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KEYNOTE SPEAKER

Asst. Prof. Dr. Nurkhamimi Zainuddin

Deputy Director Global Open Access Learning, Immersive Technology and Quality Assurance Universiti Sains Islam Malaysia (USIM), Malaysia

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Mr. Richard E. Parcon **GICICPLR1716051**	**Task-Based Instruction In Oral English: Basis For An Instructional Module Enhancement** **Mr. Richard E. Parcon** **English Department, Tañong High School, Marikina City, Philippines** **Abstract** **Why do students suffer from expressing themselves orally? Students nowadays no longer pay attention to word articulation because for them saying a word is enough to convey a message that they want to say. Thus even some English teachers are not prepared to administer an oral skill task because they find it difficult especially with the use of various techniques in oral task or oral testing. This study aims to evaluate the oral proficiency of the students before and after the exposure in Task-Bases Instruction, determine the difference in the oral proficiency level of the students before and after the exposure in TBI, find the difficulties encountered by learners in using TBI and eventually develop an instructional module in oral English that will serve as a guide to improve the oral proficiency of students towards effective communication. In the conduct of the study, an experimental approach will be used to assess the performance of the learners before and after the treatment to eventually meet the challenges of increasing the standard of speech program, improve pedagogy in teaching speaking and enhance the speaking skill of the students**
Olaosebikan T. O. Wende **GICICPLR1716052**	**Beyond Verbal Acrobatic: Towards Effective Foreign Language Education In An Anglophone Linguistic Community** **Olaosebikan T. O. Wende** **Osun State University, College of Humanities and Culture,** **Department of Languages and Linguistics, Ikire Campus, Osogbo, Nigeria.** **Abstract** **Language has become so familiar a concept that everybody would think he has an answer to the question "what is language?" without necessarily passing through the rudiments of language acquisition believing that one's ability to speak more than one language qualifies one as a linguist. By extension, planning and implementation of foreign language policies in an Anglophone linguistic community like Nigeria have been seriously endangered by such assumption thereby necessitating the question "who is a foreign language expert?" to which satisfactory explication has not been given. This article, therefore, sets to deconstruct the notion of assuming the status of a linguist upon one's ability to speak or write in more than one language. It goes further to examine bilingualism/multilingualism as a pedagogic instrument needed by a foreign language expert in an Anglophone milieu like Nigeria. It also explicates the question of class-size as a major determinant of learners' academic performance. The paper concludes that to ensure an effective foreign language teaching and learning, the teacher should at least be bilingual and ensure a standardised class-size.** **Keywords: Verbal acrobatic, foreign language education, Anglophone linguistic community.**
Dr. Martin J. Endley **GICICPLR1716055**	**Lexical processing strategies used by Arabic speakers when encountering unfamiliar words in English** **Dr. Martin J. Endley** **Associate Professor, Department of Linguistics, College of Humanities &**

Social Sciences, United Arab Emirates University, Al Ain 15551, UAE

Abstract

Despite the widespread consensus among researchers that readers whose first language is Arabic frequently experience major difficulties with word recognition when reading in English, there is little research into the strategic behaviour of L1 Arabic readers when encountering unknown vocabulary in texts written in English. Partially replicating Paribakht and Wesche (1999), this paper will report a study intended to address this gap.

Endley (2016) reported that both high and low proficiency Arabic readers faced word recognition difficulties when reading academic texts in English. This paper will report an investigation of the lexical processing strategies employed by Arabic readers when encountering unfamiliar vocabulary in L2 English. The study was quasi-experimental in design. A pre-test was conducted to provide a measure of the participants' overall reading proficiency and to ensure the unfamiliarity of the target words. Subsequently, individual reading tasks with concurrent think-aloud sessions were conducted to enable the identification of lexical processing strategies. Immediately following each think-aloud session comprehension tasks were administered. In order to measure any learning and retention of vocabulary, a delayed (two weeks) vocabulary production task was administered.

The results of the investigation and pedagogical implications will be discussed.

