



ISSN: 1817-6798 (Print)
Journal of Tikrit University for Humanities

available online at: www.jtuh.org/

JTUH
جامعة تكريت للعلوم الإنسانية
An article of Tikrit University for Humanities

Zainab Raed Wadi

Tikrit University, College of Education for Humanities. Department of English Language

Dunia Tahir Hameed

Tikrit University, College of Education for Humanities. Department of English Language

* Corresponding author: E-mail :

Zrayd1059@gmail.com

٠٧٨٤٦٥١٨٩٩٩

Keywords:

Effect
Guided Imagery
Strategy
Critical Thinking
Teaching

ARTICLE INFO

Article history:

Received 17 May 2024
Received in revised form 25 July 2024
Accepted 17 Aug 2024
Final Proofreading 5 Oct 2024
Available online 6 Oct 2024

E-mail t-jtuh@tu.edu.iq

©THIS IS AN OPEN ACCESS ARTICLE UNDER THE CC BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>



Journal of Tikrit University for Humanities

The Effect of Guided Imagery Strategy on EFL University Students' Critical Thinking in Teaching Novel

ABSTRACT

This study aims at ; Finding the role of Guided Imagery strategy on EFL university students ' achievement in teaching novel in the posttest .Assessing the average level of the third stage students' achievement in critical thinking. These aims achieved through verifying the following hypotheses; There is a difference between the mean scores of experimental group taught by Guided Imagery and mean scores of control group taught by conventional method. There is a difference between the average level of students' achievement and theoretical level of achievement in posttest. .Sample 110 students have selected from Tikrit University third stage during academic year 2023- 2024. It divided into two groups.Both groups have equalized in their age , parents' educational attainment , The experimental group has been taught according to the Guided Imagery strategy ,while control group has been taught by using the conventional method .An achievement test has constructed , applied to the two groups. The results show Guided Imagery Strategy is more effective than conventional method for developing critical thinking skill analyzing, explaining ,evaluating complex information in the text .Based on the results.

© 2024 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://doi.org/10.25130/jtuh.31.10.2024.25>

اثر استراتيجية الصور الموجهة على التفكير الناقد لطلبة الجامعة دارسي اللغة الانكليزية لغة اجنبية

في تدريس الرواية

زينب رائد وادي /جامعة تكريت /كلية التربية للعلوم الانسانية

دنيا طاهر حميد /جامعة تكريت /كلية التربية للعلوم الانسانية

الخلاصة:

تهدف الدراسة الحالية إلى: التعرف على دور استراتيجية الصور الموجهة في تحصيل طلبة جامعة اللغة

الانجليزية في تدريس الرواية في الاختبار البعدي. تقييم متوسط مستوى تحصيل طلبة المرحلة الثالثة في مهارة التفكير الناقد في الاختبار البعدي . من خلال التحقق من الفرضيات التالية: يوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس باستخدام استراتيجيات الصور الموجهة ومتوسط درجات المجموعة الضابطة التي تدرس بالطريقة التقليدية في ثانيا يوجد فرق بين متوسط مستوى تحصيل الطلاب ومستوى التحصيل النظري في الاختبار البعدي.. العينة مكونة من ١١٠ طلاب عشوائياً من جامعة تكريت المرحلة الثالثة للعام الدراسي ٢٠٢٣-٢٠٢٤ أي ما يمثل ١٦% من سكانها الأصليين. وهي مقسمة إلى مجموعتين متساويتين، التجريبية والضابطة. وقد تم تكافؤ المجموعتين في أعمارهم، تحصيلهم العلمي في السنة السابقة . ونفس المادة التعليمية التي تتضمن أفكاراً ومفردات جديدة من كتاب رواية "زمن صعب". وتم تدريس المجموعة التجريبية على وفق استراتيجيات الصور الموجهة، في حين تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية. وقد تم بناء اختبار تحصيلي والتحقق تطبيقه على المجموعتين. أظهرت النتائج استراتيجيات الصور الموجهة أكثر فعالية من الطريقة التقليدية لتنمية مهارة التفكير الناقد وتحليل او شرح او تفسير او تبسيط المعلومات المعقدة في النص الادبي . وبناء على النتائج والاستنتاجات التي تم الحصول عليها في هذا العمل.

