

**Developing emotions
in the context of teaching English
as a Foreign Language in Poland:
A diachronic review of coursebooks**

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Abstract

As pointed out by Dörnyei (2005), emotions play an important role in the process of language teaching and learning, which is seen as not only a rational, but also a social activity. It involves individuals gathering together in one place where emotions influence both the teachers' instructional practices and the learners' responses to what have been experienced and learned. As the majority of the lesson materials come from coursebooks, the aim of the article is to examine the coursebook contents in terms of the linguistic and non-linguistic emotion-related components. A diachronic, corpus-based analysis in question covers the ELT publications between 1970s and 2020s, and gives an insight into both linguistic and non-linguistic representations that can be sampled there, which are expected to trigger the classroom emotions of the learners. The analysis is based on type and token frequencies of the emotion-related elements identified in the coursebooks, and includes such variables as the year of publication, the nationality of the author, and the intended proficiency level of the learners. The results obtained demonstrate that the so-called "affective

turn” of the early 2000s has had a positive impact on teaching emotive language, but there still remains a lot to be done in this field.

Keywords

emotions, foreign language teaching, EFL, coursebook evaluation

Rozwijanie emocji w nauczaniu języka angielskiego jako obcego w Polsce: Diachroniczny przegląd podręczników szkolnych

Abstrakt

Jak zauważa Dörnyei (2005), emocje odgrywają istotną rolę w procesie nauczania i uczenia się języka, który postrzegany jest nie tylko jako aktywność racjonalna, lecz także społeczna. Obejmuje on sytuacje, w których jednostki spotykają się w jednym miejscu, a emocje wpływają zarówno na praktyki dydaktyczne nauczycieli, jak i na reakcje uczniów na to, czego doświadczają i czego się uczą. Ponieważ większość materiałów wykorzystywanych na lekcjach pochodzi z podręczników, celem niniejszego artykułu jest analiza ich zawartości pod kątem komponentów związanych z emocjami, zarówno językowych, jak i pozajęzykowych. Przeprowadzona diachroniczna analiza korpusowa obejmuje publikacje z zakresu nauczania języka angielskiego jako obcego (ELT) z okresu od lat 70. XX wieku do lat 20. XXI wieku i dostarcza wglądu zarówno w językowe, jak i pozajęzykowe reprezentacje emocji obecne w tych materiałach, które mogą wywoływać określone emocje u uczniów w klasie. Analiza opiera się na częstościach typów i tokenów elementów związanych z emocjami zidentyfikowanych w podręcznikach oraz uwzględnia takie zmienne, jak rok publikacji, narodowość autora oraz docelowy poziom biegłości językowej uczniów. Uzyskane wyniki wskazują, że tzw. „zwrot afektywny” z początku XXI wieku wywarł pozytywny wpływ na nauczanie języka emocjonalnego, jednak w tym obszarze wciąż pozostaje wiele do zrobienia.

Słowa kluczowe

emocje, nauczanie języków obcych, EFL, ewaluacja podręczników

1. Introduction

In recent decades, increasing attention has been paid to the role of emotions in educational processes. Within the field of second language acquisition, emotions are no longer treated merely as secondary psychological phenomena accompanying learning, but as an integral component of the learning process itself. Researchers have demonstrated that affective factors such as anxiety, enjoyment, motivation or frustration may significantly influence learners' engagement with the target language and their willingness to communicate (Dörnyei 2005, MacIntyre and Gregersen 2012, Dewaele and Dewaele 2017). Consequently, the affective dimension of language learning has become an important area of inquiry within applied linguistics.

This growing interest is connected with the broader intellectual movement known as "the affective turn," which foregrounds emotions and affective experience as important analytical categories in the humanities and social sciences (Clough and Halley 2007, Massumi 2002). In the context of foreign language education, this perspective encourages researchers to examine not only linguistic competence and cognitive processes, but also the emotional dimension of classroom interaction and learning materials.

One of the key elements shaping the learning environment in formal education is the coursebook, which remains the primary source of linguistic input and classroom activities in many foreign language classrooms. Coursebooks influence the type of vocabulary learners encounter, the communicative situations they practice, and the topics through which language is introduced. For this reason, the way emotions are represented

in coursebooks may play a role in shaping learners' ability to recognize and express emotional states in the target language.

Despite the recognized importance of affect in language learning, relatively little attention has been devoted to the representation of emotions in teaching materials themselves, particularly from a historical perspective. This study addresses this gap by analyzing the presence of emotion-related language in English as a Foreign Language (EFL) coursebooks used in Poland over several decades.

