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Keynote Speaker



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**Maladjusted Behaviors Of Grade Vi Pupils In Marawi City Division: A Basis
For A Proposed Guidance Program**

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Abstract

This study was designed to identify the maladjusted behaviors among Grade VI pupils in selected elementary schools in Marawi City as perceived by their classroom advisers, School Year 2011-2012. It also explored into the problems encountered by the teachers, perceived causes of these behaviors, and the solutions employed by the classroom advisers in handling the maladjusted pupils. The findings of the study are a basis for a proposed guidance program.

The study made use of the descriptive survey method of research. A total of ninety-eight (98) respondents, fifty-eight (58) from the public schools and forty (40) from private schools, participated in this study. There was no sampling involved since the study focused on the Grade VI advisers only. The information relative to the maladjusted behavior was collected through the aid of researcher-made questionnaire, which was in a checklist type.

The study identified the respondents' profile, which was believed to be another factor of the maladjustment of the Grade VI pupils. Many of the respondents were of ages between 20 to 25 years; majority was female and only few individuals were male. This finding infers that the public and private schools under study were dominated by females. Majority of the respondents was married, which suggest that the teachers who were married had more experienced in guiding pupils with maladjusted behavior and could easily relate to the situation particularly those who had children of their own. The respondents were mostly Baccalaureate Degree holders with Master's units. Many of them had 1-5 years of teaching experience; the majority of them had 1-3 years experience in handling Grade VI class.

The maladjusted behaviors in terms of personality, sociability, academic and moral aspects were all encountered by the classroom advisers in the selected private and public elementary schools in Marawi City Division, under study. Of these, the four behaviors on top rank based on the aspects were: creating distracting noise during class hours; demanding attention in the class by talking and interrupting the discussion; failing to submit requirements given by the teacher; and repeating certain misbehaviors over and over in the class. Among the aspects in question, the academic aspect ranked first since classroom advisers could directly observe the pupils in the class and, therefore, could straightforwardly identify the behaviors in the academic

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| | <p>aspect. With regards to the problem encountered by the respondents, ranked first was pupils who continued to talk with others even while the teacher was discussing a topic to the class. Almost all of the teachers responded that this problem was very common in a class with maladjusted behavior pupils. As to the perceived causes of the pupils' maladjusted problem, these were indicated as proceeding from personal, family, economic, social and school-related causes. The study revealed family causes was ranked first which indicates that the home upbringing of children had a significant contribution to pupils' interaction with the people in the outside environment. This finding further implies that parents cannot just neglect certain special needs of their children. Grade VI pupils need good parental guidance and regular follow-ups to become emotionally balanced and well-adjusted individuals. For instance, parents should demonstrate their love for their Grade VI children so that the latter would gain emotional security. Joint efforts by parents and teachers would lead to a normally adjusted behavior in terms of physical, mental, emotional, social, and spiritual aspects and wholesome personality in each pre-adolescent or adolescent, as each individual is a unique person. In addition, in school, the guidance counselor and classroom advisers are essential persons in the pupils' behavioral and personality development. The possible solution that the respondents used in terms of the personality aspect was praising the good behaviors of the pupils. On the sociability aspect, the respondents believed that making direct eye contact to get the attention of the talkative pupil was considered effective. The respondents acted as a good role model by starting the class on time and finishing on time, which ranked first in the solutions in the academic aspect of maladjustment. Administering disciplinary actions and remaining consistent for all members of the class was ranked first among the solutions of the respondents in terms of the moral aspect.</p> |
|  <p>Sandra Figueiredo GIC16035052</p> | <p>Multicultural schools: different scores among Asian immigrant minorities for academic and language skills development</p> <p>Sandra Figueiredo Department of Psychology, Universidade Autónoma de Lisboa sandradfigueiredo@ua.pt</p> <p>Alves Martins, ISPA – Instituto Universitário mmartins@ispa.pt,</p> <p>Silva, C University of Aveiro csilva@ua.pt)</p> |

