



LEARNING EMOTION WORDS IN BEGINNER SPANISH TEXTBOOKS

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Abstract:

This study investigates the presentation and distribution of emotion words in beginner-level Spanish L2 textbooks, focusing on the presence of positivity bias and the types of emotion words included. Previous research has indicated that positive words are learned earlier and used more frequently than negative words, leading to the hypothesis that L2 pedagogical materials might reflect this trend. Four widely-used beginner Spanish textbooks from major publishers were analyzed to determine the frequency and types of emotion words presented. The analysis revealed that emotion words constitute a small portion of the total vocabulary in these textbooks, with only 2.5% of the words being emotion-related. Both positive and negative emotion words were equally represented, with 32 types of each, and their occurrences were comparable, suggesting no significant positivity bias in the textbooks. This balanced distribution of emotional words is beneficial for L2 learners, providing them with a comprehensive range of emotional expressions necessary for effective communication. The study also examined the thematic focus and progression of emotion vocabulary across the textbooks. Common themes such as health and well-being, leisure and modern life, and family and relationships were identified as contexts where emotion words are frequently introduced. The textbooks generally introduced basic emotion words early in the course, with a gradual increase in complexity as students progressed. This pedagogical approach ensures that learners build a solid foundation of emotion vocabulary, which is expanded upon as they advance in their studies. A detailed semantic analysis of the emotion words revealed that positive emotion words exhibited more semantic uniformity, often related to the basic concept of happiness. In contrast, negative emotion words displayed a wider range of semantic traits, including complex emotions such as boredom, anxiety, jealousy, and hatred. This diversity in negative emotion vocabulary suggests that the textbooks effectively introduce various negative emotions appropriate for beginner-level learners. The findings of this study have several pedagogical implications. First, the balanced presentation of positive and negative emotion words in textbooks supports the development of comprehensive emotional expression skills in L2 learners. Educators are

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encouraged to create supportive learning environments where students can practice using emotion vocabulary in context, through activities such as role-playing, discussions, and writing exercises. Additionally, the study highlights the importance of cultural context in teaching emotion words, suggesting that instructors should incorporate cultural differences in emotional expression to enhance learners' understanding and avoid misunderstandings. Furthermore, the study suggests that traditional one-to-one translation methods in textbooks may not fully capture the nuances of emotion vocabulary. To address this, educators should provide authentic contexts and scenarios for students to practice emotion words, helping them grasp the cultural meanings and differences between L1 and L2. The use of language learning apps and authentic materials such as movies and videos can also enhance the learning experience by providing real-life examples of emotional expression. In conclusion, this study provides valuable insights into the presentation of emotion words in beginner Spanish L2 textbooks, highlighting the need for balanced and contextually rich pedagogical approaches to support the development of emotional vocabulary in L2 learners. Future research should expand the analysis to a larger number of textbooks to validate these findings and explore additional strategies for teaching emotion words effectively.

Keywords: positivity bias, positive emotion, negative emotion, L2 Spanish, textbook

1. Introduction: Emotion Concepts in Different Languages

Teaching vocabulary as a second language has been a challenge for L2 educators since a first language (L1) and a second language (L2) do not necessarily maintain a one-to-one correspondence or matching relationship between equivalents. Ideally, a word in L1 (e.g., *broom*) is translated to an equivalent L2 (e.g., *escoba* in Spanish) with the exact same meaning and connotation. In many L2 textbooks, this is typically a basic assumption that underlies the presentation of the L2 vocabulary, by providing a list of new words in Spanish and their translations in English side-by-side. However, this is not always the case. For instance, there may be some implied cultural differences between the equivalents (e.g., *dinner* in English is translated to *cena* in Spanish, but the concept of *cena* in many Latin American countries can imply a light meal usually eaten very late in the evening, in contrast to the concept of *dinner* in English that implies a heavy meal taken earlier in the evening).

Teaching emotion words has been even more challenging, especially because these are not concrete words but rather an abstract realm of one's feelings based on diverse cultural backgrounds and norms as well as individual experiences. Furthermore, using emotion words (e.g., *upset*, *frustrated*, *disgusted*, *jealous*, *thrilled*), even in L1, is deemed to require more cognitive effort than using concrete words (e.g., *cup*, *computer*, *coffee*, *book*, *street*, *bag*) due to their association with psychological activation based on one's own experience. Children are often taught to express their feelings through educational children's books precisely because expressing emotions is not as simple as using words for concrete objects.

One of the most challenging aspects of learning and teaching emotion words is that languages differ in how they encode and express emotion. In discussing cross-linguistic and cross-cultural differences in encoding emotion, Pavlenko (2008) notes that some languages, such as Polish and Russian, often encode emotions as processes, favoring emotion verbs rather than adjectives and nouns, whereas other languages, such as English and Dutch view emotions as inner states, thus favoring adjectives and nouns, respectively (Wierzbicka, 1992, 2004; Pavlenko, 2002a, b; Semin, Gorts, Nandram, and Semin-Goossens, 2002).

Another challenging aspect of learning emotion words as L2 is that languages differ in emotion concepts themselves. This means that speakers of different languages may vary in their viewpoints from which they interpret their own and other people's experiences, which can trigger emotions (Pavlenko, 2008). For instance, it was pointed out that emotions themselves may be assessed or appraised differently: the concept of *envy* is often seen as a negative emotion for English L1 speakers, while the translation equivalent of this word in Chinese is viewed rather positively and favorably in the sense that it implies a feeling of admiration for someone who has done or who has something that one desires (Moore, Romney, Hsia, and Rusch, 1999). The English word *frustration* (or *frustrated*) is another example of an emotion word that exhibits language and culture-specific concepts (Panayiotou, 2004a; Pavlenko, 2008: 151). This emotion word implies a rather complex combination of emotions such as annoyance, irritation, anger, disappointment, sadness, hopelessness, and feeling of being stuck after some degree of trials and efforts, and it is not automatically translatable to an L2 word that reflects the exact same meanings and connotations. According to the Cambridge Dictionary, the word *frustration* is defined as “the feeling of being annoyed or less confident because you cannot achieve what you want, or something that makes you feel like this” (<https://dictionary.cambridge.org/dictionary/english/frustration>).

The Spanish equivalents *frustración* or *frustrado* appear to mean something similar; however, according to the Real Academia Española online dictionary, the more pronounced meaning associated with this emotion word is a feeling of dissatisfaction, failure, and disappointment rather than anger: “sentimiento de insatisfacción o fracaso”. The list of synonyms listed in the same dictionary further supports this subtle difference of the implied emotions associated with this Spanish word: *decepción* (deception), *desilusión* (disappointment), *desengaño* (disappointment), *desencanto* (disenchantment), *chasco* (disappointment), *fiasco* (failure in a humiliating way) (<https://dle.rae.es>). Because of this peculiarity of the emotion concepts that may vary depending on languages and cultures, in some other languages, such as Russian, it has been noted that there is no translation equivalent of the L2 English word *frustration*. This often forces Russian L2 learners of English to use the L2 word itself and rely on the English word *frustration* to convey the intended meaning (Pavlenko, 2008).

On the other hand, how we present and teach emotion words in L2 classrooms, especially in L2 textbooks, is a topic that has not been tackled much. This study focuses on this topic while recognizing that learning emotion words in L2 poses some challenges to L2 learners. Before this study analyzes the type of emotion words presented in

beginner L2 Spanish textbooks, the following section presents some basic concepts about emotion studies and the research questions proposed in this study.

