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CONFERENCE PROCEEDINGS

**7th International Conference on Psychology, Language and Teaching
(ICPLT), 9-10 October 2016, Singapore**

9-10 October 2016

Conference Venue

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**8th International Conference on Education, Language and Psychology (ELAP), 9-10 October 2016,
Singapore**

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KEYNOTE SPEAKERS



Dr Sandeep Narayan Kundu

National University of Singapore (NUS), Singapore



Subrata Chattopadhyay Banerjee

RWTH Aachen University, Germany

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 <p>NiclieLandas-Tiratira GICP16085051</p>	<p>Transformational Leadership as a Motivational Resource of Teaching Effectiveness: Mediatlional Pathways via Collective Teacher Efficacy and Teacher Commitment</p> <p>NiclieLandas-Tiratira University of Rizal System/ De La Salle University nick_tiratira@yahoo.com</p> <p>ABSTRACT</p> <p>The study adopted the model of Ross and Gray (2006) showing the relationships of the variables such as the transformational leadership, collective teacher efficacy, and teacher commitment. Teaching effectiveness was added as another variable of the study. It is being hypothesized that transformational leadership could be an antecedent of teaching effectiveness. The relationships of the variables can be explained from the self-determination theory (SDT) specifically the autonomy supportive principle. There were 558 teacher participants out of the 831 total teachers from 10 campuses of the University of Rizal System. The main analysis that was used was the Structural Equations Modeling. The fit of the model was assessed using Chi-square fit statistic, the Single Sample Fit Indices specifically the Joreskog GFI and AGFI , and the Root Mean Square Error of Approximation (RMSEA). The model of the study revealed that the motivational role of transformational leadership has an influence in teaching effectiveness. An autonomy supportive transformational leader can affect teaching effectiveness through collective teacher efficacy and teacher commitment.</p> <p>Keywords: transformational leadership, collective teacher efficacy, teacher commitments, teaching effectiveness</p>
<p>Thi Thuy Nhung Le GICICPLT1608053</p>	<p>English Medium Instruction in Vietnamese universities: Trend or triumph?</p> <p>Thi Thuy Nhung Le University of Newcastle, Australia nhungthithuy.le@uon.edu.au</p> <p>ABSTRACT</p> <p>The dominance of English as a lingua franca has made it the most preferred foreign language internationally. English has traditionally been taught as a subject in itself. However, there is a growing trend to use English as the medium of instruction (EMI) for non-language subjects such as Business, Engineering, and Law. This trend has gained popularity in countries classified as the ‘Expanding Circle’ where English is preferred for economic and cultural reasons (Denham, 1992). In Vietnam, English Medium Instruction has gradually been introduced into a number of university courses/programs. Despite its initial appeal, the effectiveness of EMI remains in question. Since many students and lecturers are unlikely to have an adequate command of English, the implementation of EMI courses/programs may not be producing the desired results.</p> <p>The paper reports on the current state of EMI implementation in Vietnamese</p>

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	<p>universities with a focus on student experiences. It discusses findings based on the surveys with 1,415 students enrolled in EMI courses at four universities in Vietnam. The surveys explore student attitudes towards EMI and identify challenges facing them in EMI courses</p>
 <p>Ameet Raj GICICPLT1608054</p>	<p>A Course in 'English for Teaching' for Elementary Teachers in Sikkim</p> <p>Ameet Raj The English and Foreign Languages University, Hyderabad ameetraj2015@gmail.com</p> <p>ABSTRACT</p> <p>There are many teacher education programmes aimed at preparing 'good' teachers with a component of proficiency improvement in the curriculum but ignore a component for developing and extending their use of English with special emphasis on 'English for Teaching' a concept adapted from Hutchinson and Waters (1991, p.17). Thus, this paper presents a framework of a course in 'English for Teaching' along with sample materials for the elementary teachers in Sikkim both at pre-service and in-service levels. It focuses on the teachers' need of English for use in the classroom and beyond, for talking about their work and teaching in English. The need for the course was established through an analysis of questionnaires and interview both from Student-teacher and Teacher Educator. The course reflects the belief that quality in teachers' learning leads to better learning outcomes in learners' and the prevailing assumption that 'young developing children are like little sponges who soak up everything around them, including languages' (Murphy, 2014), and who at the same time assume their teachers as their role models. Cook (2008) is of opinion that 'an L2 teacher who cannot use a second language may not be the best role model for the students (p.181). A course focusing primarily on 'English for teaching' helps teachers improve their English language and handle issues related to teaching which in turn make the teachers as role models in the classroom and have an impact on English language learning of the young learners.</p>
<p>Richard E. Parcon GICICPLT1608055</p>	<p>TASK-BASED INSTRUCTION IN ORAL ENGLISH: BASIS FOR AN INSTRUCTIONAL MODULE ENHANCEMENT</p> <p>Richard E. Parcon Department of English, Faculty of College of Education, Rizal Technological University, Philippines parconrichard@yahoo.com</p> <p>ABSTRACT</p> <p>Why do students suffer from expressing themselves orally? Students nowadays no longer pay attention to word articulation because for them saying a word is enough to convey a message that they want to say. Thus even some English teachers are not prepared to administer an oral skill task because they find it difficult especially with the use of various techniques in oral task or oral testing. This study aims to evaluate the oral proficiency of the students before and after the exposure in Task-Bases Instruction, determine the difference in the oral proficiency level of the students before and after the exposure in TBI, find the difficulties encountered by learners in using TBI and eventually develop an instructional module in oral English that will serve as a guide to improve the oral</p>