Problems of Embracing Postmodernism in English Language Teaching Issues of Pedagogical Legitimacy in Non-Native Context

Mohd Asjad Husain
GICICPLR1716056

Mohd Asjad Husain
Affiliation: Department of English,Aligarh Muslim University,Aligarh INDIA

Abstract

The discipline of English Language Teaching (ELT) has echoed with the notion of 'best methods' and the standardization of the different elements of English language pedagogy, wherein local realities, learners' autonomy and teachers' voices have remained ignored in an unopposed pedagogical dictatorship of foreign expertise. Nevertheless, the recent emergence and implication of postmodernism in ELT has brought a new light to enlighten the professionals and to eradicate the age-old quests for unnecessary pursuits in ELT. This paper intends to assess the advent of postmodernism in the field of ELT and provides an insightful discussion on the issues of implementing it in non-native context. It also gives an account of the importance of postmodern ideas, discusses its need and provides a discussion on pre-postmodern conditions with an intention to trace the reasons why postmodernism is significant and is required in ESL and EFL countries. The paper analyses the underlying principles of postmodern ELT practices for non-native countries and provides a discussion on the challenges. With the firm belief that postmodernism is a result of long awaited change in the profession, this paper discusses ELT's denial of metanarratives (Globalism, universalism and such others) and deliberate upon them as a threat to the success of learners. With inspirations and theoretical base of postmodernism, it seeks to disseminate subjectivism, constructivism, pragmatism, relativism and localism in ELT practices. In this way it replaces long standing rational, scientific, global claims based, positivist, centre facing, utopian, 'the best' seeking, linear, generalizing, theoretical, abstract, rigid and radical attitudes and understandings of language teaching by more flexible, subjective, irrational, anti-scientific, local based, constructivist, populist, fragmented, 'better' seeking, non-linear, non-generalizing, concrete and practical understandings and approaches to the situations, issues, problems of ELT by

	entertaining diversities and pluralities of non-native countries. Despite such innovative and favourable pedagogical reforms, non-native countries seem to be resisting the revolution. They are questioning the legitimacy of fresh attitudes and new thinking models in the context of center facing and native based traditional approaches which is perhaps the result of colonial mindset. Thus, this paper investigates, outlines the reasons and seeks to find details on why non-native countries are resisting this positive change. Key words: English Language Teaching, postmodernism, ELT, ESL, EFL, culture, subjectivism, constructivism, pragmatism, relativism and localism, language teacher, language learner.
Umut Arslan **GICICPLR1716057**	**Influences of Parents' Expectations on Their Children's Test Anxiety** **Umut Arslan** **Mehmet Akif Ersoy University, Burdur, Turkey** **Abstract** Parents' expectation on their children influences several dynamics on their academic lives: (a) student motivation, (b) student academic self-efficacy, (c) parental involvement, and (d) teachers' evaluation and expectations. Furthermore, parents are one of the most significant supporter for the children before, during, and after important exams. Turkish educational system includes several exams, and outcomes of these exams are very important for further grades. At the 8th grade, all students take an exam (TEOG) and students are placed on schools based on their exam scores. This exam is important for parents because they prefer to send their children to successful schools. Even private schools accept students in order to TEOG results. Naturally, students' anxiety increases as well as parents and teachers'. In this study, we investigate connection between parents' and teachers' expectation, and students' anxiety level of TEOG exam. This quantitative study investigated 400 eighth grade students' test anxiety level and their view of their parents', teachers', and themselves' expectations of them. We used test anxiety inventory and demographic questionnaire, which also includes parents' and teachers' expectation from children. T- test was used to analyze data. Results showed parents' and teachers' expectations increases the test anxiety, but students' own expectation do not influence on their own anxiety. Suggestions and future limitations are provided in the study..
Dr Kotthireddy **MallaReddy** **GICICPLR1716058**	**Use Of ICT & E-Content Development In Telugu Language Curriculum For Effective Teaching** **Dr Kotthireddy MallaReddy** **Asst. Professor in Telugu SRR Government Arts & Science College,** **Karimnagar Telangana State India** **Abstract** Learn as many languages as possible but don't neglect Mother Tongue. Children today don't learn the way they learned 50 years back, said Pitroda, Telugu Language Teaching(TLT) still remains confined to blackboard, chalk, exams, marks and the like. The ICT revolution has arrived. So the TLT is herein the need for generational change. By updating the language technology modern communicative skills must be incorporated in the present Telugu Language Curriculum along with e-content development. Manifestation of education in 21st century can be done by the ICT and use of multimedia which accelerates the education sector. The curriculum and e-content development should be developed on the basis of present day needs of society. ICT can provide opportunities to enabling solutions for e-content development and improves the quality and efficiency of teaching learning

