



اتجاهات طلاب اللغة الإنجليزية كلغة أجنبية نحو استخدام استراتيجية الصور الموجهة في تنمية  
مهاراتهم الكتابية في جامعة إب

## The EFL Students' Attitudes towards Using the Guided Imagery Strategy in Developing their Writing Skills at Ibb University

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## الملخص:

هدفت هذه الدراسة إلى تقصي اتجاهات طلبة قسم اللغة الإنجليزية في جامعة إب نحو استخدام استراتيجية التخيل الموجه لتنمية مهاراتهم الكتابية. واستخدمت الدراسة المنهج الوصفي بالتصميم الكمي لتحقيق أهداف الدراسة. ولجمع البيانات، استخدمت الدراسة استبانتين بحسب مقياس ليكرت. وتم اختيار جميع طلبة المستوى الثاني بقسم اللغة الإنجليزية بكلية التربية في جامعة إب للمشاركة قصدياً في هذه الدراسة. وتم جمع البيانات من خلال استبانة ثلاثية المقياس لمعرفة أهم مهارات الكتابة بحسب تصور الطلبة ومن خلال استبانة خماسية المقياس لتقصي اتجاهاتهم حول استخدام استراتيجية التخيل الموجه في تنمية مهاراتهم الكتابية. وتم تحليل البيانات المجمعة باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS) الإصدار 24. وتمت جدولة البيانات التي تم الحصول عليها وحسابها وجدولتها لتحليلها باستخدام الإحصاء الوصفي (المتوسطات والانحراف المعياري، متوسط الرتب، ومجموع الرتب). وقد أظهرت نتائج الدراسة أهم مهارات الكتابة في تصور طلبة قسم اللغة الإنجليزية. وفي ضوء النتائج، توزعت أهم مهارات الكتابة على أربع مجالات رئيسية تشمل 40 فقرة من حيث التنظيم والمحتوى والقواعد وميكانيكا الكتابة. كما عرضت الدراسة اتجاهات الطلبة نحو استخدام استراتيجية التخيل الموجه لتنمية مهاراتهم الكتابية. كما أظهرت نتائج الدراسة أن اتجاهات الطلبة كانت إيجابية بشكل عالي جداً. وكان من أهم توصيات الدراسة تطبيق استراتيجية التخيل الموجه لتنمية مهارات اللغة الإنجليزية الأخرى لدى الطلبة وكذا تطبيق الاستراتيجية في كليات وجامعات أخرى.

**الكلمات المفتاحية:** طلبة اللغة الإنجليزية كلغة أجنبية، الاتجاهات، استراتيجية التخيل الموجه، مهارات الكتابة.

## Abstract:

This study aimed at investigating the EFL students' attitudes towards using the guided imagery strategy in developing their writing skills. The study used the descriptive approach with quantitative design to achieve its objectives. A random sample of 24 EFL second level students in the Faculty of Education at Ibb University were selected to participate purposefully in the study. Data were collected through two close-ended questionnaires as the instruments of the study. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS) version 24. The obtained data were calculated and tabulated for analysis using descriptive statistics (means, standard deviation, rank mean, and sum of ranks). The results of the study showed the perception of the EFL students about the most important writing skills. In light of these results, the most important writing skills were distributed on four main domains, including 40 items in terms of organization, content, grammar and mechanics. The results also showed the EFL students' highly positive attitudes towards using the guided imagery strategy in developing their writing skills. This study recommended investigating the application of the guided imagery strategy in developing EFL students' other language skills as well as implementing this strategy in different faculties and universities.