The aim of the article is therefore to examine how emotions are represented linguistically and visually in selected EFL coursebooks published between the 1960s and the 2010s. More specifically, the study seeks to address the following research questions:

1. To what extent is emotion-related language represented in the analyzed EFL coursebooks?
2. What types of emotions and emotion-related lexical items occur in the coursebook materials?
3. Does the quantity and diversity of emotion-related language change across coursebooks published in different decades?
4. Are there observable differences in the representation of emotional language in relation to variables such as learner proficiency level or coursebook authorship?

To answer these questions, the study adopts a diachronic corpus-based approach, analyzing selected coursebooks representing different periods of EFL publishing. By examining both the frequency of emotion-related lexical items and their qualitative distribution, the study aims to provide an initial insight into how emotional language has been incorporated into teaching materials over time.

2. Defining emotions

Emotions are an inherent component of human experience. Despite this, formulating one, generally accepted definition of

emotion does not seem possible. Losiak (2012) sees the reason for this difficulty in the complexity of emotional states, as they incorporate many different aspects, such as cognitive processes, physiological stimulation, patterns of expression and behavioral response. The discrepancies between researchers stem from differences in their viewpoints resulting from different theoretical perspectives. An analysis of the way in which emotions are defined reveals that the differences are mainly related to the meaning attributed to the particular aspects or functions of emotions, and makes it possible to distinguish several approaches in psychology towards modeling and defining emotions, referred to as: *motivational* (see Arnold 1960, Frijda 1986, 1988,), *evolutionary* (Plutchik 1980, Tooby and Cosmides 1990), *biological* (LeDoux 2000), *componential* (Scherer 1984, Lazarus 1991) and *social* (Averill 1985), which accommodate the complex and multilevel nature of emotional processes.

In psychological research, emotions are generally considered to be conscious in the sense of being accessible in experience. For some theorists (see LeDoux 2000, Mandler 1984,), this is the basic condition for the existence of emotions, while a distinction is often made between emotions and the corresponding conscious perception of feelings. Other authors treat emotions and feelings interchangeably (see Clore 1999, Oatley and Jenkins 2003). Most researchers seem to agree that in contrast to the emotion itself, the processes leading to its development are generally unconscious.

Inherent in emotions are changes in the internal organs, manifested by stomach cramps, muscle tension, accelerated heartbeat; and it should therefore be emphasized that emotions are both psychological and somatic processes.

In school context, emotions are the outcome of interactions between teachers and their teaching contexts and include feelings they have about themselves, their colleagues, their learners, classroom activities, their teaching context and teaching resources, as well as their feelings about the benefits and rewards of teaching. Emotions can influence the teacher's decision-

making and future choices and actions. For learners, emotions include feelings about themselves, about their teachers, about other students, about using English in class, about the teachers' command of English, about the instructional methods, and about the teaching resources the teacher makes use of, such as textbooks or the internet.

2.1. Positive and negative emotions

The basic categories for describing emotions are valence, i.e. the positive-negative dimension, intensity and modality related to the content of the emotional experience. The division into positive and negative emotions is one of the most basic and generally accepted ones. It is sometimes defined as resulting from the evaluation of events or related to the congruence with the aims of the individual's action. Positive emotions involve a tendency to approach, "move towards," while negative emotions involve a tendency to avoid, "move away" (Arnold 1960). Lazarus (1991) argues that positive emotions result from evaluating the relationship with the environment as being in line with what the subject wants, i.e. consistent with the subject's goals (goal-congruent), whereas negative emotions result from evaluating the relationship with the environment as being inconsistent with what the subject wants, i.e. inconsistent with the subject's goals (goal incongruent). Numerous analyses of empirical data confirm the existence of this basic category of ordering and describing emotions (Łosiak 2012).

Linking this to the aims of the present study, it can be postulated that positive emotions serve to enhance the ability to be aware of and notice things in the environment and in the case of language learning, enhancing awareness of language input. Some researchers (see Dewaele et al. 2017, Fredrickson and Losada 2005) argue that positive emotions encourage curiosity, risk-taking, experimenting, willingness to interact and communicate in the new language, and support autonomous learning. They can motivate learners when they lead to feelings of

success and achievement and enhance the learner's sense of self-esteem, encouraging them to invest further in learning and to make use of the range of learning opportunities available through the media or the internet or through opportunities to use their English out of class. In emotionally-managed classrooms, teachers anticipate the emotions that language learning involves and look for ways of helping students cope with negative emotions when they arise. Negative emotions, on the other hand, can demotivate learners due to a sense of frustration and disappointment when learners fail to achieve their goals, lose confidence in their ability to succeed. Thus, negative emotions can discourage learners from investing further time and energy in language learning.

