

## THE EFFECTS OF TEACHING METHOD AND EMOTIONAL INTELLIGENCE UPON STUDENT'S SPEAKING SKILL

**Budi Hartono**

English Departement,

Sekolah Tinggi Keguruan dan Ilmu Pendidikan Kumala Lampung

*mz.boed@yahoo.co.id*

### **Abstract:**

*This study aims to determine the effects of teaching method and emotional intelligence upon student's speaking skill at the private vocational school in east Lampung. Research hypothesis included: 1) there is effect of teaching method upon student's speaking skill, 2) there is effect emotional intelligence upon student's speaking skill, 3), there is interaction between teaching method and emotional intelligence upon student's speaking skill. Method used in this research in experimental method. The population is all students and the sample of 40 students who obtained a random sampling technique that use cluster sampling. Instrument that is used is result test of student's speaking skill in the multiple choice with 35 items that is tested validity with reliability coefficient = 0,82, questionnaire 38 items of emotional intelligence that is tested validity with reliability coefficient = 0,72. Analysis of data uses analysis of variance (ANOVA) two-ways. Result of the research show that there are effects of teaching method and emotional intelligence upon student's speaking skill.*

**Keywords :** Effect, teaching method, emotional intelligence, student's

### **INTRODUCTION**

From the syllabus of vocational school, it can be seen that the school started to teach their students not only English for specific purpose but also general English. The syllabus is designed to fulfill the needs of the students. Graduating from vocational school, most of the students wish to implement the skill they have learned.

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not merely so that they can pass examination but also for more general use when they want to use the English in the outside world. Language skill as a focus of this research is speaking or oral production. Yet, speaking activity has close relation to listening one,comprehending one's utterances for the two mentioned skills get involved into oral communication in which a speaker produces utterances (encodingprocess) and listener accept them into his brain (decoding process). In more recent times, there have been five teaching methods which influence on classroom practice and which teachers and trainers still refer to. They “Grammar translation, Audio-lingualism, influence on classroom practice and which teachers and trainers still refer to. They “Grammar translation, Audio-lingualism, PPP (Presentation, Practice, Production),Task-Based learning, and Communicative Language Teaching.” (Jeremy Harmer, 1998:30).

The last is the widely accepted method in the English language teaching world. The debate is still going on, of course. In attempting to investigate the complex nature of foreign language learning, which foreign language learning, we have to appeal to ideas not only from linguistic analysis, but from other fields such as communication studies,education, psychology and sociology.

In to selecting appropriate method, many of us believe that learners have certaincharacteristics which lead to more or less successful language learning. Such beliefsare usually based on anecdote evidence, that is, on individual people we have known. For example, many teachers are convinced that motivated learners who inter act without inhibition in their second language and find many opportunities to practice language skills will be the most successful learners. In addition to personality characteristics, other factors generally considered to be relevant to

*Premise Journal Volume 5 No 1 April 2016 ISSN: 2442-482x (printed)ISSN: 977244248003 (electronic)*

language learning are “intelligence, emotional intelligence, aptitude, motivation, and attitudes. Another important factor is the age at which learning begins.” (Patsy M. Lightbown., Nina Spada, (1993:33).

With regard to the facts above, it is urgent to do a kind of research to find out the appropriate method for students. The research is an experimental research in which the method is communicative Language Teaching Method. Communicative Language Teaching Method is a teaching method which broadly and strongly affects the teaching and learning process of English in class in recent years. The method which is used in this research also involves other factor, namely emotional intelligence.

Emotional intelligence is the ability to understand the meaning of emotions and relationships, and use it to solve the problem. These capabilities include the ability to understand the feelings associated with emotions and understand information about these emotions and manage them. Emotional intelligence needed by students who want to succeed in learning. Emotional intelligence will provide benefits in the process and the quality of decision making, communication and relationships.

Based on the identification of problems that have been described above is still very broad in scope, for it then the study was limited in several variables namely: “The effects of teaching method and emotional intelligence upon student’s speaking skill at private vocational school in east Lampung.” The teaching method is limited by using the communicative language teaching method, the emotional intelligence is limited by the emotional intelligence of the second grade of students at SMK Ganesa East Lampung and the student’s speaking skill is limited by the student’s speaking skill of second grade of students at SMK Ganesa East Lampung.

