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**CONFERENCE PROCEEDINGS**

**10th International Conference on Psychology, Language and Teaching  
(ICPLT), 20-21 February 2017, Dubai, United Arab Emirates**

20-21 February 2017

Conference Venue

Flora Grand Hotel, Near Al Rigga Metro Station, Deira, Dubai, United Arab  
Emirates

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**KEYNOTE SPEAKER**



**Prof. Dr.N. B. JUMANI**

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**Professor of Education and Dean Faculty of Social Sciences, International  
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| <p style="text-align: center;"><b>Irin Sultana</b><br/><b>GICICPLT170101</b></p>     | <p style="text-align: center;"><b>Treatment of Marxism and American Depression in Clifford Odets's Waiting for Lefty</b></p> <p style="text-align: center;"><b>IRIN SULTANA</b><br/>Lecturer, Department of English<br/>King Khalid University, KSA</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>In the world of depression, where meaning either vanishes or proliferates beyond understanding; undoubtedly, drama plays a vital role in such milieu. It is the only device, by which the characters can hope to know or control the world outside them. In 1930s, was evoking the turbulent where American Depression spread out; there was also class distinction in that time. Clifford Odets' Waiting for Lefty is probably one of the best-known plays where he neatly summarizes his belief in the sanctity of workers and their right to fair employment. He dealt with the disintegration of a middle class family caused by the depression. Odets' works are the outcome of American Depression. With its leftist philosophy and realistic conflicts, this play depicts the search by working class characters for a place in modern society. This article is an attempt to show how the view of Marxism influenced the play and how the characters were depressed by the capitalism day by day in that time. I will examine how they suffer from depression by their capitalist from Marxist point of view. I will also explain how the American Depression is reflected in the writings of Clifford Odets, replicating the experience of Americans in the time in which the playwright is living. This paper will also demonstrate that the working class of the world would feel an urge to rise up in order to fight for their better living step by step since Odets' plays speak to a deeper level of the audience's mind.</p> |
| <p style="text-align: center;"><b>Hanaa Berrezoug</b><br/><b>GICICPLT1701052</b></p> | <p style="text-align: center;"><b>Ocular Traumatic Encounters and the Specular Definition of the Cogito in The Bluest Eye</b></p> <p style="text-align: center;"><b>HanaaBerrezoug</b><br/>Dr MoulayTahar University, Saida, Algeria</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Toni Morrison's first novel The Bluest Eye (1970) is more than a fictional work that narrates the sufferings of a poor little black girl who is obsessed with blue eyes. Sociologically, it is a work committed to the revision of many supremacist notions, such as the racially prejudicial conceptions of what constitutes beauty. Set in the 1940's, The Bluest Eye presents the protagonist Pecola Breedlove through her abject ugliness as the binding cause of all her sufferings. In the novel, Pecola conceives of beauty as a panacea that would elevate her social status and solve all her problems, particularly those related to her self-loathing.</p> <p>Therefore, this paper is dedicated to a discussion of the traumatic encounters that Pecola experienced throughout her teenage years and that were ultimately decisive in formulating definition of the cogito in specular terms. Moreover, a special consideration will be given to a psychological study of the</p>  |

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|   | <p>phenomenon of self-loathing that is the source of Pecola's plight and later descent into madness.</p>   |
| <p><b>Sekkal (Babou) Meryem</b><br/>GICICPLT1701053</p>   | <p style="text-align: center;"><b>Politeness and Complimenting within an Algerian context</b><br/><b>-A Socio-Pragmatic Analysis-</b></p> <p style="text-align: center;"><b>SEKKAL (BABOU) Meryem</b><br/><b>University of MoulayTahar SAIDA, ALGERIA</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Making a compliment is considered as a suitable speech act which mirrors the admirable and acceptable manners in a culture. In fact, complimenting is an instrument for establishing good relationships and a social strategy that it is able to consolidate ties of solidarity. It is thus a significant social action in that it functions as a starting point for a conversation and allows social interaction to go on easily and adequately. Complimenting in Algeria however, proves different from the one employed in other countries, since Algerian men usually do not compliment, and do not like much to receive compliments. This attitude is justified by the structure of the society where there are strong attempts to keep males and females separate or men in social activities. One should mention that these attempts are per se dictated by Islamic principles. Consequently, men complimenting women or vice versa can rarely be found in the Algerian speech community and if it happens it will be very exceptional. Another factor which limits the use of compliments in the Algerian society is the fact that these belong to the feminine world rather than the masculine one. Moreover, this negative attitude towards the use of compliments has to do with Algerian stereotype and ideology; in other words, the widespread and deeply rooted belief among Algerians in the evil-eye. This belief is sustained by the Holy Koran; this is why the majority of the population believes in it and links it to any physical, social or professional harm.</p> <p>Thus with regard to what have previously been mentioned the following research questions are raised: What are the main compliments used in the Algerian society? And how can Algerians face the dilemma of expecting, accepting or rejecting compliments?</p> <p>Expecting such problems, Algerians avoid using compliments in order to avoid being considered as a potential source of causing harm to the others. Nevertheless, the absence of compliments, particularly if expected by the interlocutor who shows his new car for instance, may create an embarrassing situation for both the speaker and the interlocutor as it can be interpreted as a sign of disapproval, jealousy or envy. Yet, the inappropriate use of compliments may cause embarrassment and even offense.</p> <p><b>Key words:</b> complement, speech acts, social interaction, stereotype</p> |
| <div style="text-align: center;">  <p><b>Shubhi Agarwal</b><br/>GICICPLT1701054</p> </div> | <p style="text-align: center;"><b>Religious Commitment In Two Cultural Groups and Its Relationship With Mental Health</b></p> <p style="text-align: center;"><b>Shubhi Agarwal</b><br/><b>Department of Psychiatry, TeerthankarMahaveer Medical College and Research Center, India</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The relationship between religiosity and mental health has been a perennial</p>   |

