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**CONFERENCE PROCEEDINGS**

**23rd International Conference on Psychology & Language Research  
(ICPLR), 11-12 October 2017, Dubai, UAE**

**11-12 October 2017**

Conference Venue

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

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**KEYNOTE SPEAKER**



**Dr. N. B. JUMANI**

**Professor of Education and Dean Faculty of Social Sciences, International Islamic University,  
Islamabad, Pakistan**

**PLENARY SPEAKER**



**Dr. Janina Cünnen**

**Language Teaching Centre (SLI), University of Freiburg, Freiburg i.Brsg., Germany**

**23rd International Conference on Psychology & Language Research (ICPLR), 11-12 October 2017, 2  
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**Global Research &  
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Geeta Bhandari  
GICICPLR1712051

Trends in Modern Language

Geeta Bhandari  
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Abstract

The Post Modernism era is a flux wherein everything is rapidly and widely changing at a fast, rapid pace, and it has been fairly and widely recognized that science has been pushed too far into the realm of creativity and human affairs, wherein the concepts emerge, change, shape and eventually, before you make out something out of it, the whole perception and perspective changes. In this commotion and fluidity of changing times, things have fallen apart, the centre has not been able to hold 'smstisation' and 'netisation' of language which has created a new folklore rather 'netlore' or you may call it 'cyberlore'. While the educated elite and denizens of academics call it a slaughter of the 'innocence of language' and term it as a 'murder most foul', the younger generation terms them as blokes, who are not ready to change with the changing times. Although the language, literature and folklore have always been changing yet it is just a matter of perspective and vantage point. The river of language and literature is like an era of ever flowing, ever-changing mobilization that is stretched into eternity. When we talk of the emerging trends, currents or re-currents in the river of eternity, we talk from the perspective of that particular vantage point from where we watch the flux. In this paper, it is my attempt to focus on the time wrap to which we belong, and share with my friends those nuances of the language, literature and folklore that have undergone a change. The younger generation is responsible to bring about the change and we, the older guard simply cry out "Lord forgive them, for they know not, what they do". We are like big boulders in a stream, unchanged, unmoved but wetted by the flowing water, if not vetted by it. The modern usage of language punishes the trained and stagnant mind. But we all need to go by the ebb and flow.

Lamwodo Leonard  
GICICPLR1712052

Duration In Abduction, Age, Social Support, And PTSD Among Formerly Abducted Male Children

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Abstract

This study examined Post Traumatic Stress (PTSD) symptoms of formerly abducted male children in relation to Social Support, age and duration of stay in abduction. The objectives were to examine whether age influenced PTSD prevalent rate and to evaluate the relationship between social support and PTSD and duration in abduction and PTSD.

Sixty-three formerly abducted male children (age 12-17 years) from the School for War affected Children (SOWAC) in Gulu district were randomly selected and administered a structured questionnaire including PCL-S –17 PTSD Scale, SSS 15 Scale for social support. The children were also asked to provide their age, the time they were abducted and when they returned from abduction. Like any other victims of violence studied, the majority of abducted children (69%) were vulnerable to the onslaught of PTSD. Older children and those with little or no social support were more at risk of developing psychological problems. Further research is needed to explore social support and other stress factors during and after abduction in order to better understand why some children escaped PTSD. This information may help to improve services to address this problem and the associated factors among this population and other children in the region.

Preeti Nakhat  
GICICPLR1712054

Career decisiveness of Indian college going students – A psychosocial study

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	<p style="text-align: center;"><b>Gandhinagar, Gujarat, India</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Career plays an indispensable role in shaping one's outlook to life. Choosing right career adds "feathers to the life" whereas wrong career decision "takes a toll "in one's life. It is pivotal for the students to know the career opportunities related to their field where they can escalate and excel. With the aim to comprehend certainty and indecisiveness in career decision among college students, a study will be conducted. The study focuses to gain insight on decisiveness and indecisiveness of career among the students. The hypotheses for the study are 1. There is no relation between medium of education (vernacular/English medium) and career decisiveness among the college students.2. There is no relation between the faculty(science, commerce, arts)chosen and career decisiveness.3. There is no relation between father's qualification and career decisiveness. To test the aforementioned hypotheses, a survey questionnaire will be used. The questionnaire is "Career decision scale" by Samuel H. Osipow. This study will include 200 college going students. The data will be collected from first , second , third and fourth year students. Statistical analysis of the data collected with be done through SPSS/excel calculation and then the hypotheses will be tested.</p>
 <p style="text-align: center;"><b>Alaa Alnajm</b> GICICPLR1712057</p>	<p style="text-align: center;"><b>Processing Language via Brain</b></p> <p style="text-align: center;"><b>Alaa Alnajm</b> English, Faculty of Languages, University of Kufa, Iraq, Alnajaf</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper examines language processing in the human brain and, more specifically, what happens to spoken language when certain areas of the brain are damaged. Language processing is what takes place whenever we understand or produce speech; a normal task, but one of extraordinary complexity, whose mysteries have baffled some of the greatest minds across the centuries.</p> <p><b>Key words:</b> neurolinguistics, brain, aphasia and language.</p>
<p style="text-align: center;"><b>Tarik Abdelrheem</b> GICICPLR1712058</p>	<p style="text-align: center;"><b>Combined Effects of Selective Attention and Repetition on Event-Related Potentials of Processing Arabic Words</b></p> <p style="text-align: center;"><b>Tarik Abdelrheem</b> Department of General studies, Faculty of supporting and applied science, KFUPM, Saudi Arabia</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Research Objectives:</b> Studying the effect of selective attention and repetition on the processing of Arabic words. I focused on the early ERP components such as N170, N250r. Attention was manipulated sensu Lavie's perceptual load theory by increasing the number of letter-words (e.g., 3 letter-words; 6 letter-words &amp; 9 letter-words).</p> <p><b>Research Methodology:</b> An immediate (S1-S2) repetition paradigm was used, and the Participants were instructed to decide whether both S1&amp;S2 were identical or not. S1 was presented for short time intervals (200 ms), while S2 was presented for long time intervals (1800 ms).</p> <p><b>Findings:</b> Results showed that there is an early repetition effect (N250r) on both hemispheres for 3 letter-words, while this effect appeared in the left hemisphere for 6 letter-words; nevertheless, this effect is vanished for 9 letter-words.</p> <p><b>Conclusion:</b> These findings suggested that an early repetition effects occur around 250 ms strongly depend on selective attention.</p> <p><b>Keywords:-</b> Repetition, Event-related Brain potentials, N170, N250r.</p>
<p style="text-align: center;"><b>Olushola Are</b> GICICPLR1712059</p>	<p style="text-align: center;"><b>The rhetoric of self-adulation in contemporary Nigerian popular music: a psychological perspective</b></p> <p style="text-align: center;"><b>Olushola Bamidele Are (PhD)</b></p>

