Introduction

The IQ test has long been used as a predictor of students' academic achievement in school. Bar-On (2003) questioned that although students' academic achievement can be evaluated by a cognitive exam, e.g. IQ test, it unfortunately "predicts very little else in the way of human performance after one is out of school" (p. 4). He pointed out something is missing in explaining why some people do well in life while others do not. This is one of reasons why psychologists have been trying to look for other possible predictors of evaluating human performance. According to the recent literature, there were, actually, at least four journal articles empirically reporting the significant role of emotional intelligence in academic success (e.g., Bar-On, 2003; Parker, Creque, Barnhart, Harris, Majeski, Wood, Bond, & Hogan, 2004; Parker, Summerfeldt, & Hogan, 2004; Van der Zee, Thijs, & Schakel, 2002). Therefore, the focus of literary learning in this study is on how literary reading affects students' emotional intelligence in a way that students will examine, understand, and manage their own emotions and others' emotions in order to have better life through literary reading.

In college, students who do not major in English spend two to three hours every week in an English reading class. What do they gain from that class? The answer is language ability. Although it is useful for students to live in this technological society, the focus of language study unfortunately falls short of making students become better people in terms of self-development and self-fulfillment—the greatest learning experiences. The research, in short, is to help participants become emotionally intelligent people who not only perceive, understand, and utilize emotions, but also help them think healthily.

The focus of literary learning in this study is on how literary reading affects students' emotional intelligence in a way that students will examine, understand, and manage their own emotions and others' emotions in order to have better life

through literary reading. The significance of this study was to direct literary reading into a more practical way that will help students become emotionally intelligent and was, if possible, to distinguish the literary reading class nature in Technology University from Academic University. As Druskat and Wolff (2001) stated, "most executives have accepted that emotional intelligence is as critical as IQ to an individual's effectiveness" (81). Owing to the significant role of emotional intelligence, Harvard University began offering courses in terms of positive psychology to develop students' minds into healthy ones. Therefore, being a teacher in Technology University, it is crucial and beneficial to educate students the notion of emotional intelligence through literary reading education before they step outside the campus into the workforce.

Redl and Wattenberg (1959) once said the notion of mental hygiene is to help teachers create a better life for themselves and their students in their classes both now and in the future. In addition, mental hygiene will help students grow in character and personality, because school plays a crucial role of offering students a pleasant learning environment to learn and to live. They stated that mental hygiene has increasingly drawn people's attention because we are responsible for guiding the growth of children. The notion of "mental hygiene", as the present study intended to argue, can be fulfilled through literary reading curricula designed in accordance with the theory of emotional intelligence. Mayer and Salovey (1997) defined the notion of emotional intelligence as follows:

Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (p. 10)

The issue of emotional intelligence (EI) has been heatedly discussed and popularized after Goleman published his evolutionary book, *Emotional Intelligence*, in 1995. Before him, Salovey and Mayer (1990) in their journal article, Emotional

Intelligence, already drew people's attention to this term. Mayer and Salovey (1997) mentioned that applying emotional intelligence in schools is possible. They believed that the natural emotional teaching by way of using "the liberal arts" and "various value systems" will be useful by orienting a curriculum toward helping students identify the feelings of their adversary, their own feelings, and the feelings of others involved. During the past few years, a growing body of evidence has identified the importance of emotional intelligence in the learning process (Goleman, 1995; Mayer & Cobb, 2000; Sharp, 2001; Elksnin & Elksnin, 2003). The significance of emotional intelligence in education is evident. In this rapidly changing society, young people need to deal with sorts of unpredictable problems and challenge their problems at every stage in their lives. With this regard, they need an education that will equip them with a strong sense of self, problem-solving awareness, and others' emotions.

Salovey, Mayer, and Caruso (2002) refer emotional intelligence as an ability to effectively "process emotion-laden information and to use it to guide cognitive activities like problem-solving and to focus energy on required behavior" (160). Emotions are complex organizations that include various psychological subsystems, such as physiological, experiential, cognitive, and motivational. Emotions enter cognitive system as cognized feelings and altered cognitions. For example, when people recognize they are happy now (cognized feelings), they will think they are great people (altered cognitions). Therefore, emotional changes will create different effects on people's opinions about themselves or events they encounter.

Cognition and affect, as Isaacs (1998) pointed out, two autonomous modalities of mental function, complimentarily provide each other with information about evaluation of the events perceived within and around us. We become crippled if we attempt to function with only affect or with only cognition. With affect only we understand our feelings without forming an idea of content, whereas with cognition only we comprehend thought content without knowing significance.