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	<p>proficiency of students towards effective communication. In the conduct of the study, an experimental approach will be used to assess the performance of the learners before and after the treatment to eventually meet the challenges of increasing the standard of speech program, improve pedagogy in teaching speaking and enhance the speaking skill of the students</p>
 <p>Nur Rizky Alfiany Suaib GICICPLT1608056</p>	<p>Evaluation of Reflective Teaching Practice on Pre-Service Teachers (Systemic Functional Linguistics Approach)</p> <p>Nur Rizky Alfiany Suaib Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Kendari, Indonesia rizky.suaib@gmail.com</p> <p>Sitti Nurfaidah Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Sultan Qaimuddin Kendari, Indonesia sitti.nurfaidah.haddad@gmail.com</p> <p>ABSTRACT</p> <p>Reflective practice has been a popular issue in current multilingual teacher education. It is believed to be able to bridge the gap between a teacher's beliefs and classroom practices. Reflective capacities recognize that the teacher should have some understanding on perceptions and judgments based on belief. In addition, being a reflective teacher will enable them to develop into more professional and effective teacher. While the theoretical framework on the reflection practice and reflective capacities has been investigated over the years with compromising results, there does not appear to be any linguistic research into reflective writing, and how its linguistic features could help indicate the writing quality. Thus, using appraisal system within Systemic Functional Linguistics framework can be an alternative method to assist the pre-service teachers to appraise and evaluate themselves. This preliminary research will examine two pre-service teachers' written reflections during their month long placement in primary and secondary schools in Kendari, Indonesia. The content of the reflections will be categorized based on Hatton and Smith's descriptive, dialogic, and critical reflections of reflective writing. The linguistic features of the reflection will be analyzed by SFL's appraisal system of attitude, engagement, and gradation to seek the depth of the pre-service teachers' judgments about performances and outcomes of their teaching practices through their reflective writing. The result of this research will provide initial report about current state of pre-service teachers' quality in Kendari and will be expected to propose a new strategy of teaching reflective writing for pre-service teachers in Indonesia. Keywords: Reflective Writing, Appraisal, SFL</p>

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SuthidaPhonchamniKesaneePimpok
GICICPLT1608057

SUTHIDA PHONCHAMNI KESANEE PIMPOK : THE DEVELOPMENT OF GUIDANCE PROGRAMS TO ENHANCE FURTHER STUDY FOR TRIBAL STUDENTS IN BORDER PATROL POLICE SCHOOL UNDER THE ROYAL INITIATIVE OF HER ROYAL PRINCESS MAHA CHAKRI SIRINDHORN

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ABSTRACT

The education is an influential and important factor in maintaining the sustainable development of country. However, due to the tribal values and lifestyles, most tribal students in Thailand fail to further higher education after the graduation of Grade 6. Therefore, this research aims at the development and experimentation of guidance programs to enhance further study for tribal students in border patrol police school under the Royal Initiative of Her Royal Princess MahaChakriSirindhorn. The population comprises the upper primary school students of border patrol police school under the Royal Initiative of Her Royal Princess MahaChakriSirindhorn, academic year 2015. It is a school under the auspices of Border Patrol Police School Sub-Division 33 in Northern,Thailand. Besides, the sample consists of 30 Grade 5 and 6 students of border patrol police school in the academic year 2015 who join this program willingly and voluntarily. Two research tools are 1) tools for program development: a form for the analysis of contents, principles, directions and methods concerning program development, questionnaire on the attitudes of senior experts and questionnaire on the border patrol police school teachers' opinions towards the implementation of guidance programs, and 2) tools for program development: guidance programs to enhance further study for tribal students in border patrol police school under the Royal Initiative of Her Royal Princess MahaChakriSirindhorn, behavioral observation form, self-assessment form (reflective thinking form and knowledge assessment form). The research results can be summarized as follows:

1. With respect to the development of guidance programs to enhance further study for tribal students in border patrol police school under the Royal Initiative of Her Royal Princess MahaChakriSirindhorn, the suitable one is developed by means of the analysis and synthesis of knowledge from textbooks, documents and research papers concerning the guidance program to enhance further study as well as from senior experts (specialists) in light of principles, concepts and methods in enhancing further study. This program thus includes a) principles, b) objectives and c) processes. In this regard, the said processes consist of a one-hour session of orientation, 1) 6 activities for student preparation (6 sessions - one hour per each activity), 2) 3 activities for further study enhancement (3 sessions - one hour per each activity) and post training activity, 3) results after program participation.

2. The experimentation of guidance programs to enhance further study for tribal students in border patrol police school under the Royal Initiative of Her Royal Princess MahaChakriSirindhorn by The One-Group Posttest-only Design reveals that, after the controlled-group students' participation in the activities for student preparation and in the activities for further study enhancement, their mean

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	<p>scores of knowledge and readiness are found at the moderate level ($\bar{x} = 2.66$ $SD=0.52$) and ($\bar{x} = 6.55$ $SD=1.84$), respectively. It can then be said that the students have acquired the knowledge and understanding of further study after their full participation in those activities according to the specified processes. As a result, the research results reveal the guidance programs to enhance further study for tribal students in border patrol police school under the Royal Initiative of Her Royal Princess MahaChakriSirindhorn are indeed capable for the enhancement of further study for tribal students in border patrol police school.</p> <p>KEYWORDS: Guidance Programs Enhance Further Study Tribal Students Border Patrol Police School</p>
 <p>Apolo S. Francisco GICICPLT1608058</p>	<p style="text-align: center;">The Communicative Competence of the English Language Teachers and the Teaching of English as a Second Language</p> <p style="text-align: center;">Apolo S. Francisco Graduate School, Ilocos Sur Polytechnic State College, Sta Maria Ilocos Sur Philippines francisco.apolo@yahoo.com.ph</p> <p style="text-align: center;">ABSTRACT</p> <p>With the advent of various educational innovations in the Philippine educational system such as the K-12 and OBE and the impact of ASEAN 2015 in the education sector, the importance of English and the demand to teach the learners a working command of English to satisfy various communicative needs in their lives, teachers have felt an urge to acquire certain proficiency in English. Teachers of English recognize that traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence, does not meet the requirements of English learning in an era of integration and globalization. Using a descriptive- documentary/critical/exploratory research design, this study necessitated the participation of forty (40) best English language teachers from the three Department of Education (DepEd) divisions of the province of Ilocos Sur, Philippines. The study assessed the proficiency of the teacher trainees, through the correlation of their scores in pre and post tests during a five-day intensive training dubbed as READ and SPELL. The Communicative Orientation of Language Teaching (COLT) observation scheme by Spada, Fröhlich and Allen (1985) and in depth interviews were also administered to verify the data. Results reveal the strong impact of READ and SPELL training to the teachers in their teaching skills and methodologies, materials development and testing and evaluation. They also admit the significance of communicative language teaching in their respective classroom context.</p> <p>Keywords: communicative competence, contrastive analysis, communicative language teaching, teaching English as a second language</p>
<p>Don August G. Delgado GICICPLT1608059</p>	<p style="text-align: center;">Survey Study of Integrative and Instrumental Motivation in English Language Learning of First Year Students at Naresuan University International College's (NUIC), Thailand</p> <p style="text-align: center;">Don August G. Delgado Naresuan University: Naresuan University International College, English for</p>

