

Introducing “Emotioncy” as an Efficient Way to Reduce Foreign Language Reading Anxiety

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Abstract

There is no doubt that reading comprehension is one of the main skills of English language that plays a significant role in learning. Foreign language reading anxiety is one of the issues that can affect the quality of reading comprehension. Researchers have identified several factors such as different writing systems, and cultural issues that may be anxiety provoking while the language learners are reading foreign language texts. Given the significant role of positive and negative emotions in the process of language learning, the language learner's level of emotioncy regarding the content of the reading comprehension text can be considered as another factor that can cause foreign language reading anxiety. Emotioncy that consists of sense, emotion, and frequency deals with different emotions about linguistic items that language learners form due to different sensory experiences they have already had about those items. The present study tries to introduce engaging the five senses of language learners, and improving their emotioncy level for the content of reading comprehension text as possible solutions to control foreign language reading anxiety. Further studies are required to determine different types of emotioncy, and the appropriate order and combination of the five senses to control foreign language reading anxiety.

Keyword: Emotioncy, Emo-sensory Capital, English Language Teaching, Foreign Language Reading Anxiety

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