



**Global Research &  
Development Services**

**CONFERENCE PROCEEDINGS**

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

**19-20 Feb 2018**

Conference Venue

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

Email: [info@gplra.org](mailto:info@gplra.org)

<http://gplra.org/>

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**Preface:**

Global Psychology and Language Research Association (GPLRA) is a conglomeration of academia and professionals for promotion of research and innovation, creating a global footprint. GPLRA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. The association is actively involved in academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. GPLRA invites you to join its diverse group of advisory members.

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GRDS' mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative ideas.

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## **KEYNOTE SPEAKER**



**Asli Hassan**

**Head of Center for Excellence in Learning and Teaching (CELT), The Petroleum Institute, University & Research Center, Abu Dhabi, UAE**

Asli Hassan an engaging, multilingual educator devoted to research impacts student learning and innovative professional development programs. She have over twenty years of teaching and teacher training experiences in USA and internationally. She is a collaborative team player and a mentor who is focused on working closely with administration, professors, teaching assistants and students to achieve educational excellence.

**Topic: Cultural Manifestation through Reflective Writing**

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**Seetha Sagarán**

**Personal Development Trainer | Motivational Speaker | Lifestyle Consultant| Dubai, UAE**

Seetha Sagarán is a Motivational Speaker, Personal Development Training Professional and Lifestyle Consultant.

After having lived in Dubai for more than 30 years, she admires the fact that today Dubai is an inspiration for not just the Middle East but for the whole world. Winner of the Global Training & Leadership Development Award – 2017, she has a degree in Psychology, a Post Graduate Degree in English, a Post Graduate diploma in Guidance & Counselling, and is a Certified Professional Behavioral Analyst (CPBA). A certified Hypnotherapist, specialized in the Gastric Mind Band Technique and Hypnotherapy Techniques with Children and a Metaphor Therapist, she also has a Diploma in Teaching Children with Special Needs, U.K. She is a member of The National Federation of NeuroLinguistic Programming (NFNLP), U.S.A, The Institute of Counselling, U.K. and a member of Toastmasters International, U.S.A. Her unique and creative training workshops and programs have an emphasis on development of Communication & Leadership skills, principles of Psychology, Counselling and Hypnotherapy. Seetha has promoted awareness of quality, in behavioral and environmental contexts, with respect to human resources skills, to train personnel from Corporate, Educational and Social Service Organizations in U.A.E, India and Seychelles.

**Keynote Topic: Personal Development - An Educational Journey Leading to Empowerment & Success**

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| <p><b>Michael Tsavbeeh KPAGH</b><br/>GICICPLR1801053</p> | <p style="text-align: center;"><b>Integrating ICT in Teaching of Tiv Language in Colleges of Education in Nigeria.</b></p> <p style="text-align: center;"><b>Michael Tsavbeeh KPAGH.</b><br/>Department of French, College of Education,<br/>Katsina-Ala, Benue State, Nigeria.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The use of Information and Communication Technology (ICT) in the teaching and learning of a language has been extensively researched and highly appreciated. Many researchers have discussed the benefits of ICT for teachers and learners. There is a universal acceptability of the need to intergrate ICT in language teaching as we enter the era of globalization where the free flow of information through satellite and the internet hold sway in global dissemination of information and knowledge. This paper therefore examines among other things the place of ICT in teaching Tiv language in Colleges of Education in Benue state, Nigeria, and the extent to which ICT facilitates are available for teaching and learning of the Tiv language. The paper finally discusses the challenges of intergrating ICT and the way forward.</p> <p><b>Keywords, Challenges, Computers, ICT, Tiv Language.</b></p>   |
| <p><b>Naghibzade Mahsa</b><br/>GICICPLR1801056</p>       | <p style="text-align: center;"><b>The Relation Between Academic Self –concept and Academic Self-Regulation and its effect on Academic Achievement.</b></p> <p style="text-align: center;"><b>Naghibzade Mahsa</b><br/>Department of Psychology, Urmia Branch, Islamic Azad University,<br/>Urmia .Iran.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study was to investigate the relationship between academic self-concept, academic self-regulation. In additional this study evaluated the effect of self-concept and self-regulation on academic achievement.300 students of high school completed the measures to assess their ability on self-concept and self- regulation. Statistical analyses were performed to ascertain:whether there is any significant relationship between academic self-concept and academic self-regulation, 2) whether both academic self-concept and academic self-regulation are significantly related to student' academic achievement, 3) whether both self-concept and self-regulation are significant difference between genders. The result of the study indicated that: 1) a relationship exists between self -concept and self -regulation; 2) academic self -concept is related to academic achievement; 3) there were gender difference in academic self-concept and self-regulation; 4) academic self-regulation is correlated to academic achievement.</p> <p><b>Keywords: Academic self- concept, Academic self-regulation, Academic achievement.</b></p> |
| <p><b>Jonel L. Caparoso</b><br/>GICICPLR1801058</p>      | <p style="text-align: center;"><b>Cognitive Academic Language Learning Approach on Students' Reading Level.</b></p> <p style="text-align: center;"><b>Jonel L. Caparoso</b><br/>Banlag Integrated School Valencia City, Bukidnon, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Cognitive Academic Language Learning Approach (CALLA) is a metacognitive strategy model designed to develop students' understanding of the value of reading strategies to develop reading comprehension through five stages: <b>preparation, presentation, practice, evaluation, and</b></p>   |