الكلمات المفتاحية/ اثر -الصور الموجهة- استراتيجيات -التفكير الناقد-تعليم-الرواية .

Section one

Statement of the Problem

Teachers using new strategies that encourage students to think critically and they can use their thinking, imaging, using their own opinion to express what they think critically and answer with final decision with correct idea and grammar. One of the main features of individual is thinking power. Thinking is an important process, and it has several actions including, reasoning, creative, imagination, making final decisions, and solving problems. The problem is that the basic intellectual standards essential to critical thinking are not thought at university. To think critically means to action effectively in changing the world of 21st century. Learning and teaching active strategies with focus on critical thinking skill might help university students to achieve good results in the field of education (Brown, 2000)

Lai(2011) indicates that critical thinking is one of the several skills that are necessary to prepare students for workface. However, many educators believe that some knowledge or skills will not be as important to today's workers as the ability to learn new information. Fisher (2003) points out that students' thinking skills do not fit them enough to overcome the problem that they facing either in education or in daily lives, so they need to be learned critical thinking skill because this skill made students to analyze, evaluate, explain and make final decision to solve problems.

Guided imagery is one of the easiest strategies to help students translate the study material into pictures ,fantasies and drawing in which the role of teacher is to motive students to create their indoor sport or television screen in their mind ,the teachers can put on this important points in the subject matter and the students role is that they imagine that there is an internal blackboard in their mind and then put on them the study material that they studied ,when the teacher asks them calling any information the mentality of the students remember what they wrote on the mental blackboard of them .It is an a good way to use guided imagery strategy in classroom (Zayer and Saad ,2014).

The study aims at ;

1. Finding out the role of Guided Imagery strategy on EFL university students ' achievement in teaching novel in the posttest .
2. Assessing the average level of the third stage students' achievement in critical thinking skill.

It is hypothesized that

1. There is a statistically significant difference between the mean scores of the experimental group which is taught by using Guided Imagery strategy and the mean scores of the control group which is taught according to the conventional method in the posttest.

2. There is a statistically significant difference between the average level of the students' achievement and the theoretical level of achievement in the posttest.

Limits of the Study

This Study is Limited to EFL university students at Tikrit university third stage during the academic year 2023_2024.

2. During the second semester .The subject matter: Chapter one, two, three , four , five and six in Hard Times textbook.

The Value of the Study

1. It helps EFL curricula designer and EFL methodologists develop teaching subjects .

2. It helps students realizing the structures and rules of English quite easily and smoothly.

3. It enables teachers by facilitating their role throughout the process of teaching English novel to their students .

4. It raises students' awareness of the importance of studying English novel at the university stages .

5. It highlights the usefulness of teaching novel in the field of EFL.

6. Finally ,it motivates students to employ the four skills(reading ,writing, listening and speaking).

1.6 Plan of the study

The following steps were used in this study in order to verify its hypothesis and achieve its aims.

1. Selecting a sample of EFL university students third stage at Tikrit university and divided them into two equal groups experimental group and control groups.

2. Equalizing the two groups according to variables which are their age, their parents' academic attainment level, students' scores in English language in the previous year and their scores in the pretest .
3. Constructing an achievement posttest.
4. Teaching the experimental group by using Guided imagery strategy while the control group teaching by conventional method.
5. Subjecting the two groups of students to the constructed test at the end of the instructional period.
6. Estimating the validity reliability, discrimination power and difficulty level of the test.
7. The results will be statistically analyzed and interpreted.
8. Discussing the results and stating conclusions, recommendations and suggestions.

Definition of Basic Key Words

Guided Imagery; It is a process of using the capabilities of the mind in the imagination and perception of different topics and events as it helps students to form mental images related to the subject of the lecture and it focuses and directed the imagination (Mohidat,2019).

Strategy is a set of principles for decision making under conditions of partial ignorance. Strategic decisions concern the firm's relationship with its ecosystem(Ansof, 1979).

Critical thinking is an active process of thinking and analyzing what we receive in a reflective way (Fisher, 2001).

Section Two

Theoretical Background

2.1 Concept of Guided Imagery Strategy

First of all, the term guided imagery as “directed waking dreaming” this term evolves from use of active imagination. It uses in education to encourage the use of mental faculties in new ways to improve creativity and awareness. It is relaxation with fantasy journeys lead to the thinking of intuition with reason for students mutual benefit(Roberts, 1981,p. 3).

