

# **Guided Imagery Strategy on EFL University Students' Critical Thinking in Teaching Novel**



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## **Abstract**

One of the important strategies applied in the classroom is Guided Imagery .Therefor, applying this strategy in classroom might be a good choice .The present study aims at :First, finding out the role of Guided Imagery strategy on EFL university students' achievement in teaching novel in the posttest .Second, assessing the average level of the third stage students' achievement in critical thinking skill. Third, finding out whether there is any significant difference between the students' achievement at the recognition level and that at the production level of the Posttest. A sample of 110 students have been randomly selected from university of Tikrit / third stage during the academic year 2023-2024 that represents 70 % of its original population . It is divided into two equal groups ,i.e, the experimental and control groups .Both groups have been equalized in their age ,their parents' educational attainment ,and their degrees in English language subjects in the previous stage of the academic year 2022 2023. Both groups have been taught by the researcher herself and the same instructional material which include new ideas and vocabularies from the book of Hard Times novel. The experimental group has been taught according to the Guided Imagery strategy ,while the control group has been taught by using the conventional method .An achievement test has been constructed ,validated ,and applied to the two groups. The results show that using Guided Imagery strategy in the classroom is more effective than using the conventional method for developing critical thinking skill and analyzing , explaining ,evaluating or simplifying complex information in the text. Finally, the study ends up with some conclusions , suitable recommendations and suggestions for further studies are put forward.

**Key words: Guided Imagery, Strategy, University Students', Critical Thinking, Teaching Novel.**

احدى الاستراتيجيات المهمة التي يتم تطبيقها في الفصل الدراسي هي الصور الموجهة، لذلك قد يكون تطبيق هذه الاستراتيجية في الفصل الدراسي خياراً جيداً. هدفت الدراسة الحالية الى معرفة دور استراتيجية الصور الموجهة في تحصيل طلبة جامعة اللغة الانكليزية في تدريس الرواية في الاختبار البعدي، تقييم متوسط مستوى تحصيل طلبة المرحلة الثالثة في مهارة التفكير الناقد، معرفة ما اذا كان هناك فرق ذو دلالة احصائية بين تحصيل الطلبة في مستوى الادراك ومستوى الانتاج في الاختبار البعدي.

وقد تم اختيار عينة مكونة من ١١٠ طلاب عشوائياً من جامعة تكريت طلبة المرحلة الثالثة خلال العام الدراسي ٢٠٢٣\_٢٠٢٤ أي ما يمثل ٧٠٪ من مجموع العينة. و قسمت إلى مجموعتين متساويتين، أي المجموعة التجريبية والمجموعة الضابطة. تم معادلة كلتا المجموعتين في اعمارهم والتحصيل التعليمي للوالدين ودرجاتهم في مواد اللغة الإنجليزية في المرحلة السابقة من العام الدراسي ٢٠٢٢-٢٠٢٣، تم تدريس كلتا المجموعتين من قبل الباحثة نفسها ونفس المادة التعليمية التي تتضمن أفكاراً ومفردات جديدة من كتاب رواية "اوقات عصيبة". تم تدريس المجموعة التجريبية على وفق استراتيجية الصور الموجهة، بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية. وتم بناء اختبار تحصيلي والتحقق من صحته وتطبيقه على المجموعتين. أظهرت النتائج أن استخدام استراتيجية الصور الموجهة في الفصل الدراسي أكثر فعالية من استخدام الطريقة التقليدية لتنمية مهارة التفكير الناقد وتحليل أو شرح أو تقييم أو تبسيط المعلومات المعقدة في النص. بناء على النتائج والاستنتاجات التي تم الحصول عليها في هذا العمل.

الكلمات المفتاحية: الصور الموجهة، الاستراتيجية، طلاب الجامعة، التفكير الناقد، تدريس

الرواية.