**Keywords:** EFL Students, Attitudes, Guided Imagery Strategy, Developing, Writing Skills.

## Introduction

Human development as a target goal around the word is considered the most

important factor to deal with rapid global changes that influence several fields of the current age. This leads to let education become the main requirement to deal with the

professional establishment and rapid lifetime changes in this advanced world. It is also considered as an essential foundation of sustainable target advancement. Likewise, English becomes an essential aspect due to the enormous significance and the countless benefits in today's world. Changes and advancements in technology and globalization also boost an important role of the English language as the master key of success in the 21st century. For example, one of the aims of teaching English as a foreign language is to develop students' communicative competence through oral language in real situations. Similarly, writing proficiency is invaluable to support academic objectives and good communication performance. It represents the central element in language teaching and learning setting, as well as writing is the most difficult task that takes a considerable time and extra efforts. Consequently, the related literature reviewed and found that focusing on developing the writing skills among EFL students is considered an important topic. Based on this rationale, a strong desire to seize the opportunity of conducting this study to bridge the gap in literature as a more significant task.

### Literature Review

This paper stands on schemas theory and sheds light on related literature of both native and nonnative writers of English particularly on EFL students' teaching using a modern strategy as the guided imagery strategy. Considering the findings and recommendations of those latest previous studies, limitations and some gaps are found. The most important information found is that involving affective strategies when teaching is very useful to help students to deal with their difficulties and to find solutions to their problems when writing. Therefore, generally, using creative modern strategies and those that are passed on the guided imagery strategy in particular to motivate EFL students. Oxford (1990) concluded that successful students attempted to use affective strategies. Torrance and Galbraith (2006) proposed that writers and instructors should develop writing strategies to break the process into several steps such as preplanning, making notes, rough

drafting, and so forth. Setiawan (2011), Kridowati (2011) and Aryningtyas, et al. (2012) stressed on the importance of mastering writing skills using modern methods and techniques when teaching EFL students. Similarly, Muflihah (2016), Salamah (2018), and Kavitha and Sasikala (2019) confirmed that teachers and instructors should consider using the guided imagery strategy in teaching EFL students to develop their writing skills. Meanwhile, the guided imagery strategy found in many studies that also confirmed the importance and use of the guided imagery (Kilpatrick, 2001, Setiawan, 2011, Kridowati, 2011, Aryningtyas, et al. 2012, Muflihah, 2016, Salamah, 2018, Al-Ihyak, 2019, Kavitha and Sasikala, 2019, Millatina, 2020 and Marsela, 2022). Based on the literature reviewed, all of them agreed with the researchers' perception in conducting a study on such an important topic as an important area. As mentioned earlier in these previous studies, they all gave more support and went in line with this study emphasizing that the guided imagery was an effective strategy.

However, this study showed a contrast to some of those previous studies that used the various techniques with different purposes. For example, Naeem (2007) showed the effect of a suggested Computer-Assisted Language Learning program on developing EFL students' mechanics of writing in English. Al-Samadani (2010) also revealed that a strong correlation between participants' Arabic writing proficiency and their English writing competence. Chen (2011) and Abdullah et al. (2011) revealed that cognitive strategies were not used separately but in a combination to complete students' composition.

El-ghamry (2015) used a proposed strategy-based writing model to develop EFL students' writing skills and showed that memory strategies used with the highest frequency and elaborated by focusing on the correlation between writing strategies and writing successes. Moreover, Latief (2015) investigated the effect of planning implementation on EFL students' writing performance and showed that there was no difference in writing performance between students those who were taught by pre-writing

strategies and those who were taught by rough drafting strategies.

On the other hand, Kavitha and Sasikala (2019) examined the effect of the guided imagery on quality of life of individuals with hypertensive patients. Other studies used the guided imagery strategy and its theories, its implementation and its procedures as a basis for teaching and developing student's creativity, promoting learning (Kilpatrick, 2001; Setiawan, 2011; Kridowati, 2011; and Aryningtyas, et al. 2012). In addition, the guided imagery strategy was used for teaching the Social and National Studies to develop critical thinking skills among sixth grade students Al-Harithy (2017). Whereas, Muflihah (2016) conducted a study on investigating the use of the guided imagery technique in teaching writing to the second-grade students and concluded that the application of the guided imagery technique was able to increase the students' writing. Salamah (2018) also showed the effect of guided imagery strategy in developing the story writing skills among preparatory stage students. Furthermore, Marsela (2022) showed significant influence of using guided imagery towards students' ability in writing narrative text at the eleventh grade. Overall, the guided strategy not only helped students to write well, but it also helped those who had lack in vocabularies to express or share their ideas, developed their writing skills as well as influenced quality when writing a composition. In the light of the findings of previous studies reviewed, it was clear that more focus was on developing students' writing skills like the current study. Regarding the use of guided imagery strategy, some previous studies also aimed to develop writing skills among EFL students such as (Aryningtyas, et al. 2012; Muflihah, 2016; Salamah, 2018; Al-hyak, 2019; Kavitha and Sasikala, 2019; Millatina, 2020 and Marsela, 2022, etc.). However, the current study differed with the latest mentioned studies in sampling and number of participants, place and time, study method and statistical techniques used.