2.2. Lazarus's theory of emotions

In psychological research, there are many proposals concerning the classification of basic emotions and their descriptions. The most well-known include the classifications by Tomkins (1980), who identifies nine basic emotions, six out of which are negative; Izard (1977), whose model partly overlaps with Tomkins's and contains 10 basic emotions; Panksepp (1998), who identifies only seven emotions, Ekman (1999), whose model is more comprehensive and lists 15 emotions, and Lazarus (1991), who also suggests an inventory of 15 basic emotions in his model. As we have searched for the possibly most inclusive classification, which could be applied to the data that we have collected from coursebooks, we have decided to adopt Lazarus's classification, as it seems to offer the most explanatory value.

According to Lazarus (1991), emotions are analyzed as a cognitive system. They are considered to be mental maps about certain kinds of truths. Cognitive appraisal, according to Lazarus (1991: 89), is "an evaluation of the significance of what is happening in the world for personal well-being". These "significations" or meanings are classified into two kinds – harmful to the self (losses or costs) and beneficial (gains). A "cognitive

appraisal” is therefore an evaluation of the abstract significance of events in the world for personal well-being. In his view, what constitutes the essence of a given emotion, the factor that defines it, is the *core relational theme*. Lazarus believes that emotions arise as the effects of the subject’s cognitive evaluation of the subject-environment relationship. The interaction and relationship of the human being with the environment at a particular point in time, called by Lazarus a *relation* or *transaction*, are subject to processes of cognitive evaluation, an evaluation made from the point of view of the subject’s interests. What constitutes the essence, the quintessence of this relationship, Lazarus defines as the *core relational theme*, which defines the emotion experienced by the subject in a given situation. Thus understood, the theme, for example, for anger is an insult that diminishes the self. Lazarus also claims that patterns of cognitive appraisal are stable, fixed and specific to individual emotions and therefore have definitional value.

Table 1. Emotions and their core relational themes
(based on Lazarus 1991)

Emotion	Core relational theme
Anger	A demeaning offence against me and mine.
Anxiety	Facing uncertain, existential threat.
Fright	Facing an immediate, concrete and overwhelming physical danger.
Guilt	Having transgressed a moral imperative.
Shame	Having failed to live up to an ego-ideal.
Sadness	Having experienced an irrevocable loss.
Envy	Wanting what someone else has.
Jealousy	Resenting a third party for loss or threat to another's affection.
Disgust	Taking in or being too close to an indigestible object or idea
Happiness	Making reasonable progress towards the realization of a goal.

Pride	Enhancement of one's ego-identity by taking credit for a valued object or achievement, either one's own or that of some or group with whom we identify.
Relief	A distressing goal-incongruent condition that has changed for the better or gone away.
Hope	Fearing the worst but yearning for better.
Love	Desiring or participating in affection, usually but not necessarily reciprocated.
Compassion	Being moved by another's suffering and wanting to help.

2.3. Affective turn

As Łosiak (2012) rightly observes, emotions are something that we experience every day. Emotions are specifically related to our social life, to relationships and contacts with other people. This is also true in the context of learning a foreign language – even if it takes place in a pre-arranged, “artificial” situation. Despite this, however, emotions were somewhat neglected in psychological studies, which is especially evident in the second half of the 20th century, during the heyday of research into cognitive processes. Some authors, however, seemed to acknowledge the importance of incorporating emotions into the process of language learning as early as in 1970s.

Early research into emotion in language learning (see Chastain 1976, Curran 1976, Kleinmann 1977, Lozanov 1979, Scovel 1978) emphasized the significance of affect in language acquisition processes and the evident complexity in attempting to represent that significance. An early attempt to model the contribution of affect came through Krashen's (1982) affective filter; he argued that each learner has an affective filter, and that when the filter is raised the degree of engagement with and processing of language input would be reduced.

With respect to the field of second language learning and teaching, it was chiefly the works of Jane Arnold that

contributed to the implementation of affective factors into the curricula. As she observed,

Affect relates to all aspects of our life, including the classroom experience. As language teachers, we have to pay attention to many things in our work; however, the cognitive aspects of foreign or second language learning do not provide all the information we need. Our teaching can have better results when we also give attention to the affective domain and take into account the fields of emotions and the language learner, emotions and the language teacher, and emotions and the teaching and learning process. (Arnold 2020: 5)

However, Jane Arnold emphasized the significance of affective factors in language learning and teaching much earlier, starting with her first publications from 2009, claiming that “If we [...] give attention to the affective domain, this can make our teaching more effective” (2009: 1).

Over the past decade, the interest in the role of emotions in educational contexts has been growing (see Dernikos et al 2020, Zembylas 2014). This is the result of a much more general paradigmatic shift in the humanities and the social sciences, often referred to as the *affective turn* (see Clough and Halley 2007, Massumi 2002), which foregrounds the importance of affective experience. The turn to affect recognized emotion as an indispensable element of human mental and social life. What is more, the role and meaning of emotion in processes of language learning and teaching began to be studied from different perspectives, opening up new directions of research for the field.