	<p style="text-align: center;">Department of English Studies, Adekunle Ajasin University, Akungba-Akoko, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The tendency among many Nigerian popular music artistes to engage in self-adulation has been identified in some studies, but has not received enough pointed and focused attention. This article therefore takes a close look at this phenomenon. It identifies self-adulation as a rhetorical element that drives some of the thematic concerns of Nigerian popular music artistes. In addition, the article employs some constructs in Social Psychology to analyses selected lyrics, and concludes that self-adulation serves as a defensive mechanism in the face of palpable threats to self-esteem generated by specific social realities</p>
<p>Soumia Selougui GICICPLR1712062</p>	<p style="text-align: center;">Analyzing the cultural content of English language textbooks: Algerian teachers and pupils views</p> <p style="text-align: center;"><b>Soumia Selougui</b> Department of Education, The West of Scotland University, Paisley, United Kingdom</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The textbook is considered as a cornerstone in education that is worthy to investigate in order to encourage pupils' interaction and performance in English language classes. It can be noticed that the cultural content of Algerian English language textbooks is not adequately designed because it is merely westernized. However, the local culture or other varieties of international cultures are to a large extent marginalized. This could be clearly seen in the topics, images, tasks, and dialogues portrayed in the currently used English textbooks. Interestingly, this study aims at raising Algerian textbooks writers and educators awareness about the importance of incorporating different varieties of cultures in order to raise learners' global intercultural competence and to design an alternative cultural content which is appropriate to their local environment. In order to challenge the Western predominance of culture embedded in English textbooks, this study attempts to analyze whose cultures, varieties, or voices are represented or disregarded within English textbooks. It also aims at investigating the socially-constructed views of Algerian pupils and teachers as locals and how they conceive the Western cultural dominance and the way it affects their identities. Their views about which variety of culture they prefer to be incorporated in the syllabus of teaching English according to their local environment is also included in this study. This research is based on the socio- constructivist epistemology. Therefore, a concurrent- mixed methods design has been employed. Participants in this research compromise of Algerian teachers of English teaching in two public schools (intermediate and secondary) and third- year pupils at secondary schools in addition to a collection of English textbooks. The data have been collected through quantitative (questionnaires) and qualitative (document analysis and semi- structured interviews). For questionnaires, 50 teachers and 50 pupils took part in this study. However, 10 female and male teachers were interviewed. Therefore, I employed statistical tests to analyze the quantitative data, content analysis and thematic analysis used in order to analyze the qualitative data.</p>
<p>Asima Mehboob Khan GICICPLR1712063</p>	<p style="text-align: center;">The Effect of Cognitive Behavior Therapy on Patients of Type 2 Diabetes Miletus Co Morbid With Depression</p> <p style="text-align: center;"><b>Asima Mehboob Khan</b> Psychiatry Department, Pakistan Institute Of Medical Sciences, Islamabad, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Present study aimed to measure the effect of cognitive behavioral therapy (CBT) on patients OF TYPE 2 Diabetes Miletus co morbid with Depression. A total of 32 patients with diabetes and depression were allocated to CBT therapy (n=16) and controls without CBT therapy (n=16). It was conducted at the Department of Psychiatry, and</p>



	<p>diabetic's clinic of Department of General Medicine, Pakistan Institute of Medical Sciences, Islamabad, in a period of 6 months. Known cases of Type 2 Diabetes fulfilling the diagnostic criteria of Depression and anxiety using DSM –V research criteria were enrolled. Written informed consent was taken. Clients were assessed 2 weeks after the first screening, to fill in the baseline measures when they attended their first appointment. These persons were asked to attend further appointments and were assessed every two weeks till end of the study final assessment were made. The mean age of patients was 50.9 + 7.5 years in group A (CBT) and 45.4 + 10.1 years in group B (without CBT). Male and female cases were equally selected in both groups respectively. Mean of HAD-S was found similar at baseline in both study groups while post intervention phases in group A, greater improvement was observed (8.8 + 2.6) compared to (10.3 + 2.9) in group B. In post intervention period a greater decrease in PHQ was observed in group A (5.5 + 2.1) than group B (6.5 + 2.0). The WHO wellbeing index was significantly better in group B compared to group A at baseline (p-value = &lt;0.001). Though in post intervention phase, group A and group B had a comparable improvement (18.1 + 2.9 and 18.5 + 2.8). The WHO quality of life scale was almost similar in both groups at baseline, however, greater improvement in quality of life was observed in group A (90.7 + 9.0) compared to group B (82.1 + 13.9) and the difference in mean WHOQOL was found statistically significant (p-value = 0.04). The CBT intervention has a clear role in the management of depression in diabetic patients. In this study it has shown significant improvement in the health and depression scales and also in the overall quality of life according to WHO scale.</p> <p><b>Keywords:</b> Cognitive Behaviour Therapy, Type 2 Diabetes Miletus, and Depression</p>
 <p style="text-align: center;"><b>Jerry Mojapelo</b> GICICPLR1712064</p>	<p style="text-align: center;"><b>Employee Perceptions, Adherence And Behaviours Towards Work-Related Health And Safety As Correlates Of Overall Health And Safety Awareness</b></p> <p style="text-align: center;"><b>Jerry Mojapelo</b> Department Of People Management And Development, Tshwane University Of Technology, Mpumalanga, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper tested a conceptual framework which identifies the perceptions, adherence to safety and health standards, and behaviours of employees towards work-related health and safety as correlates of overall employee health and safety awareness. The study was conducted using data collected from a purposively selected sample of 165 employees from a multinational steel processing company based in Gauteng Province, South Africa. The strength of associations between constructs was tested using Pearson correlations. Predictions between the dependant and independent constructs were tested using regression analysis. Correlation analyses showed moderate to strong positive associations between the constructs. Regression analysis showed that all three independent variables, namely perceptions, adherence and behaviours of employees towards work-related safety and health issues significantly predict their overall health and safety awareness. The study is significant in that its results may be used by managers in the steel industry in their analyses of the role played by employees in the diagnosis of work-related health and safety challenges.</p> <p><b>Key Words:</b> Work-related health and safety, employee perceptions, health and safety behaviours, health and safety adherence, health and safety awareness</p>
<p style="text-align: center;"><b>Ismaila Yakubu</b> GICICPLR1712065</p>	<p style="text-align: center;"><b>The Phenomenon of Psycho-Socioeconomic Trauma of Oil Exploration and Its Challenges on the people of Niger Delta Region in Nigeria</b></p> <p style="text-align: center;"><b>Ismaila Yakubu</b> Department of Psychology, Faculty of Social Sciences, Plateau State University, Bokkos, Nigeria</p> <p style="text-align: center;"><b>Ukpere Henry O.</b> Department of Psychology, Faculty of Social Sciences, Plateau State University, Bokkos,</p>