### Statements of the Problem

It is also true to say that developing language skills affects the productive ability of students.

Recently, EFL teachers and professors at universities suffer from the problem of overcorrection of writing errors many times as noticed besides odd observations taken during a couple of years of marking and correcting the EFL students' written assignments. For instance, students' works are full of different mistakes, and some students do not perform good skills of writing. Logically, students should be familiar with their writing errors and mistakes and they have to perform good writing skills properly in their different English courses at the university level. In brief, being unaware of such problem is considered a phenomenon that needs a scientific investigation to find a vital solution for it. Therefore, this study seeks to seize an opportunity to achieve the targeted objectives.

### Methodology

As mentioned earlier, this paper aimed at investigating the EFL students' attitudes towards using the guided imagery strategy in developing their EFL writing skills. A quantitative design was used in the study. The sample of the study was 24 EFL second level students at Ibb University to who participated to achieve the main objectives. For collecting data, two close-ended questionnaires were used. One of these questionnaires was based on a three-likert scale to investigate the most important writing skills form EFL students' perception and the other one was based on a five-Likert scale to examine the EFL students' attitudes towards using the guided imagery strategy in developing their writing skills. The data collection procedures and the statistical tools and processes are described.

### Questions of the Study

The questions of this paper are as follows:

1. What are the most important writing skills from the EFL students' perception at Ibb University?
2. What are the EFL students' attitudes towards using the guided imagery strategy in developing their writing skills at Ibb University?

### Limitations of the Study

The study is limited to the following:

#### Topical Limitations:

Examining the EFL students' attitudes towards using the guided imagery strategy in developing their writing skills.

#### Human Limitations:

Taking the EFL second level students in the Faculty of Education at Ibb University as the targeted sample of the study

#### Place Limitations:

English Department in the Faculty of Education at Ibb University, Yemen

#### Time Limitations:

The academic year of 2021-2022

### The Results of the Study

This part presented the most important results obtained in the study based on its objectives.

#### The Results Related to the Most Writing Skills from the EFL Students' Perception

After reviewing related literature as previous studies, this study prepared the writing skills those should be incorporated in the EFL writing

courses. Those writing skills were classified under four main domains including organization skills, grammar skills, mechanics skills and content skills of (56) items as a close-ended questionnaire. A panel of experts reviewed those writing skills in terms of relatedness, suitability and clarity. After getting the necessary modifications, those writing skills were decreased into (40) items in the same four domains with (10) writing skills in each domain. To answer this question, the final version of this questionnaire was distributed to the (24) EFL second level students in the Faculty of Education at Ibb University to find out their perception regard to the most important writing skills. The results showed that a number of (24) EFL student gave their perception about the most important writing skills as shown in the following table:

**Table of the Most Important Writing Skills form the EFL Students' Perception**

Domain	N	Mean	Std. D.	Degree of Need
Organization Skills	24	2.80	0.201	Large
Mechanics Skills	24	2.74	0.222	Large
Grammar Skills	24	2.73	0.228	Large
Content Skills	24	2.72	0.301	Large
Mean	24	2.75	0.224	Large