## **B. Theoretical Description**

### **1. Student’s Speaking Skill**

Speaking is a form of communication (Jones, 1989: 14). It means that speaking is a kind of communication which is conveyed orally. It is certainly that the process of it involves two sides, the speaker and the listener who may function interchangeably. When the speaker produces utterances sent to the listener, he/she may function as a speaker. Otherwise, when the listener gets turn to give responses, he/she may function as a speaker. In short, it may be said that speaking has the similar meaning to oral communication. During communication what one says should be conveyed in an affective way. How one says has the same importance as what one says, (Jones, 1989: 14). Celce-Murcia and Olshtain say that in any oral interaction the speaker wants to communicate ideas, feelings, attitudes, and information to the hearer or wants to employ speech that relates to the situation. The main objective of the speaker is to be understood and for the message to be properly interpreted by the hearers, (Celce-Murcia and Olshtain, 2000: 166). They who also use speech production referring to speaking explain that speech production is produced on-line and that it is prototypically reciprocal (*timbal balik*) in nature. The reciprocity develops during the ongoing negotiation of meaning between the speaker and listener (Celce-Murcia and Olshtain, 2000: 168).

## **2. Teaching Method**

When linguists and language specialists sought to improve the quality of language teaching, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. Let us go through to the definitions of approach, methods and techniques according to Anthony as quoted by Brown: “... *An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...*” “...*Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is a procedural, “..... Technique must be consistent with a method, and therefore in harmony with an approach well.* (Brown, 2002:9)

From these definitions, it can be derived a conclusion that approach is assumption and beliefs about language and language learning held. At least there are three teoretical views of language as explained by Richards and Rodgers, namely “*structural view, functional view, and interactional view*” (Richards & Theodore, 1986:17), The preceding one seems to be the most traditional one. Another language specialists, Harmer also proposes four terms related to teaching and learning language. The four hierarchical terms relocated by Harmer are “*approach, method, procedure and technique*” (Brown, 2002: 78)

### **3. The kind of Teaching Method**

Teaching methods are different principles and methods that are used to instruct students in a learning environment. The methods used by a teacher will depend on the skills or information the teacher would like to convey to their students. Some of the most common teaching methods are memorization, class participation, recitation, and demonstration. While hese teaching methods are widely used, every instructor has a specific teaching method. Teachers must be flexible in their methods and often adjust their style of teaching to accommodate their students. These teaching methods will sharpen leadership skills, and allows students to work together as a team. Collaborating is an opportunity for each student to actively participate in class discussions and voice their opinions. Effective teaching methods benefit both teachers and students.

#### **a). The Grammar-Translation Method**

As the names of some of its leading exponents suggest (Johann Seidenstiicker, Karl Plotz, H. S. Ollendorf, and Johann Meidinger), Grammar Translation was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was "to know everything about something rather than the thing itself" (W. H. D. Rouse, quoted in Kelly 1969: 53). Grammar Translation was in fact first known in the United States as the Prussian Method. (A book by B. Sears, an American classics teacher, published in 1845 was titled *The Ciceronian or the Prussian Method of Teaching the Elements*

*of the Latin Language* [Kelly 1969].)

The principal characteristics of the Grammar-Translation Method were these: the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. "The first language is maintained as the reference system in the acquisition of the second language" (Stern 1983: 455).

#### **b). The Direct Method**

Gouin had been one of the first of the nineteenth-century reformers to attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of a "natural" method. In fact, at various times throughout the history of language teaching, attempts have been made to make second language learning more like first language learning. In the sixteenth century, for example, Montaigne described how he was entrusted to a guardian who addressed him exclusively in Latin for the first years of his life, since Montaigne's father wanted his son to speak Latin well. Among those who tried to apply natural principles to language classes in the nineteenth century was L. Sauveur (1826-1907), who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method.

#### **c). The Audiolingual Method**

The Coleman Report in 1929 recommended a reading-based approach to'

foreign language teaching for use in American schools and college's' (Chapter 1). This emphasized teaching the comprehension of texts: Teachers taught from books containing short reading passages in the-: foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers often resorted to discussing the content of the passage in English.

Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified Direct Method approach, a reading-based approach, or a reading-oral approach (Darian 1972).

#### **d). The Silent Way**

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. The Silent Way shares a great deal with other learning theories and educational philosophies.

#### **e). Communicative language teaching method**

Historically, CLT has been seen as a response to the audio-lingual method (ALM), and as an extension or development of the notional functional syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity. The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as *a* foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities.

#### **f). The audio-lingual method**

The audio-lingual method (ALM) arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II. It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction. Proponents of ALM felt that this emphasis on repetition needed a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation.

From the explanation above it is concluded that the teaching methods are methods which involve the grammar-translation method, the direct method, the audiolingual method, the silent way, communicative language teaching method and the audio-lingual method, which are used for teaching learning process in the classroom. The choice of an appropriate teaching method depends on the skill that is being taught.