	<p style="text-align: center;"><b>Nigeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study examined the phenomenon of psycho-socioeconomic trauma of oil exploration and the challenge it poses to the people of Niger Delta region as well as the Nigerian State. 2x3x2 factorial design defines the plan of the investigation. A total of 150 participants were drawn from the River State, Akwa-Ibom and Bayelsa State Nigeria and completed the questionnaires used in collecting the data for the study. Of these, 49.3% were males while 50.7% were females. Three hypothesis were tested; there would be a significant difference in the socio-economic trauma level of Niger-Delta people based on community level; there will be significant relationship between trauma caused by oil exploration and victimization and there will be a significant difference in victimization and trauma experience of participant based on gender. The study revealed that there is a significant mean difference in the in the socio-economic trauma level of Niger-Delta people based on community level; <math>F(8, 141) = 9.029, p &lt; 0.05</math>; There was no significant relationship between trauma caused by oil exploration and victimization. (<math>r = .160, p &lt; 0.05</math>); Gender has no influence on both trauma [<math>F(1, 148) = .211, p = .646</math>] and victimization scale [<math>F(1, 148) = .002, p = .967</math>]. Conclusively, it was recommended that Government should enable environmental law that guarantee property right and above all good governance should be entrenched in the region to bring about development, Addressing socio-economic trauma, practitioners should know the available measures to assess organization readiness to integrate evidence-based trauma treatment and Government should develop a national oil spill contingency plan to complete the formation of the Clean Nigeria Association by the oil companies.</p>
<p><b>Hayat Bagui</b>  <b>GICICPLR1712066</b></p>	<p style="text-align: center;"><b>Mediating between EFL Teaching and Technology: An Interdisciplinary Approach</b></p> <p style="text-align: center;"><b>Hayat Bagui</b>  <b>Department Of English, Faculty Of Letters And Languages, University Centre Of Naama, Naama, Algeria</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>English is the major language of international communication. Teaching and learning English as an international language provides an accessible overview of this increasingly important field. In the field of foreign language learning and the growing need for learner autonomy, technological innovation has long been recognized as one of the key factors that determine second language achievement and attainment. Present-day technology holds the promise and potential for offering ways in which teachers can help students to improve their oral and listening skills and to sustain the long and usually laborious journey of acquiring a foreign language. Hence, the present research paper endeavours to explore current uses of technology, mainly the integration of computers as teaching aids, which aim at facilitating the teaching and assessment of the English language among first year students at Naama University –Algeria-. The pedagogical effectiveness of different technologies, therefore, is related to certain major questions: how can new technologies be successfully integrated into the curriculum? How can computers be used to support second language learning? And how do the transformations in society affect education? Through the use of a set of instruments, questionnaire and observation, it is hypothesized that technology devices are paramount tools that should be used appropriately. Such devices enhance extremely the teaching and learning processes. Education is, consequently, a microcosm of society and it is continuously affected by social transformations.</p> <p><b>Keywords:</b> language acquisition, TEFL, technological innovation, computers in language learning, skills.</p>
<p><b>Ahmadreza Kiani</b>  <b>GICICPLR1712068</b></p>	<p style="text-align: center;"><b>Investigating The Relationship Between Attachment Styles with marital adjustment based on attribution as a mediator</b></p> <p style="text-align: center;"><b>Ahmadreza Kiani</b></p>

	<p>Family counseling, Ph.D. Assistant Professor, University of Mohaghegh Ardabili, Ardabil, Iran</p> <p>Yasaman Jamshidian Family counseling, M.A</p> <p><b>Abstract</b></p> <p>The aim of this research was to Investigate the Relationship Between Attachment Styles and marital adjustment with mediating attributions. This research method was correlation and structural equation model. Statistical community included in all couples that referred to counseling centers in 2015, in Iran. Samples included in 101 couples that selected by cluster sampling. Data collected by questionnaires that included: Early Close Relationship- Revised, Relational Attribution Measure, Revised Dyadic Adjustment Scale. Statistical methods in this research contain descriptive and inferential statistics in the type of structural equations and semi-experimental plans. Data showed that all of the factors effect on marital adjustment independently and directly: Avoidant and Anxious attachment has significant effect on marital adjustment, but in this case Avoidant is more effective attachment. About indirect relationship through mediating factor, findings showed that relationship attributions operate as a mediator between Attachment and marital adjustment. In addition, anxious attachment's effect on marital adjustment was more depended on attribution variable, but avoidant attachment's effect was not depended on mediating factor. Totally, research findings showed that avoidant attachment has significant direct effect on marital adjustment, but anxious attachment's effect was indirect and through mediating factor. Therefore, we can focus on attachment theory in couple therapy and work with maladjusted couples based on it.</p> <p><b>Keywords:</b> Attachment Dimensions, Marital Adjustment. Relational Attribution, Structural Equation Modeling.</p>
<p>Karima Benheddi GICICPLR1712070</p>	<p>Dialect Use in Arabic Algerian Literature, the Case of Rih El Djanoub by Abd El Hamid Benhadouga</p> <p>Karima Benheddi Naama University Algeria Foreign English department, Faculty of letters and languages, Naama University, Algeria, Naama, Algeria</p> <p><b>Abstract</b></p> <p>The present research paper is an attempt to analyse the role of dialect use in literature, since dialect as a complicated linguistics system did not attract only the interest of dialectologists but it captured the interest of other disciplines mainly sociolinguistics and literature. Thus dialect use in literature has inspired different authors from all over the world, as it is an artful technique that helps them to make their fictional characters well rounded as well as to highlight their social and cultural background –it is meant to transfer information about their inner and outside world-In other words, it serves them to draw the reader's attention as if he is really involved in the story. In fact, the study of the insertion of dialectal features in literary style does not lesson from its value but, rather enforces it and draw beautiful portraits about the characters' behaviour, mentality and life style then; it offers a special elegance and charm for their literary works. The above mentioned title is not chosen randomly but on purpose because dialect use in Rih El Djanoub is so rich at the level of folkloric elements. What characterizes Benhadouga's novel and supplies it with distinguished glamour is the presence of language diversity so, despite the standard form is the dominant variety in the novel but, when the author is exposed to cultural elements such as: proverbs, popular songs, games and folk beliefs, he used dialect in order to be faithful to the context by retaining the original words of characters in dialogue.</p> <p><b>Key words:</b> literary dialect, cultural aspects, folklore, cultural background, artful technique.</p>