Emotions are based on appraising events (Arnold & Gasson, 1954). In modern research on emotion, appraisal is the generally accepted word for evaluating events (Lazarus, 1996; Oatley & Jenkins, 1996). How does appraisal generate emotions? Lazarus and Smith (1994) briefly explained the process of emotional generation by distinguishing between the roles of knowledge and appraisal. Knowledge, as defined by Lazarus and Smith (1994), is about how things work in the world, whereas appraisal is an evaluation of the knowledge for one's personal well-being and transforms one's knowledge of his or her reigning epistemologies. In this gaze, emotions occur when an individual understands how things work in the world, evaluates the possibilities of knowledge, produces the relational meaning towards the specific harm and benefit, and finally comes to a reciprocal adjustment (Lazarus, 1994).

Oatley (2004) was sanguine about the intention of emotional intelligence that should enable us to know ourselves and understand others through learning from experts (e.g., authors of imaginative literature and historical figures). To enrich our understanding of the EI concept, Oatley suggested that imaginative literature, such as drama, novel, and short story, be diverse sources of paradigmatic examples of emotional life because authors of great imaginative literature have written about emotions that may have sufficient resonance with generations of people. He pushed this idea further by drawing on Shakespeare's work which represented a model of the social world where it enables us to see and understand better how the world works in order to avoid our ignorance of others: "if we see only people's behavior, we are compelled by the habitual to see everything as it seems and know nothing much about what generated the behavior" (p. 218). Drawing on Joanna Field's idea of blind thoughts, Oatley echoed his intention of highlighting the ignorance of our anxious thoughts that forces us to accept impossible standards and tasks.

Oatley (1999) already warned us that separating fiction from psychology has been a loss to both fields. He suggested that psychology become fully psychology when

"truth as empirical correspondence" is in combination with "truth as coherence within complex structures" and "truth as personal relevance" (p. 103). Usually, empirical psychology intends to search for the first type of truth, whereas fiction can meet the other two kinds of truth. The idea of fulfilling the criteria of truth as coherence and personal insight is not new. Oatley mentioned that Brunner (1986) used fiction as the paradigmatic mode to reason about scientific matters because Bruner considered narrative as a way of thinking that human agents with certain perspectives and objectives try to convey messages that can meet a variation in life circumstances. Later, drawing on the idea of mimesis and simulation between "text" and "world," Oatley concluded that specific emotions aroused by fiction are related to individual goals that are important to her or him, and when emotions of reading are combined with contexts of fictional simulations, they help insight grow and allow insight to be understood better than is often possible in ordinary life.

Hogan (2003), a literary theorist, made a complimentary argument toward Oatley's account. Hogan suggested that our emotional experience of a literary work can be directed by the experience we have before when we evaluate narrative events, the experience that is not necessarily the same as that of the character. For example, when Eve who is warned not to eat the Fruit of Knowledge in John Milton's *Paradise Lost* is attempted by Satan and tastes it, the situational meaning for her is completely different from the situational meaning for us because Eve is aware of only a part of total situation when readers know how human beings will fall from Eden. As Hogan will say, it is that discrepancy that makes Eve's deeds so tragic.

Hogan (2003) suggested that it is our minds reconstructing remembered events in relation to what we read. Our emotions are triggered by appraisal processes that rely heavily on the recruitment of memories. He speculated that if we have experienced an intense emotion before, we will have emotional memory stored "in a different part of the brain from our representational memory" (p. 182). Something we read activates the representational memory of an experience also triggers the

emotional memory of that experience. Therefore, he argued that appraisal does not directly give rise to emotion, but generates emotion through its related, ongoing imagery and memories. This implies that emotions triggered by a work of literature will be different according to each reader's idiosyncratic emotional memory.

Based on the aforementioned arguments, my basic argument was the following. Both Oatley and Hogan attempted to figure out how the literary work may activate our emotions by integrating studies of literature into psychology. We experience and understand emotions from the juxtapositions of our memories and *dhvani*, but how we can balance our inner and outer world while we read is vague since our eyes, as Oatley concerned, are covered with egoism. Although Oatley touched on Csikszentmihalyi's idea of flow, an optimal experience that can be incorporated into our lives, how we can experience the state of flow is not as easy to follow as it seems.