According to many scholars, more attention should be paid towards affective factors in educational processes. As Mintz (2022: 34) has put it:

The affective turn in scholarship provides a perfect way to address weighty and personally meaningful issues that the curriculum often ignores – grief, for example, or frustration, or, yes, love – and,

at the same time, contribute to our students' affective growth and emotional self-consciousness.

3. Study description

3.1. The aim

The aim of our study has been the diachronic evaluation of ELT coursebook content from the point of view of representing and teaching emotions. We have focused on investigating whether and how expressions denoting emotions are represented in the selected coursebooks, and in what ways emotions are transferred to the students and how they are taught. We have concentrated on emotional graphic and linguistic representations explicitly present in the coursebook material. We have checked whether the frequency of emotional elements in the coursebook contents changes with the year of publication, level of learner proficiency and/or depend on the coursebook authorship (Polish vs native speakers of English).

We have adopted a diachronic approach in order to observe if there are any significant changes in the degree of representation of emotionally-loaded expressions in coursebook contents before and after the so-called *affective turn* of late 1990s/early 2000s.

In our analysis we have also attempted to make a division into positive and negative emotions, showing clear-cut tendencies as far as the frequency of occurrence of certain emotion types is concerned.

3.2. Methodology

The study is a mainly quantitative-qualitative, empirical, diachronic analysis based on a corpus-linguistics methodology. The data for analysis have been extracted from the following coursebooks:

- *My English Book 1* by Jan Mickunas, Państwowe Zakłady Wydawnictw Szkolnych, 1969;
- *My English Book 2* by Jan Mickunas, Państwowe Zakłady Wydawnictw Szkolnych, 1969;
- *My English Book 3* by Jan Mickunas, Państwowe Zakłady Wydawnictw Szkolnych, 1969;
- *Język angielski dla zaawansowanych 1* by Irena Dobrzycka and Bronisław Kopczyński, PW Wiedza Powszechna 1976;
- *We Use English* by Janina Smólska, Wydawnictwa Szkolne i Pedagogiczne, 1978;
- *English Is Fun 2* by Anna Zawadzka and Elżbieta Moszczak, Wydawnictwa Szkolne i Pedagogiczne, 1983;
- *Blueprint 2* by Brian Abbs and Ingrid Freebairn, Longman House, 1991;
- *Opportunities Intermediate* by Michael Harris, David Mower and Anna Sikorzyńska, Pearson Education, 2000;
- *Global Elementary* by Lindsay Clandfield and Kate Pickering, Macmillan Education, 2010;
- *New Maxi Taxi* by Agnieszka Otwinowska-Kasztelanic and Anna Walewska, Wydawnictwo Szkolne PWN 2012;
- *Focus 2* by Sue Kay, Vaughan Jones, Daniel Brayshaw, Bartosz Michałowski, Beata Trapnell and Dean Russell, Pearson Education, 2016;
- *Vision 1* by Jenny Quintana and Michael Duckworth, Oxford University Press, 2019.

The main criterion of selecting the corpora was the date of publication, as we wanted to see whether the “affective turn” has had any impact on representing and, above all, teaching linguistic elements that allow to recognize and express emotional states. Next, we have sampled the types that refer to emotions, and we have taken into consideration the number of their occurrences (i.e. tokens) in the corpora. We have focused on explicit emotional markers only, therefore such aspects of affect in language learning as the design of tasks and exercises, the relationship between the parties involved etc. are beyond the scope of the study.

The biggest challenge during the sampling procedure has been the selection of linguistic items from the corpora. The category of emotions seems to be blurred and frequently ill-defined, so we have experienced many doubts as to whether or not a given expression can be considered as an emotion or not. A few examples of such problematic issues are lexemes such as *tired*, *to like*, *amazed*, *surprised*, *bored*. Their status in psychological research is indeterminate, chiefly depending on the viewpoint of an individual scholar. Also, the boundaries between such affective categories as “emotion,” “feeling” and “affective state” are not clear-cut enough to allow for seamless classification, the oft-cited criterion of physiological reaction in the body or the unconscious/conscious distinction having proved to be insufficient for an empirical investigation such as ours. In order to at least partly address this problem, we have adopted Cognitive Appraisal Theory developed by Richard S. Lazarus (1991) as a reference system.

3.3. Justification of textbook selection

The coursebooks included in the corpus were selected primarily on the basis of their publication date and historical relevance within the Polish context of English language teaching. The aim of the study was not to compare textbooks representing a single proficiency level, but rather to trace the diachronic development of emotion-related language in EFL teaching materials across several decades.

For this reason, the corpus includes coursebooks published between the late 1960s and the late 2010s, representing different methodological traditions and educational contexts. Many of the earlier textbooks were produced for the Polish educational system during the period when locally developed materials dominated the market, while later publications include internationally distributed coursebooks produced by major ELT publishers.