**Shazia Gulzar**  
GICICPLR1712073

**Gender Role Conflict in University Students: A Psychometric Approach**

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Pakistan

**Zahid Mahmood**

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**Abstract**

The current research explored the expression and experience of Gender Role Conflict in university students in Pakistani cultural context. In the first phase of the study, 20 university students were interviewed individually to gather the item pool on the variable under study. It resulted in the generation of 105 items on gender role conflict as experienced and expressed by university students. After excluding the repetition and redundant items 38 finalized items were piloted on 30 university students as a self-report measure of 4 point Likert scale (Gender Role Conflict Scale). Finally a stratified sample of 223 university students (45.9% men and 54.1% women) was given the final list of 38 item scales and a demographic sheet. Principal component factor analysis revealed two factor solutions namely internalized conflict and externalized conflict. The current scale found to have high internal consistency, construct validity, test retest and split half reliability. The relationship of newly developed scale on gender role conflict with adult attachment was also explored. The results revealed significant relationships. The results of the research are discussed in the light of cultural context and its implication for the university students.

**Keywords:** Gender Role Conflict, University Students, Cultural Context, Validity

**Ramiza Darmi**  
GICICPLR1712075

**Using PADLET in learning: Perception of second language learners**

**Ramiza Darmi**

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**Abstract**

The teaching and learning paradigm in the 21st century has evolved. Lecturers realize that the learners' engagement and participation in the classroom are their main concern instead of delivering lecture. As a result, lecturers take the initiative to learn Web 2.0 tools to ensure they meet the objectives. Web 2.0 tools are presentation. video, mobile and community. PADLET is one of the community tools to communicate, collaborate and share work between the lecturers and learners. This study reports the perceptions of second year undergraduate English language programme learners in Malaysia on the use of PADLET throughout the semester. An online questionnaire was distributed to the subjects on the final week of the semester. The analyses include the view of using PADLET, individual participation during the course of learning, opportunity for personal and peer learning and problems, if any, they encountered with the use. The preliminary findings of the study show the positive use of PADLET by the learners. They agree that the learning experience appears to be interesting and active because they contributed and interacted in the class discussion though online. The study will add to the literature on Web 2.0 tool in particular PADLET.

**Keywords:** WEB 2.0, PADLET, English language, undergraduate learners, Malaysia

**Leila Nafar**  
GICICPLR1712076

**Investigation Of Error Analysis Of Written Paragraphs By Payame Noor University Students**

**Leila Nafar**

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**Abstract**



	<p>The present study aims at analyzing in a corpus of 116 English paragraphs written by 116 participants. The participants are from different academic majors who are studying at Payame-Noor University in NajafAbad. The participants were 16 female students and 10 male students. The instruments used in the present study was the participants' written paragraphs. All the errors committed by the students were checked and categorized into different categorizations. The findings of the study reveal that that the students of Payame-Noor University students have committed several errors such as: spelling, word order, and subject-verb agreement. The results also showed that the most frequent error committed by the students was the improper use of English articles. In light of the obtained results, several recommendations and pedagogical implications were suggested in order to help EFL teachers in their attempt to reduce the difficulties concerning writing English paragraphs among English learners.</p> <p><b>Keywords:</b> Error analysis, Writing paragraphs, Grammatical errors</p>
<p style="text-align: center;"><b>Jamal Sadeghi</b> GICICPLR1712077</p>	<p style="text-align: center;"><b>Comparison Of Reconciliation, Resiliency And Daring Among Single-Parent Adolescents And Two Parents In District 4 Of Tehran</b></p> <p style="text-align: center;"><b>Jamal Sadeghi</b> Department Of Clinical Psychology, Babol Branch, Islamic Azad University, Babol, Iran</p> <p style="text-align: center;"><b>Mansor Balali</b> Department of Clinical Psychology, Ayatollahamoli Branch, Islamic Azad University, Amol, Iran</p> <p style="text-align: center;"><b>Shadi Najafifar</b> Department of Microbiology, Tonekaboon Branch, Islamic Azad University, Tonekaboon, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study was to compare the compatibility, resiliency and dare among single-parent adolescents and two parents in district 4 of Tehran. This research was carried out through a comparative-comparative method. The data gathering tool utilized Bell's compatibility questionnaire, Conner and Davidson's persistence, daring Lee and colleagues. The statistical population of this study was single-parent adolescents and two parents make. Data were analyzed using independent t-test and Manoova software using SPSS software. The results of the first hypothesis test that dare and resiliency and adaptation are different in single-parent adolescents and two parents of Rasht, considering the findings of the research, and the result of the research, it can be concluded that the absence of the parent can be effective in personality traits.</p> <p><b>Keywords:</b> adaptability, resilience, and daring, adolescents, single parents, two parents</p>
<p style="text-align: center;"><b>Maryam Foad</b> GICICPLR1712078</p>	<p style="text-align: center;"><b>Relationship Between The Attachment Styles And Happiness In The Youth</b></p> <p style="text-align: center;"><b>Maryam Foad</b> Department Of Clinical Psychology, Ayatollahamoli Branch, Islamic Azad University, Amol, Iran</p> <p style="text-align: center;"><b>Jamal Sadeghi</b> Department of Clinical Psychology, Babol Branch, Islamic Azad University, Babol, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this study was to determine the relationship between attachment styles and happiness in the youth. The study was descriptive survey. The population of this study included all high school students in the city of Babol (n = 1373 patients), of these, 201 students through multistage random cluster sampling were selected. Data collected by Hazan and Shiver attachment styles questionnaire and Oxford happiness questionnaire.</p>