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	process. Effective language teaching is depending on the effective teaching learning communication. Now there is a necessity to shift from chalk & black board teaching to mouse & monitor teaching to make teaching more effective and efficient. ICT improves the quality in higher education and access to remote areas and promises a practical and realistic approach to curriculum development for teaching learning process easy and effective. It is also most useful for slow learners and dropouts by making special Bridge Courses for them. This paper analyses the need for the use of ICT & e-content development in TLT which is the 2nd largest spoken language in India and 15th largest language in the world. Most of the recently developed concepts have not been included in Telugu Language Curriculum. The same concepts of content and subject topics with small internal changes were taught since last 6 decades. All the tremendous changes in technology have been neglected in TLT. So the students are running far away from their mother Tongue Telugu Class Room. There is an urgent need to update the language with modern language technology emerging throughout the world for e-content development and use of ICT in TLT. **Key Words: TLT, e-content, Language Technology, ICT, Curriculum**
Kartini Ilias1a **GICICPLR1716059**	**Parenting Stress And Resilience In Parents Of Children With Autism Spectrum Disorders (Asd) In The Malaysian Context: A Mixed Method Analysis** **Kartini Ilias1a** **Jeffrey Cheah School of Medicine and Health Sciences, Monash University Malaysia, Jalan Lagoon Selatan, Bandar Sunway, 47500 Subang Jaya, Selangor, Malaysia** **Abstract** **Limited research has addressed Autism Spectrum Disorder (ASD) in South-East Asia. The project aimed to better understand the experiences and resilience of mothers and fathers of children with ASD in Malaysia. A mixed-method, constructive grounded theory design was chosen to identify risk and protective processes, using quantitative parent surveys and qualitative interviews with parents and professionals. Parents of children with ASD reported greater parenting stress and lower well-being than parents of children with typical development. Different parenting stress predictors were identified across the four parent groups. The findings revealed numerous risk and protective processes at the individual, family, community and society level, influencing the development of our theoretical resilience model. Implications for culturally-tailored interventions and future research suggestions were discussed.** **Keywords: parenting stress, resilience, Autism Spectrum Disorder, mixed method, grounded theory, South-East Asia, Malaysia**
Denver Niel P. Sanchez **GICICPLR1716063**	**Language Rules Are Greek To Me: An Action Research Paper On Grammar Issues On The English Writing Profeciency Of A Language Learner** **Denver Niel P. Sanchez** **University of Mindanao- Tagum College Mabini Street- Tagum City** **Abstract** **In most countries where English is second or foreign language the problem always takes its root on grammar rules especially in writing especially in the case of Philippines, particularly in Mindanao where students are mostly multilingual. This has been the concern of the researcher since it is important to note that English has been very widely introduced in the Philippines and is considered vital in every Filipino citizen to compete globally. This research study used Qualitative study particularly single case study to address the**

	problem. Using purposive sampling, the participant was chosen as one who had problems in writing grammatically. The first research question aimed at identifying grammar errors committed by the participant through her writing outputs. The results of this inquiry were identified problems on subject-verb agreement, fragmented and run-on sentences, error in using article, prepositional errors and omission, pronoun agreement errors, plural and possessive noun confusion, and faulty pronoun reference. The results simply suggest that there are factors in committing these errors. For such reasons, a second research question was formulated regarding the causes of committing such grammatical errors by conducting an interview to the participant. The results produced involved pedagogical factors, misconceptions on language rules, memory issues, and priority concerns. This research will bring essential guide for teachers of English language on what topics need to be given importance in the teaching of grammar in writing. The researcher suggested that teacher must monitor the progress of students and encourage them to join workshops on grammar and writing or to make one for the students. **(Keywords: Grammar errors, Grammar rules, English writing)**
Huong Thi Linh Nguyen **GICICPLR1716065**	**Seeking Information In A Medical Setting: Vietnamese Doctor-Patient Interaction** **Huong Thi Linh Nguyen** **The University of Southern Queensland** **Research objectives:** This study examines the doctor's information-seeking and the patient's information-disclosing practices during the primary-care visits. **Methodology:** The study used conversation analysis to examine 66 audio-taped consultations at two public hospitals in Vietnam. The raw data were in Vietnamese language and were analysed in the original language. Only the segments used in this study were translated into English. **Research Outcomes:** The study has found that the information exchanges were dispersed throughout the consultation from the very beginning until after its termination. In the course of seeking information, the doctor used questions as the main elicitor. Also, they used fishing devices, examples, partial or full repeat of the patient's response, and information assessment. The patients' disclosure was driven by the doctors' agendas. Even so, they tried to employ various techniques: giving examples, or invoking third parties. Sometimes they made up narrative sequences about their past medical history or the pain progression. These techniques enabled them to expose their lay knowledge of medicine, interpolate information about other symptoms, establish the reasons for the visit, make assessments of the pain, append another piece of problem-indicative information, or account for their non-adherence to a prescribed treatment regime.Future Scope: Methodologically, the combination of CA plus demographic information yields a more nuanced picture of doctor-patient interaction than would otherwise be possible. Theoretically, this study has implications not only for our understanding of medical discourse in Vietnam specifically, but also for our understanding of medical discourse in general. Clinically, the empirical findings of the present study can be used as reference resources for the doctors and patients in the medical encounters, thus enhancing the quality of care as a result. **Key words: information-seeking, conversation analysis, Vietnamese doctor-patient interaction**
Prof Gajendra Singh Chauhan **GICICPLR1716066**	**Technical Jargons in Promotion of Brand Messages: Is it a 'Just Do It' Factor Without Consumer Sense?** **Prof Gajendra Singh Chauhan**