2. Literature Review and Background Theory

2.1 Emotion Words, Emotion-Related Words, and Emotion-Laden Words

It has been pointed out that research on emotion often does not clearly define what counts as emotion words (Pavlenko, 2008). The approach adopted in the current study distinguishes 'emotion words' from 'emotion-related words' and 'emotion-laden words', based on the distinction described by Pavlenko (2008). Emotion words, which will be mainly the focus of this study, are words that directly denote particular emotional states (e.g., *anxious, happy*) or emotional processes (e.g., *to grieve, to thrill*), and they can often be described (e.g., *she is happy*) or feelings can be expressed (e.g., *I feel anxious*) (Pavlenko, 2008:148). Emotion-related words, on the other hand, do not express or name actual emotions but instead describe behaviors associated with certain emotions (Pavlenko, 2008). For example, words such as *to sob* are associated with the emotion of being sad, and *to hug* is often associated with the emotion of happiness. Finally, emotion-laden words refer to emotions themselves less directly, but they elicit certain emotions from people who hear them. Thus, they may arguably be more subjective depending on what kind of experience an interlocutor has and associates with. For instance, words such as *funeral* and *orphan* may elicit emotions of sadness, while words such as *party, family, and travel* may trigger emotions of happiness. Unlike emotion words and emotion-related words, however, emotion-laden words can trigger very different types of emotions depending on individuals, and even with the same individual, the same word can elicit different types of positive or negative emotions. One example would be a word like *dog*, which can be associated with an emotion of happiness for some, while for others, it can trigger an emotion of fear if they are afraid of dogs.

This is the reason that the distinction between those three terms is important, as it is assumed that emotion, emotion-related, and emotion-laden words are "*a distinct class of words in the mental lexicon*" (Pavlenko, 2008). This study analyzed only emotion words found in the textbooks, excluding emotion-related and emotion-laden words.

In addition, it is noteworthy to mention that emotion words themselves can be distinguished between basic emotions and complex emotions. Previous studies have shown that there are only a few fundamental emotions that are universally recognized across different cultures: happiness, sadness, anger, fear, surprise, and disgust. All other emotions, such as embarrassment, jealousy, and shame, often referred to as "*complex emotions*," are considered either combinations of these six basic emotions or specific to certain cultures (Ekman and Friesen, 1969; Baron-Cohen *et al.*, 2010). In dealing with this complex nature of the emotion vocabulary and its development and acquisition in different age groups, researchers such as Baron-Cohen *et al.* (2004; 2010) created emotion categories (e.g., 24 emotion categories comprised of *kind, afraid, sneaky, sad, thinking, happy, bored, bothered, angry, fond, sorry, excited, unsure, hurt, surprised, interested, unfriendly, linked, wanting, sure, disbelieving, romantic, touched, and disgusted*). It is interesting to

observe that the study of Baron-Cohen *et al.* (2010) highlights notable changes in how children understand emotion vocabulary between the ages of 4 and 11. From ages 4 to 11, the emotional vocabulary of children doubled every two years. However, between ages 12 and 16, the growth rate of their emotional lexicon slowed down. Such developmental data of emotion vocabulary comprehension give educators some insight into how to align the age of acquisition of such vocabulary and the appropriate level (e.g., from easier emotion words to more complex ones in a sequence of the chapters) in introducing them in beginner textbooks when creating developmentally appropriate educational materials.

2.2 Positivity Bias

One of the important notions in discussing emotion words is positivity bias, which will be a key concept in analyzing emotion words in the L2 beginner textbooks in the current study. A positivity bias in language use refers to a tendency to use positive words more often, such as "kind," than equally familiar negative words like "rude." This phenomenon was initially referred to as the "Pollyanna hypothesis" by Boucher and Osgood in 1969. Today, researchers apply this interesting phenomenon of a positivity bias to language use and linguistics (e.g., Rozin, Berman, & Royzman, 2010). Some believe that this linguistic positivity bias mirrors the reality that people generally experience or tend to discuss more positive than negative events in their daily lives (Gable, Reis, & Elliot, 2000). This is what Boucher and Osgood (1969) originally stipulated: "*people, in general, and some people more than others, tend to talk about the brighter side of life.*"

Studies on positivity bias have tackled this phenomenon from a variety of approaches, including but not limited to speech pathology and neuroscience (Chiu *et al.*, 1997; Lam & Marquardt, 2020; 2022; Sass *et al.*, 2013), L1 children's language development (Neshat Doost *et al.*, 1999), and bilingual lexicon and verbal fluency (Lam & Yoon, 2023a; 2023b). In terms of frequency, it is widely recognized that people generally use or recall positive words more frequently and easily than negative ones (Rozin *et al.*, 2010). Augustine and colleagues (2011) present evidence for this bias through two studies on word usage in English: one using written corpora and the other analyzing natural speech samples, thereby demonstrating that such a bias is equally present not only in spontaneous speech but also in more monitored forms of written communication. Interestingly, they also illustrate that the positivity bias is evident in all parts of speech that carry content: nouns and verbs, in addition to adjectives that are typically mentioned as examples of positive vs. negative emotion words.

Unkelbach *et al.* (2010) found a strong link between how often words are used in written English and their positivity. Similarly, Suitner and Maass (2008) discovered a correlation between the frequency of use of Italian adjectives in written Italian and their positivity ratings. On the other hand, in terms of the acquisition, researchers have shown that children tend to learn positive words earlier than negative words in their development (Lam & Marquardt 2020; Ponari *et al.*, 2018). Furthermore, positive stimuli are believed to be more detailed and elaborate, have more associations in memory, and

show greater common semantic similarities compared to negative stimuli (Sylvester *et al.*, 2016; Unkelbach *et al.*, 2008).

In relation to the verbal fluency of the emotion words produced by L2 learners, it was shown that L2 learners, like L1 learners, also produce more positive emotion words than negative ones in a given time (e.g., timed assessment) when prompted to produce words in verbal fluency tasks. For example, in Lam and Yoon (2023a; 2023b), both L1 English speakers and English L2 learners of Spanish (or Spanish-English bilingual speakers) produced more words for positive emotion words in the respective language (e.g., 'Please name all the words from the category "happy," as many as you can') than for negative emotion words (e.g., 'Please name all the words from the category "sad," as many as you can'). It is interesting to observe that the tendency to be more productive with positive words than negative ones is prevalent not only in speakers' native language but in their second language (L2) as well. It needs to be examined whether this tendency is universal and non-language specific or if it is because L2 learners are actually exposed to more positive emotion words through pedagogical materials presented in textbooks or classrooms.

Overall, previous studies about emotion words have suggested that positive words may be easier to process and learn than negative words. This is one of the motivations for the current study to determine if Spanish L2 beginner textbooks present more positive emotion words than negative ones, following the notion of positivity bias.

3. Research Questions / Goals and Hypothesis

As research shows that positive words are learned earlier than negative words and are typically used more frequently, a natural question arises: do L2 pedagogical materials also reflect this trend, especially in beginner-level textbooks for second language learners? It is intriguing to explore whether beginner L2 textbooks emphasize positive emotion words over negative ones. This study aims to analyze sample Spanish L2 textbooks used in colleges in the United States to identify this trend.

The research questions addressed in this study are as follows:

- **Research Question #1:** Is the positivity bias reflected in beginner L2 Spanish textbooks? Specifically, in terms of emotion vocabulary, do these textbooks contain more positive emotion words than negative ones?
- **Research Question #2:** What trends are observed in the presentation of emotion words in beginner-level textbooks? Do the four surveyed textbooks exhibit a similar number of emotion words? What is the distribution of emotion words across chapters in each textbook? Is the distribution balanced across chapters, or do specific themes of the chapters present more emotion words than others?
- **Research Question #3:** What types of emotion words are commonly presented in beginner L2 Spanish textbooks in terms of their semantic traits? Do they present the basic six emotion words (i.e., Spanish equivalents for happiness, sadness, anger, fear, surprise, and disgust) in first-year Spanish textbooks?