The textbooks analyzed are not intended to constitute a homogeneous pedagogical set, but rather a representative sample

of widely used materials from different periods of EFL instruction in Poland. Consequently, they differ in terms of proficiency level, target learner group and methodological orientation. This heterogeneity reflects the historical evolution of language teaching materials and allows the study to capture broader tendencies in the representation of emotion-related language.

3.4. The results of the study

3.4.1. Data extracted from *My English Book 1, 2, 3* by Mickunas, 1969

The quantitative analysis has revealed 27 types of emotive language occurrences, the most frequent of which covered *merry*, *sorry*, *ashamed*, *afraid*, *happy*, and *proud*, with the category of hapax legomena constituting 10 items, it being 37% of all the types differentiated. As regards visual components, only one was detected. Qualitatively speaking, both positive and negative emotions appeared, the former referring to four different feelings, i.e. happiness (*merry*), pride (*very proud*), compassion (*poor darlings*) and love (*lovely*). Negative emotions slightly outnumbered the positive ones, ranging from feelings of guilt (*I am sorry*), anger (*angry*), disgust (*nasty*) and shame (*What a pity*) to fright (*be afraid of*) and anxiety (*Is there anything wrong?*). The Lazarus's emotions that have not been represented involved *sadness*, *envy*, *jealousy*, *relief*, and *hope*.

3.4.2. Data extracted from *Język angielski dla zaawansowanych 1* by Dobrzycka and Kopczyński, 1976

The quantitative data has proven 71 types of linguistic items showing emotions. The highest frequencies of occurrence were observed among such lexemes as *surprised*, *pleased*, *sorry*, *love*, *quarrel* and *happy*. The hapax legomena included 34 types, which constituted 48% of all the inventory of emotion-loaded

language. As far as visual stimuli are concerned, no single example was found throughout the coursebook in question. The qualitative analysis has given rise to 14 emotional categories proposed by Lazarus, which have been further divided into 9 negative and 5 positive ones. The representations of negative emotions consisted in such feelings as sadness (*depressed*), anger (*angry*), anxiety (*worry*), fright (*scared*), shame (*shame*), disgust (*can't stand*), guilt (*be sorry*), and jealousy (*jealous*). The group of positive emotions was represented by the categories of happiness (*lucky*), love (*be in love*), hope (*hopeful*), relief (*be glad*), and pride (*admiration*). The overall classification has not included the feeling of *envy* due to the lack of entries testifying to this specific emotion in the materials evaluated.

3.4.3. Data extracted from *We Use English* by Smólska, 1978

Quantitatively speaking, the coursebook under investigation features 21 types of affective language, the highest frequency being *hope* and *admire*. As many as 13 types are hapax legomena, which constitutes 62% of data. In terms of graphic representations, no single example has been sampled. The qualitative analysis reveals that both positive and negative categories have been found, the former being outweighed by the latter. The exact numbers include 3 positive groups of emotions reflected by happiness (*happy*), love (*admire*) and hope (*hope*), and 6 negative kinds represented by disgust (*horrid*), anger (*anger*), fright (*afraid*), guilt (*sorry*), jealousy (*jealous*), and shame (*It's a pity*), and 5 categories of emotions not represented at all in the coursebook, that is, pride, anxiety, envy, relief, and compassion.

3.4.4. Data extracted from *English Is Fun 2* by Zawadzka and Moszczak, 1983

The total number of emotion-related linguistic types spotted in this coursebook amounts to 34, the most often occurring ones

being *afraid*, *beautiful*, *sorry*, *enchanted*, *surprised*. Hapax legomena in quantity of 17 types constitute as much as 50% of the corpora. As it was previously the case, no visual stimuli referring to emotions have been sampled. As far as the qualitative analysis of the data is concerned, the expressions of positive and negative feelings have been identified, the former represented by 4 different categories, the latter by 7. When it comes to the examples of the language positively loaded with emotions, these were encapsulated under the label of love (*lovely*), happiness (*happy*), hope (*hope*), pride (*proud off*). The negative ones were found among the categories of fright (*fear*), sadness (*upset*), anger (*badly*), anxiety (*what's wrong?*), shame (*what a pity*), compassion (*poor thing*), and guilt (*sorry*). Four Lazarus's (1991) categories of emotions have not been included in the sample text. These ranged from envy, and jealousy to relief and disgust.