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|  | <p>source of controversy. Therefore, the present study intended to examine the religious commitment in two cultural groups (plains and hills) and its relationship with mental health. For this purpose a sample of 100 participants, 50 from having equal number of males and females were selected. All participants were students of 12th class. PGI Health Questionnaire N-1, PGI General Well-Being Measure and Religious Commitment Inventory- 10 were used to assess the mental health, general well being and religious commitment of the participants. The finding of the research indicated that there was a positive relationship between religious commitment and general well being. However, the mental health has negative relationship with religious commitment. <b>Keywords:</b> Mental health; Religious commitment; General wellbeing.</p>  |
|  <p><b>Dr.Swati</b><br/>GICICPLT1701056</p> | <p><b>Prevalence of stress, associated factor and psychiatric morbidity among post graduate resident doctors working in Medical College In U.P</b></p> <p><b>Dr.swatisingh</b><br/>Teerthankermahaveer medical college and research center,<br/>Moradabad,U.P</p> <p><b>ABSTRACT</b></p> <p><b>Introduction:</b></p> <ul style="list-style-type: none"><li>• Everyone feels stressed from time to time, Stress is simply a reaction to a stimulus that disturbs our physical or mental equilibrium.</li><li>• The stress which affects the doctors is receiving increased attention. Medical study is one of the stressful and demanding branch in education. stress may affect academic performance and also physical and mental health.</li><li>• Residency training is a stressful course. Interns and resident doctors in developing countries encounter additional challenges including shortage of health sector budget, low income and disparities in health care distribution. The need to study and work simultaneously make them more susceptible to psychological problems.</li><li>• In India, few studies have been done on emotional distress and associated factor in resident doctors.</li></ul> <p>Hence, we planned this study to find the prevalence of stress and the associated factors and other psychiatric morbidity among post-graduate doctors at the TeerthankerMahaveer University, Moradabad(U.P) by using the DASS(21).</p> <p><b>Aim of the study</b></p> <ol style="list-style-type: none"><li>1. To study the prevalence of stress and the associated factor &amp; other psychiatric morbidity among postgraduate doctors at TeerthankerMahaveer University, Moradabad(U.P) in India</li></ol> |



Shadi  
GICICPLT1701056

**A Phenomenological Inquiry on the Spirituality of young Filipino gay men living with HIV**

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**ABSTRACT**

Spirituality plays a central role among patients dealing with HIV (human immunodeficiency) mostly on the LGBT community in the world today particularly in the Philippines. This study seeks to contribute to the growing body of knowledge in LGBT psychology particularly on gay men living with HIV and their spiritual aspect. In line with this, the researchers aim (1) to describe how young Filipino gay men relate their experiences as an HIV positive in relations to their self and to significant others (partners, family, friends and community); (2) to describe how young Filipino gay men make sense of their experiences as an HIV positive, in connection to God, this also includes their meaning making and purpose of their life experiences. To recruit participants the researchers will employ purposive sampling using snowball technique, and will conduct a semi-structure interview. Verbatim transcriptions of the participant will analyze using interpretative phenomenological analysis. The researcher will present the results and discussion part of the study on the 1st day of the month of September, 2016.

**Keywords:** spirituality, young Filipino gay men living with HIV, interpretative phenomenological analysis,

A.Cucchi1  
GICICPLT1701057

**Lifetime prevalence of non-suicidal self-injury in patients with eating disorders: a systematic review and meta-analysis**

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**ABSTRACT**

**Background.** Against a backdrop of increasing research, clinical and taxonomic attention in non-suicidal self-injury (NSSI), evidence suggests a link between NSSI and eating disorders (ED). The frequency estimates of NSSI in ED vary widely. Little is known about the sources of this variation, and no meta-analysis has quantified the association between ED and NSSI.

**Method.** Using random-effects meta-analyses, meta-regression analyses, and 1816–6466 unique participants with various ED, we estimated the weighted average percentage of individuals with ED, those with anorexia nervosa (AN) and those with bulimia nervosa (BN) who are reported to have a lifetime history of NSSI across studies. We further examined predictors of NSSI in ED.

**Results.** The weighted average percentage of patients with a lifetime history of NSSI was 27.3% [95% confidence interval (CI) 23.8–31.0%] for ED, 21.8% (95% CI 18.5–25.6%) for AN, and 32.7% (95% CI 26.9–39.1%) for BN. The difference between BN and AN was statistically significant [odds ratio (OR) 1.77, 95% CI 1.14–2.77,  $p = 0.013$ ]. The odds of NSSI increased by 24% for every 10% increase in the percentage of participants with histories of suicide attempts (OR 1.24, 95% CI 1.04–1.48,  $p = 0.020$ ) and decreased by 26% for every 10% increase in the percentage of participants with histories of substance abuse (OR 0.74, 95% CI 0.58–0.95,  $p = 0.023$ ).

**Conclusions.** In the specific context of ED, NSSI is highly prevalent and correlates positively with attempted suicide, urging for NSSI-focused treatments. A novel finding is that NSSI is potentially antagonized by substance abuse.

Received 19 January 2015; Revised 11 November 2015; Accepted 22 December 2015

**Key words:** Anorexia, bulimia, eating disorders, non-suicidal self-injury, suicide attempt.



Sonali Sardana  
GICICPLT1701058

**Patterns Of Working Memory And Attention Deficits Among Dyslexic Children**

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**ABSTRACT**

Dyslexia is a specific kind of reading difficulty. Despite average intelligence, children with dyslexia have difficulty learning to “decode” or read words by associating sounds and letters. Decades of research on dyslexia has shown core deficits in phonological processing. The current study attempts to study the relationship between working memory and attention deficits in children with dyslexia. Total of 60 children of age 6-12 years out of which 30 dyslexic and 30 non-dyslexic children, in each group 15 Boys and 15 Girls were taken. Hypothesis was exploratory in nature so two group design taken children with dyslexia as experimental group and Children without dyslexia as control group. The scale used in the study was NIMHANS battery for specific learning disabilities. Certain sub-tests were selected from the battery for working memory and attention. For working memory two tests were taken- Verbal working memory test (n back test) by Smith &Jonides (1995) and visuospatial working memory task (n back task) by Smith &Jonides (1995). For attention tests used were color trails test by (D' Elia et al., 1996) and color cancellation test by (Kapur, 1974). The result of the study need to the proposition that attention deficits occur in dyslexic children but working memory deficits do occur but individual differences do exists. There was no significant difference between working memory and attention deficits too. There were certain drawbacks of the test like results could not be generalized to the population; sample size was kept nominal due to academic pressure and limited time period.

Keywords: Working memory, Attention Deficit, Dyslexia, Phonological processing, NIMHANS battery for specific learning disabilities.

Fethi Kayalar  
GICICPLT1701059

**Study into the Views of Classroom Teachers upon Interest Based Learning in Primary Schools**

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Research Assistant, Harran University, Institute of Education, Turkey.