The hypothesis of this study is as follows: If positive emotion words do not outnumber negative emotion words in the textbooks under study, the fact that Spanish L2 learners produce more positive emotion words (Lam & Yoon, 2003a; 2003b) may not be due to the frequency of those words learned in textbooks, but rather to a genuine universal positivity bias effect in L2 learning. Additionally, it is hypothesized that the six basic emotion concepts will be presented in beginner-level Spanish L2 textbooks, as these are fundamental for the basic communication of emotional expressions appropriate for this level. Finally, this study hypothesizes that the four surveyed beginner Spanish textbooks will exhibit similar trends in the number of emotion words presented in each textbook, as well as the distribution of emotion words across chapters.

4. Material and Methods

4.1 Material and Procedure

Four L2 beginner-level college Spanish textbooks were selected to analyze the new vocabulary presented in each chapter. While the selection of these textbooks was done in a rather random fashion, two factors were considered. First, all the selected textbooks represented some of the widely used Spanish beginner textbooks (i.e., first-year) at the college level in the United States, mainly designed for L1 English speakers. The publishers of the surveyed beginner Spanish textbooks were major textbook publishers in the United States, such as McGraw-Hill, Wiley, and Vista Higher Learning. Second, while the selected textbooks were not the most recent editions due to limited availability to the author (published between 2012 and 2018), all four textbooks are still currently used as newer editions due to their popularity and demand. Two textbooks were published as first editions, while two others had been used for a long time with multiple editions (i.e., published a fifth and a ninth edition, respectively), allowing the author to examine both types of textbooks. Both selection criteria were to ensure that the four selected textbooks represented typical and widely-used L2 Spanish college textbook samples for the analysis. The sample textbooks chosen for the analysis were all beginner-level (i.e., 1st year), typically covered throughout a year in a two-semester sequence. The beginner-level was chosen to examine the common emotion words presented at the very early stage of L2 learning of Spanish, allowing this study to compare them with the basic six emotion words proposed in previous studies (Hinojosa *et al.*, 2024). The list of the four beginner Spanish textbooks surveyed in this study is provided in the Appendix. The names of the specific textbooks, however, will not be mentioned in the analysis and discussion of this study, given that the purpose was to examine the types of emotion words taught in the textbooks in general, not to evaluate individual textbooks for their vocabulary presentation or teaching. For the purpose of exposition, the four textbooks will be identified as Textbook 1, Textbook 2, Textbook 3, and Textbook 4, without any particular order.

4.2 Analysis

The analysis of the current study focused on the emotion words presented and taught in all four selected textbooks, examining their semantic nature and valence (i.e., positive vs. negative emotions). To carry out this analysis, all the new words presented in each chapter of each textbook were entered into an Excel spreadsheet. All of these textbooks had a summary section of the new vocabulary at the end of each chapter, which contained all the new vocabulary and idiomatic expressions presented. This summary section was used to collect new vocabulary words and create a data set. Being beginner-level textbooks, all the new vocabulary was presented with the corresponding English glosses (e.g., *la mesa* 'the table'), and both new Spanish words and their English glosses were manually entered into the Excel spreadsheet. The data was organized by chapters for each textbook, including the theme of each chapter, such as greetings, university life, family, shopping, and more. Each word was then classified as concrete, abstract, or emotion, and the frequency of each of these semantic types was counted to examine the proportion of emotion words among all the new vocabulary. The Excel spreadsheet indicated whether the words were concrete, abstract, or related to emotions.

As a second step, all the identified emotion words were analyzed in terms of their valence, that is, whether they were positive or negative. The total number of positive and negative emotion words, respectively, was counted in the Excel spreadsheet. When the same emotion word was repeated in different textbooks, each instance was counted as one, allowing observation of not only how many types of emotion words were found in the textbooks but also how many tokens of the same emotion word were found in the surveyed textbooks.

In addition, the semantic nature of the emotion words was analyzed to determine the types of emotion words presented in the surveyed textbooks. To increase the reliability of the analysis, the classification of concrete, abstract, and emotion words was rechecked after a week. The valence (i.e., positive vs. negative) of the emotion words was also rechecked after a week to ensure that the positivity was correctly assessed for each emotion word. A trained research assistant also double-checked all of this to ensure there was no major discrepancy in the assessment.

5. Results and Discussion

5.1 Concrete, Abstract, and Emotion Words

The results reveal a relatively low occurrence of emotion words in the beginner-level textbooks. Out of a total of 4,049 words entered in the spreadsheet, 1,656 words were concrete words (40.9%) and 2,293 words were abstract words (56.6%). Thus, 97.5% of all the word tokens taken from the four beginner Spanish textbooks were either concrete or abstract words. Only 100-word tokens (2.5%) were emotion words, representing a relatively small portion of the new vocabulary list for all four textbooks. Some examples for each word type are presented in Table 1. Words categorized into three word types include nouns, adjectives, and verbs, which carry lexical content rather than grammatical functions.

5.2 Positive vs. Negative Emotion Words

Research Question #1 examined whether the positivity bias is reflected in beginner L2 Spanish textbooks. Specifically, it addressed whether these textbooks contain more positive emotion words than negative ones.

To answer this question, all the emotion words were extracted for types (what kinds of emotions) and tokens (how many of them) to examine the positivity bias, that is, whether more positive emotion words were present than negative emotion words. Table 2 lists the emotion words, presenting the types (regardless of how many times/how many tokens each of these emotion words was included in the surveyed textbooks). A total of 66 unique types of emotion words appeared as new vocabulary words.

Table 1: Examples of Concrete, Abstract, and Emotion Words Found in the Surveyed Spanish Beginner Textbooks

	Adjectives	Nouns	Verbs
Concrete	<i>amarillo</i> 'yellow' <i>delgado</i> 'thin' <i>grande</i> 'big'	(<i>la rana</i> 'frog' (<i>la nariz</i> 'nose' (<i>el/la cantante</i> 'singer'	<i>fumar</i> 'to smoke' <i>regalar</i> 'to give (as a gift)' <i>vestirse</i> 'to get dressed'
Abstract	<i>fantástico</i> 'fantastic' <i>peligroso</i> 'dangerous' <i>difícil</i> 'difficult'	(<i>el reciclaje</i> 'recycling' (<i>la estadía</i> 'stay' (<i>el estrés</i> 'stress'	<i>superar</i> 'to overcome' <i>entender</i> 'to understand' <i>tener éxito</i> 'to be successful'
Emotion	<i>cariñoso</i> 'affectionate' <i>preocupado</i> 'worried' <i>triste</i> 'sad'	(<i>el odio</i> 'hate' (<i>la envidia</i> 'envy' (<i>el orgullo</i> 'pride, arrogance'	<i>amarse</i> 'to love each other' <i>tener miedo</i> 'to be afraid' <i>enojarse</i> 'to get angry'

The same meaning of the word with the same lexical root in different parts of speech (e.g., *el amor* '(the) love' [noun] and *amarse* 'love each other' [verb]) were counted separately as distinct lexical entries. Additionally, the same adjective with different meanings depending on the context and the verb (*ser/estar* 'to be') used together, was counted separately if their English glosses clearly indicated such differences (e.g., *estar orgulloso* '(to be) proud' vs. *ser orgulloso* '(to be) arrogant').