### **3. Communicative Language Teaching Method**

Some linguists and language experts have released some methods of teaching and learning English. One of which is called 'communicative approach' or communicative teaching language method (CLTM). Littlewood stated: "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language"(Littlewood, 1981:1). Activities in CLTM typically involve students in real or realistic communication, where the accuracy of language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLTM.

Based on the explanation above it can be concluded that communicative language teaching method is a method which is used in teaching language communicatively, it is happened teaching learning process always by using English.

### **4. Conventional Method**

According to Mukhtar (2005: 46) "The conventional method is a method  
*Premise Journal Volume 5 No 1 April 2016 ISSN: 2442-482x (printed)ISSN: 977244248003 (electronic)*

which is essentially a lecture delivered in the form and the autocratic style". This method is easy to administer, because the teachers just do not convey information and students have many opportunities to respond. Sometimes the comments and questions from new students may be disclosed after the teacher explained. Therefore, students become passive while teachers can not receive feedback, and this is a deficiency and can hinder teaching and learning activities, especially if students are not motivated to learn.

## **5. Emotional Intelligence**

Emotional intelligence is the ability to recognize the meaning of emotions and relationships, and use it to solve the problem. These capabilities include the ability to understand the feelings associated with emotions and understand information about these emotions and manage them. According to Cooper & Sawaf, (1997: 12) Emotional intelligence is the ability to perceive, understand effectively, applying the power and acumen of emotions as a source of energy, information, and influence.

Emotional intelligence is the ability to regulate one's own feelings and others, use it to motivate and manage emotions in themselves and their relationship with others (Rahim & Psenicka, 225: 327-342). Emotional intelligence is one of the intelligence is very important and needed by people who want to succeed in career or in his life. Emotional intelligence will provide benefits in the process and the quality of decision making, leadership, conflict resolution skills, bridging the gap, strategic and technical breakthroughs, communication, cooperation, mutual trust relationships, customer loyalty, creativity and innovation, manage yourself effectively, social skills and capabilities. Corporate leaders who are working on some other country, be aware that the cultural environment in which people tend to be more sensitive and less attention to other people. Good social skills will help create better interaction for business negotiations and the ability to pursue a career on a global scale (Goleman, 2001,p. 412).

TM	K-1	K-2
EI		
B-1	Y11	Y12
B-2	Y21	Y22

## RESEARCH METHODOLOGY

The research will be done for 4 months from November till February at SMK Ganesa Sekampung Lampung Timur. The treatment will be done for two meetings and every experiment was done in 90 minutes in a week. The method which is used in the research is survey research. The survey research is used to investigate the effect of the communicative language teaching method towards mastery on degrees of comparison of adjectives at the second grade of SMK Ganesa Sekampung East Lampung. In this study, the authors divide the sample into two groups, consisting of the experimental group is the group given teaching method and a control group of the group given conventional teaching. End of instruction, students in both groups were given a test with about the same.

The results of these tests be used as research data, then analyzed and compared to see the influence of different teaching methods on English vocabulary learning outcomes of students between the experimental group and control group.

In accordance with the problem statement and objectives of this study, this research is an experimental study. This method treated students in two different classes-an experimental class and a control class. The experimental class the teacher used CLTM in teaching English and for the control class, the teacher used conventional class. Likewise, the students in both classes were also asked to answer the EI test at the end of the treatment is to find out the effect of it upon student's speaking skill. The design in this study is a Factorial Design 2 x2 as follows:

TM	K-1	K-2
EI		
B-1	Y11	Y12
B-2	Y21	Y22

Table 1. Design of 2 x 2 Factorial Experiment

Remarks:

TM : Teaching Method

EI : Emotional Intelligence

K-1 : Communicative language teaching method

K-2 : Conventional method

B-1 : High emotional intelligence

B-2 : Low emotional intelligence

Y11 : Student's speaking skill with communicative language teaching method and high emotional intelligence

Y12 : Student's speaking skill with conventional method and high emotional intelligence

Y21 : Student's speaking skill with communicative language teaching method and high emotional intelligence

Y22 : Student's speaking skill with conventional method and low emotional intelligence

In this experimental study the researcher uses the 2 groups, namely the experimental group and control group. The experimental group is students at class XI.1 which consists of 20 students who are given communicative language teaching method. The control group was students at class XI.2, which consists of 20 students who are given conventional teaching methods. The group received the material on speaking skill with the same allocation of time. The material provided in accordance with that specified in the curriculum. The data in this study were

obtained by giving the final test in each of the students who worked individually, either in the experimental group and control group.

