrepancy between the idealism of their pedagogical and cultural theory, and their perceived reality of classroom practice.
Low Suet Fin GICICPLT1611069	Educational Beliefs and Passion Among Preservice Teachers: A Comparative Study Between Malaysia and China Low Suet Fin Department of Educational Psychology and Counseling, Faculty of Education, University Malaya 50603, Kuala Lumpur mlowsf@gmail.com ABSTRACT Educational beliefs and passion are two important factors contributing to teachers' quality in a successful education system. The objective of this study was to identify the correlation between the sub-constructs of educational beliefs and sub-constructs of passion among preservice teachers. The sample consisted of 409 preservice teachers from Malaysia and China. Results demonstrated that Malaysian preservice teachers scored the highest mean for traditionalism whereas the Chinese preservice teachers obtained the highest mean for romanticism. As for passion, the Malaysian and Chinese preservice teachers reported the highest mean in harmonious passion. The findings also revealed significant positive correlations between the sub-constructs of educational beliefs and passion except

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	between progressivism and obsessive passion. Among the Chinese preservice teachers, significant correlations were found between the sub-constructs of educational beliefs and passion except romanticism with passion criteria, romanticism with harmonious passion, progressivism with obsessive passion and lastly traditionalism with obsessive passion. Besides that, the findings also highlighted the correlation between traditionalism and harmonious passion as the strongest for Malaysian preservice teachers and the Chinese preservice teachers. Keywords: Educational Beliefs, Passion, Pre-Service Teachers, Traditionalism, Progressivism, Romanticism, Harmonious Passion and Obsessive Passion
EL Hadj Moussa BenMoussa GICICPLT1611071	**Teaching Literature Using Critical Thinking and Communicative Approaches** **EL Hadj Moussa BenMoussa** **Department of the Art, University of Northampton, United Kingdom** **Elhadj.benmoussa@northampton.ac.uk** **ABSTRACT** **Teaching literature in Algeria encounters many difficulties in how it should be taught. The Algerian government and Ministry of Higher Education both have attempted to develop the way of teaching Literature in order to solve the main problems. Both have asserted that due to the lack of training in previous years of instructors and students. Therefore, teaching Literature still faces problems. However, there are clear differences between teaching literature in the first language (L1) contexts and in second language (L2) contexts (Durant, 1995). This research involves Masters Students of Literature at the University of Ouargla, Algeria. It combines the Communicative Approach, which aims to improve linguistic skills and the Critical Thinking Approach which seek to increase and develop engagement with reading and intellectual thinking in the field of literature (Scriven, 1996). This research aims to explore and develop a deeper insight into teaching literature in the Algerian university context, by combining these approaches and examining how they are and how students perceive and experience the learning process. This study is exploratory research which uses qualitative methods by constructing open-ended questions survey. This research uses four innovative methods such as using the Title and Cover Design of a Book, Using Themes, Sealing a Time Capsule and Guiding student comprehension with four Arabic novels translated into English. The selected novels are classified as postcolonial literature, and concern recent Arabic events. The choice of the novels is mostly based on considering the effectiveness of the Communicative, and Critical Thinking Approaches which both depend on using materials which the students will find of contemporary relevance and be keen to share and discuss. Key words: The Critical Thinking Approach, Communicative Approach, Algerian universities**

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Personality Differences between Males and Females Based on Big Five Factors – An Empirical Study

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ABSTRACT
This paper takes a look at the personality trait aspects that are given through the Big Five personality test. It studies the gender differences present in students between the age group of 18-25. The data was collected through Two-Stage stratified random sampling (N=100, Males=41, Females=59). Descriptive Analysis was done from which a greater personality difference was found in the trait levels of Adjustment and Openness while a lesser difference was found in the levels of Sociability, Agreeableness and Conscientiousness. Females were found to score higher in the traits of Sociability (0.83) and Conscientiousness (0.661), while males scored higher in the traits of Adjustment (0.951), Openness (0.804) and Agreeableness (0.17). The differences were studied at a social level and evaluated keeping in mind the previous findings. These findings help to evaluate the gender differences that occur on a trait level and give a better understanding of social systems that occur between males and females.

Videotaped Story Workshop Method Stimulating UAEU Students' Reading and Innovation

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ABSTARCT
The purpose of this study was to investigate the perceptions of UAE University students about the use of technology and the videotaped story workshop method in conducting their research in English courses and improving their reading in innovative way. This is an example of curriculum and instructional method that integrates the four skills (Speaking, listening, reading and writing) to conduct research. It enables the teacher to engage students of different majors. The method provides means of effective classroom management while actually raising the demand on the students to conduct their research. Students are engaged and enjoy this form of learning. The research method of the study is qualitative which is interviewing 30 students. Content analysis is used to interpret the data. Interview results show students' perceptions. This paper concludes with recommendations to facilitate the use of technology in facilitating reading and research in the field of teaching English language.

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Omamomo Patricia Agboro **GICICPLT1611079**	**Teaching Philosophy to Nigerian University Students: Some Pedagogic Considerations** **Omamomo Patricia Agboro** **University of Lagos, Nigeria** **divineinspiration2001@yahoo.com** **pagboro@unilag.edu.ng** **ABSTRACT** **The dominant strands of pedagogic ideas are often western in origin / orientation. This is the case because of the hegemony of the western world in global academia. For this reason, peculiarities and considerations of context is often swept to the margins as educational thinkers emphasize patently Eurocentric and one-size-fits-all solutions to the problems of effective teaching.** **This paper takes as a starting point the notion that pedagogy must be context specific and pragmatic in its application. It is from this perspective that it focuses on the challenges of teaching philosophy to students in the Nigerian tertiary institutions.** **Philosophy students in Nigeria usually come across philosophy for the first time at the tertiary level. This raises the problem of inadequate exposure. Beyond this, a substantial number of candidates are admitted into the philosophy program based on the Nigerian version of 'affirmative action' which is known as the quota system.** **This paper addresses the problems highlighted above and hosts of other issues as well as provides recommendations that can improve effectiveness of teaching philosophy at the university level.** **Keywords: justice, quota system, pedagogy, federal character**

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