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	<p>Business Communication Department, Phitsanulok, Thailand dond@nu.ac.th delgado_don@yahoo.com</p> <p>ABSTRACT</p> <p>Language acquisition without enough motivation is tough because it is the force that drives students' interest or enthusiasm to achieve learning. In addition, it also serves as a students' beacon to achieve their goals, desires, dreams, and aspirations in life. Since it plays an integral factor in language learning, this study investigated the integrative and instrumental motivational level of all NUIC freshmen.</p> <p>In this study, motivation is classified into two types: integrative motivation and instrumental motivation. Integrative motivation towards foreign/second language learning can be considered as the most crucial element in English language acquisition because the learners are driven to learn the target language due to their admiration to the language and culture of the people speaking it. While on the other hand, instrumental motivation is learning the target language for pragmatic considerations. Learners who are instrumentally motivated like to learn the language due to the rewards that it may give.</p> <p>This study concludes that NUIC freshmen are neither integratively motivated nor instrumentally motivated students.</p> <p>Keywords: Motivation, Integrative, Instrumental, Language Acquisition</p>
 <p>Elaine M. Masangya GICICPLT1608072</p>	<p>The Stylistic Pattern of using Songs in African Novels</p> <p>Godwin F. Akpan, Ph.D Department of General Studies College of Education, AfahaNsit akpangody4@yahoo.com</p> <p>ABSTRACT</p> <p>This work sets out to examine the stylistic pattern of using songs in African novels. In the African novels, songs are important ingredient and its preponderance occurrence creates the needed texture in literature. This work relies on Critical Discourse Analysis Orientation to examine, the use of songs by African writers. The data for the study is primarily got from two African writers. The study reveals that apart from the formal language as means of communication, the African literature enjoys abundance use of songs. These songs the study reveals have a pragmasociolinguistic implication in determining the overall meaning intended by the author. This is so because the author's cultural background have a major influence in his/her writing. The folklore tradition is richly employed during the story session. The paper concludes that the African literature will continue to enjoy this trend for a long time.</p>
 <p>Nabeel Paolo M. Gatchalian GICICPLT1608061</p>	<p>A Study on the Relationship between Verbal and Nonverbal Aggressiveness of Children in Conflict with the Law at Molave Youth Home for Juvenile Delinquents in Quezon City and Their Compliance Gaining</p> <p>Nabeel Paolo M. Gatchalian University of the Philippines College of Arts and Letters Diliman, Quezon City nabeel.paolo@gmail.com</p>

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	<p style="text-align: center;">ABSTRACT</p> <p>The researcher aimed to determine the profile (by getting the selected demographic variables), levels of verbal and nonverbal aggressiveness and compliance gaining, and the relationship between the levels of verbal and nonverbal aggressiveness and compliance gaining of children in conflict with the law under Molave Youth Home in Quezon City. With the help of Infante and Wigley's (1986, as cited by Rancer&Avtgis, 2006) Verbal Aggressiveness Scale and Marwell and Schmitt's (1967), the researcher identified the levels of verbal and nonverbal aggressiveness and compliance gaining of the 48 respondents whose ages fell under 15-17 bracket. It was found out that the respondents had 54.8125 or moderate level of verbal and nonverbal aggressiveness and 3.27625 or moderate level of compliance gaining. The two levels were correlated using Pearson-Product Moment Correlation. At alpha level of significance set at .05, findings suggested that there was no significant correlation between (p-value = .1116, r = .21).</p>
 <p>Yangguang Chen GICICPLT1608063</p>	<p style="text-align: center;">Developing pedagogical awareness and strategy in the UK Chinese literacy class</p> <p style="text-align: center;">Yangguang Chen Goldsmiths, University of London, United Kingdom Y.Chen@gold.ac.uk</p> <p style="text-align: center;">ABSTRACT</p> <p>Expertise in Chinese is becoming increasingly desirable for young people in the UK to aid their participation in the global economy and the intercultural understanding. Since this new millennium, Mandarin Chinese has been introduced to the English secondary school curriculum in both independent and state sectors within the education system. Meanwhile, Chinese continues to be taught in weekend community schools. This means Chinese is either acquired as a heritage language or learnt as a foreign language. As the teaching of Chinese in UK schools continues to grow, there is an urgent need to gain a clearer understanding of the particular challenges involved in studying a language that differs in such fundamental ways from English, and to investigate pedagogies that will aid the learning process.</p> <p>Due to the nature of Chinese orthography, and amongst these challenges, none is greater than those posed by the Chinese literacy system. Teachers in both UK schools and community-run heritage-language Chinese classes have to make this complex linguistic system accessible to their students. This research study draws on classroom observations and teacher interviews in mainstream and community contexts in London. The innovative part of the study is that as well as identifying various issues involved in enabling UK school students with no background in Chinese to develop literacy skills in the language, it draws on a range of strategies being developed in community-run Chinese classes. The study will thus enhance theoretical understanding of both applied linguistic and socio-cultural aspects of Chinese as an additional or foreign language, an emerging field that is not well explored.</p>

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 <p>Heri Kuswoyo GICICPLT1608064</p>	<p>Language Shift & Maintenance of Javanese Diaspora in Lampung Province, Indonesia: Problems and Prospects</p> <p>HeriKuswoyo Higher School of Foreign Language Teknokrat Lampung, Indonesia heri@teknokrat.ac.id</p> <p>ABSTRACT</p> <p>Language shift and language maintenance is like two sides of a coin. One side of the coin is a language that cannot be shifted by another language because its users constantly use it to carry out their daily affairs. On the other side of the coin is a language that can be shifted by another language because the speakers are not likely to use it anymore. This condition can be seen in the Javanese Diaspora who lives in Lampung province, Indonesia. The aim of this research is to explore how language shift occurs in that society and how Javanese Diaspora maintains their language. Observation, intensive interview and reference study are used in this research. Furthermore, the result of the research also was recorded by taking notes and recording by using mobile phone or digital camera. In addition, intensive interview was carried out to home domain, neighborhoods, market, office and social activities such as ceremony, religious practices etc. Analysis is done by Sociolinguistics approach. The result of analysis is descriptively done. The results indicate that Javanese Diaspora presented sign of language maintenance. Besides, Javanese Language was still used in almost all communication domains and socio-religious activities. The results also show there has been a shift among Javanese towards Lampungnese.</p> <p>Key Words: Language shift and maintenance, identity, society, sociolinguistics, and diaspora.</p>
 <p>IngatanGulö GICICPLT1608065</p>	<p>Li Niha in the Hands of Bloggers: Better or Worse?</p> <p>IngatanGulö STBA Teknokrat, Indonesia atan@teknokrat.ac.id atan0701@gmail.com</p> <p>ABSTRACT</p> <p>Li Niha is a language spoken mostly in Nias island that lies at the west cost of Sumatera, Indonesia. This language is unique both phonologically and syntactically. However, it is in danger of extinction due to the use of Indonesian or Bahasa Indonesia as the official language of the country and the speakers' negative attitude towards the language. A few people, thus, are trying to teach or describe the language on personal websites or blogs with the purpose of preventing the language of being endangered or extinct. As most of these bloggers are common people, instead of describing the language in a grammatically acceptable way, they unintentionally mislead the readers. They event provide ungrammatical examples. The researcher thus conducted the study by gathering data from websites or blogs and identify the errors that misinform the readers. The result of this research shows that the mistakes found vary in aspetes; from writing system to grammatical rules.</p>
<p>Samanik GICICPLT1608067</p>	<p>Implementing Contextual Approach to Improve EFL Learners' English Speaking Skill</p>