Abstract

A total of 108 children, aged between 8-17 years old, (M= 13; DP= 2,7), learners of Portuguese as a L2, belonging to six groups – Western Europe, Eastern Europe, Portuguese-speaking African countries (Países Africanos de Língua Oficial Portuguesa - PALOPs), Latin America, Asia and China - were compared regarding three verbal tasks on verbal reasoning and vocabulary skills. Tasks on semantic association, morphological extraction and vocabulary match were administered to examine nationality group effects on task performance and language proficiency. This study aims to verify whether students from different nationalities and learners of Portuguese as L2 evidence similar difficulty levels in tests on language skills. It is expected that students whose country of origin and culture is further from the Portuguese and European contexts perform poorer in all tests when compared to students who were born in countries geographically and culturally closer to the referred contexts. Results of MANOVA showed that nationality groups differed in a significant manner, in particular, two groups – from South Asia (Meridional) and from Latin America - whose performance was different in all tests. The Asian group evidenced more difficulty in vocabulary decoding and verbal reasoning when compared to other nationality groups. Higher scores were attained by the Latin American group whose language of testing had common features with the home language and therefore showed more overlapping. The influence of the co-variable "Languages spoken at home" on the results was also confirmed, which suggests that nationality is a less strong predictor compared to the number of languages spoken at home in regards to performance in Portuguese L2. Linear regression analyses revealed that the most predictive model includes the referred variable, which influences performance in all tasks. Results will be discussed from the point of view of individualized assessment and intervention according to immigrant school groups in European contexts.

Key words: Nationality; Academic Success; Mother Tongue; Second Language; Verbal Reasoning; Vocabulary.



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An evidence of L1 transfer: the Rejection of English Scrambling Dative constructions by Native Speakers of Arabic

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This paper carries an empirical study to investigate the L1 impact on the acquisition of the L2 argument structures in a situation where the L1 (Arabic) dative structures form a superset of its L2 (English) counterparts. Arabic allows Scrambling Dative (SD) constructions such as the equivalent of *Ali gave to his peer the pen*, in contrast to English. Learnability considerations

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| | <p>lead to predict the potential occurrence of L1 transfer. However, the availability of negative evidence may assist these learner to realize the superset of their L1 comparing to the L2 and acquire the L2 argument structures.</p> <p>My study examined the sensitivity of Arabic learners regarding to the ungrammaticality of the SD structures in English. The main question was that to what extent these learners can perceive that SD constructions such as the equivalents of <i>Adam gave the book Jay</i> and <i>Adam gave to Jay the book</i> are unacceptable in English. In this study, an experiment was made of 50 native speakers of Arabic majoring at two proficiency levels: pre-intermediate and upper-intermediate. These participants completed written judgment tasks which included 17 sentences to judge their grammaticality in English. The results indicated that Arabic dative structures had an influence on the participants' judgement by misleading them to accept structures that are not allowed in the L2, possibly due to the lack of negative evidence.</p> |
| <p>Rehana yasmin Anjum GIC16035054</p> | <p>GulMakai's Narrative and deconstruction of a statusquo</p> <p>Rehana yasmin Anjum Department of english, Faccuty of linguistics, Govt college women University, sialkot pakistanlkot rehana786kamran@yahoo.com</p> <p>Abstract</p> <p>This paper studies the importance of CDA and its vast range of applications and utility in the real world issues. CDA provides a channel to give vent to the voices of the victims of the power abuse. The outcome of all discourse is Text that generates a narrative. This narrative affects social reality and even deconstructs its status quo. Theoretical framework of the study is Foucault's perspective of 'Knowledge-Power' (1998) with Fairclough's (2003) concept of language and social power. CDA analysis of the narratives of Gul Makai (Malala Yousafzai) has been done to show the power of text in constructing a social reality. The pages of the diary of Gul Makai are analyzed as instrument using Fairclough's model as the method. The analysis has been done with a positivist approach. The study explored the condition of under privileged persona in a closed society with strains of patriarchic and extremist mindset. The attitude of the socio-political elite, law enforcing authorities, and media representation towards this narrative and the broader aspects on the global level are the main themes of the study. It is concluded that language helps empowering people with awareness of their basic human rights. Once voiced, text can deconstruct a status quo to reconstruct a new narrative. This is to high light the heroic struggle of Mala Yousafzai and her</p> |

efforts to bring about educational reforms in Pakistan. Winning for her the Nobel Prize and her compatriots unprecedented example of a victory achieved through Linguistic power. The study will provide an impetus for voicing those who are in the same vain but are still silenced through coercion and exploitation.

Keywords: CDA, Foucault's knowledge- Power, Fairclough's model, Narrative, Deconstruction.