3.4.5. Data extracted from *Blueprint 2* by Abbs and Freebairn, 1991

The quantitative analysis includes 61 types of affective linguistic items used in the coursebook in question. The most frequent occurrences referred to the expressions and forms such as *frightened*, *fear*, *enchanted*, *worried*, and *pleased*. The cases of hapax legomena were 46, which constituted 75% of all the data. Apart from linguistic elements, also four visual components showing facial expressions have been sampled. The qualitative analysis reveals three positive categories: happiness (*pleased*), love (*lovely*) and pride (*confident*), and eight negative ones: sadness (*miserable*), fright (*afraid*), anger (*hate*), disgust (*shocked*), anxiety (*anxious*), guilt (*I'm sorry*), jealousy (*jealous*), and envy (*envious*). The emotions that have not been represented in the data cover relief, shame, compassion and hope.

3.4.6. Data extracted from *Opportunities Intermediate* by Harris, Mower and Sikorzyńska, 2000

The quantitative analysis yields 53 types of emotive language forms, of which the highest frequencies are the items of love, angry, terrible and happy. 32 types of the total number of the occurrences were hapax legomena. Visual components showing emotions were observed five times altogether, in the shape of pictures of facial expressions and emoticons. As regards the qualitative data, negative emotions outnumbered the positive ones, and were wider in scope, covering anger (*bad*), fright (*dangerous*), sadness (*unhappily*), disgust (*horrible*), anxiety (*nervous*), guilt (*regret*), and compassion (*poor*). Positive feelings were less diversified and referred to Lazarus's (1991) category of love (*extraordinary*), happiness (*good mood*) and pride (*confident*). The categories not represented in the data are relief, shame, hope, envy, and jealousy.

3.4.7. Data extracted from *Global Elementary* by Clanfield and Pickering, 2000

The overall number of linguistic items expressing emotional states equals 32 types. Almost half of them (mirrored by 15 representations, which is 47%) are hapaxes. In terms of frequency, the types *angry*, *funny*, *love*, *sad*, *happy* have the highest occurrence rate. Graphic elements were found on three occasions in the form of emoticon pictures. From the point of qualitative analysis, negative emotions still dominate over positive ones in variety covering a wider spectrum of categories, namely, anger (*revenge*), fright (*scary*), disgust (*awful*), sadness (*sad*), jealousy (*jealous*), anxiety (*nervous*). Positive emotions oscillated around two main categories, encompassing love (*love*) and happiness (*luck*). Seven emotional states are not represented in the textbook. These involve relief, shame, compassion, hope, pride, guilt, and envy.

3.4.8. Data extracted from *New Maxi Taxi 1* by Otwinowska-Kasztelanic and Walewska, 2012

In the textbook we have sampled 32 types of emotive linguistic items, with highest frequencies of occurrence noted down in the case of *love*, *great*, *sorry*, *funny*, and *dangerous*. The data contains 14 hapax legomena, which makes 44% of the data. As regards graphic representations of emotions, four instances of picture emoticons have been found. When it comes to the emotional categories of the linguistic forms identified, there were six of a negative kind, covering fright (*in danger*), sadness (*upset*), anxiety (*worry*), anger (*hate*), guilt (*I'm very sorry*), disgust (*awful*), and four positive, represented by love (*fantastic*), happiness (*cool*) and hope (*hope*). The emotions that have not been represented in the corpus involved relief, shame, compassion, jealousy, envy, and pride.

3.4.9. Data extracted from *Focus 2* by Kay, Jones, Brayshaw, Michałowski, Trapnell and Russell, 2016

The quantitative analysis of the linguistic representation of emotions has brought about 88 types, the highest frequencies of which were such lexemes as *love*, *great*, *jealousy*, *scary*, and *worry*. Only four items, which constitutes 4.5% of the data under investigation, are hapax legomena. As far as visual representation of affect is concerned, three examples of pictures in the form of facial expressions have been noticed. Qualitatively speaking, a wide range of emotion categories have been represented, grouped into negative and positive. The former, realized by means of eight different emotional states, touched upon sadness (*unkind*), anger (*argue*), anxiety (*nervous*), disgust (*can't stand*), fright (*scared*), compassion (*oh, dear!*), guilt (*I'm wrong*), and jealousy (*greed*). Positive feelings, though in minority, were diverse and of wide significance, consisting of love (*love*), happiness (*luckily*), pride (*confident*), hope (*hope*), and relief (*relief*).

The emotions that were not represented in the corpus involved shame and envy.

3.4.10. Data extracted from *Vision 1* by Quintana and Duckworth, 2019

The quantitative analysis has revealed 43 types of linguistic forms denoting emotions. The highest frequencies of occurrence were the expressions *great*, *love*, *beautiful*, *surprise*, and *happy*. The hapax legomena covered 10 items, constituting 23% of the total number of instances. In terms of visuals showing emotions, there have been sampled four pictures depicting a happy and sad face, each on two occasions. Qualitative analysis yields seven negative categories: disgust (*awkward*), sadness (*disappointed*), anxiety (*what's wrong?*), anger (*no way!*), guilt (*I'm sorry*), compassion (*don't worry!*), and fright (*dangerous*). The positive categories are represented by four types, ranging from love (*great*) and happiness (*happy*) to pride (*congratulations!*) and relief (*I'm afraid not*). The emotions that have not been represented are shame, envy, jealousy, and hope.