Guided imagery is a process of visualization that is marked with greater sizes of depth and colorfulness than normal imagery. GI appears to show a large degree of autonomy as it improves spontaneously from the previous image. This strategy is not bound to material prerequisites and instead produces images from the imagination project into the mind’s eye. Mental imagery connects to guided imagery, visual, fantasy, and daydreaming(Leuner, 1977).

2.2 Phases of Guided Imagery Strategy

According to the computational theory of imagery which is derive from experimental psychology Guided imagery comprises four phases .

https://en.m.wikipedia.org/wiki/Guided_imagery

1.Image generation

Image generation involves generating mental imagery, either directly from sensory data and perceptual experience, or from memory, or from imagination.

2.Image maintenance Image maintenance involves optional sustaining or maintaining of imagery, without which, a mental image is a subject to promote decay with an average of only 250 Ms. This is because volitionally created mental images usually disappear once generated in order to avoid confusing the process of ordinary sensory perception . Mental imagery means that the active maintenance stage of guided imagery, which is necessary for the subsequent stages of inspection and transformation, this requires cognitive concentration of attention by the student. This concentrative attention ability can be developed with practice of mental exercises. Students can struggle to maintain a mental image clearly in mind for more than a few seconds, not only for imagery created through fantasy, but also for mental images generated from both long _term memory and short _term memory .

3.Images inspection Student generated and maintained a mental image can be inspected to provide the principal for interpretation. For visual imagery, inspection involves a scanning process, by which the student directs attention across and around an image. Inspection process can be applied both to imagery

created spontaneously, and to imagery generated in response to scripted or impromptu verbal descriptions provided by the facilitator.

2.3 Principles of Guided Imagery Strategy

According to Naparstek (1994), there are three principles for using guided imagery strategy:

The first principle that guided imagery is the mind body connection to the body, images created in the mind can be almost as real as actual, external events. The mind doesn't distinguish a difference between fact and images especially if the five senses are integrated into images or if emotions are involved.

The second principle concerns the altered state mind _Due to brain wave activity and a shifting biochemistry the mind heightens its awareness to the object or activity of the moment which allows creativity, learning and performance peak. Mood and cognition change, and individuals can do things they wouldn't be able to do in a normal state of mind.

The third principle concerns point of control: when individuals have a sense of being control they have ability to feel and do their best work. Being in control of a situation is connected to a feeling of higher self -esteem and optimism, individuals are often better able to handle , and difficult situations.

2.4 Advantages of Guided Imagery Strategy

The purpose of using guided imagery strategy in the classroom is to provide an environment where students can free their minds and have the opportunity to talk in a new information in a meaningful way. It can be easy to do in teaching ,also It helps students to build mental images of situations or events that read to him (Ambo Saidi , 2009).

GI strategy helps students to increase students' understanding of them and its applications. It has played an important role in memory recall, is more effective strategy for encoding information, more thinking ,this strategy gives students a better sense control and well-being ,also the sense of students' confidence be increased with guided imagery, they fell optimistic to be able to thinking (Tracy, 2001).

Disadvantaged of Using Guided Imagery Strategy

Rustani (2017), mentions some disadvantaged when using guided imagery strategy in classroom as following :

- Guided imagery often misunderstood because the results are not easily measured.
- It can be difficult to create a vivid and realistic scene in mind of students.
- Guided imagery should be long enough to complete all stages.
- Guided imagery are time consuming and using English text that sometime Take difficult to understand it.

Concept of Critical Thinking

According to Schafersman (1991,P.5),Critical thinking means “correct thinking in the pursuit of relevant and reliable knowledge about the world. Critical thinking is another way to describe its reasonable, reflective responsible and skillful thinking that is focused on deciding what to believe at do. A person who thinks critically can ask questions, gather relevant information and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy.

Critical Thinking is a mode if thinking about any subject, content or problem. It is an ability with which students can develop their thinking skill by manager their thinking structures and intellectual criteria around them. It as intellectually disciplined process in which students actively apply, synthesis and evaluate information by observation, reasoning, reflection and communication. Critical thinking not on expect students to answer questions in classroom, but instead of improves students ’ ability to solve problems, making decisions and higher order thinking(Case, 2005).