Based on the results shown in the table above the total mean for the four domains as a whole was (M=2.75) and standard deviation was (Std. D. =0.224). The table also showed that the domain of organization skills got the first rank with the mean of (M=2.80) and standard deviation of (Std. D. =0.201). The second rank was for the mechanics skills with mean of (M=2.74) and standard deviation of (Std. D. =0.222). The domain of grammar skills got the third rank with the mean of (M=2.73) and

standard deviation of (Std. D. = 0.228). Whereas, the content skills got the fourth rank with mean and of (M= 2.72) and standard deviation of (Std. D. =0.301). Therefore, the total value was statistical significance due to those writing skills in the domains as a whole got a large degree. Based on these results, these four domains of writing skills were discussed according to their ranks respectively.

**Table of the Most Important Organization Skills form EFL Students' Perception**

No.	Organization Skills	Mean	Std. D.	Degree of Need
1	Organizing sentences and ideas in a logical sequence.	3.00	0.000	Large
2	Finalizing a paragraph properly.	2.92	0.282	Large
3	Writing a title for a passage/an article or any written work.	2.88	0.338	Large
4	Using listing or space order words and phrases according to type of a paragraph.	2.88	0.338	Large
5	Using a well-organized format of different types of a written work.	2.79	0.415	Large
6	Opening paragraphs with interesting and more attractive sentence.	2.79	0.415	Large
7	Reflecting the use of idea creation techniques such as brainstorming, clustering and outlining.	2.79	0.415	Large

No.	Organization Skills	Mean	Std. D.	Degree of Need
8	Developing the main topic smoothly and logically.	2.75	0.442	Large
9	Indenting paragraphs properly.	2.67	0.482	Large
10	Making good page layouts.	2.58	0.504	Large
Total	24	2.80	0.201	Large

This table showed that the domain of organization skills got a large degree from the EFL students' perception as well as it got the first rank of the domains as a whole with mean of (M=2.80) and standard deviation of (Std. D. = 0.201). The table also showed that the item of (Organizing sentences and ideas in a logical sequence.) got the first rank of the organization

skills with mean of (M=3.00) and standard deviation (Std. D. = 0.000) which got to a large degree. Whereas, the item of (Making good page layouts.) with mean of (M= 2.58) and standard deviation of (Std. D. = 0.504) also got a large degree, however it came in the last rank of the same domain.

**Table of the Most Important Mechanics Skills form EFL Students' Perception**

No.	Mechanics Skills	Mean	Std. D.	Degree of Need
1	Putting the right use of capitalization rules in titles, proper names, etc.	2.92	0.282	Large
2	Using correct spelling of words.	2.92	0.282	Large
3	Using different kinds of punctuation marks properly.	2.88	0.338	Large
4	Avoiding making comma errors.	2.79	0.415	Large
5	Punctuating titles correctly.	2.75	0.442	Large
6	Reviewing mechanical mistakes by self-correcting.	2.75	0.442	Large
7	Using the rules of dividing/splitting of compounds, sentences, paragraphs, lines, etc.	2.71	0.464	Large
8	Following correct spacing rules of articles, words, punctuations, etc.	2.67	0.482	Large
9	Showing a good use of abbreviations, numbers, symbols, right shape track of capitals and smalls, etc.	2.63	0.495	Large
10	Avoiding using contractions in academic writing.	2.42	0.504	Large
Total	24	2.74	0.222	Large

This table showed that the domain of mechanics skills as a whole got a large degree with total mean of (M= 2.74) and standard deviation of (Std. D. = 0.222). It came in the second rank of the whole domains before the domain of grammar skills. This table also showed that the first rank in the mechanics skills was for the items of (Putting the right use of capitalization rules in titles, proper names, etc.), (Using correct spelling of words.) with the same means of (M= 2.92) and standard

deviations of (Std. D. = 0.282). It means that these items got a large degree from the EFL students' perception. Whereas, the item of (Avoiding using contractions in academic writing.) with mean of (M= 2.42) and standard deviation of (Std. D. = 0.504) got a large degree, but it came in the last rank in the same domain.