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Socio-Economic Impact Of The Maritime Education Upgrading Program

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ABSTRACT

This study endeavored to determine the impact of the Maritime Education Upgrading Program of PIT-KVNR on the socio-economic status of its graduates from school years 2002-2003 to 2007-2008. A descriptive-comparative approach design was used with two groups of respondents and total sample size of 296. It was found out that, before these graduates entered the program, the socio-economic status between parents of the two groups of marine transportation graduates-respondents were already significantly different, while there was no significant difference in the socio-economic status between parents of the two groups of marine engineering graduates-respondents. Furthermore, there were significant differences between groups of marine transportation and marine engineering graduates-respondents on their socio-economic status after they graduated from the program. Moreover, results revealed that the socio-economic status of graduates from all groups of respondents have greatly improved over a short span of time after they graduated from the program. On the other hand, the respondents from both groups also accounted the extent of performance of the Maritime Education Upgrading Program as providing opportunities for the respondents to achieve performance ranging from higher to highest level.

Keywords: Maritime Education, Palompon Institute of Technology, Socio-Economic Status



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Performance attributes of deck and engine cadets onboard dutch merchant ships

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ABSTRACT

This study was conducted to determine the attributes that influenced the performances of the deck and engine cadets of the Palompon Institute of Technology (PIT) during their apprenticeship training onboard Dutch ships. The study was a descriptive-survey method utilizing a standardized survey instrument provided in the Quality Management System of the Institute's College of Maritime Education. The subjects considered were deck and engine cadets who were onboard Dutch ships for their 1 year apprenticeship training. While deck and engine management level officers were the respondents. Results revealed the performances of the cadets were highly influenced by the associated attributes as regards "Personal Qualities." Similarly, shipboard performances of the cadets' were highly influenced by the attributes of "Professional Knowledge and Skills." Moreover, as regards "Outlook/Expectations," 69.77% and 51.28% among deck and engine cadets, respectively, were rated able to perform their tasks independently as ship's officers upon completion of the onboard training period of one year; 9.30% and 23.08% attributed to deck and engine cadets, respectively, were rated able to perform his/her task independently as ship's officer only after an additional on board training period; and 4.65% of the deck cadets were rated shall not to be assessed yet.

KEYWORDS: attributes, deck cadets, engine cadets, performance

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A Study Of Factors Influencing Field Dependent/Independent Cognitive Style Of Students In The South East Of Nigeria

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ABSTRACT

This study investigated the influence of socio-cultural background and gender on the adopted cognitive style (field dependent/independent) of students using a sample of five hundred junior secondary school students drawn from four secondary schools in rural and urban areas of Enugu state, Nigeria. The group embedded figure test (GEFT) was applied to measure the field dependent/independent cognitive style of the participants. The result

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| | <p>showed that urban students were more significantly more field independent than their rural counterparts. The result also revealed the significant influence of socio-cultural background on field dependent/independent cognitive style. Gender as a factor showed no significant influence on field dependent/independent cognitive style. Conclusions, implications, and recommendations were discussed based on the findings. KEY WORDS: cognitive style, gender, socio-cultural, field dependent/independent.</p> |
|  <p>Dr. Pintu Kumar Maji GICICPLT1603053</p> | <p>Sustainable Consumption: Examining Intersections across Gender and Caste</p> <p>Dr. Pintu Kumar Maji Assistant Professor, Sarsuna College (Affiliated to University of Calcutta), Kolkata and Guest Faculty, Department of Education, Rabindra Bharati University, Kolkata-700 050 pkm.edu@rediffmail.com</p> <p>Dr. (Prof) Madhumala Sengupta Professor (Rtd), Department of Education, University of Calcutta, Kolkata, West Bengal, India dr.msengupta@rediffmail.com</p> <p>Abstract Consumerism in modern society is the expression of social status and power and people are locked in unsustainable behaviour simply to show case their wealth. In resource rich countries 80% women are responsible for decision making in consumption related decisions, though men actually spend 80% of the household funds. Women mostly buy cheaper essential items like food, clothing and other household items whereas men spend on capital goods like car, house and electronic and also on tobacco and alcohol. The researches have shown that women are most likely to buy eco labeled organic food; more inclined to recycle and are concerned with efficient use of energy. Their consumption related behavior is often based on issues of child labour and fair trade. The difference between the two sexes is attributed to gender socialization and gendered social role imposed by the dominant social culture. Socio economic researches have demonstrated the gender differences in respect of environmental concern, environmental awareness, skepticism about technology and more eco friendly behavior including acceptance of strategies for sustainability. However poverty and backwardness of social classes force women to adopt resource intensive practices. The ignorance and patriarchy do not allow them to exercise their natural rights. Besides environmental disasters like climate change arising out of unsustainable economic growth aggravate their vulnerability. The paper argues that to improve the quality of life and reduce unsustainable consumption a two</p> |