## 1.INTRODUCTION

Learning new language means learning new culture. Teachers using new strategies that encourage students to think critically and they can use their thinking, imagining, 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 try 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,P.44) “states critical thinking is one of the several skills that are necessary to prepare students for workforce. 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) says 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 instructional material into pictures ,fantasies and drawing in which the role of teacher is to motive students like to create their television screen in their minds ,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 instructional 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 a good way to use guided imagery strategy in classroom (Zayer and Saad ,2014).

The study aims at :

1. Assessing the average level of the third stage students’ achievement in critical thinking skill.



2. Finding out the role of Guided Imagery strategy on EFL university students' achievement in teaching novel in the posttest .

3. Finding out whether there is any significant difference between the students' achievement at the recognition level and the production level of the Posttest.

**It is hypothesized that :**

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

2. 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.

3. There is a statistically significant difference between the mean scores of the students' achievement at the recognition level and the production level of the Posttest.

**Definition of 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).

**Teaching** is "an interactive activity, firstly involving classroom conversion that takes place between teacher and student and happens during particular definable tasks" ( Sequeira ,2012,p.3).

**Novel** is an extended work of written, narrative, prose fictions, usually in story form, the writer of novel is a novelist. The word "novel" drives from the Italian work novella. Novel is a book length story whose characters and events are usually imaginary and it is more complex than short story or the novella, it is not bound by the structure and meta fictions of play or poetry (Milligan, 1983).

**2.1 .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 ( Henceforth, GI) 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). It is known as guided meditation, meditation is an active, transformative, reflective process that involves a more energetic, and critically reflective underpinning in which the student engages the subject matter with focuses attention (Altobello, 2007).

The strategy of Guided imagery is formulated that take students on a journey and encourages them to build a mental images in a series of events or concepts. Many imaginative activities appear in educational program. The activities of the event such as: dreaming, analyzing, applying, imagining become key aspects of the learning process. It is a mental images that is formed in the human mind and help students to analyze and link phenomenon, events, facts and ideas with a simple words and students can apply it (Jalian, 1993).

#### 2.1.2 Foundations of GIS

According to Naji (2007), GIS is based on specific foundations, as follows:

1.Relaxation; It means that student’s access to quiet and comfortable and removal of anxieties. This foundation requires resorting to the following mechanisms:

A. Site quietly and in comfortable place.

B. Close the eyes.

C. Breathing deeply as the deep breath works by giving the body energy and all the cells are filled with it.



2. Concentration it is intended to bring student to the stage of calm and comfortable. This stage works to control the individual with fantasies and gives him deep thinking, so the individual sees detailed mental images. This foundation enabling the student to his physical and sensory abilities during imagination, this provides student with information about himself and his imaginations and linked them to his previous experiences in the process of imagination (Naji,2007).

3. Imagining: after the relaxation of the student and concentration and physical-sensory, he moves to the stage of guided imagery, and his mind generates one image at the beginning and then begins to expand in these images, with the need to be aware that these images voluntarily and not algebra (Naji,1994).

4. Expression and communication: expression and communication is a best way to save information resulting from imagination in memory, and abstract mental images are translated into spoken or written language (Naji,1994),.

5. Meditation: student operates the meditation of his imagination in order to employ them in his work, drawing, poetry or writing (Naji,1994),.

### **2.1.3 Advantages of Using GIS**

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 and Al-Balushi , 2009).

Guided Imagery 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 feel optimistic to be able to think (Tracy and Gree ,2001).

### **2.1.4 Disadvantages of Using GIS**

Rustani (2017) points out that 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 in using English text that sometime make difficult to understand it.

### **2.2.1 Term of Critical Thinking.**

According to Schafersman (1991), 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 or what to 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 of 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 is not an expect students to answer questions in classroom, but instead of improves students' ability to solve problems, making decisions and higher order thinking (Case, 1995).

### **2.2.2 Importance of Using CT Skill in the Classroom**

Critical thinking is one of the most vital aspects of knowledge. Its applicability spans from classroom to nearly every other aspect of human life. From solving problems in class to facing real \_ world situations, it is an important skill that every student should attempt to master (Miller, 2005).