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	<p style="text-align: center;">Samanik Department of English, STBA Teknokrat, Indonesia stba.teknokrat@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>This writing is correlated with English teaching material development, Contextual Teaching Learning (CTL). CTL is believed to facilitate students with real world challenge. Contextual Teaching and Learning is identified as a promising strategy that actively engages students and promotes skills development. It is based on the notion that learning can only occur when students are able to connect between content and context. It also helps teachers link between the materials taught with real-world situations and encourage students to make connection between the knowledge possessed by its application. Besides, it directs students to be critical and analytical. In accordance, this paper looks for the opportunity to improve EFL learners' English speaking skill through tour guide presentation. A single case study will be conducted to highlight EFL learners' experience of doing tour guide presentation in the English class room setting. The writer assumes that CLT will contribute positively to EFL learners' English speaking skill.</p> <p>Key Words: English Speaking Skill, Contextual Teaching Learning, Tour Guide Presentation.</p>
 <p>Okon Etetim Ekaeba GICICPLT1608068</p>	<p style="text-align: center;">Lawrence Kolberg's Theory of Moral Development and Education: Implication for Value Teaching in Elementary Education</p> <p style="text-align: center;">OkonEtetimEkaeba College of Education, AfahaNsit Akwa Ibom State, Nigeria. okonekaeba4u@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>This paper focuses on the issue of moral development in children through the teaching of values and how best teachers can be equipped to become morally accountable professionals who can create an atmosphere where learners are encouraged to exhibit ethical behaviours. Using Lawrence Kolberg's theory of moral development and education, explanations are made on how this theory is crucial in behaviour modification of young children in formal schooling, its implication in the teaching of values to children and the need for teachers of young children to be knowledgeable in the application of the principles of this theory during the course of transmitting acceptable morals to the learners as education is expected to produce such children with acceptable moral values for the peace and betterment of any society. Based on this discourse, it is recommended among others that teachers should present examples worthy of emulation and acceptable to the society as a whole to the child; that teachers should be better equipped to diffuse problematic situation in the classroom or playgrounds in a more humane way thereby fostering understanding, cooperation and tolerance. Any behaviour that is contrary to the acceptable norms of the society should be discouraged.</p>

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Lampungneses' Language Attitudes Toward Their Mother Tongue In Public Daily Conversation

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ABSTRACT

Taking a look on the diversity of inhabitants' tribes existing in Lampung (a province in Indonesia) and tendency that native speakers of Lampung language prefer using Bahasa Indonesia to their mother tongue language in public place; the researcher tries to dig out this phenomenon deeply by considering some factors faced, such as economy, family, friends and environment. Furthermore, this study was also inspired by data showing that the population in Lampung right now is 7,4 million people while the native speaker is only 1 million people. Thus, this study aims to clarify the language attitudes of Lampungnese toward their own local language and to show how threatening this condition is toward the existence Lampung language.

To clarify and get closer to that phenomenon, this study employs qualitative method and interview. The objects of this study will be 100 students of Teknokrat Higher School of Foreign Language (STBA), Lampung, Indonesia. There are some criteria of the object as the participants in this research so that the data collected are from the pure natives speaker of Lampung language.

The result of this reserch will show the root problem of the tendency and the alternative ways to prevent the extinction of Lampung language.

Key words: Sociolinguistics, Language attitude, Lampung language, Lampungnese



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Effective Integration of ELT Methodologies for Literature Classes

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ABSTRACT

The study of literature does not only make one a mere reader, rather it nurtures one's hidden potential to be an interpreter, a critic and an analyst. It also fulfills one's aesthetic, humanistic and educational zeal. In the literature classes, the learners are supposed to be benefitted not only to gain literary competence but also for linguistic and foreign language skills development. However, the literature classes here in Bangladesh need to be investigated whether the methodologies applying at present are sufficient to have the optimum output or not. If I consider my own experience as a university student of English literature and later as a faculty of English I know how English literature classes operate in Bangladesh. I have also realized with time and experience that teaching of literature in different contexts requires different methodologies. So, there are times when the literature teacher becomes a language teacher using the methodologies of ELT. This paper, thus, aims at showing the pure literature

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	<p>classes where the teachers use the ELT methodologies with a view to making the class understandable, learner-centered, more functional and more effective.</p>
 <p>Elaine M. Masangya GICICPLT1608072</p>	<p>Empowering University Students through Feedback</p> <p>Elaine M. Masangya College of Education Arts and Sciences, English and Literature Program, National University Manila, Philippines elaine.masangya@gmail.com</p> <p>ABSTRACT</p> <p>Feedback is a very powerful administrative tool in order to determine how one affects others. In educational institutions like universities – be it public or private – students are always considered as the one of the key stakeholders and most important clientele. Thus, it is essential that their voice be heard about issues concerning them. In this regard, this study aims at involving the students, as stakeholders, in identifying areas for improvement concerning university-offered services, and campus facilities. 1,237 students evaluated the performance of 13 university offices through a survey questionnaire, devised by the Office of the Student Affairs. They were also asked to give suggestions for improvement, and comments on the services they received. Results showed that students generally perceived the performance of all surveyed offices as ‘fair.’ In conclusion, analysis of the overall ‘fair’ rating revealed that students appear to be discontented with the services they received, yet, they seem to be hopeful that the administration will respond positively to their assessment given their comments and suggestions. Accordingly, by soliciting student feedback, students are consequently empowered to advance positive changes in their learning environment giving them a sense of responsibility and belongingness to the community they are in.</p> <p>Keywords: student feedback, student empowerment, service assessment</p>
<p>Reynaldo Joshua Salaki GICICPLT1608073</p>	<p>Online Learning As A Paradigm Of Learning In Higher Education</p> <p>Tini Moge Manado State University, Manado, Indonesia tinimogea@gmail.com</p> <p>Reynaldo Joshua Salaki Manado State University, Manado, Indonesia salakireynaldojoshua@gmail.com</p> <p>ABSTRACT</p> <p>The Role of Information and Communication Technology is currently very influential in supporting the various activities undertaken by humans. Universities as a place to produce great human resources constantly looking for innovations to how it can be generate good quality resources through qualified teaching staff, support facilities, and even methods of learning of interest to learners. Good learning process certainly affect the learning conditions of students. In answer to the current challenges must be found appropriate solutions and to answer the needs that exist. Online learning is a learning paradigm that is currently used by college as a one of the solutions in the learning process is carried out in universities. Online learning as based learning online provides convenience in the process of teaching and learning to lecturers and students at</p>