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| | <p>pronged strategies are required, that is engendering the policies of sustainable development encouraging women participation and ensuring socio economic development of the women of depressed classes and castes. Key Words: Sustainable consumption, Gender, Caste, environmental concern and Intersections.</p> |
|  <p>Fariea bakul GICICPLT1603054</p> | <p>Parental Bonding and Cognitive Emotion Regulation</p> <p>Fariea bakul Former Student, Department Of Psychology, Faculty Of Biological Science, University Of Dhaka, Bangladesh</p> <p>Chhanda Karmaker.</p> <p>Abstract</p> <p>The present study investigated whether there was any gender difference in parental bonding & cognitive emotion regulation and whether there was any relationship between parental bonding & cognitive emotion regulation. Data were collected by convenience sampling method from 100 adult students of different universities; of them 50 were male and 50 were female having an age range of (20-25) years. The adaptive bangla version of parental bonding inventory; originally developed by Parker, Tupling & Brown (1979) and the translated bangla version of cognitive emotion regulation by Karim, Sharafat & Mahmud (2013); originally developed by Garnefski, Kommer, Kraaij, Teerds, Legerstee, & Onstein (2002) were used for data collection. For data analysis descriptive statistics; an independent samples <i>t</i>-test was conducted to see the difference between genders in both parental bonding and cognitive emotion regulation. Pearson-product moment correlation was conducted to assess the relationship between parental bonding & cognitive emotion regulation. Simple regression analysis was also conducted to predict the variability of parental bond on cognitive emotion regulation. Results from independent samples <i>t</i>-test revealed that there was no significant gender difference in both parental bonding & cognitive emotion regulations. Results from the Pearson correlation stated that there was significant positive correlation between parental bonding and adaptive cognitive emotion regulation of an individual but not for less adaptive cognitive emotion regulation. Results from simple regression analysis revealed that caring parenting is good predictor for adaptive cognitive emotion regulation strategies than less adaptive ones.</p> <p>Key words: parental bonding, cognitive emotion regulation.</p> |
| | <p>PRE-MARITAL COUPLE VIOLENCE - A PSYCHO, PHYSICAL, ECONOMIC, SEXUAL & STALKING PERSPECTIVE IN BANGLADESH</p> <p>Fariea Bakul ritisha23.fariea@gmail.com ritisha.fariea@yahoo.com</p> |

Asheek Mohammad Shimul

Abstract

The present study investigated whether there is any existence of pre-marital relationship and any gender difference in physical, psychological, sexual, economic abuse and in stalking behavior; also whether occurrence of one type of violence predicts another type of couple violence. One of the hypothesis was that women would be more vulnerable to be abused in relationship by current or former partner. Another hypothesis was that occurrence of one type of abuse would predict another type of abuse, also there would be correlation between different types of violent behaviors. For the present study a total of five English scales were translated into Bengali by abiding standard translation procedures. Data were collected from 303 samples with purposive sampling method using a cross-sectional survey design; having 146 male and 157 female participants. For data analysis descriptive statistics such as mean, independent sample t-test, Pearson product moment correlation and regression analysis was used. The Pearson correlation analysis stated that there is significant positive correlation between different types of abusive behaviors. The t-test results support the first hypothesis that females are more vulnerable to abuse in a relationship than men especially in physical & stalking domain. Regression analysis results provide support for another hypothesis that any one of the five violent behavior in a relationship can predict the instances of any other type of violent behavior.

Keywords: Couple Violence, Physical, Emotional, Sexual, Economic abuse, stalking behavior.

Iyenger a New Rose Bud

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Abstract

K.R.Srinivasa Iyengar ((17-04-1908- 15-04-1999) has been one of the doyens of Indian scholar in English. His *Indian Writing in English* is a pioneering work of its kind. However, his fame as a literary critic has over shadowed his poetical works which is no less prolific and substantial. It is marked by variety of forms and themes and characterized by unique blend of the ancient and the modern.

Iyenger's poetic work, however, is not confined to the mythological narratives. There are quite a number of reflective poems like: *Leaves from a Log Fragments of Journey* (1979), *Australia Helix* (1983) which contains rumination on contemporary subjects- on man and manners, on natural



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scenes and objects. There are also philosophical poems like *Tryst with the Divine* (1974), *Microcosmographia Poetica* (1978) which contains his thoughts on the cosmos and the art of poetry or his poems of spiritual kind which were inspired by his contact with Sri Aurobindo. The present paper explores how Iyenger in his poetical work *Microcosmographia Poetica* took ahead Sri Aurobindo's concept of Poetry, how he interpreted that poetry is a divine efflorescence, and the highest poetry can only be written in the state of Illumined Mind and in the end how Iyenger's poetry is different from Sri Aurobindo's Future Poetry.