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Department of Humanities and Social Sciences BITS PILANI, INDIA

Language is a powerful mobilizer of people's behaviors and their mindsets. An advertising message creatively exploits this linguistic characteristic and creates slogans, jingles, dialogues and ad copies to have a huge influence on the consumers. Persil with Wash Boosters, Ariel Color Lock Technology, Saffola with Losorb Technology, and Women's Horlics with Hemocal are some of the advertising messages with strong technical jargons and a sense of distinction within the brands. The fact that these brands flaunt these distinct terms to showcase their superiority and effectiveness in advertising messages but it is yet to be seen how the consumes find these technical terms and relates to the effectiveness of a brand. The present paper attempts to highlight selected advertising messages that heavily incorporate technical jargons to make their brands distinct and attractive. The selected advertising messages were discussed and analyzed from the linguistic perspective and revealed some interesting findings in this context. The researcher poses a question as a part of this study and seeks answers from the consumers how far they understand these technical terms and do they help in translating better sales of the advertised brands?

Keywords: advertising brands, technical jargons, advertising language, advertising media, consumer psychology.

Akifa Mariam Siddique **GICICPLR1716067**	**Exploring effects of Incubation on Creativity, Problem solving and Meta-cognition.** **Akifa Mariam Siddique** **M.Sc. Applied Psychology, Department of Psychology, Justice Basheer Ahmed Sayeed College for women, Chennai, India** **Maragatham.R.S** **Assistant Professor, Department of Psychology, Justice Basheer Ahmed Sayeed College for women, Chennai, India** **Abstract** The world today is characterized by stiff competition and people develop an urge for being in the top notch of the society. Universally across all age groups - the bosses, teachers and parents are pushing their staff or children to reach the pinnacle point. At these junctures, the caliber of the outcome suffers a quantum decrease because quantity and quick work overpowers quality. The importance of "breather time" also referred as the time period where one lets go of focus on the present task and focuses on subliminal activity is called as Incubation. This can immensely contribute to the quality, quantity as well as efficiency in time. To draw an analogy between the Mad rush and Creative production, it is important to note the ideals of the Psychologist Wallas, 1926 who proposed the term "Incubation". This downtime has a positive effect on creativity and problem solving (Dodds et al., 2003; Sio and Ormerod, 2009). Meta-cognition is another key cognitive function which enhances planning and learning outcomes, and proves to be a guide for self-monitoring. This research aims to find out the importance of incubation in creativity, problem solving and meta-cognition. The design of the research was experimental with pre and post test. The groups were randomly synthesized.
Chih-yin Chen **GICICPLR1716068**	**Attachments, self-control, illegitimate means and drug abuse attitudes in Taiwan** **Chih-yin Chen** **Institute of Education, National Cheng Kung University, Taiwan**

Yuk-Ying Tung
Institute of Education, National Cheng Kung University, Taiwan

Abstract
Objective: This study aimed to survey drug abuse attitudes among high school and vocational high school students in Taiwan in order to understand the factors which affect drug abuse attitudes and to develop drug abuse prevention strategies. Therefore, this study integrated social bonding theory, self-control theory and strain theory to build up an integrated model in order to examine the relationship among attachments, self-control, illegitimate means, and drug abuse attitudes. Method: Participants (n=1277) reported the extent of attachments (to parent, to school and to peer), self-control, and illegitimate means, as well as drug abuse attitudes. Results: (a) School attachment and peer attachment directly affected drug abuse attitudes. (b) Parental attachment, school attachment and peer attachment indirectly affected drug abuse attitudes through agreement of illegitimate means. (c) The agreement of illegitimate means influenced by self-control which was affected parental attachment had an impact on drug abuse attitudes. (d) The agreement of illegitimate means was a significant mediator variable that operated in between self-control and drug abuse attitudes. According to the results, this study made some suggestions to future research about adolescent drug abuse attitudes and counseling strategies.
Keywords: attachments, drug abuse attitudes, illegitimate means, self-control