According to Csikszentmihalyi (1990), flow refers to states of experience in which people devote too much of themselves to what they are doing to remember their daily concerns and track their time. In other words, people in this state fully concentrate their attention on nothing but their present activities. Csikszentmihalyi pointed out two strategies that we can adopt to improve our lives: making external conditions fit our goals and adjusting how we experience external conditions to make them fit our goals better. For example, he mentioned that people who can remember stories, poems, and lyrics of songs have more advantages than those who pay less attention to them, because people who are familiar with the conventions of poetry or science can wisely grow independent of external stimulation and who have learned a symbolic system well enough to use it can establish a world in which they feel fit.

Csikszentmihalyi argued that people who enjoy life and who are overwhelmed by life depend not on whether they are healthy, rich, strong, and powerful or not, but on how people interpret external factors. The "autotelic self," as he called, is one

that easily conquers potential threats and translates those threats into their favor. In other words, people who can manage their lives well without feeling bored or enjoy what they do without feeling anxious may be said to have an autotelic self. Overall, people with an autotelic self can be summarized as follows: having clear goals, becoming immersed in the activity, paying attention to what is happening, and learning to enjoy immediate experience.

Also, Miall and Kuiken (2002) illuminatingly proposed that "aesthetic and narrative feelings interact to produce metaphors of personal identification that modify self-understanding" and "the concept of catharsis identifies one particular form of a more general pattern in which aesthetic and narrative feelings evoked during reading interact to modify the reader" (p. 221). During literary reading, as Miall and Kuiken suggested, the readers' sense of self is sometimes imaginatively challenged because the part of a scene or picture highlights moments of defamiliarization that alter the way we think we are and we wish to become.

Research Question

Given the statement of the problem and the corresponding purpose of the study, the following research question has been formulated:

1. Can a literary reading class improve students' scores in emotional intelligence?

Hypothesis

1. There should be no significant difference between the pre-test of emotional intelligence in the both groups, but the post-test of the emotional intelligence will be significantly different from their pre-tests in the experimental group, whereas there is no significant difference from pre- to post-test in the control group.

Measure: Schutte Self-Report Inventory

Among self-report EI measures, Schutte Self-Report Inventory (SSRI) was

purposefully chosen and used in the present study. The first reason is that this measure has been widely used by the majority of studies on EI, nearly 25% of the studies (Van Rooy, Alonso, & Viswesvaran, 2004). Second, Schutte et al. claimed that this measure has good internal consistency and test-retest reliability and is designed by relying on Salovey and Mayer's early model of EI, which pertained to the ability to monitor and discriminate emotions and to use emotions to guide one's thinking and actions (Schutte et al., 1998). Third, two studies demonstrated that SSRI can be broken down into four factors: perception, managing self-relevant emotions, managing other's emotions, and emotion utilization by Ciarrochi et al. (2001) and optimism and mood regulation, appraisal of emotions, social skills, and utilization of emotions by Petrides and Furnham (2000). Thus, for the purpose of this research, use of SSRI suits the aims of the study because it is rooted in the examination of one's perceiving emotions, managing both self-relevant and other's emotions, and utilizing emotions.

Based on the model of emotional intelligence developed by Salovey and Mayer, the SSRI, the 33-item measure, has good internal consistency (Cronbach's alpha = .90) and test-retest reliability according to the research of Schutte et al. (1998). The instrument was responded to on a five-point Likert scale: 1 = Almost never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Most of the time. It has been used in a number of studies (Ciarrochi, Chan, & Bajgar, 2001; Petrides & Furnham, 2000; Saklofake, Austin, & Minski, 2003; Austin, Saklofske, Huang, & Mckenney, 2004). Schutte et al. (1998) suggested that the self-report emotional intelligence measure seems susceptible to faking good when people want to make themselves more competitive in their interview for a job, so the emotional intelligence scale should probably not used as a standard of selecting employees. However, if those people who want a valid appraisal of their emotional intelligence wish to understand their own important characteristics that positively and negatively influence their success, the scale can be used as valuable measurements.

METHOD

This study is an investigation of how literary reading influences students' emotional intelligence.

Sample

Experimental Group

Thirty participants registered the summer-session English reading class in 2004. They were sophomore, junior, and senior students who had failed their freshman English reading and retook this class at a night-division school in southern part of Taiwan. Their ages ranged from 20 to 28 years (M = 22.4, SD = 1.7). The participants' majors included accounting, business management, dance, early childhood education, fashion design, finance, fine arts, interior design, international trade, music, and product design, so English major was excluded in this class. All of the students had graduated from vocational high school and were full-time female students. Forty-three percent had a full-time job, 47% had a part-time job, and 10% had no work experience.