**ABSTRACT**

The aim of this study is to determine and evaluate the views of classroom teachers teaching in Primary Schools over the approaches toward Interest-based Learning in classroom. We asked three open ended questions to the participant teachers to obtain the data: How do you determine the interests of your students? , “What do you usually do to promote your students’ skills and interest in learning?” and “How do your students react your attitude to Interest-based Learning Strategy?” A qualitative research method was used to evaluate and compare the views of classroom teachers on the strategies for

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|  | <p>Interest-based Learning. The research was carried out with the participation of nineteen classroom teachers working in various Primary Schools in some cities in Turkey. The views of classroom teachers obtained through face-to-face interviews and e-mails suggest that their approaches toward what they do to promote the students' interest in learning include using adaptive learning for unattended students to foster their interest in learning, communicating with families about students' interests and skills in learning, providing children with preferences including culturally relevant materials and activities, taking the time to get to know the students and one-by one relations with the students. This paper draws attention to the views and practices of classroom teachers as a means of increasing awareness of Interest-based Learning in classroom environment.</p> <p><b>Key words:</b> Interest-based Learning, Adaptive Learning, Classroom Management, Classroom Teacher</p>   |
|  <p><b>Turkan Güler Arı</b><br/>GICICPLT1701060</p> | <p><b>Study into the Views of Classroom Teachers upon Interest Based Learning in Primary Schools</b></p> <p><b>Fethi KAYALAR</b><br/>PhD Asst. Prof , Erzincan University, Faculty of Education, Turkey.</p> <p><b>TürkanGüler Arı,</b><br/>Research Assistant, Harran University, Institute of Education, Turkey.</p> <p><b>ABSTRACT</b></p> <p>The aim of this study is to determine and evaluate the views of classroom teachers teaching in Primary Schools over the approaches toward Interest-based Learning in classroom. We asked three open ended questions to the participant teachers to obtain the data: How do you determine the interests of your students? , “What do you usually do to promote your students’ skills and interest in learning?” and “How do your students react your attitude to Interest-based Learning Strategy?” A qualitative research method was used to evaluate and compare the views of classroom teachers on the strategies for Interest-based Learning. The research was carried out with the participation of nineteen classroom teachers working in various Primary Schools in some cities in Turkey. The views of classroom teachers obtained through face-to-face interviews and e-mails suggest that their approaches toward what they do to promote the students’ interest in learning include using adaptive learning for unattended students to foster their interest in learning, communicating with families about students’ interests and skills in learning, providing children with preferences including culturally relevant materials and activities, taking the time to get to know the students and one-by one relations with the students. This paper draws attention to the views and practices of classroom teachers as a means of increasing awareness of Interest-based Learning in classroom environment.</p> <p><b>Key words:</b> Interest-based Learning, Adaptive Learning, Classroom Management, Classroom Teacher</p> |
| <p><b>Rong-Xuan Chu</b><br/>GICICPLT1701062</p>  | <p><b>L2 Learners’ Positive Psychological Well-Being And Their Attitudes Towards Peer Feedback In China, Taiwan And Oman</b></p> <p><b>Rong-Xuan Chu</b></p>  |

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|  | <p>Assistant Professor<br/>Department of English, Shih Hsin University, Taiwan</p> <p>Fatma Al Hajri<br/>Deputy Director for the English Language Programme<br/>Sur in Oman</p> <p>Qian Dai<br/>Lecturer<br/>Si-Chuan University, China</p> <p><b>ABSTRACT</b></p> <p>This study investigated the relationships between L2 learners' positive psychological well-being and their attitudes towards peer feedback in the L2 classroom. Seligman's PERMA (positive emotions, engagement relationships, meaning and accomplishment) model and a published peer feedback perceptions questionnaire were adapted for the investigation. The university students aged 18-25 from China (n=497), Taiwan (n=620) and Oman (n=515) were invited to participate in the study. The results showed positive correlations between the students' attitudes towards peer feedback and their positive psychological well-being for Chinese (r=.60, p&lt;.001), Taiwanese (r=.50, p&lt;.001) and Omani (r=.41, p&lt;.001) samples. For Chinese and Taiwanese samples, the students' attitudes towards peer feedback were negatively correlated with their negative emotions (China, r=-.19, p&lt;.001; Taiwan, r=-.28, p&lt;.001) and loneliness (China, r=-.16, p&lt;.001; Taiwan, r=-.19, p&lt;.001). In addition, the results revealed a significant difference in the students' attitudes towards peer feedback [F(2,1496)=47.39, p&lt;.001, r=.25] as well as their overall positive psychological well-being [F(2,1542)=49.98, p&lt;.001, r=.25] between Chinese, Taiwanese and Omani samples. These results suggest that L2 learners' psychological well-being may play an integral role in their attitudes towards peer feedback and point to the potential benefits of positive mental health for promoting collaborative learning in the L2 classroom.</p> <p>Keywords: (max. 5, separated by commas) (Times New Roman, 10 pt., centered, italic).</p> <p>PERMA, positive psychological well-being, peer feedback, L2 learners, comparative study</p> |
|  <p>Ratih Fadila Syarif<br/>GICICPLT1701063</p> | <p>The Correlation between Social Support and Emotional Regulation for Diabetes Mellitus Patients in PROLANIS (Cronic Disease Counseling Program) Community of Sokaraja</p> <p>RatihFadilaSyarif<br/>Muhammadiyah University of Purwokerto, Department of Psychology<br/>Indonesia</p> <p><b>ABSTRACT</b></p> <p>The purpose of this research is to knowing the correlation between social support and emotional regulation for Diabetes Mellitus patients in PROLANIS community of Sokaraja consisted of 66 patients. Quantitative was</p>  |

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|  | <p>approach and scale method was applied in this study. Product moment was used to test the data validity and Alpha Cronbach was used to test the data reliability. Based on the data analysis, the validity score of social support scale was about 0,312 to 0,532 and the reliability score was 0,892. The validity score of emotional regulation scale was about 0,331 to 0,722 and the reliability score was 0,930. Based on the result of hypothesis test using product moment, it showed that <math>t_{count} (0,628) &gt; t_{table} (0,317)</math> with the significant score of <math>p (0,000) &lt; 0,01</math>. It showed that there was correlation between social support and emotional regulation for Diabetes Mellitus patients in PROLANIS community of Sokaraja. The correlation score of R square was 0,394, it meant that social support (39,4%) contributed effectively toward emotional regulation for Diabetes Mellitus patients and there was 60,6% of other unexperimented factors in this study.</p> <p><b>Keyword: Social Support, Emotional Regulation, Diabetes Mellitus Patients</b></p>   |
| <p><b>Melasurej C. Francisco</b><br/> <b>GICICPLT1701066</b></p> | <p style="text-align: center;"><b>Self-Efficacy and Self-Worth of Elderly in Geriatric Institutions</b></p> <p style="text-align: center;">Melasurej C. Francisco,<br/>         Psychology student at De La Salle University- Dasmariñas, 4114, Philippines,</p> <p style="text-align: center;">Sophia D. Rusit,<br/>         Psychology student at De La Salle University- Dasmariñas, 4114, Philippines</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Old age is a record of one's own life, this is the crucial phase for most. However, there are individuals who believe that old people retain self-efficacy and self-worth throughout their existence. Geriatric institutions focus on health of elderly, in which they have been supported with medicines and therapies by clinician thus, indicating that these may suffice physical, emotional, and mental health of the elderly. This study focuses on (1) Describing the level or degree of self-efficacy; (2) Recognizing the extent of self-worth; (3) Determining the significant relationship between self-efficacy and self-worth. It is a mixed method design. A combination of correlational research and in depth interview. Purposive sampling technique was used to select participants, considering that this essay focused on elderly in geriatric institutions, it follows that respondents and participants are at least sixty years of age and must be living inside the institution. 121 senior citizens took part in this study. Scores from both General Self-Efficacy Scale (GSE) and Rosenberg Self-Esteem Scale (RSES) showed varying levels of self-efficacy and self-worth. SE had <math>\mu=28.099</math>, <math>\sigma=6.6262</math>, <math>\sigma^2=43.9067</math> while, SW had <math>\mu=14.9669</math>, <math>\sigma=5.3789</math>, <math>\sigma^2=28.9322</math> which denotes that <math>r_{obt} (121)=0.3164</math> is higher than <math>r_{crit}</math> which is 0.150. Although this exhibits positive moderate correlation between SE and SW, relationship between variables is weak. Likewise, the pvalue (<math>pvalue=0.000406</math>) is lower than the significance level <math>\alpha=0.01</math>, thus, rejecting the null hypothesis, and accepting the alternative hypothesis.</p> <p><b>Keywords— Elderly, Geriatric, Self-Efficacy, Self-Worth</b></p> |
| <p><b>Jessarine Dultra</b><br/> <b>GICICPLT1701067</b></p>       | <p style="text-align: center;"><b>Making Sense of Cyber Pornography among Young Adult Couples</b></p> <p style="text-align: center;">Dultra, Jessarine A.<br/>         De La Salle University – Dasmariñas City, Cavite Philippines</p>  |