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|   | <p>expansion. This study determined the effects of CALLA on students' reading level. Specifically, it sought to identify the reading level of students in the CALLA and non-CALLA groups in the pre-test and post-test; find the significant difference in the reading level of students in the CALLA and non-CALLA groups; and determine the significant difference in the reading level between the CALLA and the non-CALLA groups. The study used a quasi- experimental design among 82 Grade 9 respondents. Data were collected from the 50-item teacher-made test which served as pre-test and post-test. Results show that more progress is seen in the CALLA group, as it had more students who reached the instructional reading level compared to the non-CALLA group. Furthermore, both CALLA and non-CALLA groups have significant increase on their pre-tests and post-tests individually. However, upon the assessment of the significant difference on students' reading level between CALLA and non-CALLA, the result shows that students in the CALLA group have better results compared to students in the non-CALLA group. It could be concluded that CALLA instruction is more effective than the instruction in the non-CALLA group regarding reading level.</p>  |
| <p><b>Shuttawwee Sitsira</b><br/><b>GICICPLR1801060</b></p> | <p style="text-align: center;"><b>Psychosocial Factors Related to Exist of Thai nation of Undergraduate Students</b></p> <p style="text-align: center;"><b>Shuttawwee Sitsira</b><br/><b>Department of Psychology, Faculty of Humanity, Srinakharinwirot University, Sukhumvit 23, Bangkok, Thailand</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research examines correlation between students' psychological traits, social situations, psychological states and Exist of Thai Nation in undergraduate students, as well as their predictive percentage, of Exist of Thai Nation. The sampling consists of 1,297 undergraduate students from 10 universities. The stratified quota random sampling was used. Pearson's product moment correlation coefficient and multiple regressions were used to hypothesis testing. Results of the research found that the positively correlation between students' psychological traits, social situations, psychological states and Exist of Thai Nation is statistically significant at .01. Future orientation and self-control, ego identity, psychological immunity, core-self-evaluation, cultivated by families, role model, opening for information, social norm, attitude toward Thai product, behavioral intention to Thai-value, and perceived ease of shopping Thai product were the co-variance explanation of the Exist of Thai Nation at 37.2 percent. Result of total sample indicated that behavioral intention to Thai-value was the first important predictor of Exist of Thai Nation, followed by opening for information, social norm, role model, core-self-evaluation, cultivated by families, and attitude toward Thai product.</p> <p><b>Key words:</b> Exist of Thai Nation, Psychosocial Factors, Undergraduate Students</p> |
| <p><b>Dhan Webster Yutoc</b><br/><b>GICICPLR1801062</b></p> | <p style="text-align: center;"><b>Perception on Report Cards As Motivators Among Selected Students Of The Polytechnic University Of The Philippines Laboratory High School A.Y. 2017-2018</b></p> <p style="text-align: center;"><b>Dhan Webster, Yutoc</b><br/><b>College of Education, DESED, Polytechnic University of the Philippines, Manila, Manila City, Philippines</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study entitled "Perception on Report Cards as Motivators among Students from the Polytechnic University of the Philippines – Laboratory</p>  |

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|  | <p><b>High School A.Y. 2017-2019” focuses on the level of agreement that the respondents had towards the effects of report cards as motivators. Report cards has been introduced since the late 1800s and it has been adapted here in the Philippines as per the directive of the Department of Education Memorandum No. 160 Series of 2016. Students have said to have different perception on report cards as motivators so the proponents quantified the level perception of the majority of the academe. As results shows, generally students see that report cards are motivators when it comes to students’ academic performance.</b></p>  |
| <p><b>Kristine Joy P. Servando</b><br/>GICICPLR1801063</p> | <p style="text-align: center;"><b>Reading Speed as a Factor of Reading Comprehension of Selected Students of Polytechnic University of the Philippines Senior High School A.Y 2017-2018</b></p> <p style="text-align: center;"><b>Kristine Joy P. Servando</b><br/>College of Education, Department of Elementary and Secondary Education ,Polytechnic University of the Philippines, Sta. Mesa, Manila, Philippines</p> <p style="text-align: center;"><b>Reynalyn A. Diaz</b><br/>College of Education, Department of Elementary and Secondary Education ,Polytechnic University of the Philippines, Sta. Mesa, Manila, Philippines</p> <p style="text-align: center;"><b>Atheena Nicole D. Tamayo</b><br/>College of Education, Department of Elementary and Secondary Education ,Polytechnic University of the Philippines, Sta. Mesa, Manila, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>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 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.</p> <p><b>Keywords:</b> Reading Speed, Senior High School, Comprehension, Prior Knowledge</p> |
| <p><b>Andrea Sofia Catangay</b><br/>GICICPLR1801064</p>    | <p style="text-align: center;"><b>Age as a Factor That Affects English Language Proficiency of Senior High School Students of Polytechnic University of the Philippines</b></p> <p style="text-align: center;"><b>Andrea Sofia S.D. Catangay</b><br/>Polytechnic University of the Philippines, College of Education, Sta. Mesa Manila</p> <p style="text-align: center;"><b>Shaira Lea Joy S. Beleña</b><br/>Polytechnic University of the Philippines, College of Education, Sta. Mesa Manila</p>  |