2.6 Components of Critical Thinking

A set of types regarding the components of critical thinking can be identified after referring to some sources.

Ennis(1985)classifies CT according to two broad divisions: dispositions and abilities. He mentions them as follow: 1.Look for reasons.2.Look for an obvious statement, or question. 3.Attempts to be well_ informed. 4.The whole situation should be taken into account.5.Responsible sources should be used.

Facione (1996)says that critical thinking is a purposeful, self- regulatory judgment which resulted in interpretation, analysis, evaluation and inferences as well as explanation of the evidences, methodological, criteria logical or contextual consideration about which the judgment is based. Critical thinking is

a liberation force in education and a powerful source in one's personal and civil life. CT involves abilities as well as certain dispositions. The abilities include: interpretation, analysis, evaluation, inference, explanation and self-regulation. The dispositions include inquisitiveness, open mindedness, analytical, systematical , cognitive maturity, truth seeking and critical thinking self - confidence.

Concept of Teaching Novel

According to Brown (2000), defines teaching as showing and helping student to learn how do something, giving instructions, guiding in the study of something, providing students ' knowledge ,causing to know or understand. Teaching is a process of helping the students to gain or acquire knowledge in a learning activity that guided by teacher. Teaching means "impart knowledge or skill, give lessons, instill and inspire with". Teacher is a facilitator who tries to satisfy the educational needs of the students in such a manner that they play an important role for the fulfillment society. A great responsibilities depend on the teachers. The role of teacher is full of diversity. The students look up to them as their ideal, model, guide, superior and much more. It is an interactive process between the teacher and the students and occurs during definable activities in classroom .

Breem(1999),defines a novel as a book-length story whose characters and events are usually imaginary. It fictitious prose narrative or tale of considerable length, now usually one long to fill one or more volumes, in which characters and actions are representative of the real life of past or present times are portrayed in plot of more or less complexity.

2.8 Importance of Teaching Literature in Classroom

Literature helps students understand and appropriate cultures and beliefs different from their own. By constructing with a literary text a reality different from that of texts of information, students are given access to a world of attitudes, values, collective imaginings and historical frames of reference that constitute the memory of people or speech community. Literature can promote academic literacy and critical thinking skills and has potential of fostering private interpersonal and intercultural attitudes. Good literature deals with some aspects of human conditions and attempts to come to some understanding of life(Kramersch, 1993).

According to Ellison (2010),there are five pedagogic reasons why literature should be used in classroom:

1. Attitudinal: developing attitudes to language teaching, different cultures, self and others.
2. Linguistic: natural exposure to the foreign language in context, grammar, discourse and pronunciation through patterns and repetitions in novel.
3. Cultural and Intercultural: access to, and awareness and understanding of other cultures.
4. Social and Moral: emotional improvement, empathy, shared experiences.
5. Cognitive and Creative: use of imagination and thinking process, academic skills development to support other learning.

2.9 Assumptions behind Using Literature in Classroom

Students' knowledge of EFL culture enhances understanding and analysis novels and other literary texts. Novels as part of literature are most cultural issues because they render culture into an immediacy, tenderness and give energy of meaning that is hardly found in other disciplines. Teaching novels in classroom are very important part give EFL university students power to improve thinking skills (Amirthanayagam, 1977).

Teaching novel in classroom reflects its culture also helps students' improvement in many different ways. It structures their culture, social, linguistic, pragmatic competencies. Literature helps in the development of the students in various ways including the intellectual, effective, social awareness. Teaching novels in classroom provide a crucial training for the intellect including accurate, perception, careful interpretation of language, classification of ideas, correct judgment, problem solving. Novels in the EFL curriculum motives students to analyze these novels effectively, stimulates them to practice the foreign language skills and helps them to improve their language proficiency (Moody, 1971).

Types of English Novel

Abrams(2000), defines a novel as a type of literature. It is one of the genres of literature. It is long imaginative and narrative work. Generally there are the following types of novels:

1. Realistic Novel: This type of novel represents complex characters, operates in a developing social structure and interacts with other characters. It focuses on the outcomes, ways of thinking and valuing social class.

2.Social Novel: this type emphasizes the influence of social and economic conditions of an era on shaping characters and locating events.