Control Group

Thirty-two participants registered the summer-session English reading class in 2004. They were sophomore and junior students who had failed their freshman English reading and retook this class at a night-division school in southern part of Taiwan. Their ages ranged from 18 to 35 (M = 21.9, SD = 3.9). The participants' majors included accounting, cosmetology and styling, early childhood education, fashion design, finance, fine arts, home economics, information management, international trade, and visual communication design, so English major was also excluded in this class. All of the students had graduated from vocational high school and were full-time female students. Fifty-six percent had a full-time job, 38% had a part-time job, and 6% had no work experience.

Based on the two variables, age and work experience, multivariate analysis of

variance indicated there were no significant differences between the two groups: Wilks' Lambda = .94; $F(2, 59) = .91$, $p = .41$. Univariate tests also showed no significant differences.

Procedure

Pre-test

In the first three-hour meeting, participants both in the control and experimental group were required to take a self-report test, Schutte Self-Report Inventory, and a demographic information questionnaire.

Control Group

After the pre-test, participants in the control group were assigned readings from magazines and newspapers, such as Geography and New York Times, which usually are seen as good learning materials during the following six weeks. The focus of this class was to teach students how grammars, vocabulary, and phrases work in the context. The teacher helped students understand the meaning of the story as most teachers will do and gave students tests to examine how successfully they memorized grammars, vocabulary, and phrases in the class.

Experimental Group

After the pre-test, participants in the experimental groups were assigned readings from *101 Healing Stories: Using Metaphor in Therapy* by George W. Burns (2001) and *Ten Poems to Change Your Life* by Roger Housden (2001). There were several short stories chosen from the first book, such as We Are All Different, Reaching the Ultimate Goal, What You Give Is What You Get, We Are What We Believe, and Accepting What Life Brings. Two poems from the second book were "The Journey" written by Mary Oliver and "Zero Circle" written by Rumi. Based on the aforementioned concepts of emotional intelligence, the experimental class focused on helping participants perceive their lived experiences differently and intelligently and applying the concept of self-actualization to short stories and poems. In so

doing, participants not only experienced an empathetic reading that helps them understand themselves and others better, but also experienced an epiphanic transcendence in their values of lives and fulfilled their thoughts.

The procedures of each reading followed Forgan'(2002) bibliotherapy teaching framework, but, in a non-therapeutic classroom. The first element, "prereading," involves identifying and relating to the real of fictional literary character and activating participants' background knowledge and link their past experiences to the present material content. The next element, "guided reading," involves reading the entire story uninterruptedly before asking questions and reflecting on the story by writing their reaction in a literature journal. The third element, "postreading discussion," involves evaluating character feelings and situations that occur in the story and poem, and then participants will be asked some probing questions that help them think about their own feelings and identify better with characters and events. Last, after participants can identify themselves with characters in the various stories, they can apply "I SOLVE," an interpersonal problem-solving strategy to develop additional alternatives. The "I SOLVE" represents for identify, solutions, obstacles, looking, very good, and evaluate.

Besides reading, writing also plays a crucial role in this class. Participants were allowed to free write their feelings and thoughts according to the story or poem they read in the class. According to Capacchione (1989), "[a] journal or diary is an excellent tool for developing awareness and powers of self-reflection." Capacchione suggested that journal writing was a way to satisfied inner child's needs by activating the opposite aspect of people's personality, the strong, nurturing side (67). The inner child represented people who feel weak, frightened, and upset, whereas the nurturing side represented the role of self-reliance and wholeness (67). With this regard, journal writing became a way that people do not need to seek help from outside because they can find it within and thereby reduce their demands on others (67). Therefore, outside the class, participants were asked

to keep a diary to record their emotions they have everyday and the reasons why they have certain emotional reactions.

Post-test

During the last three hours of the class, participants in both groups were asked again to fill out the same measure they did in the pre-test.

RESULTS

During the very first class of the two groups, participants were required to answer the following question as demographic information: Do you think English reading class helps you improve your sensitivity toward your emotions? On the one hand, nineteen students (63%) in the experimental group reported "no idea," eight students (27%) reported "no," and three students (10%) reported "yes" to this question. On the other hand, fifteen students (47%) in the control group reported "no idea," fourteen students (44%) reported "no," and three students (9%) reported "yes" to this question. After six weeks, the two groups' participants were again required to answer the same question. Twenty-six students (87%) in the experimental group reported "yes," while four students (13%) reported "no idea" to this question. By contrast, twenty students (63%) in the control group reported "no," eleven students (34%) reported "no idea," and one student (3%) reported "yes" to this question. Participants in the experimental group self-reported that they considered reading and writing helpful in enhancing their sense of awareness toward their emotions, while participants in the control group mostly self-reported that reading did not sharpen their sensitivity toward their emotions. The evidence explained well that a cognitive-based English reading class positively influenced how participants felt and thought about themselves.