Table 2: List of Emotion Words Presented in the Surveyed Textbooks in Alphabetical Order

<i>aburrido/a</i> 'boring'	<i>alegrarse</i> 'be happy'	<i>alegre</i> 'happy'
<i>amable</i> 'kind; nice'	<i>amarse</i> 'to love each other'	<i>animado/a</i> 'lively'
<i>antipático/a</i> 'unpleasant'	<i>apasionado/a</i> 'passionate'	<i>asustado/a</i> 'scared'
<i>avergonzado/a</i> 'embarrassed'	<i>cansado/a</i> 'tired'	<i>cariñoso/a</i> 'affectionate'
<i>celoso/a</i> 'jealous'	<i>comprender</i> 'to understand'	<i>comprensivo/a</i> 'understanding'
<i>confundido/a</i> 'confused'	<i>contento/a</i> 'content, happy'	<i>deprimido/a</i> 'depressed'
<i>desear</i> 'to want'	<i>distráido/a</i> 'distracted, absent-minded'	<i>divertir(se)</i> 'to enjoy oneself'
<i>egoísta</i> 'selfish'	(<i>el amor</i> 'love'	(<i>el cariño</i> 'affection'
(<i>el egoísmo</i> 'selfishness'	(<i>el odio</i> 'hate'	(<i>el orgullo</i> 'pride; arrogance'
<i>emocionado/a</i> 'excited'	<i>emocionarse</i> 'to display emotion, to be excited'	<i>enamorado/a (de)</i> 'in love (with)'
<i>enamorarse (de)</i> 'to fall in love (with)'	<i>encantado/a</i> 'enchanted'	<i>encantar (like gustar)</i> 'to like very much, love'

<i>enojado/a</i> 'mad, angry'	<i>enojarse (con)</i> 'to get angry (with); to get upset'	<i>esperar</i> 'to hope'
<i>exigente</i> 'demanding'	<i>feliz (pl. felices)</i> 'happy'	<i>furioso/a</i> 'furious, angry'
<i>gustar</i> 'like; to be pleasing (to)'	<i>irritado/a</i> 'irritated'	<i>(la) envidia</i> 'envy'
<i>loco/a</i> 'crazy'	<i>molesto/a</i> 'annoyed'	<i>molestar</i> 'to annoy; to bother'
<i>nervioso/a</i> 'nervous'	<i>odiar</i> 'to hate'	<i>olvidar(se) (de)</i> 'to forget (about)'
<i>ordenado/a</i> 'neat'	<i>orgulloso/a</i> 'proud'	<i>preocupado/a (por)</i> 'worried (about)'
<i>preocupar</i> 'to worry'	<i>quererse (irreg.)</i> 'to love each other'	<i>querido/a</i> 'dear'
<i>rencoroso/a</i> 'resentful'	<i>reírse</i> 'to laugh'	<i>satisfecho/a</i> 'satisfied'
<i>seguro/a</i> 'sure; safe; confident; certain'	<i>sentimental</i> 'emotional'	<i>sentir (ie, i) cariño por</i> 'to be fond of (someone)'
<i>ser orgulloso/a</i> 'to be arrogant'	<i>sorprendido/a</i> 'surprised'	<i>temer</i> 'to be afraid'
<i>tranquilo/a</i> 'calm; quiet'	<i>travieso/a</i> 'mischievous'	<i>triste</i> 'sad'

Table 3 shows that the types of emotion words presented across the four beginner Spanish textbooks cover a wide array of basic and complex emotion words that can be useful for communication at the beginner level.

On the other hand, a closer look at the actual number of occurrences (i.e., tokens) of each of these emotion words can reveal the most common types of emotion words presented in the beginner L2 Spanish textbooks. Table 3 shows the number of occurrences of each emotion word in Spanish, along with their English glosses.

Table 3: Number of Occurrences of Emotion Words
Presented in the Surveyed Textbooks in Descending Order

Spanish Words	English Glosses	Occurrences
<i>alegre</i>	'happy'	4
<i>aburrido/a</i>	'bored; boring'	4
<i>loco/a</i>	'crazy'	4
<i>triste</i>	'sad'	4
<i>nervioso/a</i>	'nervous'	3
<i>amable</i>	'kind; nice; friendly'	3
<i>tranquilo/a</i>	'calm'	3
<i>enojado/a</i>	'mad, angry'	3
<i>cariño</i> (included: <i>sentir cariño por; tenerle cariño a</i>)	'affection (to be fond of [someone])'	3
<i>enojarse (con)</i>	'to get angry (with)'	3
<i>avergonzado/a</i>	'embarrassed'	3
<i>seguro/a</i>	'sure; certain; confident; safe'	2
<i>enamorarse (de)</i>	'to fall in love (with)'	2
<i>(el) amor</i>	'love'	2
<i>enamorado/a (de)</i>	'in love (with)'	2
<i>emocionado/a</i>	'excited'	2
<i>odiar</i>	'to hate'	2
<i>contento/a</i>	'content, happy'	2
<i>cansado/a</i>	'tired'	2
<i>furioso/a</i>	'furious, angry'	2

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<i>cariñoso/a</i>	'affectionate'	2
<i>preocupado/a</i>	'worried'	2
<i>feliz</i>	'happy'	2
<i>el orgullo</i>	'pride; arrogance'	1
<i>divertido/a</i>	'fun'	1
<i>asustado/a</i>	'scared'	1
<i>rencoroso/a</i>	'resentful'	1
<i>irritado/a</i>	'irritated'	1
<i>sorprendido/a</i>	'surprised'	1
<i>orgullosa/a</i>	'(ser orgulloso) arrogant; proud'	1
<i>travieso/a</i>	'mischievous'	1
<i>amarse</i>	'to love each other'	1
<i>quererse (irreg.)</i>	'to love each other'	1
<i>reírse (I, i) (me río)</i>	'to laugh'	1
<i>celoso/a</i>	'jealous'	1
<i>comprensivo/a</i>	'understanding'	1
<i>comprender</i>	'to understand'	1
<i>exigente</i>	'demanding'	1
<i>temer</i>	'to be afraid'	1
<i>(el) egoísmo</i>	'selfishness'	1
<i>(la) envidia</i>	'envy'	1
<i>egoísta</i>	'selfish'	1
<i>(el) odio</i>	'hatred'	1
<i>apasionado/a</i>	'passionate'	1
<i>emocionarse</i>	'to display emotion; be excited'	1
<i>encantado/a</i>	'enchanted'	1
<i>sentir</i>	'to be sorry'	1
<i>esperar</i>	'to hope'	1
<i>antipático/a</i>	'unpleasant'	1
<i>molesto/a</i>	'annoyed'	1
<i>ordenado/a</i>	'neat'	1
<i>querido/a</i>	'dear; liked'	1
<i>encantar</i>	'to like very much; love'	1
<i>olvidar(se) (de)</i>	'to forget (about)'	1
<i>festivo/a</i>	'festive, celebratory'	1
<i>divertir(se)</i>	'to enjoy oneself'	1
<i>animado/a</i>	'lively'	1
<i>confundido/a</i>	'confused'	1
<i>deprimido/a</i>	'depressed'	1
<i>distráido/a</i>	'distracted; absent-minded'	1
<i>desear</i>	'to want'	1
<i>alegrarse (de)</i>	'be happy'	1
<i>sentimental</i>	'emotional'	1
<i>satisfecho/a</i>	'satisfied'	1

One of the most notable trends shown in Table 3 is that more than half of the words appeared only once in one of the four surveyed textbooks as part of the new vocabulary listed at the end of each chapter. It is likely, however, that these emotion words, which were not frequently listed in many of these textbooks, may have been used or appeared

in activities, reading materials, and conversations presented in the textbooks, without being included in the list of new vocabulary at the end of the chapters. Since it is beyond the scope of this study to examine all the emotion words that appeared in any place in the textbooks, the analysis limited to the summary section of the new vocabulary for each chapter should suffice for the purpose of this study.

If we examine the data closely, there are only a handful of emotion words that were presented as new vocabulary across multiple textbooks. The most common emotion words presented at least three times across the four Spanish beginner textbooks are as follows, with the number in parentheses indicating the number of occurrences: *alegre* 'happy' (4), *aburrido/a* 'boring' (4), *loco/a* 'crazy' (4), *triste* 'sad' (4), *nervioso/a* 'nervous' (3), *amable* 'kind, nice' (3), *tranquilo/a* 'calm' (3), *enojado/a* 'mad, angry' (3), *cariño* 'affection' (3), *enojarse* 'to get angry' (3), *avergonzado/a* 'embarrassed' (3). These words appear most frequently in the data, indicating that they are commonly used to express both positive and negative emotions in beginner Spanish textbooks.

