CONFERENCE PROCEEDINGS

Social Science and Humanities Research Association

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

23-24 Nov 2017

Conference Venue

KU Home, Kasetsart University, Chatuchak, Bangkok, Thailand

KEYNOTE SPEAKER

Arash Groyan
Visual Artist
Member of theater and casting group of Adamak, Iran

Reza Pazhoohandoost GICICPLR1717051	**Does Emotional Washback in Language Testing Exist?** **Reza Pazhoohandoost** **Faculty of Human SciencesIslamic Azad University of Garmsar Tehran, Iran** **Abstract** Washback is a term which is commonly used by the applied linguistic community. It refers to the influence of testing on teaching and learning. However, a test might not merely affect teaching and learning. It might have dramatic effects on the emotions of both learners and teachers. The purpose of this article is to introduce a relatively new concept in language testing and assessment, i.e., emotional washback referred to as e-washback in this article. Also, the researcher has categorized washback into two types: Cognitive washback and emotional washback. Furthermore, emotional washback can be divided into two types: Immediate and delayed. Finally, ways to handle emotional washback have been offered.
Hellya Agustina GICICPLR1717058	**Counselling Skill Training for Family Planning Counsellor on Department of Training and Development at National Population and Family Planning Board (BKKBN) South Kalimanta** **Hellya Agustina** **Department of Counselling and Guidance Faculty of Teacher Training and Education Universitas Achmad Yani, Jl. Ahmad Yani Km.5,5 Komplek Stadion Lambung Mangkurat, 70249, Banjarmasin-South Kalimantan, Indonesia** **Abstract** We can conclude that counselling is a term used to describe a helping relationship. This study was designed to test counseling skills training which applied to family planning counsellor (PKB). Participants in this study were Family Planning Counsellors in South Kalimantan that identified by the training and development areas in National Family Planning Board (BKKBN) South Kalimantan. Participants are from civil servants, contract workers, religious leaders, traditional leaders, and other stakeholders.The design of this study used one group pre-test and post-test design that is O1 X O2. The reason for using this design is to define the target behavior before and after the training. Instruments in taking the data in this study came from the observation of psychologists who also became trainers in the training that was held. The results of data analysis using visual analysis and qualitative analysis. From two analyzes which conducted in this study is indicated that there is an increasing skill of family planning counselor south kalimantan in counseling. These significant changes are not only seen in the classroom but also visible when they are on duty in the field after training. Type of paper: Empirical Keywords: definitions of counselling, counselling skills training, quasi-experimental design, skills increased.
Rose Belinda V. Inocillas GICICPLR1717059	**"The Affective Barriers In Public Speaking: A Case Study For Second-Language Learners"** **Rose Belinda V. Inocillas** **Bachelor of Arts and Sciences, Major in English, UM Tagum College, Tagum City, Philippines** **Abstract** Public speaking has become one of the greatest fears of most of the language learners and this fear is usually accompanied by a variety of physical and emotional feeling that a language learner often avoids speaking in front of

	many people. The researcher used a qualitative method and a single case study manner to conduct this study. In determining the respondent, a purposive sampling is used which is a non-probability technique that involves conscious selection by the researcher of certain people to join in the study. The researcher desires to know the factors that cause the language learners to be afraid in speaking publicly and to provide intervention that would help the learners to overcome these factors. A data propose that poverty of stimulus is one of the factors that lead the respondent to develop anxiety and low confidence in speaking in front of the crowd. The researcher recommends sufficient learning techniques for teachers that would greatly help the language learners to engage themselves in public speaking and to encourage language learners to speak English often, especially those learners who are afraid to speak in public. It is very important for the language learner to build self-esteem to overcome any difficulty or fear concerning public speaking. Keywords: Public speaking, Poverty of stimulus, Anxiety, Self-confidence.
Sherrie Mae Rodriguez GICICPLR1717061	**Language Anxiety: Effects on Oral Performance of Selected Polytechnic University of the Philippines ABM Senior High School Students** **Ramirez** **Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines** **Angelica B.** **Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines** **Rodriguez** **Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines** **Sherrie Mae F** **Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines** **Sta. Rosa Kennen Ivy J.** **Bachelor in Secondary Education major in English, College of Education, Polytechnic University of the Philippines, Manila, Philippines** In order to maintain social relationships, reach goals and find purpose, speaking is an important element to attain these aims successfully ergo should be prioritized. Inevitably, learners most of the time are experiencing difficulty on expressing themselves especially when they are obliged to speak in front of many people. This is a factor linked in having language anxiety. Other learners can handle it well, some are not. So this study aims to relate the language anxiety and how well the leaners communicate in English. Through random sampling method, 30 students from a class that contains 50 students of Accountancy, Business Management (ABM) strand in Grade 11 of Polytechnic University of the Philippines (PUP) Sta. Mesa, Manila are selected to answer the exam prepared by the researchers and be interviewed afterwards. There are two sets of exam, the SET A is hard and took by the first 15 students and the SET B is easy and took by the other 15 students. This study proves that the knowledge in English students plays a big role on how they converse. In addition to this, the exam and its difficulty tells that test anxiety also affects the students' mindset over their speaking skills. Therefore, the researchers suggest that to have an effective language learning

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inside a classroom, the teacher must know the students' preferred learning styles, classroom procedures and should also be building a friendly atmosphere to make the students feel more comfortable in sharing their ideas.

Affordances of Digital Board Game Pandemic to Socio-collaborative Second Language Learning

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Abstract
This descriptive study investigates the affordances and constraints that the digital board game Pandemic has to enhance a second language curriculum that is grounded in multiliteracies, sociocultural linguistics, and multimodal social semiotics theories, where communication through understanding and transforming multimodal resources is central (New London Group, 1996; Lantolf & Thorne, 2009; Kress, 2010). Pandemic is a "meta-collaborative" game where players engage in intense collaboration and negotiation with others, formulating complex plans to accomplish the game's goal. In addition to offering ample opportunities of social interaction during gameplay, Pandemic also has visually stimulating design and storyline to engage players (Linderoth, 2011; Keebler, DiazGranados & Smith 2014); however, empirical research looking specifically at this game's potential for language learning is lacking. The key elements investigated in this study include a) student's' speech pattern during negotiation; b) different modes of communication the game affords and their effect on students; c) students' perception on the gaming process and its overall effect on their language learning. Some prominent speech acts identified include hedging, representatives, directives and confirmation. The different modes of the game include visual, audio, tactile, written and oral. While students often need to integrate all modes simultaneously to play the game, their perceptions from the game suggest that the oral mode was the most helpful, as the listening and speaking opportunities helped their language skills most prominently. The presentation concludes with discussions on how Pandemic may contribute to second language learning curriculum. Keywords: Pandemic, Multimodality, Communication

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