	<p>Pearson correlation and multiple regression analysis were performed to analyze data. The results showed that there is a significant relationship between avoidant attachment style and ambivalent as well as multiple correlation coefficient between predictor variables and the criterion variable equals to (MR=0.463), which showed that 21.5 percent of the variance in happiness related to the observed results. It can be concluded that the effect of attachment styles on happiness are important. <b>Keywords: Attachment styles, Happiness, High school, Children.</b></p>
<p><b>Lupe Concepcion Catcha</b> GICICPLR1712079</p>	<p style="text-align: center;"><b>Death by Spell Check: An Action Research on The Spelling Proficiency Among Second Language Learners</b></p> <p style="text-align: center;"><b>Lupe Concepcion Catcha</b> Department of Teacher Education, UM Tagum College, Tagum City, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Spelling skill is said to be the foundation of all macro skills however, students faced dilemmas in developing this proficiency. Through qualitative methodology specifically case study, the researcher was able to gather data that were used in the exploration. In order to avoid any form of biases, the researcher used purposive sampling in identifying the participant. Problems spurred and it expedient researcher's attention that pushed off inquiry to identify the different factors that affect the student's proficiency in spelling. It had found out that some of the factors were ; the deficiency of self-exertion in perusing books and other developmental materials, thus resulted to the insufficiency of vocabulary words; encountering words that addled confuseness; and insufficient feedbacks coming from the teacher greatly affect the student's motivation. However, despite these problems that arouse, students have shaped coping mechanisms that lessened their difficulties. Some of those are through spelling drills and practice at home through online spelling quizzes and activities; reading and taking down notes of encountered difficult words; and self-exploration in finding the meaning of encountered words. As the researcher's venture is concerned, it has been understood that learners have faced dilemmas yet have had coping mechanisms in facing such. With this, teachers must conduct drills and practices at school and should be continued at home with the parents. <b>Keywords: drills and practices, spelling skill, vocabulary, motivation, feedback</b></p>
<p><b>Sultan Alanazi</b> GICICPLR1712080</p>	<p style="text-align: center;"><b>The relationship between Glasser Model for Class Management and the attitude toward learning English among intermediate learners</b></p> <p style="text-align: center;"><b>Sultan Alenazi</b> College of Education, King Saud University, Riyadh 11451, Saudi Arabia.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this study was to examine the relationship between Glasser Model for Class Management and the attitude toward learning English among intermediate school learners. Two tools were used for this research: (1) Glasser Model for Class Management including five areas (survival, belonging, fun, and freedom needs), and (2) attitude toward learning English Scale. Both instruments were used and applied with a randomly selected cluster sample. The sample of this study consisted of 117 intermediate students in Hail city in the Kingdom of Saudi Arabia. The results showed that intermediate student have a positive attitude toward learning English. There was a statistically significant correlational relationship at the 0.01 level between Glasser Model for Class Management plus its areas and attitude toward learning English Scale. Moreover, the multiple regression analysis revealed that Glasser Model for Class Management with its five areas (power and belonging needs) significantly contributed in predicting attitude toward learning English. The area of power need was the best predictor of learning engagement accounting for 54% of attitude toward learning English. <b>Key words: Glasser Model, attitude English.</b></p>



<p><b>Hilawe Kinfemichael</b> GICICPLR1712081</p>	<p style="text-align: center;"><b>Cultural Interpretations Of Dreams: The Case Of Native Amharic Language Speakers In Amhara Region, Ethiopia</b></p> <p style="text-align: center;"><b>Hilawe Kinfemichael</b> Department Of Psychology, Aksum University, Aksum, Ethiopia</p> <p style="text-align: center;"><b>MVR Raju</b> Department Of Psychology, Aksum University, Aksum, Ethiopia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Dreams are generally thought of as either messages of good things to come, encouragement and guidance or warnings of threats, danger or bad news. Dreams in some cultures signify the death of close relatives and still others believe dreams are the opposite of what is dreamt. Thus, in this study a rigorous attempt has been made to examine the cultural interpretations and uses of dreams at a glance in Amhara region native Amharic language speakers. Key informants and people who are believed to have a skill in interpreting dreams are interviewed. Then, the various types of dreams were first collected in the source language (Amharic Language) and then transcribed in to English language. This study used qualitative design mainly content analysis approach. After an in-depth reading and rereading of the various types of dreams, nineteen dreams were selected and arranged in to three major themes by using thematic coding. Numerous types of dreams interpretation and uses were analyzed in relation to the cultural values, beliefs and norms of the society. Thus, the findings of the study showed dreams with good fortunes, bad fortunes and those that signify the death of close relatives. In conclusion, the people in this region have established their own set of social and cultural values. Dreams, their use and interpretations in this part are mainly derived from the religious and traditional values and beliefs of the society. Finally, the study recommended to study dreams scientifically and systematically to help in the therapeutic process.</p> <p><b>Key Words: Dream, interpretation, Culture</b></p>
<p><b>Dr. Tahani Alsaigh</b> GICICPLR1712084</p>	<p style="text-align: center;"><b>Second Language Activation in Arabic-English Bilinguals</b></p> <p style="text-align: center;"><b>Dr. Tahani Alsaigh</b> Faculty Staff Member, Institute of Public Administration in Riyadh Women Branch, Riyadh, Saudi Arabia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study examined second language (L2) activation in Arabic-English bilinguals for whom Arabic was the first language (L1). Modeling its design on Colomé (2001), the research compared processing in a picture-phoneme matching task for Arabic-English bilinguals tested in the United States or in Saudi Arabia to determine whether activation of English differed in the two settings as predicted by Grosjean's (1982) language mode theory. The results showed no differences in the activation of English for the two settings, but did indicate that both groups of participants experienced some interference of English. Overall, interference from English showed in error rates, but not in reaction times. Correlational analyses revealed that individual differences in error rate in the English phoneme condition were predicted by the number of hours per week that participants used English. Individual differences in reaction time were predicted by the frequency of the English translation equivalent of the Arabic name of the picture. The results are consistent with Colomé's (2001) conclusions that bilinguals activate both languages during L1 processing.</p> <p><b>Keywords: bilingualism, bilingual language processing, second language activation, Arabic-English bilinguals</b></p>
<p><b>Zukhruf Idrees</b> GICICPLR1712085</p>	<p style="text-align: center;"><b>Prejudice and its Factors</b> <b>Zukhruf Idrees</b> Clinical Psychologist, NGO ,Pakistan</p>