On the other hand, Table 4 and Table 5 show the categorization of the emotion words into positive and negative emotions, respectively, along with the number of occurrences. The analysis in Table 4 and Table 5 examines the positivity bias postulated in Research Question #1, that is, whether more positive emotion words were presented than negative emotion words in the surveyed textbooks. Some words were not easy to classify into positive vs. negative emotions due to their ambiguous semantic nature. For example, *orgulloso* can be positive in the sense of being 'proud' when used with the verb *estar* 'to be,' while it can be used as a negative emotion such as 'arrogant' when used with the verb *ser* 'to be.' For this reason, the word *orgulloso* was analyzed as both positive and negative emotions.

Table 4: Positive Emotion Words in the Surveyed Beginner Spanish Textbooks

Spanish Words (N=32)	English Glosses	Occurrences (N=48)
<i>alegre</i>	'happy'	4
<i>amable</i>	'kind; nice; friendly'	3
<i>tranquilo/a</i>	'calm'	3
<i>cariño</i> (included: <i>sentir cariño por</i> ; <i>tenerle cariño a</i>)	'affection (to be fond of [someone])'	3
<i>seguro/a</i>	'sure; certain; confident; safe'	2
<i>enamorarse (de)</i>	'to fall in love (with)'	2
<i>(el) amor</i>	'love'	2
<i>enamorado/a (de)</i>	'in love (with)'	2
<i>emocionado/a</i>	'excited'	2
<i>contento/a</i>	'content, happy'	2
<i>cariñoso/a</i>	'affectionate'	2
<i>feliz</i>	'happy'	2
<i>divertido/a</i>	'fun'	1
<i>orgulloso/a</i>	'proud' (with <i>estar</i> 'to be')	1
<i>travieso/a</i>	'mischievous'	1
<i>amarse</i>	'to love each other'	1
<i>quererse</i>	'to love each other'	1
<i>reírse</i>	'to laugh'	1

<i>comprensivo/a</i>	'understanding'	1
<i>comprender</i>	'to understand'	1
<i>apasionado/a</i>	'passionate'	1
<i>emocionarse</i>	'to display emotion; be excited'	1
<i>encantado/a</i>	'enchanted'	1
<i>esperar</i>	'to hope'	1
<i>ordenado/a</i>	'neat'	1
<i>querido/a</i>	'dear; liked'	1
<i>encantar</i>	'to like very much; love'	1
<i>festivo/a</i>	'festive, celebratory'	1
<i>divertir(se)</i>	'to enjoy oneself'	1
<i>animado/a</i>	'lively'	1
<i>alegrarse (de)</i>	'be happy'	1
<i>satisfecho/a</i>	'satisfied'	1

Table 5: Negative Emotion Words in the Surveyed Beginner Spanish Textbooks

Spanish Words (N=32)	English Glosses	Occurrences (N=53)
<i>aburrido/a</i>	'bored; boring'	4
<i>loco/a</i>	'crazy'	4
<i>triste</i>	'sad'	4
<i>nervioso/a</i>	'nervous'	3
<i>enojado/a</i>	'mad, angry'	3
<i>enojarse (con)</i>	'to get angry (with)'	3
<i>avergonzado/a</i>	'embarrassed'	3
<i>odiar</i>	'to hate'	2
<i>cansado/a</i>	'tired'	2
<i>furioso/a</i>	'furious, angry'	2
<i>preocupado/a</i>	'worried'	2
<i>el orgullo</i>	'pride; arrogance'	1
<i>asustado/a</i>	'scared'	1
<i>rencoroso/a</i>	'resentful'	1
<i>irritado/a</i>	'irritated'	1
<i>sorprendido/a</i>	'surprised'	1
<i>celoso/a</i>	'jealous'	1
<i>exigente</i>	'demanding'	1
<i>temer</i>	'to be afraid'	1
<i>(el) egoísmo</i>	'selfishness'	1
<i>(la) envidia</i>	'envy'	1
<i>egoísta</i>	'selfish'	1
<i>(el) odio</i>	'hatred'	1
<i>sentir</i>	'to be sorry'	1
<i>antipático/a</i>	'unpleasant'	1
<i>molesto/a</i>	'annoyed'	1
<i>confundido/a</i>	'confused'	1
<i>deprimido/a</i>	'depressed'	1
<i>distráido/a</i>	'distracted; absent-minded'	1
<i>desear</i>	'to want'	1
<i>sentimental</i>	'emotional'	1
<i>orgullosa/a</i>	'arrogant' (with <i>ser</i> 'to be')	1

Tables 4 and 5 (the first column in each table) show that the number of word types for both positive and negative emotions was the same (N=32). This means that no more positive than negative emotion words were presented in the surveyed textbooks, thus no positivity bias was observed. The variety of positive and negative emotion words presented in the textbooks was comparable. Similarly, in terms of the occurrences (i.e., tokens) of the emotion words (shown in the third column in each table), positive and negative emotion words showed a comparable number of frequencies, with the positive emotion words occurring 48 times and the negative emotion words appearing 53 times in the surveyed textbooks. In summary, the analysis reveals that the distribution of positive and negative emotion words was comparable in terms of both word types and word tokens. This suggests that the textbooks provide a balanced exposure to both positive and negative emotions, which can be beneficial for L2 language learners in developing comprehensive emotional expression skills.

While previous studies have shown that Spanish-English bilinguals or Spanish L2 learners produce more positive emotion words (Lam & Yoon, 2003a; 2003b), the current textbook analysis revealed that it is not because positive emotion words were presented in the textbooks. The frequency of positive vs. negative emotion words presented in the L2 textbooks may not have a direct impact on the usage of positive emotion words.

5.3 Comparisons Across Textbooks

The second research question of this study was what patterns can be identified in how emotion words are presented in beginner-level textbooks, and if the four textbooks surveyed contain a comparable number of emotion words. Furthermore, it addresses how emotion words are distributed throughout the chapters in each textbook, and if this distribution is even across chapters, or if certain chapter themes include more emotion words than others.

This study performed a Chi-Square test to analyze if the emotion words found in each of the textbooks are comparable and if their differences are statistically significant. The result indicated that emotion words found in each of the four Spanish beginner textbooks were comparable (Chi-square value = 180.57, p-value = 0.93). Since the p-value is 0.93, which is much higher than the significance level of 0.05, it suggests that the differences in the distribution of emotion words across the textbooks are not statistically significant.

In terms of foreign language learning and teaching, the finding that the distribution of emotion words across the surveyed textbooks is not statistically significant has several implications. First, this finding implies positive aspects of beginner-level Spanish textbooks widely used in the United States, even if only four sample textbooks were examined in this study. Since the emotion words are evenly distributed across the textbooks, it implies that learners are likely to receive a consistent and comparable exposure to emotion vocabulary regardless of which textbook they or educators use. This consistency can help ensure that all L2 learners develop a similar understanding and ability to express emotions in the target language of Spanish, at least at the beginner level. On the other hand, for educators, knowing that the Spanish L2 beginner textbooks are

comparable in terms of emotion vocabulary can facilitate textbook selection in a more flexible way. It can allow them to switch between these four surveyed textbooks without resulting in significant gaps or overlaps in the emotion words taught. In addition, the comparability of textbooks can ensure that assessments of the vocabulary, especially the emotion vocabulary, are easier, enabling resources and test materials to be applied across these surveyed textbooks. Overall, the comparability of emotion words found across the four surveyed textbooks supports an optimal situation of pedagogical materials to be used for a more cohesive and effective language learning and teaching experience in which L2 learners can learn to use emotion vocabulary regardless of which textbook is chosen in the L2 classroom.