Key words: Poetry, Divine, Mind

Study of First Generation Learners And Non First Generation Learns Of Distance Education Of Kashmir University on Intelligence And Scientific Temper.

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Abstract

The present study was designed to undertake the study of first generation learners and non first generation learners of distance education of Kashmir University on intelligence and scientific temper. A sample of 200 students (100 fgl and 100 nfgl) were selected randomly from various courses of Directorate of Distance Education. The data were collected by using the *mehrotras mixed type group test of intelligence and scientific temper potentiality scale*. The collected data was analyzed by applying some statistical techniques and some of the major conclusions have been drawn from the present study. It was found that *nfgl* showed significant difference on intelligence and scientific temper as compared to *fgl* students. It was also found that there is no significant difference between the two groups of students while comparing on their academic achievement.

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Students' Perceptions towards English Enhancement Program

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Abstract

Realizing the importance of English proficiency among students and community in Terengganu, Yayasan Terengganu (YT) and Education Department of Malaysia, has embarked on English Enhancement Program coined as “Transforming English” (TRENGLISH). A total of 32 secondary schools have been chosen as pioneer schools for the program. The aim of this study is to investigate the effectiveness of TRENGLISH program from the perspectives of students. Self-administered surveys were conducted among students who were involve in TRENGLISH activities during a one day *Mega English Program* held in Kuala Terengganu. The questionnaires comprised of questions on student perceptions on eleven categories of the TRENGLISH Program namely: Awareness & Attitude, Program Evaluation, Facilities, Teaching Tools, Activities, Perceptions Towards T-Help, Program planning, Program Planning Evaluation, Perception towards program, Perception towards teacher, and Program outcome. The results suggested that in general students evaluated TRENGLISH Program as a good program to enhance English proficiency of secondary school students.



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Spiritual Fitness among Yoga Students and College Students

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Abstract

Introduction: Spiritual Fitness is one of several components aimed at promoting health and well being in humans. Spiritual Fitness can come in many forms and may include any of the following: belief in transcendent, meaning and purpose, self transcendence, a sense of morality, engagement with a community, with smaller values, altruism and religiosity. This paper reveals the current scientific evidence and clinical promise of yoga mindfulness. **Objective:** To find out the difference between yoga students and college students on spiritual fitness. **Materials and Methods:** This study was a comparative study. In this study 60 students were selected from physical education department (BPED) and yoga institutions from Aligarh Muslim University and Aligarh place through convenient sampling. Data were

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| | <p>collected through Spiritual Fitness Questionnaire. The data obtained from the questionnaire collected from SPSS software. Result: The result showed that there was a significant difference between yoga students and college students. Furthermore yogic students showed more spiritual fitness than college students of BPED course. Conclusion: High level of spiritual thinking and fitness in yogic students helps them to improve their mental & psychological well being. Yoga may be as effective as or better than sports at improving a variety of health-related outcome measures and spirituality. Keywords: Spiritual Fitness, Yoga students, Sports persons</p> |
|  <p>Jann Dainver L. Marravilla YRAW16035051</p> | <p>A Description of Sebuano-English Cyberlogues</p> <p>Jann Dainver L. Marravilla Jose Rizal Memorial State University- Main Campus betwixtgray@gmail.com</p> <p>ABSTRACT</p> <p>This paper describes the Sebuano-English cyberlogues in cybersocieties, a code mixing phenomenon in Facebook and Youtube. Code mixing is an unconscious, extensive and regular transfer of linguistic units from one language or more to another, below the level of a sentence by a large population of bilingual and monolingual speakers. More particularly, this paper describes the patterns of code mixing, as well as the morphophonemic and morphosyntactic processes involved in the mixing process as reflected in the cyberlogues. Findings of this study will fill a research gap related to code mixing in written text and will indicate the Sebuano's current lexicon.</p> <p>The data were gathered through documentation of cyberlogues in three Cebuano Facebook groups and one Youtube channel. The data were examined through the Relative Congruence Methodology adapted by the researcher from Rasul's (2006) Context of Situation and other existing approaches in code mixing to provide an analysis of the patterns of code mixing from word to clausal levels and to describe the orthographical, morphological and syntactic processes involved of the mixed code. The results show that code mixing is manifested by insertion, nativization and miscellaneous attachments of the cooperating language to the accommodating language. Additionally, code mixing is only permissible in content words such as nouns, adverbs, verbs, pronouns and adjectives, thus achieving only relative congruence. Code mixing, in this case, is primarily attributed to arbitrary linguistic convergence. It is for the unrestrained introduction of a grammatical unit in and beyond morpheme level from the cooperating language to the accommodating language, regardless of the levels of proficiency the interlocutors have in the two mixing languages, and that if further develops will give birth to a hybrid code of Sebuano and English, which means having its own specific and particular grammar unique from that of Sebuano and English.</p> <p>Keywords: language contact, code mixing, linguistic hybridization</p> |