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	<p>the University. Keywords Learning, Media, Online Learning, Higher Education.</p>
 <p>Farzana Parveen GICICPLT1608074</p>	<p>A Comparative Study of Spirituality and Psychological Well-Being among Senior Secondary Male and Female Students</p> <p>Farzana Parveen1 Research Scholar, Department of Psychology, Aligarh Muslim University, Aligarh 222farzana@gmail.com</p> <p>ShahinaMaqbool Professor, Department Of Psychology, Aligarh Muslim University, Aligarh</p> <p>ABSTRACT</p> <p>Now a day's most of the researchers focused on adolescents that were the most crucial and critical stage of their life's. In this study we want to know to what extent does spirituality and psychological well-being plays a vital role in adolescent's life, and to what extent both were correlated. The first objective of the present study is to examine difference between the mean scores of male and female students on spirituality and Psychological well-being. The second objective of this study is to find out the relationship between Spirituality and Psychological Well-being. The participants of the present study comprised N=100 students which is further divided n=50 male and n=50 female and they were from senior secondary schools and recruited from Metropolitan cities, their age ranged from 13 to 18 years. Data were collected through Spirituality questionnaire and Psychological well-being questionnaire. Results showed that there was insignificant difference between male and female students on spirituality and significant difference between male and female students on psychological well-being. Relationship showed that there was positive correlation between spirituality and psychological well-being. Result was analyzed by SPSS version 20.0 software. Insignificant difference was found between males and females students on Spirituality and significant difference showed between males and females students on Psychological well-being. There were positive correlation between Spirituality and psychological well-being. Keywords: Spirituality, Psychological well-being, Males, Females</p>
 <p>Mehrdad Haji Hasani GICICPLT1608075</p>	<p>The Effectiveness of Increased Psychological Empowerment Group Model in children of divorce</p> <p>Mehrdad Haji Hasani Assistant professor in counseling, Sharekord University. Iran mehrdadhajhasani@gmail.com</p> <p>ABSTRACT</p> <p>Objective: Current study was aimed at investigating the effectiveness of increased psychological empowerment group model in divorce children. Method: This study benefited from a post-test control group design within a quasi-experimental method. Statistical population of the study consisted of male adolescents from</p>

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	<p>divorced families residing in Eslamshahr and Shahriyar cities (Tehran province's counties). The study sample consisted of 16 children of divorce selected through available sampling and assigned randomly to control and experimental groups. The experimental group was subjected to nine one-and-half- an hour group intervention sessions. The control group did not receive any intervention. To collect the data, Haji Hasani et al.'s (1394) psychological empowerment questionnaire was used. Findings: To analyze the data, multivariate analysis of variance test was used. Results showed that increased psychological empowerment group model is effective in increasing such components as competence, meaningfulness, self-concept, belonging and trust ($P < 0/01$). Discussion: Children of divorce participating in psychological empowerment intervention model sessions succeeded to overcome the negative effects of parental divorce through learning new skills. It is recommended that parents, school counselors and educational authorities benefit the study findings in order to help increase the adjustment in children of divorce. Keywords: psychological empowerment model, children of divorce.</p>
 <p>I Yun Ting GICICPLT1608076</p>	<p>An Investigation of the Relationship between Junior High School Students' Sense of Self and Parents' Education Levels</p> <p>I Yun Ting & Wen Cheng Institute of Education, National Sun Yat-sen University, Taiwan i2385079@yahoo.com.tw</p> <p>ABSTRACT</p> <p>This study examined the associations between junior high school students' sense of self and their parents' education levels. The study included 908 participants from four junior high school in Kaohsiung, Taiwan. ANOVA analyses were applied and revealed that father's and mother's education levels both have significant effects on students' sense of self, but there was no significant interaction. Specifically, students whose father's education level was lower than junior high school had stronger sense of self than did those whose father's education level was higher than university. That means when fathers have lower education level, the students might have stronger sense of self. However, mothers' education level had different effects. Students whose mother had education level on college had stronger sense of self than those whose mother had education level lower than junior high school. That is, when mothers' education level tends to be higher, junior high school students would be more aware of who they are, and can distinguish their own ideas from others, such as knowing their own goals of learning. The findings could help parents and educators gain more insights of the relations between parent's education level and teenagers' sense of self. Keywords: education level, sense of self</p>
 <p>Syafryadin GICICPLT1608077</p>	<p>Speech Training with Systematic Desensitization in reducing Students Speech Anxiety</p> <p>Syafryadin English Departmenet, UNUGIRI Bojonegoro, Indonesia syafryadin2011@gmail.com</p> <p>ABSTRACT</p> <p>This study was designed to investigate the effectiveness of Speech Training with</p>