Critical thinking skill is important because it enables students to deal effectively social, scientific and practical problems. In education Students who are able to think critically are able to solve problem effectively and they must be able to solve problem to make effective decisions they must able to think critically. Critical thinking skills is



very important because students gain knowledge depends on how they think and express using their own words. Critical thinking is useful for improving the ability to understand, analyze and make final decisions (Shakirova, 2007).

### 2.2.3 Characteristics of Critical Thinkers

Lau(2011) prints out several characteristics critical thinkers should have. A critical thinker is someone who is prepared to recognize the significant of ideas, articulate and ideas clearly, analyze and evaluate arguments weight the evidence for and against a hypothesis, common reasoning errors, analyze problems methodically, defined one's beliefs and values reflect and evaluate one's thinking ability.

According to Ruggiero(2012) critical thinkers typically:

- 1.Acknowledge personal limitations.
- 2Have understanding as a goal.
- 3.Think before acting.
- 4.Keep an open mind.
- 5.Take part in active learning
- 6.Use evidence to make judgment.

Critical thinkers produce more ideas and developed ideas than poor thinkers. They tend to see problem from different perspectives, to consider different investigative approaches, and produce many ideas before choosing a course of action. Critical thinkers test their first impression, make important distractions among choices, and base their conclusions on evidence rather than their own feelings. Sensitive to their own limitations, they check reasoning of their thinking and workability of their solutions, identifying fault, anticipating negative response and generally refining their ideas (Ruggiero,2012).

### 2.3.1 Definitions of Teaching Novel

According to Brown (2000), explains that 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 players an important role for the upliftment of 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 .

Novel is the most popular kind of literature. It is the kind of literature most generally bought and read, it is easily and cheaply available in paperback. Novelists have set out to arouse the interest of their readers, and to stimulate them in all types of ways. The novels are verbal cassettes which can be played on the video recorder of imagination, stimulating the complicated machinery of fantasy which individuals brain seem programmed to produce (Miligan,1983).

### **2.3.2 Types of English Novel**

Abrams(2000) states that novel is a type of literature. It is one of the genres of literature. It is long imaginative and narrative work. There are SIX types of novels as follows:

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.Psychological 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.

### **2.3.3 Features of English Novel**

Novel is a form of literature. It is 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.

#### **3.1 Experimental Design**

,Creswell (2012,p.294) also defines the experimental design as traditional approach to directing quantitative analysis or correct an idea or practice or procedure to determine whether it affects an outcome or dependent variable ”.

The experimental design adopted in the current study is entitled “ The pretest –posttest design ,Equivalent –Groups Design ” as shown in table(3.1) .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, while the dependent variable is teaching by conventional method .
- 4.The same instructional materials are used for the two groups .
- 5.The experimental group is taught according to the Guided Imagery strategy ,whereas the control group is taught according to the conventional method.
- 6.Using statistical tools to analyze the collected data and get up with the results.



## The Experimental Design of the Study

Groups	Independent Variable	Posttest	Dependent Variable	Posttest
EG.	Guided Imagery Strategy	Posttest	Conventional method	Posttest
CG.	Conventional Method	Posttest	Conventional method	Posttest

### 3.2 Population and the Sample of the Study

According to Arikunto (2006,p.130) “ 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. Creswell (2012) states a population as a group of individuals with the same characteristics.The sample refers to any group of individuals that is selected to symbolize a population (Richards and Rodgers, 1992). The target population for this study consists of university students enrolled in English Department at Tikrit University/third stage students in Tikrit city .During the academic year (2023-2024) .The total number of students in third stage is / 200 / ,as shown in table(3.2)

The sample is a small proportion of students chosen for analysis and observation (Best,1981). The sample of the current study chosen randomly from university of Tikrit / third stage in English department (110) students 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 (140) students who represent (70 %) of the original population,

The Population and Sample of the Study



Population	No.	Sample of the study from	Groups	No	Pilot Study
EFL University students /all students in third stage	200	EFL university students /third stage	EG.	55	15
			CG.	55	15
			Total	110	30

### **3.3 Instructional Material**

The same instructional material has been taught to the two groups of students from the textbook *Hard Times* novel for third stage students .The two groups experimental and control are study the first seven chapters.

