

Giving a Boost to the Working Memory: Emotioncy and Cognitive Load Theory

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Cognitive Load Theory (CLT), as a subclass of capacity-limited theories, rests on the assumption that learners' Working Memory (WM) is limited while dealing with new information. Based on the CLT, there are three types of load induced by instructional materials: intrinsic, extraneous, and germane. It seems that heavy cognitive load can hinder learning and affect attentional and motivational processes. Studies have identified a variety of sources contributing to cognitive load, including schema construction, multimedia instruction, and gesturing. Emotioncy, with its emphasis on the sense-emotion relationship can be suggested as a source of freeing up WM resources and reducing cognitive load. Emotioncy refers to the emotions generated by auditory, visual, kinesthetic, inner, and arch channels of receiving inputs. Based on the theory, exvolving emotioncies (auditory, visual, and kinesthetic) generate distal emotions, while the involving ones (inner and arch) evoke proximal emotions. The theory predicts that, the higher the level of emotioncy, the lower the level of cognitive load will be. In the end, some suggestions are made how to infuse emotioncy in language education, translation, and literary studies.

Key terms: Emotioncy, Cognitive load, Working memory, Proximal and distal emotions