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|  | <p style="text-align: center;"><b>Fenol, Joana Andrea R.</b><br/> <b>De La Salle University – Dasmaringas City, Cavite Philippines</b></p> <p style="text-align: center;"><b>Lumacang, Marianne Grace C.</b><br/> <b>De La Salle University – Dasmaringas City, Cavite Philippines</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p><b>Filipinos are known to be conservative, sex or pornography is not discussed openly in the Philippines, topic of sex, when raised, will most likely elicit snickers, jokes, and blushes in most Filipino or expressions of disgust. However, a lot of Filipinos are still engaging into this kind of activity for some reasons. The study aims to determine young adult’s point of view about cyber pornography viewing, as well as their reasons for engagement, and its effects on them and their relationship with their partner. Interpretative Phenomenological Analysis was used to explore how young adults make sense of cyber pornography viewing. The study focused on Filipino young adults who are in a romantic or married relationship, engage in cyber pornography viewing, and currently residing in Cavite, Philippines. A total of four young adult couples, four females and four males participated in the study as research participants. Data gathered from a total of four young adult couples resulted to a total of nine superordinate themes focusing on (1) exploring young adult couple’s rationales for cyber pornography viewing, (2) experiences of positive effects in engaging to cyber pornography viewing, (3) experiences of negative effects in engaging to cyber pornography viewing, (4) experience of infidelity, (5) experience of necessity, (6) females perception about cyber pornography viewing towards self, (7) males perception about cyber pornography viewing towards self, (8) males perception about cyber pornography viewing towards romantic partner, and (9) males perception about cyber pornography viewing towards others</b></p> <p><b>Keywords: Cyber pornography, young adult, Filipino, interpretative phenomenological analysis, making sense of cyber pornography</b></p> |
| <p><b>Quiza Pearl L. Senilla</b><br/> <b>GICICPLT1701069</b></p> | <p style="text-align: center;"><b>Mediating Effect of Hopefulness on the Effect of Underdog Narratives to Subjective well-being among Local State University of Cavite.</b></p>  |

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|   | <p><b>Erosa, Francis Angelo,</b><br/>Psychological Department, De La Salle University-Dasmariñas, Cavite,<br/>Philippines</p> <p><b>Mercado, Hannah;</b><br/>Psychological Department, De La Salle University-Dasmariñas, Cavite,<br/>Philippines</p> <p><b>Senilla, Quiza Pearl</b><br/>Psychological Department, De La Salle University-Dasmariñas, Cavite,<br/>Philippines</p> <p><b>ABSTRACT</b></p> <p>Underdog narratives not only provides viewers with models of determination and hard work but that inducing hope may increase the likelihood that viewers will pursue their own goals in life. Although it has been proven that underdog narratives not only create a positive motivational state to the viewers but can also induce hope, little attention has been given to know if this underdog narrative affect the health outcomes or the subjective well-being of the viewers and if their hopefulness mediates on it. To address this gap, using underdog narratives as a predictor and hope as mediator, this study determined the effect of underdog narratives to the subjective well-being of the respondents, the relationship of hope and subjective well-being and last is the mediating effect of hopefulness. This study is an experimental research that uses a between subject design. Purposeful random sampling was used wherein the respondents must meet the following criteria to be part of the study. One hundred and twenty (N=120) Local State University students was assigned in different treatment conditions— underdog narrative, comedy, nature scenes—and a no exposure control group. Results show that there is a minimal difference on the subjective well-being of the respondents when exposed to different treatment condition although it is not significant. A moderate positive correlation between hope and subjective well-being also reveals in this study. And last the result also shows that there is no mediating effect of hopefulness to the subjective well-being of the subjects through exposure to underdog narrative.</p> <p><b>Keywords: Underdog Narrative, Hope, Subjective well-being</b></p> |
| <p><b>Thea Silayro</b><br/><b>GICICPLT1701070</b></p> | <p><b>All You Need Is Love: The Role of Relationship Duration in the Expressions of Love</b></p> <p><b>Thea Angela P.,</b><br/>Silayro Department of Psychology, University of the Philippines Diliman</p> <p><b>Denisse L. Abellon,</b><br/>Department of Psychology, University of the Philippines Diliman;</p> <p><b>Carlo Alfonso R. Manuel,</b><br/>Department of Psychology, University of the Philippines Diliman; Isabella</p> <p><b>Maria C. Tan,</b></p>   |