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|   | <p style="text-align: center;"><b>Kiara Mikaela D.C. Dela Cruz</b><br/> Polytechnic University of the Philippines, College of Education, Sta. Mesa<br/> Manila</p> <p style="text-align: center;"><b>Abstract</b></p> <p>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.</p> <p><b>Keywords:</b> Language Proficiency, Age, Critical Period Hypothesis (CPH), Lenneberg, Verbal Interpretation, Pre-Post Test</p>   |
| <p style="text-align: center;"><b>Aseel Zibin</b><br/> <b>GICICPLR1801066</b></p> | <p style="text-align: center;"><b>An Analysis of Arabic Metaphorical and/or Metonymical Compounds: A Cognitive Linguistic Approach</b></p> <p style="text-align: center;"><b>Aseel Zibin</b><br/> Assistant Professor Department of English Language and Literature<br/> University of Jordan Amman, Jordan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This study provides an analysis of Arabic metaphorical and/or metonymical compounds, extracted from a 20,000-word corpus, based on Conceptual Metaphor Theory and Conceptual Blending Theory. The analysis focuses on the semantic transparency of these compounds, on the one hand, and their linguistic creativity, on the other. In line with Benczes (2006, 2010), we suggest that the comprehension of Arabic metaphorical and/or metonymical compounds is possibly one of degree depending on which element is affected by metaphor and metonymy. Here, it is proposed that there are compounds which are more creative than others. We argue that in addition to the degree of semantic transparency and linguistic creativity of Arabic metaphorical and/or metonymical compounds, there are other factors that can influence the comprehension of these compounds; namely, the frequency of the compound, the conventionality of the metaphors involved in the compound and whether conceptual metonymy acts on the compound. Our proposal is supported by the judgments of 12 native-speaker informants, who were asked to provide the meaning of 35 Arabic metaphorical and/or metonymical compounds. The study concludes with recommendations for further research.</p> <p><b>Keywords:</b> Cognitive Linguistics, metaphor, metonymy, Arabic compounds, conceptual metaphor theory, blending theory, corpus, conventionality.</p> |



**Abdel Rahman Mitib  
Altakhaineh  
GICICPLR1801067**

**The Incidental Acquisition of English Prepositions by Arabic-Speaking  
EFL Learners: Evidence from Al Ain University**

**Abdel Rahman Mitib Altakhaineh  
Department of English Language Teacher Education College of  
Education, Humanities and Social Sciences  
Al Ain University of Science and Technology**

**Abstract**

This study examines the incidental acquisition of English prepositions by Arabic speaking EFL learners. Employing reading comprehension exercises as a treatment, we adopt the experimental design of a pre- and post-test to determine the effectiveness of the treatment on the participants' incidental acquisition of English prepositions. For the purpose of the study, we divided the participants into a treatment group, who engaged in reading comprehension exercises for one academic term and a control group, who did not. We used a multiple-choice test and a fill-in-the-blank test to measure the participants' receptive and productive knowledge of English prepositions, respectively. We also conducted introspective sessions with the treatment group following the administration of the post-tests to determine the areas of difficulty. The results of the study mainly indicate that reading accompanied by exercises resulted in better incidental gains in the acquisition of English prepositions. The study concludes with recommendations for further research.

**Keywords:** incidental acquisition, prepositions, Arabic-speaking EFL learners, pre- and post-tests.

**Raquel Cibrián Valle  
GICICPLR1801068**

**Understanding the language learner through the L2 motivational self-  
system and investment**

**Raquel Cibrián Valle  
Instituto Tecnológico Superior de Puerto Peñasco, Sonora, México.**

**Carlos Alberto Martínez Guerrero  
Instituto Tecnológico Superior de Puerto Peñasco, Sonora, México.**

**Abstract**

Different theories and approaches have attempted to understand the reasons a language learner is more successful at learning a second or foreign language than another. Within those theories:

Dörnyei's L2 Motivational Self System theory explores: the ideal L2 self, ought to L2 self, and L2 learning experience. He also complements his motivation theory with a motivational programme.

On the other hand, Norton argues that high motivation does not always result in language learning. She argues that investment complements motivation theories and reflects on the 'unequal power' relationship between language learners and target language speakers.

Investment must be understood as the way L2 learners will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Norton suggests that a language learner's motivation to speak is mediated by investments that may conflict with the desire to speak. Therefore, a brief analysis of these two constructs is offered here with the main purpose to reflect on classroom language practices in the Mexican context.