Nazila Shojaeian **GICICPLR1716069**	A Comparative Study Of Brain Systems Behaviour In Students With Behavioural Disorders And Normal Students **Nazila Shojaeian** **Affiliation: Psychology ,UAB UNIVERSITY, Barcelona ,Spain** **Abstract** **A comparative study of brain systems between the behavior of students with behavioral disorders (ADHD, ODD and CD) normal students. The study group was consisted of all the boys and girls with behavioral disorders in exceptional schools in Alborz province, Iran, and the students without a diagnosis of behavioral disorder (normal students) who were matched for variables, for instance age and sex and were selected as comparison group. Totally the group size was 340 for all three disorders. This volume was considered among the group of 103 students. Half of the group were girls and the other half were boys. For the measurement of the data and information BIS-BAS questionnaire and Rutter behavioral questionnaire were used. The results of the questionnaires were analyzed by SPSS and ANOVA method. Furthermore the results showed which the normal students in regular school were reported to function better in behavioral brain than other students with behavioral disorders. This item was considered to determine the behavior of brain systems in test scores and scores on the scale indicated a positive correlation is in Rutter behavior disorder**
Kristine Joy P. Servando **GICICPLR1716070**	Reading Speed as a Factor of Reading Comprehension of Selected Students of Polytechnic University of the Philippines Senior High School **Kristine Joy P. Servando** **Reynalyn A. Diaz Atheena Nicole D. Tamayo** **The main objective of this study is to know if reading speed is a factor of reading comprehension of selected Senior High students of Polytechnic University of the Philippines. After gathering all the data, the findings revealed that some of the students who read slowly got a high score in a ten items question to know their comprehension level. Most of the student who**

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	read fast got a low score, meaning, while they are reading, they did not really understand the text that they have read. There are also students who read in a moderate speed and at the same time, got a high score. It means that while reading the text, they retain the important detail on their mind to fully understand the selection. Majority of the students used their prior knowledge to relate on what they are reading. They relate the story in the book not just in their own experience but also in the movies that they have watched and to what they have seen in some magazines and articles etc. The researchers found out that students have different strategies on how they will understand a story. Keywords: Reading Speed, Senior High School, Comprehension, Prior Knowledge
Andrea Sofia S.D. Catangay **GICICPLR1716071**	**Age as a Factor That Affects English Language Proficiency** **of Senior High School Students of Polytechnic University of the Philippines** **Andrea Sofia S.D. Catangay** **Polytechnic University of the Philippines, College of Education, Sta. Mesa Manila** **Shaira Lea Joy S. Beleña** **Polytechnic University of the Philippines, College of Education, Sta. Mesa Manila** **Kiara Mikaela D.C. Dela Cruz** **Polytechnic University of the Philippines, College of Education, Sta. Mesa Manila** **Abstract** **The main objective of the study is to find out if Age is a factor that affects English Language Proficiency of the Senior High School Students. The study was conducted in Polytechnic University of the Philippines. The study utilized the Descriptive Quantitative Research. Using Lenneberg's Critical Period Hypothesis (CPH) which states that there is a critical age period when language learning is ideal and that if the learning do not take place before a certain age, it will be hard for the learner to acquire the language. A four-point scale with verbal interpretation is used by the researchers to evaluate the scores of the respondents. There are 4 or 40.00 percent of 17 year olds who got a score of 16-20 which is Very Good. The majority of 17-year-old respondents obtained the highest score in the Pre-Test and ranks First. There are 6 or 60.00 percent of 17 year olds who got a score of 16-20 which is Very Good. This implies that the majority of 17-year-old respondents obtained the highest score in the Post-Test and ranks First. Overall, Age is not a factor of English Language Proficiency of Senior High School Students in the Polytechnic University of the Philippines.** **Keywords: Language Proficiency, Age, Critical Period Hypothesis (CPH), Lenneberg, Verbal Interpretation, Pre-Post Test**
Galih Mediana **GICICPLR1716072**	**The Impact of Perception of Transformational Leadership on Innovative Work Behavior in Junior High Boarding School's Teacher** **Galih Mediana** **Department of Psychology, Gunadarma University TB. Simatupang, Jakarta, Indonesia** **Abstract** There has been a national anxiety about the lack of learner's character. The lack of learner's character because the digress of noble values Indonesia nation. Education is attempt to creating knowledge for learner and a good ethic so that learner have a good character. Boarding school is a foundation