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|   | <p>Department of Psychology, University of the Philippines Diliman</p> <p><b>ABSTRACT</b></p> <p>Romantic love is highly universal and exists in most cultures. The current study explored its definition for people in different relationship durations and explored how this definition influences their expression of love and their conflict resolutions. Gender's influence on the definitions was explored, as well. Nine couples from different relationship durations (2-3 years, 7-10 years and more than 25 years) were interviewed. Transcripts of the interviews underwent thematic analysis. The results of the study suggest that 2-3 years in the relationship is the courting stage, 7-10 years in the relationship is the settling down stage and more than 25 years, the most stable stage. Men and women have similar ways of expressing love and resolving conflicts, but differ in such a way that men highlight actions and women highlight emotions when talking about love; changes in definitions arise internally in men and externally in females. Generally, romantic love is expressed through service. Communication is essential among all couples, and they become more secure with time.</p>  |
| <p>Abdel Rahman Altakhaineh<br/>GICICPLT1701073</p> | <p><b>On the Comprehension of English Affixes by Arabic-Speaking EFL Learners: Acquisition and Application</b></p> <p>Abdel Rahman Altakhaineh<br/>Assistant Professor<br/>Al Ain University of Science and Technology, Al-Ain/UAE</p> <p><b>ABSTRACT</b></p> <p>This study aims to examine the comprehension of 30 English affixes by 50 Arabic-speaking EFL learners in an attempt to determine which affixes are more easily comprehended. In accordance with Mochizuki (1998) and Mochizuki and Aizawa (2000), we considered the attachment of a lexical meaning to a base as the main function of prefixes, whereas we considered the change of syntactic category as the main function of suffixes. We adopted the experimental design of a pre- and post-test to measure the participants' knowledge of English affixes before and after the treatment. In particular, we divided the participants, 50 students, studying at Al Ain University of Science and Technology (UAE), into two groups: treatment group, who engaged in activities involving the prediction of the meaning of affixed words in context each class for one academic semester, and a control group who did not participate in such activities. We administered the same test as a pre- and post-test to determine whether the treatment has helped the participants expand their knowledge of English affixes and subsequently improve their vocabulary retention. In particular, we designed a test in which we gave a 30-item multiple choice test to the participants in order to test their comprehension of English affixes. With regard to English prefixes, the participants were given 15 prefixes used in pseudowords and asked to choose the correct meaning of the prefix, which was provided in Arabic. With respect to the suffixes, the participants were asked to choose the correct word class of 15 suffixes. The results reveal that the treatment group outperformed their control group counterpart on the post-test. Subsequent introspective interviews reveal that the treatment had a positive impact on the participants'</p> |

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|  | <p>knowledge of affixes even though their acquisition of English affixes has been incidental. The study concludes that EFL teachers need to focus more on the differences between prefixes and suffixes in English, employing activities that may familiarise EFL learners with the most frequently used affixes in English.<br/> <b>Keywords:</b> Affixes, second language acquisition, Arabic-speaking EFL learners, morphology, morphological awareness.</p>   |
| <div style="text-align: center;"> <br/> <b>Quazi Mohammad Faisal</b><br/> <b>GICICPLT1701074</b> </div> | <p style="text-align: center;"><b>The Pivotal Role of the Teacher to Create a Fear-Free Atmosphere in ELT Classrooms</b></p> <p style="text-align: center;"><b>Quazi Mohammad Faisal</b><br/> <b>Department of English and Modern Language, North South University,</b><br/> <b>Dhaka, Bangladesh</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>In most ELT classes in Bangladesh, the participants are largely very passive. The primary reason behind this is the apprehension of the students. The traditional teacher-centric classrooms make the learners to take a back seat in the classroom. For an effective learning process, there is no alternative to create a classroom atmosphere that is free from any apprehension. The role of the teacher is pivotal here to develop a fear-free atmosphere. In this study, I am going to explore what role the teacher can play to remove any fear from the learners' mind to ensure intuitive participation from all students. I have conducted a survey on the secondary and higher secondary school students to identify the causes that make the students passive in the classrooms. The survey sample includes 65 students from urban, sub-urban and rural areas. I have also interviewed several English teachers who teach at secondary and higher secondary levels who all agreed that most students are too passive for successful learning. This study would examine the perception of these teacher towards the mindset of the students and the strategies that they use to improve the atmosphere. This research would also explore the cases of ELT classes of other countries to understand how they counter the challenge of passiveness. The aim of the study is to pin point the reasons behind this central problem of ELT classrooms and come up with ideas of effective strategies for teachers to foster active participation of all students in a flipped-classroom atmosphere.</p> |
| <div style="text-align: center;"> <b>Fereshte Rahimi</b><br/> <b>GICICPLT1701075</b> </div>  | <p style="text-align: center;"><b>The Effect of Reflectivity/Impulsivity on LREs</b></p> <p style="text-align: center;"><b>FereshteRahimi</b><br/> <b>Department of English Language and Literature, University of Mazandaran,</b><br/> <b>Babolsar, Iran</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Previous research has shown that learners' factors have a potential impact on language learning opportunities available for learners in task-based interaction. One of the factors which can be taken into account with this regard is learning style. Therefore, this study investigated the possible impact of reflectivity/impulsivity, as two learning styles in the cognitive domain, on pre-intermediate Iranian EFL learners' interaction during two dictogloss tasks. Twenty eight female language learners were selected as the participants</p>   |

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|  | <p>of the study. Eysenck Personality Questionnaire (1975) was used to determine the cognitive styles of the learners. Then, they were assigned to one of the two dyadic groups: a dyad containing two reflective learners, and a dyad containing two impulsive learners. Learners' pair talk during performing the tasks was tape-recorded and transcribed. The transcripts of the learners' interaction were analyzed in terms of language-related episodes (LREs), their focus (grammar or lexical meaning) and type of resolution. Findings revealed that: a) there were not any significant differences between reflective versus impulsive dyads in terms of the number of LREs produced, b) the two groups did not differ in their focus of attention to linguistic features while performing the tasks, and c) both groups were almost equally successful at resolving the language problems they encountered.</p> <p><b>Key words:</b> learning styles, reflectivity, impulsivity, LREs</p>  |
|  <p>Mirzabdullaeva Dilkumor<br/>Erkinovna<br/>GICICPLT1701080</p> | <p><b>The Formation Of A Constructive Behaviour Of Adolescents In Conflict Through Ethics Muasharat</b></p> <p>D.E. Mirzabdullaeva,<br/>Scientific applicant<br/>senior lecturer of pedagogy and psychology, Namangan state University.<br/>Uzbekistan</p> <p><b>ABSTRACT</b></p> <p>The article is devoted research of process of formation of the constructive behaviour of adolescents in conflict through ethics muasharat. The article shows the possibility of optimizing the behavior and actions of adolescents in conflict situations.</p> <p>Reveals the national specificity of human interaction, which serves as one of the governing factors of peaceful and constructive behaviour. Based on the national Proverbs, sayings and the teachings of our forefathers, we tried to achieve in adolescents the necessary skills of constructive behavior that are described in the article.</p> <p>The possibility of use in the process of training of work ethics "muasharat" as manifestations of polite tone, sweet words and beauty in human relations.</p> <p>Designed and tested to be used in the training program the following training methods: mini-lectures, brainstorming, work in small groups, role plays, case studies, work in pairs, psychological training, games and exercises. The obtained experimental data, confirming the possibility of using special developed questionnaires using the teachings of Eastern thinkers about "ethics Muasharat". The figures below are one of the constituent elements of psychological training for adolescents, as it is the Eastern tenderness and nurturing in the process of communication are still one of the ethno-psychological characteristics and values of the Uzbek people.</p> <p><b>Keywords:</b> adolescents; conflict prevention; psychological training; constructive behavior; oriental soft; ethics muasharat.</p> |



**Kian Pishkar**  
GICICPLT1701082

**The Effect of Teaching Modern English Drama on Students' Fluency and Accuracy of Speaking, A Task Based Approach**

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**ABSTRACT**

There is a common viewpoint about the benefits of drama method's being used in student education and in the classroom. In teaching-learning processes, drama method has some positive effects. This study tries to consider one of the main concerns of language learners which are how to improve their speaking components such as oral fluency, accuracy, comprehension, and communication in particular.