**Keywords:** Investment, Motivation, Mexican.

**Sani Sule  
GICICPLR1801067**

**My Paper Title: A Linguistic Analysis Of Hausa Proverbs: A Case Study  
Of Conflict Resolutions.**

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|   | <p style="text-align: center;"><b>Sani Sule</b><br/>Department of Nigerian Languages Hausa, School Of Secondary Education, Jigawa State College Of Education, Gumel, Nigeria</p> <p style="text-align: center;"><b>Abstract</b><br/>This aim of the study is to analyze the Hausa proverbs from one of the two major second language in West Africa after Swahili. Proverbs serves as an ideal guide to thought and action of every individual across the world. Furthermore this paper will use a qualitative content analysis through a purpose sampling technique in selecting the data. Findings revealed that Hausa proverbs is high proficient way of enlighten people in every aspects of human endeavors. The significance of the results is discussed followed by discussion on implications of the findings for future research.<br/><b>Keywords.</b> Hausa, Hausa proverbs, conflicts resol</p>  |
| <p style="text-align: center;"><b>Wajiha Yasir</b><br/>GICICPLR1801070</p>  | <p style="text-align: center;"><b>The Relation Ship Between Body Esteem And Sexual Functioning Among Married Professional And Non Professional Women</b></p> <p style="text-align: center;"><b>Wajiha Yasir</b><br/>Department of Science &amp; Technology ,Abbottabad University Of Science And Technology, Pakistan</p> <p style="text-align: center;"><b>Abstract</b><br/>The present study was aimed to explore the relationship between sexual functioning and body esteem among married professional and non professional women to find the inter relationship among these variables; and to explore the demographic differences on them. The sample size was 320 married women. The sample was divided into two categories according to age, young aged women 20-35 and old aged women 36-50 years. There are 161 young and 204 old aged women. The sample was further divided into two categories according to the family system (nuclear family system n=174, joint family system n=146). Two categories were made on the basis of women having kids (n=146) and those having no kids (n=147) . Two scales named; Body Esteem Scale (Franzoi &amp; Shields, 1984), Sexual Satisfaction Scale (Meston &amp; Trapnell, 2005) were used for data collection. The findings of the study revealed the positive relationship between body esteem and sexual functioning. The results of the present study found that professional women and women having offspring have high level of body esteem, Sexual functioning, than non-professional women and women who don't have off springs. According to the results of the study the level of the body esteem and sexual functioning of women living in joint family system were higher than those women living in nuclear family system.<br/><b>Keywords:</b> sexual functioning, body esteem .</p> |
|  <p style="text-align: center;"><b>Umm Eman Syed</b><br/>GICICPLR1801071</p> | <p style="text-align: center;"><b>Self-conscious Emotions Moderating the Relationship between Communication Pattern and Marital Adjustment</b></p> <p style="text-align: center;"><b>Umm Eman Syed</b><br/>National Institute of Psychology, Quaid-i-Azam University, Islamabad</p> <p style="text-align: center;"><b>Jamil A. Malik</b><br/>National Institute of Psychology, Quaid-i-Azam University, Islamabad</p> <p style="text-align: center;"><b>Abstract</b><br/>The aim of the present cross sectional questionnaire based research is to explore the relationship between communication patterns and marital adjustment among married couples. Furthermore, the moderating effect of self-conscious emotions (i.e., shame and guilt) is also explored. The</p>  |

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|  | <p>sample consisted 100 married couples (n = 100 wife and n=100 husband) from Rawalpindi and Islamabad, Pakistan with age 20 to 69 years (M = 39.49, SD = 11.29 years). Communication Pattern Questionnaire (Christensen &amp; Sullaway, 1984), Revised Dyadic Adjustment Scale (Crane, Bean, &amp; Middleton, 2000), and Test of Self-Conscious Affect-3 (Tangney &amp; Dearing, 2002) were used to measure communication patterns, marital adjustment, and self-conscious emotions, respectively. Gender differences indicated that females are significantly higher in demand-withdraw communication than males. Correlational results indicated that marital adjustment (cohesion, consensus, and satisfaction) are positively correlated with positive communication patterns (r= .30, p&lt;.01) and negatively correlated with negative communication patterns (r= -.40, p&lt;.01). Multiple linear regression analysis was conducted to test moderating effect of shame-proneness and guilt-proneness for the relationship between communication pattern and marital adjustment using Process Macro (Hyves, 2015). Results showed that shame moderates the effect of positive communication and marital adjustment particularly for dyadic cohesion (B interaction = -.01, p&lt;.01) explaining 3% added variance in dyadic cohesion. Shame also moderated effect of negative communication patterns (total demand-withdrawal) i.e., (B interaction = .01, p&lt;.05) and men demands women withdrawal i.e., (B interaction = .01, p&lt;.05) on dyadic cohesion and explained 2% additional variance. Whereas guilt moderated effect of negative communication patterns (mutual avoidance and withholding) i.e., (B interaction = .02, p&lt;.05) on dyadic cohesion and (B interaction = .03, p&lt;.01) on dyadic adjustment explaining 3% variance. The findings of the present study will help in increasing the adjustment in the married couples by experiencing balanced amount of self-conscious emotions.</p> <p><b>Keywords</b>—Constructive communication, Dyadic cohesion, Guilt, Man demand/woman withdraw communication, Mutual avoidance and withholding, Dyadic adjustment, Shame, Total demand-withdraw communication.</p> |
| <p><b>Dr. S. Newton Raja</b><br/>GICICPLR1801072</p> | <p style="text-align: center;"><b>Envisaging Societal Change through Human Rights Awareness in Arundhati Roy's The God of Small Things</b></p> <p style="text-align: center;"><b>Dr. S. Newton Raja, M.A., M.Phil., Ph.D.,</b><br/>Asst. Professor of English,<br/>Bishop Heber College (Autonomous), Tiruchirappalli – 620 017.</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Creating awareness among the people about human rights is the best way to curb the uncivilized practice of human rights violations. People can fight against violation of human rights only when they know their rights. Many people, even educated were unaware of their rights, so they could not react when the rights were violated by others and sometimes they themselves were being the victimizers. This scenario has to be changed at least in posterity for that, through this paper, researcher wants to create awareness among the people with the help of the fictitious characters of the novel The God of Small Things.</p> <p>Arundhati Roy, a well-known Indian novelist, is much worried about the status of women in India. She wants to change the society through her writings for that she has presented the society as it is in her novel The God of Small Things. In the document level, Indians are perfect, but in day today practical life, they are far away from their document that is their constitution, because of their ignorance. Not only Rahel and Estha, the protagonists of this novel, but also other characters bear witness to this. This paper tries to tell how inculcation of Human</p>   |