**Table of the Most Important Grammar Skills form EFL Students' Perception**

No.	Grammar Skills	Mean	Std. D.	Degree of Need
1	Using pronouns and references correctly and attractively.	2.92	0.282	Large
2	Using different articles accurately and functionally.	2.88	0.338	Large
3	Putting cumulative adjectives in correct order.	2.88	0.338	Large
4	Using variety of prepositions carefully and attractively.	2.79	0.415	Large
5	Using subjects and verbs agreement correctly.	2.79	0.415	Large
6	Creating a good use of sentence structure.	2.75	0.442	Large
7	Avoiding making run-on sentences errors.	2.71	0.464	Large
8	Avoiding making fragment errors.	2.71	0.464	Large
9	Reviewing the correct use of verb tense accurately.	2.54	0.509	Large
10	Making sentences of different types.	2.38	0.495	Large

No.	Grammar Skills	Mean	Std. D.	Degree of Need
Total	24	2.73	0.228	Large

Based on the results shown in this table of grammar skills, the total mean of grammar skills domain as a whole was (M= 2.73) and standard deviation was (Std. D. = 0.228). Therefore, the value was statistical significance due to it got a large degree from the EFL students' perception. This domain came in the third rank among the sum of ranks for the whole domains based on the EFL students' perception. This table also showed that the item of (Using

pronouns and references correctly and attractively.) got the first rank with mean of (M= 2.92) and standard deviation of (Std. D. =0.282), and it got a large degree. Whereas, the item of (Making sentences of different type.) with mean of (M= 2.38) and standard deviation of (Std. D. =0.495) got a large degree and came in the last rank as the last item in the same domain.

**Table of the Most Important Content Skills form EFL Students' Perception**

No.	Content Skills	Mean	Std. D.	Degree of Need
1	Using specific and relevant details.	3.00	0.000	Large
2	Writing effective topic sentences for paragraphs.	2.83	0.381	Large
3	Making acceptable range of vocabularies, sentences and paragraphs.	2.83	0.381	Large
4	Keeping the focus on the main theme of the paragraph.	2.79	0.415	Large
5	Using appropriate and suitable transition signals for cohesion properly.	2.79	0.415	Large
6	Making writing interesting through effective word choice.	2.75	0.442	Large
7	Conveying ideas and thoughts by using variety of vocabularies.	2.58	0.504	Large
8	Using imagery words and phrases to discuss the main points at supporting sentences.	2.58	0.504	Large
9	Using a variety of imaginative and sensible verbs.	2.54	0.509	Large
10	Expressing a point of view by using persuasive language.	2.50	0.511	Large
Total	24	2.72	0.301	Large

This table showed that the domain of content skills with mean of (M= 2.72) and standard deviation of (Std. D. = 0.301) also got a large degree and it came after the domain of grammar skills in the fourth and last rank among the whole domains. This table also showed that the item of (Using specific and relevant details.) with mean of (M= 3.00) and standard deviation of (Std. D. = 0.000) got a large degree from the EFL students' perception. Whereas, the item of (Expressing a point of view by using persuasive language.) with mean of (M= 2.50) and standard deviation of (Std. D. = 0.511) got the last rank in the same domain with a large degree, either.

Generally, the results showed that the writing skills were most important for the EFL students from their perception. It means that the results showed the four domains of contained the most important writing skills. However, the order of the domains and the items was somehow

changed regarding their ranks as it was discussed. These results also confirmed that the chosen writing skills as domains and as items were well-prepared to attempt in achieving the objectives of the study.

These results highlighted the necessity of incorporating these most important writing skills in EFL writing contexts when designing curriculum especially with the targeted domains. These results went in line with previous studies such as (Marsela, 2022; Millatina, 2020; Al-hyak, 2019; Kavitha and Sasikala, 2019; Salamah, 2018; Muflihah, 2016 and Aryningtyas, et al. 2012). The conclusions of these studies agreed with the findings of this study in involving these most important domains when teaching writing courses.