Frequency at a meeting in this study were as many as three times. Twice to give the subject matter and once to give the final test. Each meeting is conducted once a week for 90 minutes. The researcher held a meeting once a week because of school hours the other day used to discuss other topics that according to the curriculum. This is done so that achievable goals can be accomplished by either. The second group received the same lesson that is "degrees of comparison of adjectives" with the same allocation of time.

The population of this research was all students in the second grade of private vocational school, that is at SMK Ganesa Sekampung East Lampung.

Based on the problem of population in the research is all classes XI SMK Ganesa Sekampung East Lampung, lesson year 2011/2012, there are 4 classes, 160 students. Sample taken in this research is 4 classes that are become 4 groups, consist of 40 students. So each group consists of 10 students. 10 students with communicative language teaching method and high emotional intelligence, 10 with conventional method and high emotional intelligence, 10 with communicative language teaching method and high emotional intelligence, 10 with conventional method and low emotional intelligence. Sample in this research is done with taking classes for experiment class and control class are done with technic random sampling, the classes are homogenous, they are grouped proportionally based on learning outcome of class XI semester 3. This sampling technique through the Random Sampling technique. This is considering that the sample is a portion of the population who can represent the whole population. Taking control class and the class of experiments carried out at random without looking at the ability of children in both classes. All the students are taken 4 classes, they become 4 groups. They consist of 40 students. Each group consists of 10 students. 10 students intelligence, the conventional method and high emotional intelligence for 10 students, the communicative language teaching method and high emotional intelligence for 10 students, the conventional method

*Premise Journal Volume 5 No 1 April 2016 ISSN: 2442-482x (printed)ISSN: 977244248003 (electronic)*

and low emotional intelligence for 10 students.

### 1. Normality Test

To determine whether or not normal variable then tested for normality by using the test of kolmogorof - Smirnof with SPSS 18. In this case we tested the null hypothesis (Ho). To reject Ho performed by comparing the *P-value* with significance level 0.05, or compare with the significance score based on the following criteria:

If the score of sig. > 0.05; then the data are normally distributed

If the score of sig. < 0.05; then data are not normally distributed

No	Group	<i>P-value</i>	Conclusion
1	A1	0.938	Normal distribution
2	A2	0.964	Normal distribution
3	B1	0.909	Normal distribution
4	B2	0.955	Normal distribution
5	A1B1	0.996	Normal distribution
6	A1B2	0.987	Normal distribution
7	A2B1	0.990	Normal distribution
8	A2B2	0.994	Normal distribution

Table 2 : Normality Test of Data Research

From the results of calculations with spss 18 above, all the sig. > 0.05 and thus all the data are normal distribution.

### 2. Homogeneity test

Levene's Test of Equality of Error variances In the analysis of differences in addition to fulfill the assumption that the data comes from normal distribution population, must also meet the assumption of homogeneity of variance.

Homogeneity test aims to determine whether the variance derived from a homogeneous population. Homogeneity test data results on student's speaking

skill carried out by Levene test at significant level 0.05. For testing homogeneity, proposed the following hypothesis:

Ho: The data comes from a homogeneous population

Hi : Data derived from populations that are not homogeneous criteria:

If the score of sig (Levene's test)  $> 0.05$ , then Ho accepted and the

Hi rejected If the score of sig (Levene's test)  $< 0.05$ ; then Hi accepted and Ho rejected

F	df1	df2	Sig.
.225	3	36	.878

Table 3 Levene's Test of Equality of Error variances  
Dependent Variable: student's speaking skill

Tests the null hypothesis that the error variance of the dependent variable is equal across groups. Dependent Variable: student's speaking skill In the analysis of differences in addition to fulfill the assumption that the data comes from normal distribution population, must also meet the assumption of homogeneity of variance. Homogeneity test aims to determine whether the variance derived from a homogeneous population. Homogeneity test data results on student's speaking skill carried out by Levene test at significant level 0.05. For testing homogeneity, proposed the following hypothesis:

Ho: The data comes from a homogeneous population

Hi : Data derived from populations that are not homogeneous criteria:

If the score of sig (Levene's test)  $> 0.05$ , then Ho accepted and the

Hi rejected

If the score of sig (Levene's test)  $< 0.05$ ; then Hi accepted and Ho rejected

F	df1	df2	Sig.
.225	3	36	.878

Table 23  
Levene's Test of Equality of Error variances

Dependent Variable: student's speaking skill  
Tests the null hypothesis that the error variance of the dependent variable is equal across groups. From the above data with the calculated values obtained spss 16 sig.  $0.600 > 0.05$  so  $H_0$  rejected and accepted and  $H_1$  data come from a homogeneous population