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	<p>Systematic Desensitization to teach speaking for low and high anxiety students in alleviating students' speaking anxiety and speaking competence hindrances. This study used quasi experimental design. The population of this study was all fourth semester students in the English Department of Universitas Muhammadiyah Kendari in academic year of 2015/2016. The instruments of this study were speech test, anxiety test, observation checklist, interview guideline and note taking. The data were analyzed quantitatively and qualitatively. The findings of this study were Speech Training with Systematic Desensitization Technique (A1) was more effective than ABC Model Technique (A2) in enhancing the students speaking competence. It was proved that A1 (79.08) is higher than the students trained by using A2 (78.15). Keywords: Speech training, anxiety</p>
 <p>Novie Grace C. Duquilla GICICPLT1608080</p>	<p>PSYCHOPATHY AND FACIAL EMOTION RECOGNITION ABILITY AMONG VIOLENT CRIME OFFENDERS</p> <p>Novie Grace C. Duquilla The Graduate School, University of Santo Tomas novitaduquilla21@gmail.com</p> <p>Dr. Joy R. Tungol The Graduate School, University of Santo Tomas joyrigonan@yahoo.com</p> <p>ABSTRACT</p> <p>Psychopathy is a complex clinical construct associated with impaired ability to process emotional information (Hare & Neumann, 2008). According to the Violence Inhibition Mechanism Model of Blair (2001), social beings possess a mechanism for the control of violence through the help of distress cues such as fear and sad facial expressions. However, a psychopathic individual's learning system concerning emotionally-loaded stimuli is disrupted such that cues do not inhibit violent behaviors. To test the association, the authors assessed one hundred (100) male violent crime offenders from Maximum Security Compound through the use of Self-Report Psychopathy Scale-Short Form and Montreal Set of Facial Displays of Emotion. In a computer task using standardized Asian photo series from MSFDE, participants were asked to identify different facial expressions (anger, happy, sad, fear, disgust, shame) in different intensity levels (20%, 40%, 60%, 80%, 100%). Results showed that participants were more likely to recognize positive facial expression than the negative ones and less accurate for the identification of low-intensity emotions. The interpersonal factor of psychopathy was found to have a significant association with reduced accuracy in identifying sad facial emotion. Regression analysis revealed that misidentification of sad facial expression predicts interpersonal factor of psychopathy. The results are partially supportive of the VIM Model. Nonetheless, the current findings raise questions when it comes to the cultural limitations of the said association. Keywords: Psychopathy; Facial emotion recognition; Anti-social personality</p>

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The Relationship Between Teacher Efficacy and Attitude towards Inclusive Education in Private Elementary School: A Study Based on Teaching Experiences

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ABSTRACT

It has been argued that teacher efficacy and attitude towards inclusive education have positive effect for the successful of inclusive education. Both teacher efficacy and attitude towards inclusive education are influenced by teaching experiences. This study is aimed to analyze the relationship between teacher efficacy and teacher attitude toward inclusive education reviewed by teaching experiences in private elementary school in Jakarta and Depok. 97 private elementary teachers are involve in this research. This quantitative study uses Teacher's Sense of Efficacy Scale (TSES) to measure teacher efficacy and Multidimensional Attitudes Towards Inclusive Education Scale (MATIES) to measure teachers attitude. The result reveals that there is significant positive correlation between teacher efficacy and teacher attitude towards inclusive education ($r(97)=.321, p<.01$). it shows that when the teachers have high efficacy about their competence so the more positive their attitude towards inclusive education. In the other side, the relationship between two variables when reviewed by teaching experiences are various. This study also shows there is no differences in teacher efficacy ($F(94)=.212, p>.05$) and teacher attitude ($F(94)=.335, p>.05$) for the teacher with different teaching experiences. This study reveals that teacher with different teaching experiences have same belief about their competence as a teacher and have same attitude toward inclusive education.

Keywords: teacher efficacy, teacher attitude, inclusive education, private elementary school



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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

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	<p>are not aware of certain grammatical categories like articles, preposition, clauses 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.</p> <p>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.</p> <p>Keywords: Commonwealth nations, syntax, accent, encounter, pedagogy</p>
<p>Galih Ratna Puri Palupi GICICPLT1608085</p>	<p>The early adult-marriages of undergraduate students (phenomenological study)</p> <p>GalihRatnaPuriPalupi Department of Psychology, Faculty of Medicine UniversitasSebelasMaret Surakarta Indonesia ratnagalih2504@yahoo.com</p> <p>AlifahNurIstiqomah Department of Psychology, Faculty of Medicine UniversitasSebelasMaret Surakarta Indonesia alifapranata@gmail.com</p> <p>Nanda AmalinaHatmi Department of Psychology, Faculty of Medicine UniversitasSebelasMaret Surakarta Indonesia nandabismillah@gmail.com</p> <p>RizykaEndahSitorini Department of Psychology, Faculty of Medicine UniversitasSebelasMaret Surakarta Indonesia rizykaqk@gmail.com</p> <p>Ika Hana Pertiwi Department of Psychology, Faculty of Medicine UniversitasSebelasMaret Surakarta Indonesia</p>

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ABSTRACT

The phenomenon of early adult-marriages of undergraduate students are becoming more frequent. According to psychosocial development by Erikson, this early adult of undergraduate students are in intimacy versus isolation phase. In married life, they have responsibilities to be the leader of family and breadwinner as a husband. As a wife, they play as homemaker and major role in parenting. In academic life, they participate to give active contributions in education, doing research, or community services. The dual role as a student and as a husband or wife raises questions in the minds of researchers. The purpose of this study was to know how the phenomenon of early adult-marriages of undergraduate students. The subjects are six undergraduate students (three wives and three husbands) selected using purposive sampling which seeks for informants are required. Data collecting technique was done by depth interview and observation. Results of preliminary studies show as the following, first, most men start to get married when a student does not have a pattern role remains as a husband, they still have the desire to be free and have not been able to earn a living, second, women students experiencing problems related to cultural differences between family, and adjustments to the parents in law. These results can be used as a consideration for both men and women early adulthood who want to get married when a student active undergraduate studies.

