

# Emotioncy-Based Language Instruction: A Key to Enhancing EFL Learners' Vocabulary Retention

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**Abstract:** Given the vital role that vocabulary plays in learning a language along with the fact that sense-induced emotions are noteworthy due to their influence on cognition, this study examined the impact of emotioncy-based language instruction on the long-term memory (LTM) vocabulary retention of Iranian EFL learners. To this end, 32 participants were selected based on their level of trait/state anxiety, working memory span, language proficiency, neophobia, and emotioncy towards the selected words to be instructed. Two weeks after the instruction session, the participants were given a retention test. To compare the mean scores of each participant exposed to the three emotioncy-based language instruction conditions (i.e., avolvement, exvolvement, and involment), a one-way repeated measures ANOVA was employed. The results showed that the participants outperformed in recalling the words that were taught through the involment level of the hierarchy of the emotioncy model in comparison to those taught through the exvolvement level as what is currently practiced in language classrooms. Finally, drawing on the concepts of emotioncy, emo-sensory quotient, embodied cognition, and multisensory learning, the study elaborates on the value of senses in evoking emotions conducive to cognition and memory enhancement. After all, the study suggests that senses act as the main gears that stimulate the evocation of certain emotions, and the resultant emotions shape cognition, resulting in better LTM retention of vocabulary items.

**Keywords:** Vocabulary, Retention, Emotioncy, Emo-sensory Quotient, Embodied Cognition, Multisensory Learning.

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