### 3. Test ANAVA 2 Direction

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	72.875 <sup>a</sup>	3	24.292	3.497	.025
Intercept	8970.025	1	8970.025	1.291E3	.000
Teaching Method	38.025	1	38.025	5.473	.025
EmotionalIntelligence	30.625	1	30.625	4.408	.043
Teaching Method *	34.225	1	34.225	5.608	.044
EmotionalIntelligence					
Error	250.100	36	6.947		
Total	9293.000	40			
Corrected Total	322.975	39			

Table 3  
Tests of Between - Subjects Effects  
Dependent Variable: Student's speaking skill

R Squared = .226 (Adjusted R Squared = .161)

Based on the data above can be concluded a) Testing Hypothesis 1. of the test with spss 18 above obtained sig for teaching method  $0.025 < .05$  can thus be concluded there is an effect teaching method upon student's speaking skills. b) Testing Hypothesis 2 Of the test with spss 18 above obtained sig for teaching method  $0.043 < 0.05$  can thus be concluded there is an effect emotional intelligence upon student's speaking skills. c) Testing Hypothesis 3 From the test with spss 18 above obtained sig for teaching method and emotional intelligence

$0.044 < 0.05$  can be concluded that there are effects between teaching method and emotional intelligence upon student's speaking skill. Based on the result, the further test is needed.

## CONCLUSION

From the data analysis, the research findings of the research are as follows

- 1) Learning result of student's speaking skill with communicative language teaching method is higher than students taught by conventional method, or in other word there is a significant difference in effect between the communicative language teaching method with conventional learning method on student's speaking skill. This is supported by obtaining an average score of the learning of student's speaking skill with communicative language teaching method 15.9 higher than the conventional learning method on student's speaking skill with 14.00.
- 2) The result of the student's speaking skill of the high emotional intelligence is higher than student's low emotional intelligence. Or in other word there is a significant difference in effect emotional intelligence upon student's speaking skill. This is supported by obtaining an average score of the student's speaking skill with high emotional intelligence 15.85 higher from 14.10 low emotional intelligence.
- 3) There are effects of interaction between teaching method and emotional intelligence upon student's speaking it is characterized by a significant score to the method of learning and emotional intelligence  $0.044 < 0.05$  can be concluded there is an interaction effect between teaching method and emotional intelligence upon student's speaking skill. Based on these results, then further testing is needed. From further testing can be seen that each class/group has a significant effect on the student's speaking skill.

From the data above average grade student's speaking skill of experiment with communicative language teaching with high emotional intelligence was 16,5. While the average of student's speaking skill by communicative language teaching method with low emotional intelligence is obtained the following result :an average of 15.20.80. while the student's speaking skill with conventional teaching method and low emotional intelligence obtained average of 12.

## REFERENCES

Brown, H. Douglas.(2000).*Principles of Language Learning and Teaching*,NY: Addison Wesley Ltd.

Harmer, Jeremy.( 1998). *How to Teach English*, Longman: Addison Wesley Ltd.

Harris, Duncan and Chris Bell.(1996). *Evaluating and Assessing for Learning*,New Jersey: Nichols Publishing Company.

Jack C. Richards and Theodore S. Rodgers(2003). *Approches and Methods in Language Teaching*, Cambridge University press.

Jeremy Harmer(1998). *How to teach English* (Longman: Addison Wesley Longman Limited.

Lightbown, Patsy M. and Nina Spada(1993). *How Languages are Learnt*, Oxford: Oxford University Press.

Littlewood, William.(1981). *Communicative Language Teaching*, Cambridge University Press.

Mayer, J. D., DiPaolo, M. T., & Salovey, P.(1990). *Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence*.*Journal of Personality Assessment*.

Mayer, John D.; Salovey, Peter; Caruso, David R.(2008). *Emotional intelligence: New ability or eclectic traits? American Psychologist*.

Mayer, J. D., Barsade, S. G., & Roberts, R. D.(2008). Human abilities: **Emotional intelligence**. *Annual Review of Psychology*.

Morgan, Clifford T. et.all.(1986). *Introduction to Psychology*, Singapore: Mc Graw Hill Book c.

Patsy M. Lightbown and Nina Spada (1993). *How Languages are Learned* (Oxford: Oxford University Press.

Richard C Yorkey.(1990). "*Study skill for students of English as a second language*"(Newyork :MC.Grow Hill, Inc.

Salovey, P. & Mayer, J.D.(1990). *Emotional intelligence. Imagination, Cognition, and Personality*.

The article (1995). "UNH Prof..." was: Rose, D.. *Exploring the emotional landscape*. *Fosters Daily Democrat*.