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|  <p>Dr. Abdollah Hosseini<br/>GICICPLR1801073</p> | <p><b>Rights is the best method to wipe the tears of these unsuspecting victims.</b><br/>A Review of Naguib Mahfouz's 'The Beggar' Based on Norman Fairclough's Critical Discourse Analysis</p> <p><b>Dr. Abdollah Hosseini</b><br/>Abdollah Hosseini, Assistant Professor of Arabic Language and Literature, Kharazmi University, Tehran, Iran</p> <p><b>Elahe Sattari</b><br/>MA of Arabic Language and Literature, Kharazmi University, Tehran, Iran</p> <p><b>Abstract</b><br/>In a sense, critical discourse is considered an approach that goes beyond mere description of linguistic data to concentrate on the instrumental processes involved in the formation of discourse. This type of review consists of two approaches: social and linguistic. The former deals with the situational context while the latter describes the textual context. The present paper attempts to investigate the linguistic, ideological and social aspects of 'The Beggar' in light of Norman Fairclough's critical discourse framework. Mahfouz wrote 'The Beggar' at a point of his life when some were committed to the Revolution and its conditions, while others remained silent. The results of the study indicate that Mahfouz has created a remarkable harmony between the social concepts and linguistic features of the novel. Relying on devices such as Arabic interrogative, nominal and rhetoric sentences, he has projected his intended meanings across the superstructure of the text including a descriptive and humorous tone and monologues, etc. Hence, he has been able to portray concepts such as ideology and culture, and influential restrictions and processes of the Egyptian society in his literary work. Throughout 'The Beggar', Mahfouz illustrates all the events and crises of the Egyptian society on different political and social levels from the subjective symbolism and social criticism perspectives. This research seeks to examine this novel at three levels of description, interpretation, and explanation.<br/><b>Keywords—</b> critical discourse, literary criticism, Fairclough, interpretation, 'The Beggar'.</p> |
|  <p>Kiran Ayaz Khan<br/>GICICPLR1801074</p>     | <p><b>Anxiety In Trans People</b></p> <p><b>Kiran Ayaz Khan</b><br/>Department of Psychology ,Women Institute Of Sciences, Pakistan</p> <p><b>Abstract</b><br/>The main purpose of conducting this research was to translate the Zung Self-Assessment Anxiety Scale in Urdu; it is a descriptive study and also includes the measurement of the symptoms and level of Anxiety in Tran's gender. Zung self-rating anxiety scale was designed by Zung in 1971. This SAS Scale was translated from English into Urdu by a qualified professional of English language. Later the scale was back translated into English using back translation technique. The number of sample used in the research was 100 age ranging from 20-35. The research area selected was Abbottabad district including Mandian, Mirpur, Malikpura, DHQ, Jinnahabad, Mansehra, and Haripur. The scale we used had the standard reliability of <math>\alpha</math> .897, and obtained reliability is .770 and validity of 100, which shows that the translated version of our scale is valid and reliable, thus proving our hypothesis. The cutoff score for the scale lies in the range of 20-80 , and the obtained score is 41.9 which lies between it and shows some level of anxiety present in trans people, which proves the hypothesis</p>   |