The research reported in this study explored which variables of the two texts of modern English dramas can effect on ELL (English Language and Literature) Iranian students' fluency and distinguish fluent language learners from non-fluent L2 learners. This study was designed in the form of a true experimental research and data of this research have been gathered from 60 ELL students of English language and literature Hormozghan University I.R. Iran that were that after homogenizing they were divided into two groups of students (18 students for treatment group, and 18 students for control group after randomizing, homogenizing and determining their level by OPT) of English language and literature Hormozghan University I.R. Iran. The two groups of students were compared and their temporal and linguistic measures were correlated with the fluency scores they received. The result of the research revealed that the speech rate, the mean length of utterance, phonation time ratio and the number of stressed words produced per minute were the best predictors of fluency scores and speaking fluency of the students increased in some areas as shown by the improvement on their vocabulary and comprehensibility after they studied and learnt the texts of two modern English dramas which were taught to the treatment group.

. The data were the speaking transcripts which were analyzed by Praat software to see the progress after four-time (10 weeks) treatment was given. The factors which were considered were the numbers of filled and unfilled pauses in each narration, the total number of words per minute, linguistic measures, temporal, speech rate, mean Length of utterance, phonation time ratio, and number of stressed words.

The study reveals that by using of the modern English dramas in ELL classes the speaking fluency of the students' increased in some areas as shown by the improvement on their ability of fluent communications, vocabulary and comprehensibility in any oral interactions, but the students' accuracy of

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|   | <p>speaking decreased in some areas.<br/> <b>Keywords:</b><br/> <b>Modern English Drama, Fluency, Accuracy, Speaking, Task Based Approach</b></p>   |
| <p style="text-align: center;"><b>Anam Iqbal</b><br/> <b>GICICPLT1701084</b></p>                  | <p style="text-align: center;">Language, Culture, Power, Influence, Change: Study of Formal Stylistics<br/> Features of Bin Okri's poem "A New Dream of Politics" and Usman Ali's<br/> poem "Standing Under the Neem tree" and other selected poems.</p> <p style="text-align: center;"><b>Anam IQBAL</b><br/> Department of English<br/> University of Sargodha Mandi Bahuddin campus New Rasool Road<br/> Punjab, Pakistan</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The present study aims at investigating Bin Okri's poem "A New Dream of Politics" and Usman Ali's poem "Standing Under the Neem tree" in the play "The Odyssey" from the view point of stylistics analysis. Bin Okri is a Nigerian poet and novelist and Usman Ali is an eminent Pakistani poet and dramatist. The objective of this study is to show that how formal stylistics feature are used by Bin Okri and Usman Ali that has helped the reader to infer the meanings. The analysis covers the different aspects such as the lexico syntactic patterns and choices, semantically, grammatically, graphological and phonological patterns. This analysis is helpful in understanding the basic concept of the poems that the most simple words belies the extraordinary hidden meaning which contain profound philosophical meditation. The language of the poems is simple, courtly, but it created unique and beguiling world of his own imagination. This research is helpful to analyze the structure and style of Bin Okri's and Usman Ali's poetry. Both poet conveys the intrusion of humanity's and inhumanity, imaginative generosity and the darkness of the world. The researcher has used Linguistic description in order to interpret and suggest the significance of the poems that explores a tender thread, alive to human frailty... (Okri, Ali) seduces the reader with a rapt recounting of the infinite within the particular. Stylistics features are crossrespondence between thought and expression. The researcher explores them Okri's and Ali's poems sweeps across the whole of the mythical world and each phrase is pregnant with possibility and magic. Each sentence is like a magical capsule breaking open with a burst of colored light. Okri's and Ali's poems carries off a remarkably difficult balancing act in which reality is transfigured into poetry that inspires to readers because of its hallucinatory quality. Apart from the hallucinatory quality these poems enriched with the exploration of freedom, regeneration and complex themes. On the other hand, both poets displaying the history of the generations, the result is the obtuse socio political context and with future held in abeyance. These poem are also analyzed under the model of Jacksbn's poetic function of language in order to find out the process of poetic practice.</p> <p><b>Key words:</b> Culture, History, language, Poetic function, qasampursi, phonological, semantics, grammatical, lexico-semantic.</p> |
| <p style="text-align: center;"><b>Atef Atallah Eid Alsarayreh</b><br/> <b>GICICPLT1701085</b></p> | <p style="text-align: center;"><b>Wh-indefinites in Jordanian Arabic</b></p> <p style="text-align: center;"><b>Atef Atallah Eid Alsarayreh</b><br/> Department of English</p>   |

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|  | <p style="text-align: center;">Mutah University, Jordan</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Among the wh-elements used in Jordanian Arabic (JA), only the wh-element ?ayy 'which' can have a non-interrogative indefinite reading as well as an interrogative reading in its bare form. In one of its uses as an indefinite, ?ayy functions as a negative polarity item (NPI) with an existential reading; the NPI use of ?ayy can only be grammatical when ?ayy occurs in the c-command domain of a nonveridical operator in the surface syntax. In another use of ?ayy as an indefinite, ?ayy functions as a free choice item (FCI) with either a universal or an existential reading; the FCI use of ?ayy can only be grammatical when ?ayy occurs in the scope of a nonveridical operator provided that its context of appearance is nonepisodic. The varying interpretation of ?ayy as an interrogative word, an existential quantifier, or a universal quantifier is argued to be an effect of ?ayy being an indefinite lacking inherent quantificational force; I propose that ?ayy introduces a syntactic variable that needs to be bound by an appropriate operator and is interpreted accordingly. In contrast to ?ayy, other wh-elements in JA can have an indefinite reading when augmented by a modal marker, albeit a FCI reading.</p> <p><b>Key words:</b> Jordanian Arabic, wh-indefinites, polarity items, (non)veridicality, (non)episodicity.</p>   |
|  <p style="text-align: center;"><b>Dr Preeti Bhatt</b><br/>GICICPLT1701086</p> | <p style="text-align: center;">Teaching Postmodern Re-visionary Fiction</p> <p style="text-align: center;"><b>Dr Preeti Bhatt</b><br/>Assistant Professor<br/>Department of Humanities and Social Sciences, Malaviya National Institute of<br/>Technology, Jaipur-302015, India</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The present paper focuses on the pedagogical and theoretical approaches to teaching literary works which display the postmodern preoccupation with reworking and re-telling of narratives. Contemporary fiction including short stories and novels is replete with works which re-tell narratives from literature, history, mythology, fairy tales, folktales and scientific discourse using an innovative, and often transgressive approach. Building on Peter Widdowson's definition of re-visionary fiction as a sub-genre of literature which involves the re-telling or revising of existing narratives in contemporary fiction, the paper looks at its theoretical basis which explains the contemporary trend of producing fictional works which involve a rewriting of canonical works from a new perspective.</p> <p>Stories like Atwood's "Bluebeard's Egg" and Carter's "The Bloody Chamber" are a feminist revision of the folktale of Bluebeard, while Carter's "Black Venus" and Rushdie's <i>Midnight's Children</i> involve historical retellings, termed "historiographic metafiction" by Linda Hutcheon. Postmodernist works like these reflect the concern with, in Lyotard's terms, "the crisis of representation", and focus on social and ideological production of meaning. These works do not take an earlier text as a point of departure, but constantly invoke it and are in continuous dialogue with it while exposing the discourses in it which appear natural. The retelling of canonical works</p> |