Keywords: early adult-marriages, the dual role , undergraduate studies



Mahmood Yenkimaleki
GICICPLT1608086

Explicit teaching of segmentals and suprasegmentals: Which one would yield better results on developing listening comprehension skills for interpreter trainees? An experimental study

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ABSTRACT

The present study investigates the effect of explicit teaching of segmentals and suprasegmentals on developing listening comprehension skills for Farsi-English interpreter trainees. Three groups of student interpreters were formed. All were native speakers of Farsi who studied English translation and interpreting at the BA level at the University of Applied Sciences in Tehran, Iran. Participants were assigned to groups at random, but with equal division between genders (7 female and 7 male students in each group). No significant differences in English language skills (TOEFL scores) could be established between the groups. Participants took a pretest of listening comprehension before starting the program. The control group listened to authentic audio tracks in English and discussed their contents, watched authentic English movies, discussed issues in the movies in pairs in the classroom. The first experimental group spent part of the time on theoretical explanation of, and practical exercises with, English suprasegmentals. The second experimental group spent part of the time on theoretical explanation of, and practical exercises with, English segmentals. The total instruction time was the same for all the groups, i.e. 12 hours. Students then took a posttest in listening

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	<p>comprehension skills. The results show that the explicit teaching of segmentals significantly improved the students' listening comprehension skills more than that of the other groups. These results have pedagogical implications for curriculum designers, interpreting programs for training future interpreters, material producers and all who are involved in language study and pedagogy. Key words: Listening comprehension skills, segmentals, suprasegmentals, interpreter trainees, curriculum designers</p>
 <p>Ruwandika Perera GICICPLT1608062</p>	<p>Principals and teachers perceptions about the impact of school conditions on early adolescents' motivation and engagement in learning and motivating practices in low socio-economic districts in Sri Lanka</p> <p>Ruwandika Perera PhD candidate, University of New England, Armidale, Australia, rperera4@une.edu.au</p> <p>Tanya Hathaway Lecturer in Higher Education, University of New England, Armidale, Australia, thathawa@une.edu.au</p> <p>ABSTRACT</p> <p>In Sri Lanka, a significant proportion of junior students fail to complete their education and withdraw early from secondary school. This is particularly true of students in low socio-economic districts. This inquiry sought to investigate principal and teacher perceptions of the school-related conditions and motivating practices that contribute to early adolescents' motivation and engagement in learning. The study used a qualitative research design. Participants were recruited from ten government schools, representing type two schools, (Five from each Sinhala and Tamil medium), located in Moneragala and NuwaraEliya districts in Sri Lanka. Ten principals and ten teachers agreed to participate in semi-structured interviews. Thematic analysis was used to analyse the data and the theoretical construct of Self-determination theory (SDT) was applied to interpreting the data. The results inform two main themes in relation to the school conditions that impact students' motivation and engagement in learning: (1) impact of human conditions and (2) impact of physical conditions. Regarding the practices taken to increase motivation and engagement in learning, three themes were emergent: (1) parent awareness, (2) individual support and (3) short term initiatives. First, it can be concluded that numerous problems exist in relation to school conditions, and second that the practices of principals and teachers do not successfully address these problems, particularly in Tamil medium schools. It is suggested that, evidence-based intervention programmes be implemented in the most seriously affected schools to increase student motivation and engagement in learning, and slow attrition rates. It is imperative that future research extends to examine early adolescents' motivation and engagement across different subjects.</p> <p>Keywords: Early adolescents, Motivation and engagement, School related conditions, Motivating practices</p>

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Online Learning: The Impact On Students' Knowledge Construction

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ABSTRACT

Online learning has become one of the most popular higher education alternatives as it has positive impact on students' learning. This study explores students' knowledge construction in an online learning environment. The primary focus of this study centres on how participants communicate via email incorporating process writing approach and pair work activity. The data for this study embraces the email messages and writing assignments. Findings are that participants' knowledge construction process transpired from an interactive process focusing on three main categories: questions, clarification and support. The findings will contribute to the development and testing of the efficacy and flexibility of process approaches to ESL writing instruction through online learning. The study offers positive views for further study to be explored in order to attain a better understanding of how learners interact and construct knowledge in an online learning environment.

Keywords: online learning, email discussion, knowledge construction, interactive



Hui Min Lin
GICICPLT1608079

The Correlation between Bem's Gender Roles and the Occupational Gender Stereotypes

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ABSTRACT

The Bem Sex Role Inventory (BSRI) was constructed and used to classify individuals' characteristics into four categorizations: masculine, feminine, androgynous and undifferentiated. Since the occupational gender stereotypes has been the focus of the labor research, the aim of the study is to discuss whether the occupational gender stereotypes exist in the public by adopting Bem's revised inventory. Although the division of work for males and females varies from places and time, some occupations are still dominated by a specific gender. This study involved a survey, comprised of the questionnaire concerning the occupational gender orientation and Bem's gender roles. Based on the occupational gender orientation, we calculated each participants' gender stereotypes score (a higher score indicates stronger gender stereotypes.). There were 189 valid questionnaires including 61 male and 128 female participants with working experience. The moderated multiple regression (MMR) was used to analyze whether there was any significant interaction of Bem's masculine scores and feminine scores on the occupational gender stereotypes. The results indicated that the feminine scores could significantly predict the occupational gender stereotypes ($p=.032$). In summary, when the participants' feminine scores were high, the occupational

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	<p>gender stereotypes became even more clear, showing that they had stronger gender stereotypes; however, the masculine scores did not predict the occupational gender preoccupations. The findings indicate individuals' feminine trait is significantly related to the gender stereotype.</p> <p>Key words: Bem's gender roles, occupational gender stereotypes, stereotypes</p>
 <p>Kie Ling Tang GICICPLT1608081</p>	<p>The Moderating Effect of Sense of Self on Intrinsic and Extrinsic Learning Motivations among Senior High School Students in Taiwan</p> <p>Kie Ling Tang Institute of Education, National Sun Yat-sen University, Taiwan Evelyn_tang90@hotmail.com</p> <p>Wen Cheng Institute of Education, National Sun Yat-sen University, Taiwan</p> <p>ABSTRACT</p> <p>This study focuses on senior high school students' sense of self and their intrinsic and extrinsic motivation. 1178 students from the 10th grade to 12th grades within 4 senior high schools in Kaohsiung were included. A moderated multiple regression model was conducted to investigate whether the relationship between intrinsic and extrinsic motivation moderated by an individual's degree of sense of self. The results indicated that overall model and each independent predictor of the model were significant, but the interaction was not significant. The result suggested that intrinsic and extrinsic motivation positively correlated with each other regardless of individuals' degree of sense of self. That is, the senior high school students with high intrinsic motivation had stronger extrinsic motivations. They were motivated to learn by their own intrinsic interests and curiosity as well as the external rewards. However, sense of self significantly predicted individuals' extrinsic motivation. Specifically, individuals with a weak sense of self would have stronger extrinsic motivation compared to those with a strong sense of self. It indicates when individuals have an unclear sense of who they are and do not understand their own thoughts and feelings well, they are more likely to be motivated by extrinsic incentives. The findings could lead to a greater understanding between intrinsic and extrinsic learning motivations with adolescents' sense of self.</p> <p>Keywords: Sense of self, intrinsic motivation, extrinsic motivation</p>
 <p>Rana Rashid Rehman GICICPLT1608088</p>	<p>Individual's Leadership and Decision Making Styles: A Study of Banking Sector of Pakistan</p> <p>Rana Rashid Rehman School of Management Sciences, Quaid-i-Azam University Islamabad, Pakistan.</p> <p>ABSTRACT</p> <p>The present study investigate the leadership styles and their potential influence on individual decision making styles in banking sector of Pakistan along with the role of emotional intelligence in predicting the relationship between leadership's styles and decision making styles. Questionnaire method is employed to collect data from employees working in the banking sector mainly located in two cities i.e., Islamabad and Rawalpindi, Pakistan. A total of 250 questionnaires were</p>