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|   | <p>of our research.<br/>Key words: Trans gender, bisexual, LGBT, SAS, Tran's people.</p>   |
|  <p>Fouzia Ajmal<br/>GICICPLR1801078</p> | <p>Level, Causes And Management Of Exam Stress Among Students Of Department Of Education At Iiui</p> <p>Fouzia Ajmal<br/>Department of Education International Islamic University Islamabad<br/>Pakistan</p> <p>Alina Raza<br/>Department of Education International Islamic University Islamabad<br/>Pakistan</p> <p>Sumaira Batool<br/>Department of Education International Islamic University Islamabad<br/>Pakistan</p> <p>Abstract</p> <p>The main purpose of the study was to explore level, causes and management of exam stress among students of Department of Education at International Islamic University Islamabad. The main objectives of the study were: (1) to find out the level of exam stress among students of Department of Education at International Islamic University Islamabad. (2) to explore the causes among students of Department of Education at International Islamic University Islamabad. (3) to identify how the students of Department of Education cope with exam stress situation at International Islamic University Islamabad. In this research, the researcher has used quantitative paradigm of research according to nature of the study. All the students of Department of Education Female Campus at IIUI were population of the study. In this research the researcher has taken students of B.S-1 and M.A-1 as sample from Department of Education at IIUI. Questionnaire was used as a research tools which carried twelve questions. Data were analyzed by SPSS (Version 20). All the data were presented in the form of tables.</p> <p>Key words: Level, Causes, Exam Stress, Management, students</p> |
| <p>Farhandika Muhammad<br/>GICICPLR1801079</p>  | <p>Hi Friend : A Smart Online Application To Reduce The Number Of Suicidal Case As A Result Of Depression</p> <p>Farhandika Muhammad<br/>Faculty of Medicine, University of Lampung, Bandarlampung, Indonesia</p> <p>Citara Tri Utami<br/>Faculty of Medicine, University of Lampung, Bandarlampung, Indonesia</p> <p>Arini Meronica<br/>Faculty of Medicine, University of Lampung, Bandarlampung, Indonesia</p> <p>RM. Reza Imaddudin<br/>Faculty of Medicine, University of Lampung, Bandarlampung, Indonesia</p> <p>Asep Wahyudi Sudirman<br/>Faculty of Medicine, University of Lampung, Bandarlampung, Indonesia</p> <p>Tendri Septa<br/>Faculty of Medicine, University of Lampung, Bandarlampung, Indonesia</p> <p>Dwita Oktaria<br/>Faculty of Medicine, University of Lampung, Bandarlampung, Indonesia</p>  |

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|   | <p style="text-align: center;"><b>Abstract</b></p> <p>World Health Organization (WHO) declare that depression become the main causes of mental health problem in the world. Around 300 million people who suffer this mental health issue. In the year of 2012 World Health Organization declare that number of this case from Indonesia is around 10.000 case in a year. This problem happen because the knowledge about depression symptoms and how to treat depression still not enough and be accompanied the low support from government about this mental health issue. So its important to start talkin about depression prevention for reduce the number of suicidal case as a result of depression. We propose to create an online smart application “HI FRIEND” as a form first aid for people with a symptoms of depression or the other mental illness. An Initiators organize a few content that would be help for people who suffer mental illness especially depression, such as Consultation, Talking with friend, Inspirational sharing, and Call for emergency. We hope with this kind of application, we can reduce the number of suicidal case as a result of depression and bring around the society for being open minded about this mental health issue.</p> <p><b>Keyword: Depression, Suicide, Hi Friend, Smart Application</b></p>  |
| <p><b>Mangala Jawaheer</b><br/><b>GICICPLR1801081</b></p> | <p style="text-align: center;"><b>Teacher trainees’ perception of deep approaches in the teaching of literature: a case-study of EFL trainees in Mauritius</b></p> <p style="text-align: center;"><b>Mangala Jawaheer</b><br/><b>Department of English, School of Humanities and Social Studies,</b><br/><b>Mauritius Institute of Education -MIE,Reduit,</b><br/><b>Mauritius</b></p> <p style="text-align: center;"><b>Abstract</b></p> <p>Research in the study of trainees’ perceptions about deep learning approaches to literature teaching in situations where the curriculum is in transition is still in its embryonic stage. However, this should be an integral part of education research since trainees represent the future generation of educators to implement pedagogical change at grass root level. Hence this case-study investigates how twelve EFL teacher trainees in Mauritius perceive deep approaches to learning in the teaching of literature under the Reformed National Curriculum (2015). Under this revised curriculum, the focus has shifted from developing learners’ knowledge about literature to developing learners’ knowledge of literature. The move from a content-based approach about literature towards a skills-based approach of literature instigates a paradigm shift from teacher-centred approaches to student-centred approaches in literature teaching. In turn, such a shift implies a change from surface approaches to learning to deep approaches to learning. Deep approaches to learning stems from constructivism where the learners engage in a dynamic and reflexive process of constructing, interpreting and reconstructing higher order thinking skills and knowledge. Under this revised curriculum, the Mauritius Institute of Education is responsible in ensuring that deep approaches to learning is being implemented at training level. In the Literature Methodology module, the participants were exposed to deep approaches to literature teaching. Methodologically, 2 semi-structured interviews, reflexive journaling and physical artefacts have been used as data collection tools. Analysis of the findings highlights the initial difficulties trainees encountered when using deep approaches within literature teaching. The findings also show how participants perceive such approaches to be in line with the aim of the Reformed National Curriculum. However, findings should not be generalized as a</p> |