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Psychological Effects of Social Media on Individual

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ABSTRACT

Today with the advancement of technology; the use of social media has grown enormously. It has now become a new and a very common source of socializing among people which leaves a negative impact on an individual's mental health. The intent of this research is to practically identify the relationship between negative psychological effects and social media use. An online likert scale survey has been conducted among the individuals to identify this relationship. Data was collected from a random sample (N=151 responses) of individuals. Variables that are discussed in this thesis are three dependent variables (identity shift, psychological wellbeing, internet addiction) and one dependent variable (social media). We have used regression and correlation models to analyze collected data and measure significance of relation. Unfortunately we found that social media use is adversely affecting one's mental health and causes psychological problems.

Keywords: Social Media, Psychology, Effects, Identity Shift, Internet Addiction, Psychological Well-Being



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Psychological Effects of Social Media on Individual

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ABSTRACT

Today with the advancement of technology; the use of social media has grown enormously. It has now become a new and a very common source of socializing among people which leaves a negative impact on an individual's mental health. The intent of this research is to practically identify the relationship between negative psychological effects and social media use. An online likert scale survey has been conducted among the individuals to identify this relationship. Data was collected from a random sample (N=151 responses) of individuals. Variables that are discussed in this thesis are three dependent variables (identity shift, psychological wellbeing, internet addiction) and one dependent variable (social media). We have used regression and correlation models to analyze collected data and measure significance of relation. Unfortunately we found that social media use is adversely affecting one's mental health and causes psychological problems.

Keywords: Social Media, Psychology, Effects, Identity Shift, Internet Addiction, Psychological Well-Being

Teachers' Perceptions towards Grammar Teaching



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ABSTRACT

As grammar is the system and structure of a language (Chomsky, 2001), thus grammar teaching is an essential part of language teaching. However, the Standard – Based English Language Curriculum for Secondary Schools (SBELC) in Malaysia is currently using the modular in approach where grammar is also an important skill to be focus. This paper is mainly about the perspective of ESL teachers towards grammar teaching. A 30-item questionnaire was used to investigate perceptions and opinions of in-service ESL teachers' from the main districts of Selangor. The findings in general show that teaching grammar has not been easy for ESL teachers' but they believe that grammar is crucial to learn a language successfully. Grammar is also believed to be best taught implicitly or inductively. The teachers' tend to see error correction very seriously were they believe error should be corrected immediately. Furthermore teachers' believe that classroom practice for both oral and written form is vital for grammar teaching and learning.

Keywords: Teaching grammar, Perceptions, Teachers'

Listeners

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Upcoming Conferences

<http://gplra.org/conference.php>

- » 3rd International Conference on Psychology, Language and Teaching (ICPLT),
29-30 June 2016, Singapore
- » 4th International Conference on Psychology, Language and Teaching (ICPLT),
20-21 July 2016, Kuala Lumpur
- » 5th International Conference on Psychology, Language and Teaching (ICPLT),
31 Aug - 01 Sep 2016, Istanbul
- » 6th International Conference on Psychology, Language and Teaching (ICPLT),
19-20 Oct 2016, Hong Kong
- » 7th International Conference on Psychology, Language and Teaching (ICPLT),
09-10 Nov 2016, Singapore
- » 8th International Conference on Psychology, Language and Teaching (ICPLT),
19-20 Dec 2016, Dubai
- » 10th International Conference on Psychology, Language and Teaching (ICPLT),
20-21 Feb 2017, Dubai
- » 9th International Conference on Psychology, Language and Teaching (ICPLT),
28-29 Dec 2016, Bangkok, Thailand
- » 11th International Conference on Psychology, Language and Teaching (ICPLT),
19-20 Sept, 2016, London