One-Way ANOVA Analyses on the SSRI

This section intended to answer the hypothesis of the research question. Emotional intelligence in the experimental group will be positively and

significantly improved through a treatment, whereas emotional intelligence in the control group will not be significantly enhanced without a treatment.

Table 1 presented the results of the means, standard deviations, and post hoc comparisons between the scores of the control and experimental group. The independent variables included four levels: before and after the control class and before and after the experimental class. The dependent variables included the pre- and post-test scores of SSRI from the control and experimental group. A one-way ANOVA comparing the pre- and post-test scores of the control group and the experiment group reported a significant difference in tests of between-subjects effects, $F(3, 120) = 5.83$, $p = .001$. The η^2 of .13 indicated a strong relationship between the treatment and the change in emotional intelligence test. According to Levene's test, although the homogeneity of variance was significant, $p = .026$, ANOVA, however, is a robust test to unequal variances. Thus, Dunnett's C test, a test that does not assume equal variances among the four tests, was used when conducting post hoc comparisons. According to the post hoc comparisons, there was no significant difference between the pre-test of the control group and the experimental group. The enhancement in SSRI between the pre- and post-test scores in the control group was not significant, whereas there was a significant increase from pre- to post-test scores for the experimental group after six weeks.

Table 1

Means, Standard Deviations, and Multiple Comparisons on SSRI

	Pre-Test		Post-Test	
	A	B	C	D
	Control	Experimental	Control	Experimental
M (SD)	116.72(16.01)	108.90(10.45)	113.53(17.64)	124.57(14.6)
Experimental Post-Test	7.85	15.67*	11.04	
Control Post-test	-3.19	4.63		
Experimental Pre-Test	-7.82			

*. $p < .05$.

DISCUSSION

This study found significant influence of an experimental literary class on emotional intelligence. The findings provide evidence that implementing emotional intelligence education is beneficial to students. The participants in the experimental group showed their care about their own and other people's emotions through reading, and overwhelmingly evidenced a greater sensitivity to emotional intelligence. Their care involves several important issues according to their reading materials: such as intimacy, empathy, individual differences, cultural differences, life values and philosophy, and so on. In contrast, the control group showed a lack of response to their care of their own and others' emotions.

Until recently, little effort was placed on developing emotional intelligence education in college and university. This delay may be related to the main purpose of collegiate education which is to help students grow academically, rather than help students understand their or others' emotions. However, recent literature revealed how emotional intelligence can be integrated into curricula (Sherlock, 2004) and how emotional intelligence can be a good predictor for students' academic studies (Parker, Creque, Barnhart, Harris, Majeski, Wood, Bond, & Hogan, 2004). After all, as Sherlock mentioned, Dewey, long before Goleman, "argued that educators must account for the cognitive and the affective components of leaning" (p. 156).

Conclusion

Salovey and Sluyter. (1997) suggested that integrating EI programs into the school curriculum is not to offer a special class of teaching emotional skills, but to synthesize emotional skills with regular subjects as complements. Students, for instance, can learn how to observe classmates' emotions in a communication class; how to regulate their own emotions in a business negotiation class; and how to relate their lives to movies and literature in a reading class. The dilemma in

integrating the idea of emotional intelligence into academic curricula is the idea that parents and educators believe teaching is nothing but delivering academic knowledge and worry about taking away time and energy that should be spent on academic subjects (Elias & Bruene-Butler, 1997).

The broad goal of this research was to examine how an English reading based on the concept of emotional intelligence can improve students' abilities to perceive their own and others' emotional information, facilitate their thoughts with emotional information, understand and analyze emotional information, and manage emotions in themselves and others.

Recommendations for Future Research

The concept of emotional intelligence recently has been applied to many fields, such as management performance at work (Langhorn, 2004), business education (Myers & Tucker, 2005), well-being and health (Austin, Saklofske, Egan, 2005), leadership education in community college (Yoder, 2005), just to name a few. Our findings also have resonated with the recent literature of emotional intelligence and have important implications for English reading education.

Besides, further research is needed to examine how the experimental literary reading class improves not only students' emotional intelligence, but also their reading abilities. One of the limitation of the study is that time constrains. Therefore, whether students improved their reading abilities or not was not considered in the present studies. Since the purpose of English education in our country is to help students improve their English skills, the experimental literary reading class, though having different focuses, should also include the intention of improving students' English abilities.

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