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|   | <p>case study approach was used. On a concluding note, more research should be conducted on the perceptions of trainee teachers on deep approaches in literature teaching. (300 words)<br/> <b>Keywords—</b> Deep approaches to learning, knowledge of literature, literature methodology, trainees’ perceptions.</p>  |
| <p><b>Habibollah Naderi</b><br/> <b>GICICPLR1801083</b></p>   | <p style="text-align: center;"><b>Providing Structural Model of Goal Progress and Metacognitive Strategies and Educational Vitality with The Mediating Role of Self-Regulated Learning of Secondary School Students in Bandar Abbas</b></p> <p style="text-align: center;"><b>Habibollah Naderi</b><br/>                 Department of Psychology, University of Mazandaran, Babolsar, Iran</p> <p style="text-align: center;"><b>Khalsali.F</b><br/>                 Student’s Ph.D., University of Mazandaran, Babolsar, Iran</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this research was to provide a structural model of goal progress and metacognitive strategies with educational vitality with the role of mediator of self-regulated learning of secondary school students in Bandar Abbas. The research is correlational. The population includes all secondary school students in Bandar Abbas in academic year of 2016-2017 which was 384 persons. The cluster sampling method was used. The research tools included the Midgley and et.al (1998), the meta-cognitive questionnaire (AILI), and Educational Vitality Questionnaire of Dehghani Zadeh and Hossein Chari (2012) and Self-Regulated Learning Questionnaire of Trich and De Groot (1990) The results of the Cronbach's alpha test showed that the reliability of the research questionnaire was 0.890,0.955,0.911,0.882. For analyzing the data and testing the hypothesis, the structural equation model was used by AMOS software. The indexes obtained from the fitting model shows that tested model has satisfactory fit, the results showed in first hypothesis according to impact factor 0.887(<math>\beta</math>) and the T-value of 11.851, there is a positive and significant relationship between the goal progress and educational vitality of students, in the second hypothesis, according to the impact factor 0.891(<math>\beta</math>) and t-value 12.011, there is a positive relationship between the goal progress with self-regulated learning of students. In the third hypothesis, according to impact factor 0.841(<math>\beta</math>) and t-value 10.187 there is a positive and significant relationship between self-regulated learning and educational vitality, in the fourth hypothesis, according to the impact factor 0.749(<math>\beta</math>) and t-value 10.187, there is a positive and significant relationship between the goal progress and educational vitality with the mediating role of self-regulated learning of students. In fifth hypothesis, according to impact factor 0.901(<math>\beta</math>) and t-value 12.342 there is a positive and significant relationship between the metacognitive strategies and educational vitality of students. In the sixth hypothesis, according to impact factor 0.897(<math>\beta</math>) and t-value 12.121 there is a positive and significant relationship between the metacognitive strategies and self-regulated learning of students. In the seventh hypothesis according to impact factor 0.754(<math>\beta</math>) and t-value 10.584, there is a positive and significant relationship between the metacognitive strategies and self-regulated learning of students.</p> <p><b>Keywords:</b> Goal Progress, Metacognitive Strategies, Educational Vitality, Self-Regulated Learning</p> |
| <p><b>Sekkal Babou Meryem</b><br/> <b>GICICPLR1801086</b></p> | <p style="text-align: center;"><b>Politeness and Complimenting within an Algerian context</b><br/> <b>-A Socio-Pragmatic Analysis-</b></p> <p style="text-align: center;"><b>Sekkal Babou Meryem</b></p>   |

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|   | <p style="text-align: center;">Lecturer, Universite/ Moulay Tahar (SAIDA- Algerie), Algerie</p> <p style="text-align: center;"><b>Abstract</b></p> <p><b>Introduction</b><br/>         Politeness is one of the most paramount codes needed to preserve the social order of a given speech community. Nevertheless, if individuals do not follow the norms of language usage, they will be considered as being impolite and insolent as they may provoke impolite reactions which demand some remedial strategies such as apologizing. Certainly, apologizing in addition to complimenting are two speech acts which aid people to fulfill desirable actions through polite utterances and help to keep the balance and respect in the group. Indeed, making a compliment is considered as a suitable speech act which mirrors the admirable and acceptable manners in a culture. In fact, complimenting is an instrument for establishing good relationships and a social strategy that it is able to consolidate ties of solidarity. It is thus a significant social action in that it functions as a starting point for a conversation and allows social interaction to go on easily and adequately. Complimenting in Algeria however, proves different from the one employed in other countries, since Algerian men usually do not compliment, and do not like much to receive compliments. This attitude is justified by the structure of the society where there are strong attempts to keep males and females separate in many circumstances and activities. One should mention that these attempts are per se dictated by Islamic principles. Consequently, men complimenting women or vice versa can rarely be found in the Algerian speech community and if it happens it will be very exceptional. Another factor which limits the use of compliments in the Algerian society is the fact that these belong to the feminine world rather than the masculine one. Moreover, this negative attitude towards the use of compliments has to do with Algerian stereotype and ideology; in other words, the widespread and deeply rooted belief among Algerians in the evil-eye. This belief is sustained by the Holy Koran; this is why the majority of the population believes in it and links it to any physical, social or professional harm. Thus, with regard to what have previously been mentioned the following research questions are raised: is complimenting used to show deference and politeness within Algerians and how can Algerians face the dilemma of expecting, accepting or rejecting compliments?</p> |
| <p><b>Justin Paolo M. Arevalo</b><br/> <b>GICICPLR1801087</b></p> | <p style="text-align: center;"><b>Role of Psychology in Human Resource Management</b></p> <p style="text-align: center;"><b>Justin Paolo M. Arevalo</b><br/>         Psychology, Human Resource Management, cAmity University<br/>         Dubai, cDubai</p> <p style="text-align: center;"><b>Dr. Aradhana Balodi Bhardwaj</b><br/>         Psychology, Human Resource Management, Amity University Dubai,<br/>         Dubai</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this paper is to understand the role of Psychology in the field of human resource management. The applicability of Psychology in the vast area of human resources has been significantly growing in organizations all over the world. Psychology plays a vital role in human resource management by improving motivation through satisfaction of employee needs, fostering a healthy organizational culture within the company and ensuring high levels of team performance. In addition to improve overall effectiveness of human resource management, employees must possess</p>  |