Additionally, this study analyzed the detailed information of each chapter of each textbook to examine how many chapters each textbook has and how many emotion words appear in each chapter. Table 6 shows the number of chapters in each textbook and the count of emotion words in each chapter, organized in ascending order of chapters for each textbook. The table includes only chapters in which emotion words appeared as new vocabulary. As noted earlier, the textbook names were not identified, but coded using Textbook 1, Textbook 2, Textbook 3, and Textbook 4:

Table 6: Chapter Analysis of Each Textbook and Emotion Word Count

Textbooks	Chapters	Emotion word count
Textbook 1 (16 chapters)	Capítulo 5: Las vacaciones	11
	Capítulo 6: De compras	1
	Capítulo 7: La vida diaria	1
	Capítulo 9: Las celebraciones	3
	Capítulo 13: La naturaleza	4
	Capítulo 15: El bienestar	1
Textbook 2 (15 chapters)	Capítulo 1: ¿Qué estudia Ud.?	2
	Capítulo 2: ¿Qué hace Ud. en su tiempo libre?	14
	Capítulo 4: ¿Cómo es su familia?	4
	Capítulo 7: ¡Vamos de compras!	1
	Capítulo 12: El bienestar	10
	Capítulo 13: Nuestro futuro	2
	Capítulo 15: La vida moderna	10
Textbook 3 (9 chapters)	Capítulo 1: Ante todo	1
	Capítulo 2: En la universidad	1
	Capítulo 3: La familia	2
	Capítulo 6: Las estaciones y el tiempo	13
	Capítulo 8: De viaje	2
	Capítulo 9: Los días festivos	5
Textbook 4 (12 chapters)	Capítulo 1: La sala de clases	2
	Capítulo 3: La vida doméstica	2
	Capítulo 8: El mundo del entretenimiento	1
	Capítulo 10: La salud y el bienestar	7

Analyzing the data on the presentation of emotion words across different chapters in each textbook, several trends were observed.

5.3.1 Distribution of Emotion Words Across Chapters

In Textbook 1, the emotion words are spread across various chapters, with a notable concentration in *Capítulo 5: Las vacaciones* ('the vacations') (11 emotion words). Other chapters have fewer emotion words, indicating a focus on emotions in specific sections. In Textbook 2, there is a significant presence of emotion words in *Capítulo 2: ¿Qué hace Ud. en su tiempo libre?* ('What do you do in your free time?') (14 emotion words) and *Capítulo 12: El bienestar* ('the well-being') and *Capítulo 15: La vida moderna* ('the modern life') (10 emotion words each). This suggests a focus on emotions related to leisure activities, well-being, and modern life. In Textbook 3, the distribution seems more balanced, with *Capítulo 6: Las estaciones y el tiempo* ('the seasons and weather') having the highest count (13 emotion words). This indicates a focus on emotions in the context of seasons and weather in this particular textbook. In Textbook 4, the emotion words are relatively evenly distributed but appeared in only four chapters out of 12, the least number of chapters presenting new emotion words out of all four surveyed textbooks. Among these four chapters, *Capítulo 10: La salud y el bienestar* ('the health and well-being') has the highest count (7 emotion words). This suggests an emphasis on emotions related to health and well-being, similar to Textbook 2.

Overall, the analysis highlights the trend of the L2 beginner Spanish textbooks presenting many emotion words in focused chapters and themes rather than distributing them evenly across chapters.

5.3.2 Thematic Focus

The common chapter themes that typically include new emotion words are health and well-being, leisure and modern life, and family and relationships, all of which can be easily related to personal life involving emotions.

- **Health and Well-Being:** Both Textbook 2 and Textbook 4 have chapters dedicated to health and well-being that contain a significant number of emotion words. This indicates a thematic focus on emotional health in these textbooks. A closer look also reveals that three out of four surveyed textbooks (i.e., Textbooks 1, 2, and 4) contain this chapter theme of well-being, dealing with emotion vocabulary.
- **Leisure and Modern Life:** Textbook 1 highlights emotion words used for vacations, while Textbook 2 emphasizes emotions in the context of leisure activities and modern life, as seen in chapters related to free time and contemporary living. Personal life and leisure can be easily connected to the expression of emotions, making it effective to include emotion vocabulary in chapters dealing with this theme.
- **Family and Relationships:** Chapters related to family and relationships, such as *Capítulo 4: ¿Cómo es su familia?* in Textbook 2 and *Capítulo 3: La familia* in Textbook 3, contain several emotion words, highlighting the importance of emotional vocabulary in these personal contexts.
- **Seasons and Weather:** This theme is not necessarily the most common one since only one textbook (Textbook 3) presents this topic with a large number of emotion words (13 words focused on this chapter out of a total of 24 emotion words). One

possible reason for this is that this chapter (*Capítulo 6: Las estaciones y el tiempo*) introduces the distinction between *ser* and *estar*, the two types of 'to be' verbs in Spanish often combined with descriptive adjectives, including emotion adjectives. Therefore, the focused presentation of emotion vocabulary in this chapter can be due to a grammatical reason.

5.3.3 Progression of Emotional Vocabulary

In most textbooks surveyed in this study, emotion words are introduced early on, with chapters like *Capítulo 1: Ante todo* in Textbook 3 and *Capítulo 1: La sala de clases* in Textbook 4 containing emotion words. This early introduction helps build a foundation for emotion vocabulary. Additionally, there is a gradual increase in the number of emotion words as the chapters progress, particularly in Textbook 2 and Textbook 3. This suggests a pedagogical approach where emotional vocabulary is expanded as students advance. In other words, instructors progressively introduce more complex emotion words as students advance in their language learning.

5.3.4 Balanced Distribution and Coverage

Overall, the four Spanish L2 beginner textbooks aim to provide balanced coverage of emotion words across different chapters and themes. Even with some focused chapters where more emotion words are presented than others, the presentation of emotion words is consistent throughout each book. It is noteworthy that the frequencies counted in this analysis include only new emotion words presented in each chapter; therefore, it is assumed that new emotion words learned in previous chapters are constantly recycled and used in subsequent chapters. This ensures that students are exposed to a wide range of emotional vocabulary in various contexts.

In summary, these textbook trends provide valuable insights into how emotion words are presented in beginner L2 Spanish textbooks and can inform teaching strategies to enhance students' emotional vocabulary and overall language proficiency.

5.4 Characteristics of the Positive and Negative Emotion Words in the L2 Beginner Spanish Textbooks

Research Question #3 asks what types of emotion words are commonly presented in the beginner L2 Spanish textbooks in terms of their semantic traits. It also addresses whether the emotion words include the basic six emotion words (i.e., Spanish equivalents for happiness, sadness, anger, fear, surprise, and disgust) in the first-year Spanish textbooks under survey.

Table 7 provides semantic categories and their respective examples of positive emotion words found in the surveyed textbooks.

Table 7: Semantic Categories of Positive Emotion Words in the Spanish Beginner Textbooks

Semantic categories	Examples of positive emotion words
Happiness	alegre 'happy', contento/a 'content', divertido/a 'fun', feliz 'happy', satisfecho 'satisfied'
Affection	cariñoso/a 'affectionate', (el) amor 'love', enamorarse (de) 'to fall in love (with)', sentir cariño por 'to feel affection for', el cariño 'affection', quererse 'to love each other'
Calmness	tranquilo/a 'calm'
Confidence	seguro/a 'confident'
Excitement	emocionado/a 'excited', emocionarse 'to be excited'
Kindness	amable 'kind'
Pride	orgulloso/a 'proud'
Hope	esperar 'to hope'
Understanding	comprensivo/a 'understanding', comprender 'to understand'
Enchantment	encantado/a 'enchanted'
Joy	alegrarse (de) 'to be joyful, happy (about)'

Many previous studies typically include one overarching emotion category (i.e., happy/happiness) out of six basic emotion words, with the rest being negative emotions (i.e., happiness, sadness, anger, fear, surprise, and disgust) (Hinojosa *et al.*, 2023). However, the fine-grained semantic analysis of the positive emotion words presented in the surveyed textbooks provides insight into the different dimensions of positive emotions that L2 beginner Spanish learners are exposed to in the textbooks.