that have a primary focus on build learner's character. Teacher plays an important role to the success of learner. Innovative work behavior that displayed by teacher can be a key of success to achieving goals. Transformational leadership can impact innovative work behavior. The research aims to find out the significance effect of perceived transformational leadership on innovative work behavior in junior high boarding school's teacher. Subject in this research are 70 junior high boarding school's teacher. To measure transformational leadership, used modified Multifactor Leadership Questionnaire (MLQ) from Bass (1985). To measure innovative work behavior using a scale developed by researcher based on dimension from Janssen (2000). This research used simple linier regression analysis technique. This result show that any significant effect between perceived transformational leadership on innovative work behavior in Junior High Boarding School's teacher in the amount of 9,1%.

Keyword: Perception of Transformational Leadership, Innovative Work Behavior, Junior High Boarding School's Teacher

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Malathy Bakeerathan
GICICPLR1716073

Developing speaking fluency through task based programme among the tertiary level ESL learners

Malathy Bakeerathan
English Language Teaching Centre, Faculty of Arts, University of Jaffna, Thirunelvely, Sri Lanka

Abstract
This study focused on improving speaking fluency of the tertiary level ESL learners through a task based programme. Forty students from the Faculty of Management Studies and Commerce of University of Jaffna were chosen as the subjects of the study. The selection of the subjects was based on the level of their proficiency at the oral examination conducted. The participants were pre tested orally, and their performances were recorded in order to identify the effect of the programme on the participants' speaking skills. The subjects were divided into two groups – experimental and control group. The experimental group was taught through task based programme based on the principles and procedures of the task based language teaching and the control group was taught through the conventional way of teaching. Apart from their contact sessions in the classrooms, both the groups were given opportunities to have informal meetings and discussions with their teachers. Post test was conducted for both the groups. The data collected from the pre and post tests were analysed using the paired sample t –test. The results reveal that the participants' levels of speaking fluency in the experimental group was significantly higher than those in the control group.

Keywords: task based programme, fluency, task-based language teaching, conventional

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Analyses of Move Structure, Tense and Voice of Published Research Article Abstracts between Linguistics and Applied Linguistics

Pradya Kearttikul
Department of Languages, King Monkut University of Technology North Bangkok, Bangkok, Thailand

Abstract
In academic prose, it is inevitable to write an abstract accompanying with the manuscript of research paper. The abstract can give a brief summary of texts to the readers what can be found in the research. The purpose of this study was to find differences and similarities of research article abstracts in two disciplines, linguistics and applied linguistics in three dimensions; move structure, verb tense and voice, in addition, sentence and word counts were

Pradya Kearttikul
GICICPLR1716074

investigated from the two disciplines. Swales and Freak (2009)'s five-moved-pattern was used in identifying the move. Two corpora of published research article abstracts in the field of linguistics and applied linguistics were collected of 25 each which were randomly selected from several academic journals. The findings in terms of move showed that move 2 and 3 tended to be obligatory in both applied linguistics and linguistics with a slight difference. It was found that the percentage of move 2 and move 3 were 96 percent and 92 percent respectively while move 2 was only 92 percent in linguistics articles. Moreover, there were only 12 percent in linguistics that followed Swales and Feak (2009)'s pattern which arranged from move 1 to move 5 while that of applied linguistics was only 8 percent. In terms of the investigation of verb tenses, interestingly, there were 16 percent of applied linguistics and 12 percent of linguistics using only present simple tense while it was found that 16 percent of applied linguistics and 4 percent of linguistics used only simple past tense in writing the whole abstracts. In terms of voice, merely 4 percent of linguistics used only active form in their abstracts while in applied linguistics found 8 percent. Pedagogical implication in writing abstracts in the field of linguistics and applied linguistics are discussed.