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|   | <p>certain psychological characteristics such as having a sales mentality, ability to navigate through the “gray areas” of various situations and being solution-oriented. There are also a number of psychological ways and strategies to improve the area of human resource management such as employing the technique of counseling, mentoring and integrating the concept of Business Psychology. The study employs review of existing literature as its methodology. Thus, this paper focuses on the paramount role of psychology in human resource management, certain psychological characteristics of employees needed to improve overall effectiveness of human resources and the various psychology based strategies to improve the field of human resource management.</p>  |
| <p style="text-align: center;"><b>Meryem Babou</b><br/><b>GICICPLR1801051</b></p> | <p style="text-align: center;"><b>Politeness and Complimenting within an Algerian context</b><br/><b>-A Socio-Pragmatic Analysis-</b></p> <p style="text-align: center;"><b>Meryem Babou</b><br/><b>Faculty of letters and foreign languages, University of Moulay Tahar</b><br/><b>SAIDA, ALGERIA</b></p> <p>Making a compliment is considered as a suitable speech act which mirrors the admirable and acceptable manners in a culture. In fact, complimenting is an instrument for establishing good relationships and a social strategy that it is able to consolidate ties of solidarity. It is thus a significant social action in that it functions as a starting point for a conversation and allows social interaction to go on easily and adequately. Complimenting in Algeria however, proves different from the one employed in other countries, since Algerian men usually do not compliment, and do not like much to receive compliments. This attitude is justified by the structure of the society where there are strong attempts to keep males and females separate or men in social activities. One should mention that these attempts are per se dictated by Islamic principles. Consequently, men complimenting women or vice versa can rarely be found in the Algerian speech community and if it happens it will be very exceptional. Another factor which limits the use of compliments in the Algerian society is the fact that these belong to the feminine world rather than the masculine one. Moreover, this negative attitude towards the use of compliments has to do with Algerian stereotype and ideology; in other words, the widespread and deeply rooted belief among Algerians in the evil-eye. This belief is sustained by the Holy Koran; this is why the majority of the population believes in it and links it to any physical, social or professional harm.</p> <p>Thus with regard to what have previously been mentioned the following research questions are raised: What are the main compliments used in the Algerian society? And how can Algerians face the dilemma of expecting, accepting or rejecting compliments?</p> <p>Expecting such problems, Algerians avoid using compliments in order to avoid being considered as a potential source of causing harm to the others. Nevertheless, the absence of compliments, particularly if expected by the interlocutor who shows his new car for instance, may create an embarrassing situation for both the speaker and the interlocutor as it can be interpreted as a sign of disapproval, jealousy or envy. Yet, the inappropriate use of compliments may cause embarrassment and even offense.</p> <p><b>Key words: complement, speech acts, social interaction, stereotype</b></p> |



Sylvain Fleury  
GICICPLR1801076

**Does displaying buildings on the maps improve GPS pedestrian navigation performance? An ecological approach**

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**Abstract**

Studies about map understanding are usually conducted in laboratory context rather than in real navigation situation. Most of them concern the effects of 3D (e.g. Liao, Dong, Peng, & Liu, 2017) or the effects of adding/deleting map elements (Çöltekin, Francelet, Richter, Thoresen, & Fabrilant, 2017). The present study aims at dealing with these two points in a real context of pedestrian navigation. Seventy-six participants had to take a walk downtown while guided by a pedestrian GPS. This sample of participants was divided into three experimental conditions: 1) maps without buildings, 2) maps with 2D buildings and 3) maps with 3D buildings (with volume but without texture). The results analysis reveals that the addition of the buildings (2D or 3D) on the screen reduces the number of errors made and facilitates decision-making in complex intersections. Moreover, we found that visuospatial capabilities are clearly and strongly involved in this task, since they are correlated with different performance indicators (number of errors, time spent looking at the screen, etc.). Some previous studies have shown negative effects of 3D on the cognitive processing of maps (e.g. longer processing; Liao et al., 2017). This effect is not replicated in the present research in real situation. Taking our results into account, designers could make the buildings appear by default on the maps in pedestrian mode, since this constitutes a decision support, without harming the other navigation steps.

**Keywords:** Spatial orientation, pedestrian navigation, visuo-spatial span, map design

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

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- » 10th ICPLR 2018 - International Conference on Psychology & Language Research (Thailand), 28 June - 29 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
- » 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
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