Emotioncy as a Contributing Factor to Sentence Comprehension

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Abstract

Reading comprehension as the remarkable skill in learning a new language has always been taken into consideration; however, in recent years examining comprehension at the sentence level has gained a vast amount of attention. Many scholars have come to the conclusion that perception of words increases when they are placed in a sentence, and knowledge at the sentence level plays an important role in cognition. Moreover, as emotion influences our perception, reinforcing emotion in addition to senses and the frequency of their use which as a new term is called *emotioncy* can lead to opening the doors of perception in every domain. There is a spectrum of emotioncy which ranges from avolvement (null) to exvolvement (auditory, visual, & kinesthetic), and involvement (inner & arch) signifying different feelings towards language components. A group of male and female English language students participated in this study. They were asked about 12 concepts in the form of multiple-choice questions with a sentence for each choice. At the same time, the emotioncy scale was given to them to mark their level of emotioncy towards each concept. The results obtained from the analysis conducted by structural equation modeling revealed that there was a significant relationship between emotioncy and sentence comprehension. This outcome indicates that emotioncy as a psychological factor can be of great help to educators and materials developers to provide appropriate academic materials and tasks to guide the learners to successfully deal with their reading comprehension difficulties.

Keywords: Emotioncy, Sentence Comprehension, Iranian Learners, Language Teaching, Psychology