Keywords: Move structure, Tense, Voice, Research article abstracts

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Alina Roinita
GICICPLR1716075

Cognitive Poetic Analysis In Romanian Surrealism

Alina Roinita
The Doctoral School of Faculty of Letters University of Bucharest

Abstract

This paper aims at unveiling some aspects regarding a specific concept of Gestalt psychology, such as the figure and ground, the conceptual metaphor, mental spaces, etc. In the last years, with the development of cognitive linguistics, the figure and ground have represented a concept of analysis not only in visual arts, but also in different types of discourse. The latest researches in this field apply these cognitive phenomena to literary discourse and through our research we want to show which are the language methods through which they are expressed in a group of poetic texts belonging to the most prominent representative of Romanian surrealism, Gellu Naum.

In surrealism, language went through a massive deconstruction, as a representative of nonconformity and syntactic and semantic dissolution. The texts selected for analysis were also the motivation to re-build poetic discourse by identifying the linear order. To understand how order is handled by the author, we considered how some elements are more prominent than others, how they are relevant to the communicative intention and, in this respect, we took into consideration the arrangement of propositional information in two planes which are identified each other: the figure projected on a ground.

The analysis of the poetry is a dynamic experience that involves a process of resuming and intensifying attention in order to follow the relationship between figure and ground. This is due to the creative ego who can handle the textual and this means it can attract or distract the reader, changing the figure with the ground, through various semantic and syntactic mechanisms. The linguistic modalities through which are marked the figure and ground in the poetic texts are various, but some of the most substantial ways in those texts are the alternation of tenses (e.g. the past continuous represents the ground and the present or past simple represents the figure), the person alternation (e.g. the contrast between third and first person) and changing the perspective of an object by replacing it with another one (through the syntactic organization).

In the poetic texts, the analysis of figure and ground is useful because in this way we can follow the effects of poetry created by highlighting some parts of the discourse in relation to others in order to focus on the relevance of

	elements, and so we can identify what involves diverting or attracting the attention of the reader. Keywords: cognitive poetics, conceptual meaning, figure and ground, conceptual metaphor
Maheswara Krukkal Saravanapava Iyer GICICPLR1716053	**Learning style based instruction to minimize the ratio of individual variations in achievement level** **Maheswara Krukkal Saravanapava Iyer** **English Language Teaching Centre, Faculty Of Arts Faculty of Arts,** **University Of Jaffna, Jaffna, Sri Lanka** **Abstract** During English language teaching and learning processes learner factors play significant role in learners' achievement rate; frequently discussed some of the major learner factors are aptitude of a learner, knowledge factors, personality, attitude, motivation, individual cognitive factors, learning style, hemisphere dominance and learner strategies; there are other factors which are also controlling the achievement level across individuals (for example, genetic factors, gender and so on). To establish one part of the solution for learning issues in ESL classrooms in association with individual variations, this research tries to examine the role and effectiveness of learning style during the learning process. Currently the increasing attention in recognizing the effectiveness of learning style based instruction in second language is evidenced by the release of a large number of scholarly publications. These large volumes of studies provide adequate information into the learning styles preferred by the learners during learning processes and the effectiveness of learning style preference based ESL instruction in classrooms. Given the importance of this, the present research was evolved to examine the effectiveness of learning style based ESL training to 30 Tamil medium undergraduates at the University of Jaffna, Sri Lanka for 12 weeks. Having employed qualitative methodology with participant observation, informal interviews and researcher intervention the present research found out that if instruction is based on learning style, learners are able achieve required language proficiency level smartly. Keywords: Learning style, visual, auditory, kinaesthetic learning preference, tactile way of learning, group/individual learning preference.
Ms Shyinthavy Janarththan GICICPLR1716054	**Title: Effectiveness of collaborative learning approach to enhance English as a second language reading skill** **Ms Shyinthavy Janarththan** **English Language Teaching Centre, Faculty of Arts, University of Jaffna,** **Jaffna, Sri Lanka.** **Abstract** Currently due to the renewed perspective in linguistics, psychology, and education, many second language-teaching approaches have gradually emerged in the field of English Language Teaching (ELT) in the name of communicative approaches and syllabi. Communicative Language Teaching (CLT) consists of many sub approaches; for example, Task Based Language Teaching (TBLT), Content Based Language Teaching (CBLT), integrated skill teaching, problem based learning, out-come based learning and collaborative teaching are some to mention. Within these bundle of approaches and syllabi collaborative teaching venture is also advocated by many language scholars.The principal purpose of this study is exploring the effectiveness of collaborative learning approach in the English as a Second Language (ESL) classroom to enhance reading skill. Collaborative learning means that learners are given complete freedom to interact among themselves