3.Historical Novel: this type of novel began in 19th century by Sir Walter Scott. It took its setting, some characters and events from history but makes the historical events and issues more crucial for the central characters and narrative.

4.Nonfictional Novel: this type of novel uses of novelistic techniques, such as deviation from temporal sequence of events and descriptions of participant's states of minds. This type gives a clear description of recent happening and people. It is not only based on historical events but often on personal interviews with the chief agents.

5.Psychology Novel: It was written by Samuel Richardson for his Pamela. It was story of sentimental but showed young woman who got success in becoming the wife of a wild young gentleman.

6.Epistolary Novel: It is written in the form of letters. Novelists have preferred alternative devices for limiting the narrative view point to one or another single character. This type of novel is still occasionally received in written novel.

Finally, novel finds to be of six types. Authors have based the categorization of types of novels from points of view of subject matter, way of presentation, novelistic techniques, setting and characters. Novels are categorized differently by different scholars in different times.

Features of English Novel

Novel is a form of literature. It is one of the genres of literature, it a work fiction, and it is a long imaginative and narrative work. Abrams (1993),states some features of novel, which is different from short story or novella:

1.It permits a greater variety of characters.

- 2.It has a relatively long and complex.
- 3.It has multiple characters.
- 4.The story of novel usually develops through the thoughts and actions of its characters.
- 5.It permits ampler development of milieu.

Section Three

Methodology

Experimental Design

The experimental design is the " the structure of the steps that help the researcher tests the hypotheses by getting at relevant results on the relationship between independent and dependent variables variables " (Best and Khan, 2006) . The experimental design adopted in the current study is entitled " The pretest –posttest design ,Equivalent –Groups Design " .It includes the following points ;

1. Selecting two groups randomly and assigning them to the experimental and the control groups.
- 2.Equalization the both groups based on certain variables ,such as students age ,students level of education and scores in previous academic year.
- 3.The independent variable is teaching Guided Imagery strategy .
- 4.The same instructional materials are used for the two groups .
- 5.The experimental group is taught according to the Guided Imagery ,whereas the control group is taught according to the conventional method.

The Population and Sample of the Study

According to Arikunto (2006), "Population is the sum of the research subject, while sample is the part of the population that is considered in the research." Certainly, a population is all the individuals related to the research subject. The sample is a small proportion of students chosen for analysis and observation (Best,1981). The target population of the present study is all students in English department includes (110) third stage students at Tikrit university in Tikrit city ,during the academic year 2023-2024 .The students are distributed into two sections (A and B).These sections have been chosen randomly to present the experimental and control groups , section (A) has been chosen to be the experimental group which consists of (55) students, while

section(B). has been chosen to be the control group, which consist of (55)students, (30) student have chosen from section(A and B) to be the pilot study. Thus, the total number of the sample participants is (110) students who represent (16%)

Equivalence of the Two Groups

The equalization between the two groups requires controlling the following variables which may cause a variance in the students' achievement such as, their age, their parents' educational attainment, and Students previous year degrees in English language (Good, Barr and Douglas, 1976).This study equalized according to age of the students **fathers' educational attainment ,mothers' educational attainment, students' scores in previous year, students' scores in pretest .**

Instructional Material

The material has been taught to the two groups of students in the textbook Hard Times novel for third stage students .These groups A and B are study the first six chapters .This novel written by Charles Dickness. The researcher herself has been taught the two groups i.e. the experimental group and the control group .The experimental group is taught according to the GI strategy in teaching novel whereas ,the control group is taught according to the conventional method .The experiment of this study has been carried out in the second semester of the academic year 2023-2024 .It started in the 27th January /2024 and ended up in the 5th March /2024 .It lasted for 6 weeks . The lectures are arranged to be on Sundays and Mondays for the two groups.

Construction of Posttest

The Achievement test is an instrument used to find out the results .Therefore ,the researcher has constructed a posttest to assess if statistically meaningful variations occur between control and experimental groups .This test includes four questions ,each question is composed of different items .

.Question one is to select the correct options, the total items of this question is ten items .The total scores of the first question is twenty marks ,each item has two marks, the correct answer gains two marks while the incorrect answer gains zero .

Question two is to write whether the item is true or false .The total items of this question is ten items . The total scores of the second question is twenty marks ,each item has two marks ,the e correct answer gains two marks while the incorrect answer gains zero .