On the other hand, Table 8 presents the semantic categorization of the negative emotion words presented in the surveyed textbooks into five basic negative emotions (Hinojosa *et al.*, 2023): anger, fear, sadness, disgust, surprise, and others. Some examples of negative emotion words from the surveyed textbooks are included. The category of 'others' was created to include some negative emotion words that did not clearly fit into one of the five negative emotion categories.

Table 8: Semantic Categories of Negative Emotion Words in the Spanish Beginner Textbooks

Semantic categories	Examples of negative emotion words
Anger	enojado/a 'angry', furioso/a 'furious', molesto/a 'annoyed', irritado/a 'irritated', rencoroso/a 'resentful'
Fear	asustado/a 'scared', temer 'to fear'
Sadness	triste 'sad', deprimido/a 'depressed'
Disgust	avergonzado/a 'ashamed', odiar 'to dislike very much; to detest'
Surprise	sorprendido/a 'surprised'
Others	aburrido/a 'bored', loco/a 'crazy', preocupado/a 'worried', nervioso/a 'nervous', distraído/a 'distracted', celoso/a 'jealous', ser (irreg.) orgulloso/a 'to be arrogant (in a negative sense)', el egoísmo 'selfishness', (la) envidia 'envy', (el) odio 'hatred', cansado/a 'tired', celoso/a 'jealous', confundido/a 'confused', sentimental 'emotional'

Table 8 indicates that the five basic negative emotions of anger, fear, sadness, disgust, and surprise are well represented in beginner Spanish textbooks. However, there are many negative emotion words that do not clearly fall into one of those five semantic

categories. All those words were classified into the category of ‘others’. Table 9 provides the categorization of the negative emotion words in the ‘others’ category into more specific semantic traits.

Table 9: Semantic Traits of Negative Emotion Words in the ‘Others’ Category in the Spanish Beginner Textbooks

Semantic categories/traits	Examples of negative emotion words in the ‘others’ category
Boredom	aburrido/a 'bored'
Insanity	loco/a 'crazy'
Worry	preocupado/a 'worried'
Anxiety	nervioso/a 'nervous'
Distraction	distráido/a 'distracted'
Jealousy	celoso/a 'jealous'
Arrogance	ser orgulloso/a 'to be arrogant / proud (in a negative sense)'
Selfishness	el egoísmo 'selfishness'
Envy	la envidia 'envy'
Hatred	el odio 'hatred'
Pride	el orgullo 'pride / arrogance (in a negative sense)'

This study hypothesized that beginner-level Spanish L2 textbooks would include the six basic emotion concepts (i.e., happiness, anger, fear, sadness, disgust, and surprise) (Hinojosa *et al.*, 2023), as these vocabulary terms are essential for effectively communicating emotions at this level. The analysis of the data supported this prediction. Interestingly, though, the positive emotion words exhibited more semantic uniformity than the negative emotion words. The fine-grained subcategories of positive emotions other than the basic positive emotion of ‘happiness’ shown in Table 7 (i.e., affection, calmness, confidence, excitement, kindness, pride, hope, understanding, enchantment, and joy) exhibit more complex emotions, but are still related to the basic concept of ‘happiness’ in one way or another.

On the other hand, all the basic negative emotion words related to the concepts of anger, fear, sadness, disgust, and surprise (Hinojosa *et al.*, 2023) also appeared in the vocabulary lists of the four surveyed textbooks, as shown in Table 8. Nevertheless, unlike the positive emotion categories, the semantic categories of the negative emotions yield a range of semantic traits, as shown in the category of ‘others’ (Table 9). More complex negative emotions that do not fall into the basic negative emotions exhibit a wide range of semantic traits, such as boredom, insanity, worry, anxiety, distraction, jealousy, arrogance, selfishness, envy, hatred, and pride, which do not always overlap with each other’s semantic characteristics and cannot be categorized into an overarching concept of negative emotion. In this sense, the inclusion of the wide range of negative emotion words in the surveyed Spanish beginner textbooks suggests an effective introduction of various negative emotion words appropriate for the beginner level of L2 Spanish textbooks.

In conclusion, returning to the first major research question about the positivity bias, the findings of this study suggest that the positivity bias observed in previous studies of Spanish-English adult bilinguals (Lam & Yoon, 2003a; 2003b) is independent

of the frequency of vocabulary presented in the L2 textbooks, aligning with the findings in Dodds *et al.* (2015).

In verbal fluency tasks (Lam & Yoon, 2003a; 2003b), the word 'happy' generates more responses than various negative emotions. Lam and Yoon (2023a; 2003b) conducted a study on bilingual Spanish and English speakers, showing that positivity biases are a strong, task-specific aspect of emotional fluency. The word 'happy' leads to a more balanced performance across both languages compared to 'sad' and 'fear.' This strong positivity bias might be influenced by lexical properties, semantic features, and/or cognitive biases in humans. Once again, the current textbook analysis shows that the bias is not due to mere exposure (i.e., a large amount of positive emotion words presented in the textbooks). The textbooks analyzed here presented more or less an equal number of positive and negative emotion words. Therefore, the finding of the previous studies in which Spanish L2 learners or bilingual speakers produced more positive emotion words may not be merely because they learned more of them in textbooks.

6. Pedagogical Implications

6.1 Pedagogical Implications of the Positive and Negative Emotion Words Presented in the Textbooks

First, in terms of the positive vs. negative emotion words and their distribution in textbooks, there are several implications suggested for L2 learning and teaching based on the findings of the current study. Previous studies have identified that the Spanish language contains a rich inventory of emotion-related vocabulary, such as anger/repulsion, fear/sorrow, and satisfaction/admiration (Delgado, 2009). In a study by Delgado (2009), it was found that the most used Spanish emotion words by children are *miedo* 'fear', *pena* 'sadness', *sorpresa* 'surprise', *alegría* 'happiness', *rabia* 'anger', *desprecio* 'contempt', and *asco* 'disgust'. Interestingly, this finding aligns with most of the basic six emotions (i.e., happiness, sadness, anger, fear, surprise, and disgust) proposed by Hinojosa *et al.* (2023). A similar finding in Ferré *et al.* (2017) also highlights that the most commonly used emotion words in Spanish are associated with happiness, followed by fear, anger, sadness, and disgust, with happiness being the most consistently related to a single emotion category.

Given that these commonly used Spanish emotion words in previous studies are associated with more negative emotion than positive emotion words, it seems crucial that L2 learners of Spanish are exposed to a balanced range of positive and negative emotions in developing comprehensive emotional expression skills. Since the positive bias postulates that humans tend to use and learn or recall positive words more easily, it will be effective to present and have L2 learners practice negative emotion words in a balanced way. A balanced distribution of emotion words means that L2 learners are exposed to a variety of emotional expressions, both positive and negative, in pedagogical materials (e.g., textbooks). This is important, especially because expressing negative emotions either in the first language (L1) or in the second language (L2) may require different types of cognitive processing strategies than positive emotions. Schrauf and

Sanchez (2004) point out that negative emotions signal threats, triggering detailed cognitive processing, while positive emotions indicate safety, requiring a different type of processing than negative emotions. Due to this cognitive complexity, it is essential that the L2 textbooks provide a consistent and balanced emotion vocabulary that equally emphasizes positive and negative emotions, allowing for more effective L2 teaching and learning.