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	<p>distributed from which 153 were received back with a response rate of 61.2 percent. Simple regression analysis and multiple hierarchal regression models are utilized to test the study hypotheses. Results showed that transformational leadership positively predicts rational, intuitive, dependant and spontaneous decision making styles. Transactional leadership styles predicted rational, dependant and spontaneous decision making styles while laissez-faire decision making style predicted avoidant and dependant decision making styles. Results also described that among leadership and decision making styles, transformational and rational decision making styles are the most preferred styles of banking sectors' employees. Findings of the study further concluded that emotional intelligence moderates the relationship among transformational leadership, transactional leadership, rational and dependant decision making styles. The research findings of the present study could be utilized by professionals, practitioners and academics for the quality improvement of banking sector in Pakistan.</p> <p>Keywords: Banking sector, decision-making styles, emotional intelligence, leadership styles</p>
 <p>Dr. Sukardi Weda GICICPLT1608090</p>	<p>SYNTACTIC VARIATION OF MAKASSARESE, A MEMBER OF THE SOUTH SULAWESI GROUP OF LANGUAGE IN AUSTRONESIAN GREAT FAMILY, CLASSROOM LANGUAGE ASSESSMENT</p> <p>Sukardi Weda Universitas Negeri Makassar sukardi.weda@unm.ac.id</p> <p>ABSTRACT</p> <p>Makassarese belongs to the member of the South Sulawesi group of the great family of Austronesian languages of Indonesia which is spoken by 2,130,000 (2000 census). L2 users: 400,000. Ethnic Chinese speakers. Many ethnic Chinese speak Makassar dialect as L1 (Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2015). Their homeland is South Sulawesi but many of them live in other provinces in Indonesia. Makassarese has two basic sentence patterns in terms of its syntactic variation, they are SVO and VSO. In Makassarese, pronoun 'I' has two forms, independent pronoun 'Inakke' (I) and ergative pronoun '-ka' (I). Makassarese speakers employ some sentence patterns and pronouns with various purposes and functions. One of the purposes is for pragmatic reasons, that is politeness, in which the Makassarese speakers use various expressions in morphosyntax (lexicon and syntax) showing their identity. Eventhough, the Makasserese speakers employ a wide variety of expressions or utterances, they are mutually intelligible. Examples of their expressions are: Nakke annulisi' sura' mange ri amma'ku ri kampung (I write a letter to my mother in the village) and Annulisi'ka' sura' mange ri ammakku ri kampung (I write a letter to my mother in the village)</p> <p>Key terms: Syntactic variation, constituent order, Makassarese</p>

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**Effect of Facial Expressions at Encoding and Retrieval on
Facial Identity Recognition Memory**

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ABSTRACT

Previous researches had examined the effect of expressions at training and found a happy face advantage in long-term memory of facial identity. However, not that many researches focused on the other two factors: the effect of expressions at test and interaction between expressions at training and test. Therefore, in the present study, we employed an old/new recognition paradigm to test the effect of all three factors on long-term memory of identity. Participants were shown happy and angry faces at training and tested with happy, angry and neutral face. Contradicting with previous research, we found no effect of expressions at training, but found an effect of expression at test. When a face showed consistent expressions throughout training and test, long-term memory of facial identity was robust. When facial expression changed from training to test, accuracy dropped. However, we found that transferring to neutral expressions at test caused higher impairment than transferring to opposing valence expressions. Explanations were later discussed.

Keywords: facial expression, recognition memory, old/new recognition task, mood-dependent memory, happy face advantage

**Effect of Color-Chinese Characters Conjunctions on Change Detection
Accuracy:
Integrated Object-Based Model versus Independent Feature-Based Model**

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ABSTRACT

Integrated object-based model suggests that when features bind, there will be no trade-off in VSTM capacity because of object-based benefit. Independent feature-based model suggests the opposite; when features bind, there will be a trade-off in VSTM capacity because of perceptual complexity increase. In the current study, change detection paradigm was used to compare the two viewpoints and the effect of additional feature, color, on accuracy in change detection task. In the experiment, we conjoined Chinese characters with color into one object and compare the performance of participants in colored Chinese characters to the control where it was black Chinese characters. The accuracy in change detection task showed that performance in color condition and black condition has no significant difference. Thus, integrated object-based model seems to be a more viable explanation. However, there are other systematic errors that could arise from our design to may reduce the plausibility of integrated object-based model.

Keywords: visual short-term memory, change detection task, Chinese characters, integrated object-based model, independent feature-based model

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- » 13th International Conference on Linguistics and Language Research (ICLLR), 24-25 May 2017, Lisbon
- » 14th International Conference on Psychology and Behavioural Sciences (ICPBS), 15-16 June 2017, Singapore
- » 14th International Conference on Linguistics and Language Research (ICLLR), 15-16 June 2017, Singapore

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- » 15th International Conference on Psychology & Behavioural Sciences (ICPBS),
22-23 June 2017, Kuala Lumpur, Malaysia
- » 15th International Conference on Linguistics & Language Research (ICLLR),
22-23 June 2017, Kuala Lumpur, Malaysia
- » 16th International Conference on Psychology & Behavioural Sciences (ICPBS),
13-14 July 2017, Bali, Indonesia
- » 16th International Conference on Linguistics & Language Research (ICLLR),
13-14 July 2017, Bali, Indonesia

- » 17th International Conference on Psychology & Behavioural Sciences (ICPBS),
20-21 July 2017, Bangkok, Thailand
- » 17th International Conference on Linguistics & Language Research (ICLLR),
20-21 July 2017, Bangkok, Thailand
- » 18th International Conference on Psychology & Behavioural Sciences (ICPBS),
08-09 June 2017, Rome, Italy
- » 18th International Conference on Linguistics & Language Research (ICLLR),
08-09 June 2017, Rome, Italy

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