.Question three is to write critically the theme of fact and fancy in Hard Times novel .The score of this question is thirty marks.

.Question four consists of two branches and the students choose only one branch ,branch A – is to discuss the relationship between father and his daughter .The total score of this branch is thirty marks ,branch B – is to compare between two characters Mr . Gradgrind and Mr .Boulderby .The total score of this branch is thirty marks .The posttest has been administrated to both groups the experimental group and the control group on 2024/3/5 . The assigned time to answering the test is two hours .Later on ,the test papers have been collected to be scored .

Scoring Scheme of the Posttest

A scoring is defined as “the numerical or mark received by students on a test or part of a test based on the number of correct responses”(Saleemi, 1988). The questions one and two are scored by the researcher herself, whereas the last two questions have been scored by a committee which consists of two members, the researcher and one other instructor which consists of three subject questions which are scored according to Facione (1996),components of critical thinking

namely: interpretation, analysis, evaluation, inference, explanation and self-regulation.

Validity of the Posttest

Messsik(1989),defines Validity as "an integrate evaluative judgment of the degree to which experimental evidence and theoretical rationales support the adequacy and suitability of inferences and actions based on test scores or other processes of assessment". There are types of validity: face validity and content validity.

Face Validity

According to Mousavi (2009) face validity is the degree to which a test looks right ,and appears to measure the knowledge or abilities it claims to measure ,based on the subjective judgment of the testes who takes it ,the administrative staff who decide on its use, and other psychometrically simple observers

Content Validity

Pennington(2003),states that content validity refers to the degree to which as assessment tool is relevant to, and representative of, the selected construct it is designed to measure represents all parts of a given concept. The content validity of the research objects is based on Bloom's taxonomy of cognitive domains. The cognitive domain begins with the lower level of cognition and ends with the higher level of cognition which is evaluation,

Pilot Study

Good (1973),states that pilot study as initial study conducted with a sample out of the experiment sample to know the researcher with any obstructions that may face during the test. The aims of conducting a pilot study are as follows:

- a. To make sure whether the items of the test are suitable.

b. To evaluate the clarity of the test instructions.

In order to achieve these aims, the test has been given to a sample of thirty students ,who purposefully from the total participants .The test implemented on the third stage in Tikrit university on Wednesday the 5th of March 2024.

After administering the pilot study ,the researcher found out that;

- 1.The test questions and items are related to teaching material which is taught according to guided imagery.
- 2.There is no serious ambiguity in the instructions of the posttest.
- 3.The time required to answer the test items rang between one hour and half and two hours .This means that the average length of time required for performing the test is one hour and half.

Reliability of the Posttest

Reliability is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is conducted with the same condition for the same sample of students (Veram and Beard, 1981).Alpha- Cronbach formula is used to measure the reliability of the post-test. The coefficient is found to be (0.82), which consider acceptable.

Difficulty Level of the Posttest

Cooper and Algina(198),states that difficulty level as a proportion of testees who answer an item correctly. According to the table (3.9), the DL of the present test items varies from (0.40) to (0.67).

Discrimination Power of the Posttest

An object has good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth

noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be null at all (Brown, 2010).The test item DP was found to have a range of (0.27) - (0.53).

Final A discrimination of the Posttest

The post-test is administered to two groups, experimental and control, ones and is conducted at different place, in different time and on the same day. The date of the posttest exam on 2024/3/5 and the period of the exam was limited to two hours to answer the test completely.

Section Four

Analysis of Data and Discussion of Results

4.1. Comparison Between the Mean Scores of the Experimental Group and that of the Control Group.

To verify the first hypotheses that states, " **There is a statistically significant difference between the mean scores of the experimental group which is taught by using guided imagery strategy and the mean scores of the control group which is taught according to the conventional method in the Posttest.** " Both the mean scores are obtained and compared. Results show that the mean scores of the experimental group is (70.16) and that of the control group is (54.29). By using the t-test formula for two -independents sample, the calculated t-value is found to be (19.18), while the tabulated t-value is found to be (1.98) at the degree of freedom (108) and level of significance (0.05), as show in table (4.1). This means that there is a significant difference between the mean scores of the experimental group and that of the control group in posttest, and for the benefit of the former . This means that the achievement of the experimental group which has been taught by using Guided Imagery Strategy is better than the achievement of the control group which has been taught by the conventional method, thus the first hypothesis is accepted .