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|  | <p>from the standpoint of margins reflects the postmodernist distrust of metanarratives and challenges their portrayal of an absolute and authentic representation of reality. The paper takes up the parameters which need to be discussed when teaching re-visionary fiction while focusing on specific texts to illustrate its point.</p> <p><b>Keywords:</b> pedagogy, postmodern, narrative, re-visionary fiction, metanarrative, margins</p>  |
|  <p><b>Armin Mahmoudi</b><br/>GICICPLT1701087</p> | <p style="text-align: center;"><b>Play Therapy over Children’s Aggression and Anger Management</b></p> <p style="text-align: center;"><b>Armin Mahmoudi</b><br/>Dept. of Education &amp; Psychology, Yasoujbranch, Islamic Azad University,<br/>Yasouj, Iran.</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Aggression and anger threaten children’s psychological health. Thus, it is fully urgent to find a way enabling children express his excitations in a way other than verbal expression. Consequently, play therapy can be a means of expression for children, and in this research, the effectiveness of children’s play therapy and anger management in pre-school centers of Yasooj have studied. Fulfilling this objective, 30 students of pre-school centers were selected based on random sampling and they were divided into two 15-member groups of control and experiment. To measure the research variables, questionnaires about children’s anger and aggression were used. Therapeutic sessions were held through 10 forty-five-minute sessions (3 sessions a week). Analyzing the results using Covariance Analysis demonstrated that play therapy could significantly reduce anger and aggression of children in the experiment group and in the post-experiment level comparing to the previous level (<math>p &lt; 0.05</math>). Results of this study recommend paying attention to concrete remedies based on play therapy as one of the variables effective on efficient change over children affected to anger and aggression.</p> <p><b>Keywords:</b> play therapy, children’s aggression, anger</p> |
|  <p><b>Duaa Dehraj</b><br/>GICICPLT1701090</p>  | <p style="text-align: center;"><b>An Exploratory Study Of Relationship Between Psychological Well-Being And Swearing</b></p> <p style="text-align: center;"><b>DuaaDehraj</b><br/>Bahria University , Karachi , Pakistan</p> <p style="text-align: center;"><b>Nayab Zafar Dehraj</b><br/>Bahria University , Karachi , Pakistan</p> <p style="text-align: center;"><b>NuzhatMansoor</b><br/>Bahria University , Karachi , Pakistan</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>The aim of the research was to explore the relationship between Psychological well-being and swearing. Psychological wellbeing is a construct that underlies human capacity to engage and function effectively in existing challenges of life whereas swearing as a mode of communication has been prevailing among the young adults. To assess the relationship, it was hypothesized that there would</p>  |

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|   | <p>be a significant relationship between Psychological well-being and swearing, explaining a triangulated relation between psychological well-being, emotional expression (catharsis) and swearing. A total sample of 105 participants falling between the age ranges of 18 to 25 years was selected through convenience sampling from different universities in Karachi. The two measures that were used in the study included Normative Swearing Scale (NSC) and Ryff's Psychological Well Being Scale.. For the statistical analysis, data was entered in the Statistical Package for Social Analysts (SPSS) software and results were acquired by using correlation. Pearson correlation was calculated and the results obtained were found to be nonsignificant (<math>r = -.139</math>). It explained that there is no relationship between psychological wellbeing and swearing. However, results proved that males use more swear words than females. Moreover, purpose in life was seen to be negatively correlated with swearing. The results suggested that Psychological well-being and Swearing has no significant correlation but it reflected the gender difference in swearing. These findings can be useful for further research purposes in linguistics.</p> <p>keywords : swearing, psychological wellbeing, gender, linguistics, emotions</p>   |
|  <p>Jamli Jasila .N.K<br/>GICICPLT1701091</p> | <p>Management Of Depression In Seafarers through Bhastrika, Anulom Vilom, Bhramari And Pranav Pranayams</p> <p>Jamlijasilan.k<br/>Dept of psychology<br/>Sreesankaracharyasanskrit university, kalady<br/>Kerala, india</p> <p>ABSTRACT</p> <p>Around the globe; a job, which is being considered the most lucrative and passion studded too bears a darker side filled with uncertainty and strange living style forces us to stress upon the psychological physiological state of which a seafarers living. In the case of seaman throughout his sailing he is scared about threat of piracy, sea sickness, environmental changes, accidents of ships etc. So the situational factors are vulnerable to develop various problems, there are several reports confirming the misery life in ships. The need and significance of the study is to find the depression in seafarers, what are the factors forcing them in to depression, role of psychologist in ship, various problems of seamen and how we can reduce the depression by pranayams. The sample size was 50 and they are from various part of world included by satisfying inclusion criteria. And it took place in pre-post test design; It's an applied nature of study and it's gone through strange path of seafarer life. We used Zung's self-rating depression scale for assessing depression. After screening we just administered four pranayams for practicum. After one month practices took place the post test respectively. The results were shown that there had significant depression in seafarer's life. Present study is significant at 0.05 levels. So it's stating that there has significant difference in depression after the practicum of pranayams. And they report they felt less depressed after practice. And the role of psychologist</p> |

