

**Emotional literacy in translation: Exploring emotion cultures and perspectives on social emotional learning in the Spanish picture book *El monstruo de colores* and two English translations**

Experts in early childhood education recognize the important role adults play in helping children develop emotional literacy. Among the tools available to teachers and other adults who work toward developing emotional intelligence and empathy with children are picture books, such as *El monstruo de colores* (2012), written and illustrated by Anna Llenas and published originally in Spain. The story has been translated from Spanish into English by both American and British publishers. In each of these three versions of the same story, the narrator helps her friend, the color monster, identify and sort out his mixed-up emotions. However, a closer analysis of the story and its English translations reflect differences in how adults across three different countries might facilitate conversations with children about basic emotions like anger, sadness, and fear. (Indeed, the link between culture and emotional expression and regulation has been observed by various researchers.) Furthermore, a comparative analysis of these picture books reveals how adults socialize children to label, express, and manage emotions in accordance with certain standards or norms. In my work, I explore what the textual changes observed in English translations of *El monstruo de colores* may reflect about the target cultures' expectations surrounding emotion and how intermediary readers may utilize these picture books as tools for emotion socialization.

Keywords: emotion, empathy, picture books, social emotional learning, translation studies, Spanish/English