3.5. Discussion

The afore-discussed quantitative and qualitative analyses of the data have been summarized in Table 2.

Table 2. Distribution of emotion-related vocabulary in the corpus

Coursebook	No. of types	Hapaxes in %	Category range
<i>My English Book 1, 2, 3</i> (1969)	27	37	12/17
<i>Język angielski dla zaawansowanych 1</i> (1976)	71	48	16/17
<i>We Use English</i> (1978)	21	62	12/17

<i>English Is Fun 2</i> (1983)	34	50	13/17
<i>Blueprint 2</i> (1991)	61	75	13/17
<i>Opportunities Intermediate</i> (2000)	53	60	12/17
<i>Global Elementary</i> (2010)	32	47	10/17
<i>New Maxi Taxi 1</i> (2012)	32	44	11/17
<i>Focus 2</i> (2016)	88	4.5	15/17
<i>Vision 1</i> (2019)	43	23	13/17

The following conclusions can be drawn from the analysis of the data that we have gathered:

- Many expressions in the corpora under analysis are hapax legomena, which might suggest that these lexemes are not reinforced.
- Many categories identified by Lazarus (1991) are not represented in the corpus.
- The model which we have adopted (Lazarus 1991) demonstrates some drawbacks when applied to corpora:
 - Some attestations are impossible to assign to any of the categories listed – Lazarus’ model seems insufficient, some emotions which are commonly expressed (as featured by corpus data) are missing, e.g. surprise, hatred, tiredness.
 - Other categories in Lazarus (1991) are too inclusive (e.g. “sadness” includes emotions from *sad* through *melancholy* to *despair*).
 - Some categories have blurred boundaries (types *dissatisfied*, *pleasure* etc.).
- The quantity of the emotion-related material increases both with the release date and proficiency level a given coursebook has been dedicated for, and so does the scope of active and passive vocabulary (reflected in tokens). The pattern noticed is that the recognition tasks related to emotions are being gradually replaced by production activities enabling learners to use emotional language in contexts.

- Accordingly, the books published before “the affective turn” are characterized by a substantially lower number of emotion-related linguistic and graphic items (e.g. five types of linguistically-presented emotions in *My English Book* (1969) and 34 in *English is Fun 2* (1983) vs 53 in *Opportunities Intermediate* (2000) or 88 in *Focus 2* (2016). The results therefore suggest that the quantity and diversity of emotion-related language tend to increase in more recent coursebooks, which may reflect broader developments in language pedagogy following the so-called affective turn. When it comes to “visuals”, the proportions range from 1 or none in old books to four or five pictures included in the new books.
- To be more specific, the previously-mentioned emotional language that develops with the students’ level of proficiency refers to the categories it can be classified into. Also, in many cases, the linguistic items that occur cannot be explicitly categorized or go beyond the frame of a given category. For example, the change observed within the three levels of *My English Book* in terms of the quantity of emotion types goes from five to seven and 15. The elementary level of the coursebooks examined was identified by 32 emotion types (*Global Elementary* and *New Maxi Taxi*) and 44 in the latest *Vision 1* (2019). In contrast, the intermediate level coursebooks were filled with 53, 61 and 88 different types of emotions (*Opportunities Intermediate*, *Blueprint 2* and *Focus2* respectively), not to mention the advanced level, represented here by *Język angielski dla zaawansowanych 1*, with 77 type occurrences, which also proves previously-mentioned claim that coursebook emotions grow in number with time.
- The graphic representation of emotions does not really change with the coursebook stage. To conform that, the overall number of pictures representing emotions is three in *Global Elementary* and three in *Focus 2*.
- Speaking of the coursebook authors, their background does not seem to make a difference here. Neither quantity nor frequency of the emotion type depend on the language community the authors belong to. As it is evident in our study, *Global Elementary* (written by English native speakers) is composed of the same number of emotional linguistic items as *New Maxi Taxi* (designed by Polish speakers of English). Similar

emotional contents can be found in *Opportunities Intermediate* written by a joint authorship of Polish and native speakers of English and in *Blueprint 2* authored by the English. With regard to the contextual variables considered in the study, the analysis suggests that proficiency level may influence the range of emotion-related vocabulary, while no clear differences were observed in relation to coursebook authorship.