6.2 Pedagogical Implications of Vocabulary Presentation of Spanish to English Glosses

One of the limitations of typical L2 beginner textbooks is that new vocabulary tends to be presented in a one-to-one fashion of L2 to L1 translations. The four beginner Spanish textbooks examined in this study also follow this typical presentation method: all the Spanish emotion words are presented with English glosses, implying that emotion words in both languages are equivalent without considering cross-linguistic emotion concepts. For example, the Spanish word *contento/a* is often paired with 'content, happy' side-by-side. This sometimes presents challenges in grasping the cultural meaning and differences of emotion words in L1 and L2. Usage in context can help L2 learners understand cross-linguistic differences. If we consult the English definitions of *contento/a*, for example, in a dictionary available online, it will show multiple possible definitions/translations of this emotion word in English, unlike a simple one-to-one English gloss provided for the emotion vocabulary in the L2 beginner textbooks. Table 10 shows the meanings for "contento" and their respective usage percentages:

Table 10: Multiple Meanings for *contento/a* (taken from <https://www.wordhippo.com>)

Meaning	Percentage of Use	Spanish equivalents
happy	37%	feliz, alegre, satisfecho, dichoso, afortunado
contented	24%	satisfecho
pleased	13%	satisfecho, de satisfacción, alegre
glad	10%	alegre, satisfecho, bueno
content	7%	satisfecho, con cara contenta
satisfied	7%	satisfecho

To overcome limitations in the presentation of emotion vocabulary and enhance the learning of emotion words in context, several teaching strategies can be considered.

6.3 Pedagogical Strategies to Enhance Learning of Emotion Vocabulary

For a beginner L2 class, creating a supportive and engaging learning environment is important for students to express and exchange their positive and negative emotions and feelings without worrying about the reactions or judgment of their peers. The textbook vocabulary of emotion can be used regularly (not only when those words are learned in particular chapters), as warm-up conversations, for example. Instructors should model and constantly use positive emotion words and expressions to provide authentic contexts in which students can be exposed to emotion vocabulary of kindness, affection, and happiness.

Furthermore, research indicates that emotion vocabulary enhances learners' ability to express themselves and connect with others (Mavrou *et al.*, 2023). Mavrou and colleagues (2003) emphasize that teaching emotion vocabulary in L2 is vital in migration contexts because it improves communication. Their study highlights that acquiring emotion vocabulary should be a key objective for beginner-level learners to enhance their L2 written expression. Traditional teaching methods often neglect the cognitive aspects of emotional vocabulary, leading to a mechanical understanding of teaching and learning emotion 'words' themselves (Martín-Gascón, 2023). It goes without saying that learning to use emotion words in L2 is crucial not only in migration contexts but also in general L2 classrooms where most students share the same L1. Research has shown that learning L2 emotion words enhances learners' ability to communicate effectively, bridging classroom learning with real-life (Wiśniewska, 2019). What seems important in teaching and learning emotion vocabulary is that emotion words are different from other non-emotion (i.e., concrete and abstract) words, in the sense that emotion words can actually help enhance vocabulary retention by activating learners' emotional connection with the words (Fukushima, 2019).

What specific activities and strategies can be employed to facilitate emotion words in L2 classrooms? Teaching and learning negative emotion words may be more challenging than positive emotion words, requiring effective approaches.

First, emotion words can be better understood and used in context. For instance, creating real-life scenarios in which some challenges and conflicts are presented and resolving them through role-playing activities can help students grasp and articulate negative emotions. This situation of conflict can involve scenarios such as handling frustration with customers, not being invited to a friend's party, or encountering cultural misunderstandings while traveling abroad. Additionally, it will be beneficial to provide sufficient input from authentic materials to students, such as movies and videos (e.g., YouTube), to illustrate the expression of negative emotions used pragmatically appropriately. These authentic materials will not only provide quasi-authentic scenarios and oral language but also speakers' body language, facial expressions, and gestures, which are important parts of the expression of emotion. Group discussions following role-plays or watching videos can also help students describe and express negative emotions evoked by challenging situations.

Second, being an L2 class of beginner Spanish, it will be essential to introduce cultural differences between L1 and L2 to help students differentiate the subtleties of emotional expression in the target language and avoid misunderstandings. It is well-known, for example, that in certain Spanish-speaking countries in Latin America, expressions of gratitude are highly elaborated, while the same degree of gratitude in English (L1) tends to be expressed in a shorter paragraph with less elaboration. An ideal situation would be a cultural immersion in which students study abroad in an authentic setting or immerse themselves in Spanish (L2) through media, interactions with native speakers, and cultural events.

Third, writing activities through reflection, where students narrate their own emotional experiences, can also enhance the learning of emotion words. For example,

keeping a journal where students write about their experiences and associated emotions can help them practice expressing negative emotions in writing and reflect on their feelings, as suggested in previous research (Hong, 2016). Instructors, in turn, can provide constructive feedback on students' use of negative emotion vocabulary and expressions.

Finally, for students who are more introverted or who learn better with technology, it can be beneficial for them to use some language learning apps that include sections dedicated to emotion vocabulary. Some follow-up oral or written activities about what they have learned in the apps can enhance their actual usage of the emotion words in context.

By using these strategies, educators can help L2 adult students effectively learn and express both positive and negative emotions in a foreign language, allowing them to improve their overall language proficiency and emotional intelligence.

6.4 Pedagogical Implications About the Textbook and Chapter Presentations

We have observed that the four beginner Spanish textbooks exhibit common themes of chapters that contain more emotion words. Since Textbook 2 and Textbook 3 emphasize emotions related to health and well-being, instructors can create lessons focused on these themes. For example, students can be encouraged to discuss emotions associated with physical and mental health and to use relevant emotion vocabulary in context. Likewise, leisure and modern life are other common themes in the chapters, and many new emotion words were introduced. Instructors can incorporate lessons on leisure activities and modern life, as seen in Textbook 2, by using scenarios like hobbies, vacations, social media, and daily routines to teach emotion words.

Furthermore, the analysis of the surveyed textbooks suggests progressive vocabulary building. It can be beneficial to introduce basic emotion words early in the course, as seen in the initial chapters of the surveyed textbooks. For that purpose, instructors can create simple activities like emotion flashcards, matching games, and basic dialogues. Afterwards, instructors can add gradual complexity of emotion vocabulary by gradually introducing more complex emotion words as students progress. Students can learn more advanced emotion words through role-playing, storytelling, and discussions to practice these words in context.

In terms of the assessment of the Spanish emotion words, the methods of assessment should vary depending on the complexity of the emotion words introduced in chapters. Instructors can use oral and written assessments to evaluate students' understanding and use of emotion vocabulary, such as role-playing, journal entries, essays, and reading comprehension questions. Ideally, textbooks containing such assessment materials for emotion words would facilitate instructors' preparation of classes.

This study has several limitations. The analysis is based on a small number of beginner Spanish textbooks, thus it is rather descriptive in nature. The findings of this study, therefore, are not to be generalized to other Spanish textbooks. The lack of positivity bias observed in the surveyed textbooks, for example, should not be taken to be a general trend applicable to other L2 Spanish beginner textbooks. Likewise, the

semantic types of the positive and negative emotion words and the common chapter themes in which emotion words are introduced represent a small sample of the surveyed textbooks; therefore, a higher number of textbooks included in the analysis may provide a more accurate picture of trends observed in the Spanish beginner textbooks. Nevertheless, not much research has been done about emotion words and L2 Spanish textbooks; thus, the current study can provide insights into how positive and negative emotion words are presented in beginner Spanish textbooks, which can be replicated in other related future studies. Emotion words, being a basic human manifestation of feelings, are more than just vocabulary to learn for L2 learners, as they are intertwined with a deeper cognitive level of language users.

Conflict of Interest Statement

The author declares no conflicts of interest.

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Appendix: List of beginner-level Spanish textbooks surveyed in this study

- Puntos de Partida (Ch 1-9) (9th ed; 2015), Thalia Dorwick (Author), Ana Maria Perez-Girones (Author), McGraw-Hill Education.
[currently, the 11th edition published in 2021]
- Pura Vida: Beginning Spanish. (1st Edition; 2014), Norma Lopez-Burton, Laura Marques Pascual, Cristina Pardo Ballester. Wiley.
[currently, the 2nd edition, 2020, Kindle edition]
- Aventuras (Primer Curso de Lengua española) (2018, 5th edition), José A. Blanco; Phillip Redwine Donley. Vista Higher Learning
- Experience Spanish: Un Mundo Sin Límites (1st Edition; 2012), María Amores. McGraw-Hill
[currently, the 4th edition published in 2024]

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