**Abstract**

This paper illustrates Prejudice which is the ongoing issue we as a generation facing now a days. Explaining prejudice and its heat in our societies is scrutinized. The first rubric includes groups having prejudice against one another for example sexism, hostile sexism ,benevolent sexism, racism, traditional racism , aversive racism etc. Second rubric includes the groups who are actually the part of this prejudiced behavior and how they are facing difficulties in their idiosyncratic and social life. How these victims then follow the psychological issues which ultimately effects their cognition behavior as well and the ways by which they can overcome these situations and how this effects our society to enact. The concept of ambiguity is shown that how on should not be confined to the one perception only with this every second upgrading world.

**Cognitive Processing Speed Across the Lifespan: Beyond the Influence of Motor Speed**

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**Abstract**

**Background:** Cognitive processing speed is commonly reported to decline with advanced age and is often assumed to be the core issue responsible for deficits in performance on complex cognitive tasks in aging populations. However, there is no clear, generic definition nor operationalization of the term processing speed raising the issue of whether traditional measures of cognitive processing speed such as the Symbol Search and Coding Subsets of the WAIS-IV accurately reflect cognitive processing speed, or are confounded by motor speed. This is particularly problematic when these measures are used with populations where motor slowing is common, i.e., in ageing populations post stroke. Thus, the aim of the current study was to explore the relationship between hand motor speed and traditional paper-and-pencil measures of processing speed as well as a novel computerised measure of processing speed.

**Method:** Participants were 70 young university students aged between 18 and 30, and 40 older adults aged between 58 and 78 primarily with a similar education profile. Traditional paper-and-pencil measures of processing speed were the Symbol Search and Coding, and psychophysical measure of processing speed was the Inspection Time (IT) task. Motor speed/dexterity was measured with the Purdue Pegboard.

**Results:** As expected, results indicated that age group differences in processing speed were demonstrated in the Symbol Search and Coding tasks. However, no significant differences were seen in the visual perception Inspection Time (IT) task. Furthermore, motor dexterity measured by the Purdue Pegboard demonstrated significant correlations with the Symbol Search and Coding tasks, but not with the IT task.



**Deena Ebaid**  
GICICPLR1712053



	<p><b>Discussion/Conclusion:</b> The results demonstrate that much of past research into cognitive decline with age is confounded by use of motor reaction times as the operational measure. The implications of the results are crucial in the realm of aging research, and especially for use with a clinical population where motor speed may be severely compromised, i.e., in stroke.</p> <p><b>Key Terms:</b> Cognitive processing speed, aging, cognitive assessment, motor speed, symbol search, coding, Inspection Time.</p>
 <p><b>Dr. Janina Cünnen</b> GICICPLR1712056</p>	<p><b>Network makes the world go round: EMI at the University of Freiburg. Crossborder challenges and opportunities</b></p> <p><b>Dr. Janina Cünnen</b> Language Teaching Centre (SLI), University of Freiburg, Freiburg i.Brsg, Germany</p> <p><b>Abstract</b> Over the last 15 years the University of Freiburg has increasingly internationalized as evidenced by 16 Master's Programs and a BA of Liberal Arts and Sciences taught in English as well as a language policy paper. Another facet of the University's internationalization efforts is the English Medium Instruction (EMI) project at the Language Teaching Center. The project is funded within the framework of the 'Quality Pact for Teaching' and it aims to support and ensure the quality of teaching in English. Starting in 2014, the EMI project developed and implemented a procedure to certify the linguistic and communicative competencies of teachers in English-taught programs. This quality assurance procedure awards a quality seal to programs when at least 80% of permanent teaching staff has had their linguistic and communicative competencies certified. In the early phases of the certification development, the EMI-team consulted with some leading European institutions of higher education, such as the Universities of Aarhus, Copenhagen, Groningen, Maastricht, ZHAW-Winterthur and others, all of whom have expertise in particular aspects of EMI. As a result, the Language Teaching Centre Freiburg has expanded its European network. At the same time, the EMI-project team of the University of Freiburg has evolved into a model of good practice for other international Universities and has been asked to provide the following services on EMI-related issues:</p> <ol style="list-style-type: none"> <li>1. Teaching in English workshops for University staff</li> <li>2. Consultation on implementing quality assurance measures for EMI programs</li> <li>3. Train the trainer workshops</li> </ol> <p>The EMI program has acquired expertise both through its work in Freiburg as well as through collaboration with other European universities. By continuing to network with other institutions, know-how can be augmented and training concepts tailored to enhance and ensure the linguistic and communicative competencies of teachers in English-taught programs at Universities in Europe and beyond.</p> <p><b>Keywords:</b> EMI, internationalization, networking, certification, quality assurance</p>
 <p><b>Dr. (Mrs.) Sarwat Jabeen</b> GICICPLR1712060</p>	<p><b>Tribal Teachers In Public And Private Schools: A Study Of Their Job Satisfaction As Related To Certain Socio-Psychological Factors</b></p> <p><b>Dr. (Mrs.) Sarwat Jabeen</b> Department of Psychology, Nirmala College, Ranchi University, Ranchi, Jharkhand, India</p> <p><b>Abstract</b> During the past few decades, no problem of industrial psychology has received more attention than the problem of organizations. The interest in the study of organization has so much grown as many industrial psychologists are thinking to change the name of Industrial Psychology to 'Organizational Psychology'. Industrial / Organizational Psychology is fairly new, emerging just over 100 years ago as a result of the Industrial Revolution in America. During that period, assembly lines were introduced to reduce the amount of time and skill it took to build things. Workers were forced to maintain an</p>

incredibly exhausting pace in terms of production and frequently encountered unhealthy work environments and low wages. Workers did not feel connected to their work, their company, or their coworkers. Companies were seeing decline in profits and worker enthusiasm and wanted to figure out what was going on.