- Positive and negative emotions have been noticed in all the coursebooks analyzed. The tendency observed shows that negative emotions prevail in variety, most often represented by *sadness, anxiety, anger, fright* and *disgust*. In practice, these are frequently realized by means of adjectives, that is, the expressions of being *unhappy, sad, worried, wrong, sorry, angry, afraid, horrible*, with occasional verbs such as *hate*. Positive categories are not that diversified and usually cover *happiness* and *love*, being sporadically extended to *pride* and *hope*. The examples of their linguistic realization mostly include verbs and adjectives, such as *love, hope, admire, lovely, great, funny, wonderful, happy, beautiful, lucky*, and *proud*.
- The few pictures of emotions found refer to either a happy or a sad face, including the form of emoticons.

4. Conclusions

The analysis conducted in this study suggests that emotion-related language is present in all of the examined EFL coursebooks, although its frequency and range vary across the analyzed materials. The results also indicate a tendency for more recent publications to contain a somewhat greater number and diversity of emotion-related lexical items than earlier coursebooks. However, the findings should be interpreted with caution due to the limited size and heterogeneity of the corpus, which includes materials representing different proficiency levels and pedagogical traditions.

One tendency observed in the corpus is the gradual increase in the number of emotion-related lexical items in more recent coursebooks, accompanied by a slightly wider range of emotional categories represented in the materials. This

observation may be related to broader developments in language pedagogy, including the growing awareness of affective factors in language learning. However, given the limited size and heterogeneity of the corpus, this tendency should be interpreted with caution.

The analysis also reveals certain methodological challenges related to identifying and classifying emotion-related vocabulary. The boundaries between emotions, feelings and other affective states are often blurred, and some lexical items do not fit neatly into existing theoretical classifications. The application of Lazarus's (1991) model proved helpful as an analytical framework, but the corpus data also indicate that some frequently occurring expressions fall outside the proposed categories.

It should also be noted that the coursebooks analyzed differ in terms of proficiency level, intended learner group and pedagogical design, which may partly account for some of the observed variation. For this reason, the present study should be treated as an exploratory attempt to identify general tendencies rather than a definitive comparison of specific textbook types.

Nevertheless, the findings indicate that emotion-related language forms a visible component of EFL teaching materials and that its presence appears to have become somewhat more pronounced in more recent publications. Further research based on larger and more systematically controlled corpora – for example, comparing textbooks representing the same proficiency levels – could provide a more detailed picture of how emotions are incorporated into foreign language teaching materials.

5. Limitations and future studies

The present study should be interpreted in light of several methodological limitations. First, the corpus analysed in the study consists of a relatively limited number of coursebooks representing different periods of EFL publishing in Poland. Although the selected materials illustrate important stages in the historical development of language teaching materials, the dataset

cannot be considered exhaustive. Future research based on larger and more systematically compiled corpora could provide a more comprehensive picture of how emotion-related language is represented in EFL coursebooks.

Second, the analyzed textbooks represent different proficiency levels and target learner groups. As the range and complexity of vocabulary typically increase with learner proficiency, some variation in the number and diversity of emotion-related lexical items may be partly attributable to the level of the coursebook rather than to historical changes in pedagogical approaches. For this reason, the results should not be interpreted as a direct comparison of textbooks designed for the same level of instruction.

Another limitation concerns the identification and classification of emotion-related lexical items. The boundaries between emotions, feelings and other affective states are often blurred, which makes the categorization of some lexical items open to interpretation. Although Lazarus's (1991) Cognitive Appraisal Theory was adopted as the analytical framework in order to provide a consistent reference system, some expressions occurring in the corpus do not fit neatly into the categories proposed in this model.

Finally, the analysis focused primarily on explicit linguistic and graphic markers of emotions present in the coursebook materials. Other important aspects of affect in language learning, such as the design of classroom tasks, interaction patterns, or the broader pedagogical context in which the materials are used, were beyond the scope of the present investigation.

Despite these limitations, the study provides an initial diachronic overview of the presence of emotion-related language in EFL coursebooks and may serve as a starting point for more detailed investigations in this area.

The findings of the present study suggest several possible directions for further research. One particularly promising area concerns the analysis of coursebooks designed for young learners and primary education, which often incorporate narrative

elements, games and interactive activities intended to engage learners affectively as well as cognitively. Such materials frequently include a wide range of emotionally loaded vocabulary and situations reflecting everyday social interaction.

A systematic analysis of emotion-related language in coursebooks intended for younger learners could therefore provide valuable insights into how emotional vocabulary and affective meanings are introduced at the early stages of foreign language education. Comparing these findings with the results obtained for materials used at later stages of education could help identify possible developmental patterns in the representation of emotions in language teaching materials.

Further studies could also expand the scope of analysis by examining a larger and more systematically compiled corpus of coursebooks, including materials representing similar proficiency levels or educational stages. Such research would make it possible to investigate more precisely the relationship between learners' proficiency level, pedagogical design and the representation of emotion-related language in EFL teaching materials.

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