### **The Results Related to the EFL Students' Attitudes towards Using the Guided**

## Imagery Strategy in Developing their Writing Skills

What are the EFL students' attitudes towards using the guided imagery strategy in developing their writing skills at Ibb University?

To have a better understanding of the EFL students' viewpoints about using the guided imagery strategy in developing their writing skills, a five-Likert scale questionnaire was prepared involving (20) items of two categories. The first category was related to the EFL students' attitudes towards the guided imagery strategy with (11) items, and the

second category dealt with the attitudes towards developing their writing skills including (9) items. After distributing this instrument to (24) second level students to establish their attitudes towards using the guided imagery strategy in developing their writing skills, the results showed that the total mean of the EFL students' attitudes in each category was highly positive. Based on these results, each one of these categories was discussed separately.

### The EFL Students' Attitudes towards Using the Guided Imagery Strategy

No.	Towards the Guided Imagery Strategy	Mean	Std. D.	Rank	Attitude
1	I see guided imagery strategy modern and valuable.	4.83	0.565	2	Highly Positive
2	I find guided models were more beneficial for writing.	4.17	0.482	6	Positive
3	I see mental images helped me to write creatively.	5.00	0.000	1	Highly Positive
4	I imagine ideas and experience were very important for writing.	4.08	0.282	7	Positive
5	I find guided questions technique was more interesting.	4.08	0.282	7	Positive
6	I feel anyone could practice guided imagery simply.	4.17	0.381	6	Positive
7	I believe the use of five senses proved my writing ability.	4.50	0.590	3	Highly Positive
8	I think guided imagery made me love writing.	4.21	0.415	5	Highly Positive
9	I think guided imagery was essential in writing process.	4.29	0.464	4	Highly Positive
10	I find guided feedback led to develop my writing skills.	5.00	0.000	1	Highly Positive
11	I prefer to use the guided imagery as a daily activity.	5.00	0.000	1	Highly Positive
Total	32	4.48	0.193		Highly Positive

This table showed that the means of the second category of the EFL students' attitudes towards the guided imagery strategy ranged from (5.00) to (4.08). The total mean of this category was (4.48) and standard deviation was (Std. D. = 0.193) indicating to that the EFL students had highly positive attitudes towards the GIMS.

At the level of each item of this category, this table revealed results as follows:

- The EFL students' attitudes towards the GIMS were highly positive in (7 of 11) items and positive in (4 of 11) items.
- The highest rank went to the item "I find guided feedback led to develop my writing skills." and "I prefer to use the guided imagery as a daily activity." with mean of (5.00) and standard deviation of (Std. D. =0.000).

- The lowest rank went to the item "I imagine ideas and experience were very important for writing." and "I find guided questions technique was more interesting." with a mean of (4.08) and standard deviation of (0.282).

With reference to the table of this category, the EFL students gave highly positive attitudes in (7) out of (11) items towards the GIMS. The numbers of these items were (8), (9), (7), (3), (1), (10) and (11). The means of these seven items received (4.21), (4.29), (4.50), (4.83), (5.00), (5.00) and (5.00) respectively.

**Table (4-9): The EFL Students' Attitudes towards the Development of Writing Skills**

No.	Towards Students' Writing Skills Development	Mean	Std. D.	Rank	Attitude
1	I find myself as a good writer after the experiment.	4.33	0.482	3	Highly Positive
2	I find my anxiety when writing more decreased.	4.04	0.359	7	Positive
3	I find myself confident about my writing grade.	4.25	0.442	5	Highly Positive
4	I see myself encouraged to write different topics.	4.29	0.464	4	Highly Positive



No.	Towards Students' Writing Skills Development	Mean	Std. D.	Rank	Attitude
5	My ability to write independently more increased.	4.92	0.408	1	Highly Positive
6	I trust my writing ability in front of others.	4.42	0.584	2	Highly Positive
7	I match my writing competency after the experiment.	4.04	0.359	7	Positive
8	I think my writing skills developed better than I expected.	4.21	0.509	6	Highly Positive
9	I propose my writing outcomes are more valuable.	4.92	0.408	1	Highly Positive
Total	32	4.38	0.164		Highly Positive

It also was clear from the table that the means of the category of writing skills development ranged from (4.92) to (4.04) and the total mean of this category was (4.38) and standard deviation was (Std. D. = 0.164). These results indicated to that the EFL students gave highly positive attitudes towards their writing skills development.