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

### **3.4 Construction of an Achievement Test**

In the current study, achievement posttest is the instrument which has been constructed and applied to achieve the aims of the study.

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 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 total 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 one hour .Later on ,the test papers have been collected to be scored .

The Specifications of the Contents, Behavioral Objectives, Bloom’s Taxonomy, Items and Marks of the Posttest

Level	No. of Questions	Content	Behavioral objectives	Bloom’s Taxonomy	No. of Items	Marks
Recognition	Q/1	Choose the correct options	Students’ ability to choose the correct options	Remember	10	20
Recognition	Q/2	Write either True or False	Students’ ability to recognize information to write item is correct and which one is incorrect	Remember	10	20
Production	Q/3	Write the theme of fact and fancy	Students’ ability to create ideas to give suitable answer	Creative	1	30
Production	Q/4.A	Write the relationship between father and her daughter	Students’ ability to write paragraphs based on their opinions on the usage and content of the novel, and to assess students’ evaluation	Evaluate Creative	1	30
Production	Q/4.B	Write the compare between two characters	Students’ ability to use their thinking and write new ideas, to justify giving their references.	Analysis	1	30
Total					23	100



### 3. 5 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,p.6). Questions one and two are scored by the Asst. Prof . Dr. Dunai Taher , whereas the last two questions have been scored by researcher herself. The researcher and one other instructor taking into consideration the three subjective questions which are scored according to Facione (1996) components of critical thinking namely: interpretation, analysis, evaluation, inference, explanation and self-regulation.

Note: The subjective questions are question/ 3,question/ 4 A or B.

#### The Components of Scoring Scheme of Critical Thinking

Criteria	Qualities	Scores Q3 /30 M	4 /A or B 30 M
Interpretation	Very Good	4	3
	Good	2	2
	Weak	0	0
Analysis	Very Good	6	5
	Good	3	3
	Weak	0	0
Evaluation	Very Good	5	6
	Good	2	3
	Weak	0	0
Infernce	Very Good	5	6
	Good	3	4
	Weak	0	0
Explanation	Very Good	6	6
	Good	3	4
	Weak	0	0
Self – Regulation	Very Good	4	4
	Good	2	2
	Weak	0	0



### 3.6 Validity of the Posttest

Validity refers to the exam's truthfulness, and it is essential because students need to be confident that the test is actually testing what it promises to test (Brown, 2001). According to Richards and Schmidt (2013), validity is the degree to which a test measures what it is supposed to measure, or it can be used successfully for the objective for which it is prepared. Messick (1989, p.15) 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. Some of the types of validity: face validity and content validity.

#### 3.6.1 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 testees who takes it, the administrative staff who decide on its use, and other psychometrically simple observers. In order to ensure the face validity of the test, it has been exposed to a jury of specialists in the field of linguistics, English literature and methods of teaching English. All the notes and modifications stated by jurors have been considered.

#### 3.6.2 Content Validity

Pennington (2003) states that content validity refers to the degree to which an 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 up with the higher level of cognition which is evaluation).

### 3.7 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 is considered acceptable.



**Analysis of Collected Data and Discussion of Results**

**4.1 Results Related to the First Hypothesis**

To verify the first 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 of significance and (54) degree of freedom, ).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

The Means Scores , Standard Deviations, and T-Values of the Students' Achievement 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

**4.2 Results Related to the Second Hypothesis**

To verify the second hypothesis 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,). 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 .