**Key Words:** School teachers, job satisfaction, Public and Private Schools, Socio-psychological factors.



Elena Stakanova  
GICICPLR1712061

**Sense-creative Context as a Factor of Learner Autonomy in a Foreign Language Acquisition**

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**Abstract**

**Introduction.** Using sense-creative technologies in teaching English as foreign language (EFL) is becoming a burning issue in the modern classroom due to the challenges University graduates face in real life. The concept of life-long learning and learner autonomy is an evident response to these challenges. The current study warrants close scrutiny and reveals the concept of sense-creative context as a factor of self-regulation and autonomy in learning a foreign language.

**Goal of Study.** The organization of independent work of students is twofold: the formation of independence as a personality trait and the assimilation of knowledge, skills and habits. Without denying the importance of any skill, our focus in this paper goes particularly to the method of teaching English as a foreign language (EFL) using sense-creative technologies promoting the motivation of learning English. The latter has drawn our attention for the reason that our students suffer from many weaknesses in the language acquisition, therefore we decided to spot the light on such aspects as self-regulation and sense-creative context in teaching English as a foreign language. Learning a foreign language should be directed to the formation of deep personal meaning and intrinsic motivation.

**Data and Methods.** This paper shows methods underpinning sense-creative and communicative technologies, such as project work, problem-solving tasks. The study involved 150 psychology students studying English. Group 1 – control group, group 2 – experimental group, group 3 – reference group of advanced level of English. To investigate the motivation to learn a foreign language we used the questionnaires “Sense-creative strategies in learning a foreign language” by Douglas Brown, “Strategies of Learning English” by Harris.

**Results and Discussion.** With the help of “Sense-creative strategies in learning a foreign language” it is possible to observe the students’ vocational aspirations, self-assessment and learner autonomy. Questionnaire determines the level of development of students’ abilities to independently organize their work, allows using effective methods of learning English. The questionnaire includes 3 parts, consisting of various statements (1. Meta-cognitive strategies. 2. Cognitive strategies. 3. Socio-affective strategies). The respondents need to specify what actions they do often (2 points), seldom (1 point), never (0 points). The given method defines the dominant cognitive strategies and the meaning of life of students. According to this criterion of meta-cognitive strategy, students of the control group showed almost equal results with the experimental group. This confirms that all students are trying to effectively learn English and displayed the ability to organize their training and learner autonomy. However, students in the control group are likely to find motivational activities to be challenging.

**Conclusions.** Communicative activities facilitate semantic field in professional success, shape learner autonomy and allow taking the responsibility for the results of mastering a target language. To recap, using the sense-creation context, we change the priorities and form sense-creative approach, the essence of which is to put the student in the conditions when he/she feels the intrinsic need to acquire knowledge. Sense-creative technologies activate and stimulate the process of fulfilling comprehension exercises,



	<p>develop self-regulation. Sense-creation technologies in teaching English broaden semantic scope of the student, allowing EFL learners value the intercultural communication, take the English language as a source of self-development. The problem merits further investigation and warrants closer scrutiny. To sum up, sense-creative context in our study has been analyzed and implemented in EFL teaching with a focus on personal and meaningful development of the students.</p> <p><b>Key-words:</b> English as a foreign language, motivation, self-regulation, sense-creative technologies, learner autonomy.</p>
<p><b>Ahmadreza Kiani</b> GICICPLR1712068</p>	<p style="text-align: center;"><b>Investigating The Relationship Between Attachment Styles with marital adjustment based on attribution as a mediator</b></p> <p style="text-align: center;"><b>Ahmadreza Kiani</b> Family counseling, Ph.D. Assistant Professor, University of Mohaghegh Ardabili, Ardabil, Iran</p> <p style="text-align: center;"><b>Yasaman Jamshidian</b> Family counseling, M.A</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this research was to Investigate the Relationship Between Attachment Styles and marital adjustment with mediating attributions. This research method was correlation and structural equation model. Statistical community included in all couples that referred to counseling centers in 2015, in Iran. Samples included in 101 couples that selected by cluster sampling. Data collected by questionnaires that included: Early Close Relationship- Revised, Relational Attribution Measure, Revised Dyadic Adjustment Scale. Statistical methods in this research contain descriptive and inferential statistics in the type of structural equations and semi-experimental plans. Data showed that all of the factors effect on marital adjustment independently and directly: Avoidant and Anxious attachment has significant effect on marital adjustment, but in this case Avoidant is more effective attachment. About indirect relationship through mediating factor, findings showed that relationship attributions operate as a mediator between Attachment and marital adjustment. In addition, anxious attachment's effect on marital adjustment was more depended on attribution variable, but avoidant attachment's effect was not depended on mediating factor. Totally, research findings showed that avoidant attachment has significant direct effect on marital adjustment, but anxious attachment's effect was indirect and through mediating factor. Therefore, we can focus on attachment theory in couple therapy and work with maladjusted couples based on it.</p> <p><b>Keywords:</b> Attachment Dimensions, Marital Adjustment. Relational Attribution, Structural Equation Modeling.</p>
<p><b>Karima Benheddi</b> GICICPLR1712070</p>	<p style="text-align: center;"><b>Dialect Use in Arabic Algerian Literature, the Case of Rih El Djanoub by Abd El Hamid Benhadouga.</b></p> <p style="text-align: center;"><b>Karima Benheddi</b> Naama University Algeria Foreign English departement, Faculty of letters and languages, Naama University , ALGERIA, NAAMA, Algeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The present research paper is an attempt to analyse the role of dialect use in literature, since dialect as a complicated linguistics system did not attract only the interest of dialectologists but it captured the interest of other disciplines mainly sociolinguistics and literature. Thus dialect use in literature has inspired different authors from all over the world, as it is an artful technique that helps them to make their fictional characters well rounded as well as to highlight their social and cultural background –it is meant to transfer information about their inner and outside world-In other words, it serves them to draw the reader's attention as if he is really involved in</p>