Table (4.1)
The Means Scores, Standard Deviations, and T-Values of the Two Groups' Achievement in the Posttest

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	55	70.16	4.54	19.18	1.98	108	0.05
CG.	55	54.29	4.15				

4.2 Comparison Between the Average Level of the Students' Achievement and the Theoretical Level of the Achievement in the Posttest.

To verify the second hypothesis that states " There is a statistically significant difference between the average level of the student' achievement and the theoretical level of achievement in the Posttest. " , the mean scores and standard deviation of the students' achievement in the posttest have been obtained which are(70.16) and(4.53).The T-test formula for two related sample is used .The calculated t-value (32.96), at (0.05) level significance and (54) degree of freedom, as shown in table (4.2).Since the calculated t-value is higher than the t- tabulated (2.00). It means that there is significant difference between the students general level of achievement which is (70.16) and in favor of the former . this means that the achievement of EFL university students third stage in teaching English novel is above the average level ,thus this hypothesis is accepted.

Table (4.2)
The Means Scores , Standard Deviations, and T-Values of the Students' Achievement and that in the Posttest

No .of Students	Mean Scores	SD.	Theoretical level	T-Value		DF	Level of Significance
				Calculated	Tabulated		
55	70.16	4.53	50	32.96	2.00	54	0.05

Discussion of the Results

The obtained results show that the current study show that students achievement of the experimental group who has been taught by Guided Imagery strategy is better than those of control group who has been taught by conventional method in teaching English novel by using Guided Imagery strategy could be attributed to the following ;

- 1.Guided Imagery strategy motivates students and encouragers weak students to participate by engaging them through various activities.
- 2.Guided Imagery strategy improve students' critical thinking skill.
- 3.It has been improved students' abilities to communicate with each other inside or outside the classroom .
- 4.Guided Imagery strategy motivates students to think critically and enhance their cognitive higher talents in order to generate new ways of thinking and facilitate their implementations.
- 5.Finally,it helps students to build new images about the subject.

Section Five

Conclusions, Recommendations

The following conclusions can be formed based on the findings of this study ;

Conclusions

- 1.The students improve their critical thinking through GI strategy by discussing the issue proposed by the teacher in reading the text. Further, they work together in heterogeneous teams to get higher improvement point as their goal in each cycle .This condition created the competitive atmosphere in the classroom .So , it increased students motivation to comprehend the reading text.

2. By using GI strategy ,students can learn to recognize the main idea and details information of the material and enable them to organize pieces of information into critical thinking.
- 3.Creating active and interactive environments that make students actively participate in the learning process through interactive ,creative ,competitive ,and collaborative learning situations.
- 4.There is a high effect of students critical thinking in the posttest .this strategy develops students ability to think .

Recommendations

The following recommendations are suggested in light of the favorable findings of this study ;

- 1.The English teacher should make the situation of teaching and learning process interesting and enjoyable ,so that the students learn at easy and comfortably in their class.
- 2.Select and present material according to the students' level and need .Therefore ,an assessment is needed before deciding to what sort of material will be given.
3. Students must have high motivation to follow the teaching and learning process.
- 4.Students must have high motivation to follow the teaching and learning process.

Suggestions for Further Studies

The following topics for further research are suggested based on the findings of this study:

- 1.A similar study can be conducted but with different sample (male) and different grades (preparatory school).
2. A study can be conducted to investigate the effectiveness of using Guided Imagery strategy in teaching vocabulary to EFL Intermediate school students.
3. A study can be conducted to investigate the effectiveness of using Guided Imagery strategy in teaching speaking to EFL Intermediate school students.