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..3 Results Related to the Third Hypothesis

To verify the third hypotheses which is states, "There is a statistically significant difference between the mean scores of the experimental group who have been taught by using Guided Imagery Strategy and the mean scores of the control group who have been taught by using the conventional method in the Production Items", t-value for the two paired samples is used. Statistics show that the mean scores of the experimental group at the recognition level is (29.64) and standard deviation is (3.60) , while its mean scores at the production level is (40.53) and standard deviation is ( 2.60) with

(54) degree of freedom and( 0.05) level of significance .The calculated t-value is (20.91) which is bigger than tabulated t-value is(1.98) ,as shown in table (4.3 ). This means that there is a significant difference between the mean scores of students' achievement at the recognition and the production level. Thus ,the third hypothesis is also accepted .

The Means Scores, Standard Deviations, and T-Values of the Experimental Group at the Production and Recognition Levels

Experimental Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Recognition		29.64	3.60	20.91	1.98	54	0.05



Production		40.53	2.60				
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#### 4.4 Discussion of the Obtained Results

The obtained results of the current study points out that students achievement of the experimental group who has been taught by Guided Imagery strategy is better than those of the control group who has been taught by the conventional method in teaching English novel by using Guided Imagery strategy, this means that GIS proves that more effective and usable in teaching novel .This could be attributed to the following ;

- 1.Guided Imagery strategy motivates students and encourager 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. Finally , developing critical thinking skill prepares the students to face the complex problems that matter to the world head –on.

#### Conclusions

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

- 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. Teaching by using Guided Imagery strategy is better for students than conventional method because it relate the new knowledge they have learnt with previous knowledge.

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### Appendix

The Posttest

Q1/ Write the number of the item and the suitable choice in the following sentences: (20 marks).

1.What is the main principle of Mr. Gradgrind philosophy?

Fact B. fancy. C. love. D. patriotism

2.Who robs the bank?

Stephen. B. Tom. C. Sissy. D. Mr. Sparsit.

3.Who offers the correct definition of a horse?

Mr. Thomas Gradgrind B. Louisa C. Bitzer. D. Mr. Sleary

4.Why has Harthouse decided to begin a political career in coke town?

To help the poor B. To alleviate boredom. C. To get rich.

D. To meet Louisa

5.Louisa realizes that the only person she truly cares for is?

Sissy B. Tom. C. Her mother D. MR .Boulderby

6.What does Mr. Gradgrind catch Tom and Louisa spying on ?

An execution B. A ships arrival C.A circus D.A street fight.

7.How does Stephen die ?

He is Crushed by factory machinery B. A fall into old hell shaft

Murdered D. Malnutrition as a result of poverty.

8.What are Sissy's Father's first words after he returns to his daughter?

"oh, Sissy, how I've missed you"

"At last... at long last.... My daughter"

"child, do you not know me at last?"

He never returns.

9.In which city does most of the novel events take place ?

Coketown B .Liverpool C. London E.Eventually between Coketown and London.

10.From what does Mrs. Sparsit imagine Louisa falling ?

A ladder B. A staircase C. The opera balcony. D. The moon

Q2/Say whether the following statements are True or False(20marks).

1.Boulderby's home is called "stone Lodge" .



2. At the beginning of the novel Mr. Gradgrind asked Siisy Jupe and Bitzer gave the definition of rabbit.

3. Gradgrind calls Louisa girl number twenty.

4. Louisa pulls away from Sissy when she gets married Bounderby.

5. The powerless were once a family of distinction and wealth.

6. The "black Ladder" is just one of the symbols of penury in this book.

7. Thomas Gradgrind operates on creativity.

8. Stephen called himself the "Great pyramid of failure".

9. Louisa eventually realizes that her Father's system of education failed her.

Cogs is the common name for poor Coketown factory workers.

Q3/Critically analyze the theme of fact and fancy in the novel "Hard Times" by Charles Dickens? (30 M).

Q4/Choose A or B. (30 marks)

Discuss the father and daughter relationships in the novel "Hard Times"?

Compare the characters of Mr. Gradgrind and Mr. Bounderby in the novel "Hard Times"?