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	during learning processes in ESL classrooms; this is an ESL teaching approach that involves groups of students working together to solve a problem, complete a task, or create a product.In order to check the effectiveness a classroom investigation conducted in the University of Jaffna, Sri Lanka for a period of three months. Having employed qualitative methodology with observation, informal interviews and researcher intervention the present study confirms that employing collaborative learning approach to enhance reading skill is more successful and beneficial. Keywords: Communicative Language Teaching (CLT), Collaborative learning approach, Peer interaction, Learner freedom, Working together, Reading skills
Marga Stander **GICICPLR1716062**	**Revisiting The Relationship Between Language Learning Strategies And Language Proficiency Of First-Year University Students** **Marga Stander** **Department Of English,Sol Plaatje University, Kimberley,South Africa** **Abstract** **First-year BA students on the Qwaqwa Campus of the University of the Free State, South Africa, with an Admission Point score lower than the required 30 points and less than 64% in the National Bench Mark Test, find themselves in an extended four-year programme and have to follow an academic literacy module, where they have to write an additional English language proficiency test to determine their language proficiency levels. In an attempt to assist these students to improve their language proficiency, it was decided to investigate the use of language learning strategies and to see if there is any correlation between the two. A statistically significant correlation (r=0.26) between compensation strategies and language proficiency was found, using the New English File Intermediate Test and Oxford's (1990) Strategy Inventory for Language Learning (SILL). This study investigates the use and awareness of language learning strategies and emphasises the fact that the relationship between language learning strategies and language proficiency provides valuable information for language teaching and learning.** **Keywords: language proficiency; language learning strategies; additional language acquisition; strategy instruction; successful language learning**
Slah Eddine Ben Fadhel **GICICPLR1716064**	**Teaching strategies to help pupils with learning disabilities** **Slah Eddine Ben Fadhel** **Affiliation: Psychological Sciences Department, College Of Education.,Qatar University, Doha, Qatar** **Abstract** **Within a cognitive framework, teaching/learning contexts are conceived of in terms of strategic cognitive, metacognitive and affective activities intended for the treatment of information. The purpose of this study is to reflect upon the modalities at the heart of the learning process. Our research participants were 76 Tunisian primary school pupils who experienced difficulty with learning French. The pupils were submitted during three months to a strategy-based training to learn French. All through this phase, the teachers centred class activities round making learners aware of the strategies the latter deployed and geared them towards appraising the steps these learners had themselves taken by means of a variety of tools. The results point out the improvement of linguistic competences of those pupils in the French language. Furthermore, this improvement was noted in relation with the native language (Arabic), a fact that tends to highlight the importance of the interdisciplinary investigation of cognitive strategies.** **Key-words: cognitive strategies, metacognition, teaching-learning, linguistic**

competences.

LISTENER

Iqbal Muhammad Saeed **NGO, Aman Welfare Health & Educational Society ,Pakistan** **GICICPLR1716060**
Lucia Zuercher **Psychiatry, Clienia Psychiatriezentrum Uster, Zurich, Switzerland** **GICICPLR1716061**

Upcoming Conferences

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» 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

» 28th ICPLR 2017 - International Conference on Psychology & Language Research (Bangkok), 23 Nov – 24 Nov, 2017

» 4th ICPLR 2018 - International Conference on Psychology & Language Research (UAE), 19 Feb – 20 Feb, 2018

» 5th ICPLR 2018 - International Conference on Psychology & Language Research (UK), 12 Apr – 13 Apr, 2018

» 6th ICPLR 2018 - International Conference on Psychology & Language Research (Portugal), 24 May – 25 May, 2018

» 7th ICPLR 2018 - International Conference on Psychology & Language Research (Malaysia), 04 May - 05 May, 2018

» 8th ICPLR 2018 - International Conference on Psychology & Language Research (Singapore), 14 June – 15 June, 2018

» 9th ICPLR 2018 - International Conference on Psychology & Language Research (Italy), 09 June - 10 June, 2018

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» 12th ICPLR 2018 - International Conference on Psychology & Language Research (Bangkok), 12 July - 13 July, 2018

» 16th ICPLR 2018 - International Conference on Psychology & Language Research (UK), 06 Sep - 07 Sep, 2018

» 6th ICPLR 2018 - International Conference on Psychology & Language Research (Portugal), 24 May – 25 May, 2018

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