References

- Abrams, M. H.,(1993). Glossary of Literary Terms .New Delhi ;Harcourt.
India Private Limited.
- Abrams, M. H.,(2000). Glossary of Literary Terms .New Delhi ;Harcourt.
India Private Limited
- Ansof, H.,(1979). Strategic Management. London Mammalian, 43.
- Arikunto, S. (2006). Prosedur Penelitian (Suatu Pendekatan Praktek). Jakarta:Rineka
Cipta,130.
- Ambo Saidi, Abdullah bin Khamis (2009). Methods of Teaching Science, 1st
Education, Dar Al_Masirah for Publishing and Distribution, Amman, 324.
- Amiirthanayagam, G.(1977). Culture Learning through Literature, International
Education and Cultural Exchange, 3.
- Brown H. Douglas (2000).Principles of Language Learning and Teaching ,fifth.
Edition, san Francisco State University, 387.
- Breem, S.(1999). Studying the Modern English Novel. Unpublished Doctor Thesis
. University of Nottingham, 1.
- Best, J. W.,& Khan, J. V.(2006). Research in Education, 10th. New Delhi: PHI.
Learning Private Led, 10-12.
- Case, M.(1995). Moving Critical Thinking to the Main Stage. Educational Canada,64
- Ennis, R.H.(1985).A logic basis for measuring critical thinking Skills .Educational
Leadership,4(3),44-49

- Ellison, M. (2010). Make them think: Using literature in the primary English Language Classroom to Develop Critical Thinking Skills. BULACOES, 7,21_31.
- El_Safory, K, E. S (2018). The Impact of Problem _Based Learning on Enhancing Critical Thinking skills of Secondary school EFL students. Ain Shams University Faculty of Education Curriculum and Instruction Department.
- Facione, P.(1996). Critical Thinking: What It Is and Why It Counts. A California Academic press, 4-7.
- Fisher ,A .(2003).Critical Thinking ;An Introduction .Cambridge ,Cambridge University Press.
- Lai, E .R .. (2011).Critical Thinking :A Literature Review .New York ;Persons Publications,44.
- Leuner , H.(1977).Guided Affective Imagery: An account of its Development. Journal of Mental Imagery,1(1),73.
- Kramsch, C.,(1993). Literary Text in the Classroom: A discourse Perspective Modern Language Journal Vol.69 No 4,356.Modern Language Journal Vol.69 No 4,356.
- Good, C. V., Barr, A S. and Douglas, E. S.(1976). The methodology of Educational search. New York: D. Appleton Century company Inc, 366.
- Messik, S.(1989). Validity. In R. L. Linn (Ed). Educational Measurement (3rd ed). New York: Macmillan, 13_104.
- Moody, H.(1971). The Teaching Literature, London: Longman Groups Ltd, 8.
- Mohidat ,Johar Mousa Al –Nahar Mohidat.(2019). Effectiveness of Teaching History Using Imaginary learning Strategy in Improving Historical Thinking Among The Tenth Primary Grade Students in Both Taibeh and Westieh Brigades Governorate ,Internationnal Jornal of Education and Research ,Vol .7 ;156.
- Mousavi ,S .A. .(2009). An encyclopedia dictionary of language testing . (4th ed). Tahran ; Rahnama Publication ,247 .
- Naparestik , B.(1994). Staying well with Guided Imagery. New York: NY Warner Books, 1.
- Roberts, T. B.(1981). Expanding Thinking through Consciousness Education. Educational Leadership, 3.
- Rustiani Widiash .(2017).Implementation Learning in Learning Guided Imagery ,

The writing center journal vol 33.issue ,30.

- Saleh, Aftekar Ahmed Qaid , .(2017). Effectiveness of the Strategy of Guided Imagery in the development of Visual thinking skills In Science Among Students of the Eighth Grade in Yemeni Schools, Journal of Social Studies, Volume ,&Issue, 35-80.
- Saleemi ,Anjum P. (1988).Language Testing in Language Teaching Forum , Vol .XXXVI ,1.
- Scharfersman, S. D.(1991). An Introduction to Critical Thinking. www. Free _inquiry. Com/ critical thinking. Html.
- Pennington, Donald (2003). Essential Personality. Publisher: Arnold; Essential Psychology Series,35.
- Tracy, R. J; Fricano, G.,& Gree, N.(2001). Images can be more Powerful than Memories, Imagination, and Cognition. Perss.
- Verma, G. K; and Beard, R. M.(1981). What is Educational Research?: Perspective on Techniques of Research. United Kingdom: Growers Publishing Company, 86.
- Zayer and Saad .(2014).Contemporary Educational Encyclopedia ,Part 1, Noor Al Hassan Library ,Baghdad ,116.

Net Scores

https://en.m.wikipedia.org/wiki/Guided_imagery