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|  | <p>is needed in this field because their mental health also protected. By the end of the study we got insight about their problems as well as we could hope in them by pranayams for better life in ship.</p> <p><b>Key terms</b> (seafarer, depression, pranayams)</p>   |
|  <p><b>Fahimeh Sarhaddi</b><br/>GICICPLT1701065</p> | <p style="text-align: center;"><b>The Effect of Listening to the Holy Quran Recitation on Anxiety and its Effect on Brain Waves: A Review of Performed Studies</b></p> <p style="text-align: center;"><b>FahimehSarhaddi</b><br/>Department of Psychology, Islamic Azad University of Zahedan, Iran.<br/>fahimeh.sarhaddi@gmail.com</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Introduction:</b> the developing world is faced with a high burden of anxiety. Anxiety is a negative mood state characterized by bodily symptoms of physical tension and apprehension about future. During the recent years researchers have been studied the effect of listening to the holy Quran recitation on different domains. The aim of this review article is to investigate the studies undertaken in relation with listening to the holy Quran recitation and its effect on anxiety and brain waves.</p> <p><b>Conclusion:</b> the precious results of studies indicate that listening to the holy Quran recitation reduces the level of anxiety in different situations and also produces Alpha brain wave; therefore the method of listening to the Quran recitation could be used as a non-pharmaceutical, low cost and safe method to reduce anxiety and produce relaxation.</p> <p><b>Keywords:</b> Anxiety, Brain waves, Holy Quran.</p>  |
| <p><b>Abdullah Mousa Almousa</b><br/>GICICPLT1701078</p>   | <p style="text-align: center;"><b>Post traumatic stress disorder (PTSD) due to Road traffic accident (RTA) in Riyadh</b></p> <p style="text-align: center;"><b>Abdullah MousaAlmousa</b></p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p><b>Background:</b> The World Health Organization (WHO), in 2004, reported that road traffic accidents (RTA) were ranked ninth for global disease burden, and are projected to move to the third place by 2020. In 2009, RTAs in Saudi Arabia have reached around half a million. Victims suffering from RTA sustaining injuries are at high risk for developing post-traumatic stress disorder (PTSD)</p> <p>This study assessed the prevalence of PTSD among victims of RTA and compared same to unexposed group to RTA. which will draw attention of the community to the seriousness of RTA and to aware the health care providers about PTSD.</p> <p><b>Objectives:</b> 1-To determine the prevalence of PTSD in victims of RTA in Saudi Arabia in 2015. 2- To compare the prevalence of PTSD between the exposed group and the unexposed group of individuals from the general population</p> <p><b>Methods:</b> Study population consisted of 144 individuals, 70 were exposed to Road Traffic Accidents (RTA) within the past year, and 74 were either exposed to RTA longer than a year ago or never exposed to RTA, drawn from patients, staff and visitors of King Khalid University Hospital, Riyadh, Saudi</p> |

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|  | <p>Arabia. Self-administered questionnaires were handed to obtain socio-demographic variables, and Posttraumatic Stress Diagnostic Scale (PDS) was included in the questionnaire.</p> <p><b>Results:</b> The prevalence of PTSD among RTA victims and unexposed group were 74,2%, 31% respectively. The difference in prevalence was statistically significant with RTA victims more likely to experience PTSD compared to unexposed group (<math>x=29,74</math> <math>p=0.0001</math>). In PTSD patient there was no statistically significant in quality of life except in the sexual life.</p> <p><b>Conclusion:</b> The outcomes of this study revealed that road traffic accident victims had higher prevalence of PTSD compared to the other non-exposed group. Future studies should have larger sample size and use cohort or case-control study as their study design to elucidate the results more accurately.</p>  |
|  | <p style="text-align: center;"><b>Treatment of Marxism and American Depression in Clifford Odets's Waiting for Lefty</b></p> <p style="text-align: center;"><b>Irin Sultana</b><br/>King Khalid University, Abha, KSA</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>In the world of depression, where meaning either vanishes or proliferates beyond understanding; undoubtedly, drama plays a vital role in such milieu. It is the only device, by which the characters can hope to know or control the world outside them. In 1930s, was evoking the turbulent where American Depression spread out; there was also class distinction in that time. Clifford Odets' Waiting for Lefty is probably one of the best-known plays where he neatly summarizes his belief in the sanctity of workers and their right to fair employment. He dealt with the disintegration of a middle class family caused by the depression. Odets' works are the outcome of American Depression. With its leftist philosophy and realistic conflicts, this play depicts the search by working class characters for a place in modern society. This article is an attempt to show how the view of Marxism influenced the play and how the characters were depressed by the capitalism day by day in that time. I will examine how they suffer from depression by their capitalist from Marxist point of view. I will also explain how the American Depression is reflected in the writings of Clifford Odets, replicating the experience of Americans in the time in which the playwright is living. This paper will also demonstrate that the working class of the world would feel an urge to rise up in order to fight for their better living step by step since Odets' plays speak to a deeper level of the audience's mind.</p> |
| <p style="text-align: center;"><b>Ramin Karimi</b><br/>GICICPLT1701095</p> | <p style="text-align: center;"><b>Verbal Functions In English Sentences</b></p> <p style="text-align: center;"><b>Ramin Karimi</b><br/>Alloy Steel Company, Iran-Yazd , Iran-Yazd, Iran</p> <p style="text-align: center;"><b>ABSTRACT</b></p> <p>Mankind needs to have a complete language for global communications with each other, but failed to invent a new language that is fully inclusive and</p>  |

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|  | <p>present. English language, as the most practical and the most widespread language in the world, is much world welcomed. If we find formula for how to arrange the words in sentences, we will have great achievements in the field of English language teaching, documentation as well as providing superior algorithms (for Translators). This article is based on various examples and shows that almost all the English language sentences are based on a wide and strong rule (or formula). Application of this equation or formula, like other relations, is bilateral; that is what we have and we mean it (practice-based) or what it means and we want to build sentences (tack inversion).<br/>Layout - Formula - Language - Sentence</p> |
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<http://gplra.org/conference.php>

- » 10th International Conference on Psychology, Language and Teaching (ICPLT), 20-21 Feb 2017, Dubai
- » 13th International Conference on Psychology and Behavioural Sciences (ICPBS), 24-25 May 2017, Lisbon
- » 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
- » 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

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- » 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
- » 19th International Conference on Psychology & Language Research (ICPLR),  
25-26 July 2017, Barcelona, Spain
- » 21st International Conference on Psychology & Language Research (ICPLR),  
07-08 September 2017, Bali, Indonesia
- » 22nd International Conference on Psychology & Language Research (ICPLR),  
11-12 Sept 2017, London, UK
- » 23rd International Conference on Psychology & Language Research (ICPLR),  
11-12 October 2017, Dubai, UAE
- » 24th International Conference on Psychology & Language Research (ICPLR),  
09-10 Nov 2017, Singapore

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- » 25th International Conference on Psychology & Language Research (ICPLR),  
16-17 Nov 2017, Kuala Lumpur
- » 26th International Conference on Psychology & Language Research (ICPLR),  
21-22 Dec 2017, Dubai, UAE
- » 27th International Conference on Psychology & Language Research (ICPLR),  
28-29 Dec 2017, Bangkok, Thailand

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