	<p>the story. In fact, the study of the insertion of dialectal features in literary style does not lesson from its value but, rather enforces it and draw beautiful portraits about the characters' behaviour, mentality and life style then; it offers a special elegance and charm for their literary works. The above mentioned title is not chosen randomly but on purpose because dialect use in Rih El Djanoub is so rich at the level of folkloric elements. What characterizes Benhadouga's novel and supplies it with distinguished glamour is the presence of language diversity so, despite the standard form is the dominant variety in the novel but, when the author is exposed to cultural elements such as: proverbs, popular songs, games and folk beliefs, he used dialect in order to be faithful to the context by retaining the original words of characters in dialogue.</p> <p><b>Key words:</b> literary dialect, cultural aspects, folklore, cultural background, artful technique.</p>
<p style="text-align: center;"><b>Rabia Ashraf</b> GICICPLR1712071</p>	<p style="text-align: center;"><b>Aspects of My Life That I am trying to Understand Better: Reinterpreting the Misinterpreted Mother in Doris Lessings Under My Skin and The Grass Is Singing</b></p> <p style="text-align: center;"><b>Rabia Ashraf</b> Department of Humanities, Faculty of English, COMSATS Institute of Information Technology, Lahore, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>With the application of psychoanalytic and feminist tradition, the psychotherapeutic aspect of interpreting the mother is analyzed in this paper. Doris Lessing, through her self-representational writing, fictive protagonists (based on herself or her mother) and by declaring in the later part of her life that her mother was a personality that demanded more thinking, understanding and empathy on her part instead of repulsion, hatred and fear to be like her which is called matrophobia, it can be stated that this psychotherapy of matrophobia (Ashraf 77) is Lessing's predominant concern in her works. However, there are means through which the works emerges out to be psychotherapeutic and tracing out those modes is the primary concern of this paper.</p> <p><b>Keywords:</b> Psycho analysis, feminism, psychotherapy, matrophobia</p>
<div style="text-align: center;">  <p><b>Shazia Gulzar</b> GICICPLR1712073</p> </div>	<p style="text-align: center;"><b>Gender Role Conflict in University Students: A Psychometric Approach</b></p> <p style="text-align: center;"><b>Shazia Gulzar</b> Lecturer, COMSATS Institute of Information Technology, Lahore</p> <p style="text-align: center;"><b>Zahid Mahmood</b> Director ICP, UMT Lahore Institute of Clinical Psychology University of Management and technology, Lahore</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The current research explored the expression and experience of Gender Role Conflict in university students in Pakistani cultural context. In the first phase of the study, 20 university students were interviewed individually to gather the item pool on the variable under study. It resulted in the generation of 105 items on gender role conflict as experienced and expressed by university students. After excluding the repetition and redundant items 38 finalized items were piloted on 30 university students as a self-report measure of 4 point Likert scale (Gender Role Conflict Scale). Finally a stratified sample of 223 university students (45.9% men and 54.1% women) was given the final list of 38 item scale and a demographic sheet. Principal component factor analysis revealed two factor solutions namely internalized conflict and externalized conflict. The current scale found to have high internal consistency, construct validity, test retest and split half reliability. The relationship of newly developed scale on gender role conflict with adult attachment was also explored. The results revealed significant relationships. The results of the research are discussed in the light of cultural context and its implication for the university students.</p> <p><b>Keywords:</b> Gender Role Conflict, University Students, Cultural Context, Validity</p>

<p><b>Ramiza Darmi</b> GICICPLR1712075</p>	<p style="text-align: center;"><b>Using PADLET in learning: Perception of second language learners</b></p> <p style="text-align: center;"><b>Ramiza Darmi</b> Department Of English, Faculty Of Modern Languages And Communication,Universiti Putra Malaysia, Serdang, Selangor, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The teaching and learning paradigm in the 21st century has evolved. Lecturers realize that the learners' engagement and participation in the classroom are their main concern instead of delivering lecture. As a result, lecturers take the initiative to learn Web 2.0 tools to ensure they meet the objectives. Web 2.0 tools are presentation. video, mobile and community. PADLET is one of the community tools to communicate, collaborate and share work between the lecturers and learners. This study reports the perceptions of second year undergraduate English language programme learners in Malaysia on the use of PADLET throughout the semester. An online questionnaire was distributed to the subjects on the final week of the semester. The analyses include the view of using PADLET, individual participation during the course of learning, opportunity for personal and peer learning and problems, if any, they encountered with the use. The preliminary findings of the study show the positive use of PADLET by the learners. They agree that the learning experience appears to be interesting and active because they contributed and interacted in the class discussion though online. The study will add to the literature on Web 2.0 tool in particular PADLET.</p> <p><b>Keywords:</b> WEB 2.0, PADLET, English language, undergraduate learners, Malaysia</p>
<p><b>Sultan Alenazi1</b> GICICPLR1712080</p>	<p style="text-align: center;"><b>The relationship between Glasser Model for Class Management and the attitude toward learning English among intermediate learners</b></p> <p style="text-align: center;"><b>Sultan Alenazi1</b> College of Education, King Saud University,Riyadh11451 ,Saudi Arabia.</p> <p style="text-align: center;"><b>Abstract:</b></p> <p>The aim of this study was to examine the relationship between Glasser Model for Class Management and the attitude toward learning English among intermediate school learners. Two tools were used for this research: (1) Glasser Model for Class Management including five areas (survival, belonging, fun, and freedom needs), and (2) attitude toward learning English Scale.Both instruments were used and applied with a randomly selected cluster sample. The sample of this study consisted of 117 intermediate students in Hail city in the Kingdom of Saudi Arabia. The results showed that intermediate student have a positive attitude toward learning English. There was a statistically significant correlational relationship at the 0.01 level between Glasser Model for Class Management plus its areas and attitude toward learning English Scale. Moreover, the multiple regression analysis revealed that Glasser Model for Class Management with its five areas (power and belonging needs) significantly contributed in predicting attitude toward learning English. The area of power need was the best predictor of learning engagement accounting for 54% of attitude toward learning English. <b>Key words:</b> Glasser Model, attitude English.</p>

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