At the level of each item of this category, this table revealed results as follows:

- The EFL students' attitudes towards their writing skills development were highly positive in (7) of (9) items and positive in (2) of (9) items.
- The highest rank in this category went to the items "My ability to write independently more increased." and "I propose my writing outcomes are more valuable." with mean of (4.92) and standard deviation of (Std. D. = 0.408).
- The lowest rank went to the item, "I match my writing competency after the experiment." with mean of (4.04) and standard deviation of (0.282).

With reference to the table of this category, the EFL students also had highly positive attitudes of (7) out of (9) items towards the writing skills development category. The numbers of these seven items were (1), (3), (4), (5), (6), (8) and (9) with means of (4.33), (4.25), (4.29), (4.92), (4.42), (4.21), and (4.92) respectively.

Generally, based on these results, it was clear that the items that got highly positive attitude were (7) items in the first category and (7) items in the second category. For instance, regarding the first category (the guided imagery strategy), the numbers of these items were (1), (3), (7), (8), (9), (10) and (11). In terms of the second category (the writing skills development), the

items were (1), (3), (4), (5), (6), (8) and (9). These results emphasized that the majority of the EFL students' attitudes was highly positive. Regarding those got positive attitudes, they were distributed as follows:

Four items in the first category and (2) items in the second category. The distribution of those items in the first category included the items of (4), (5), (2) and (6) which received the means (4.08), (4.08), (4.17) and (4.17) respectively. The items of the second category were (2) and (7) in which both of them received means of (4.04).

### The Major Findings

EFL students face many difficulties when they try to produce written works because of limited practice that they receive in writing classes and due to the absence of using modern teaching strategies. The results of this paper indicated that the EFL students were in need to solve such problem giving their perception about the most important writing skills. Due to this rationale, the results the necessity of using the guided imagery strategy raised and valued conducting this important topic as a result. These results also showed that the EFL students' perception agreed with the study objectives about the necessity for involving the most important writing skills when teaching and learning writing courses. This perception indicated that the EFL students were familiar with their needs in terms of content and teaching method to develop their writing ability. Regarding the EFL students' attitudes, the results also revealed that they expressed their interest and motivation about using the guided imagery as a beneficial strategy to develop their writing skills.

Undoubtedly, the quality of using guided imagery attracted the EFL students during

writing process and was also appreciated especially due to none of them had received any formal experiment based on such strategy. Some interesting reasons by using this modern teaching strategy represented in stimulating their five senses, giving guided feedback, affording them with multiple opportunities to practice writing through close and familiar topics encouraging them to make corrections by themselves and preventing them to feel frustration. All of these benefits played vital roles in nurturing the EFL students and caused this kind of attitudes. These results were in congruent with (Marsela, 2022; Millatina, 2020; Kavitha and Sasikala, 2019; Salamah, 2018; Muflihah, 2016; Gomez, 2014; Aryningtyas, et al. 2012; Li, 2012; Kridowati, 201; Lan, et al. 2011; and Setiawan, 2011).

### Conclusions and Recommendations

Considering the major findings, more focus was on the necessity for investigating the students' perception about the most important writing skills those should be incorporated in writing courses and at the university level. To achieve the targeted objectives, this study focused on determining the most important writing skills in terms of organization, mechanics, grammar and content as well as on using the guided imagery strategy, which was considered an essential aspect in teaching and learning processes to help writing course tutors to develop EFL students' writing skills in an interesting manner. The findings revealed one interesting point from this study that the guided imagery strategy was used for the first time in Yemen unlike previous studies to develop EFL students' writing skills at the university level. This study recommended the application of the guided imagery strategy in developing the EFL students' other language skills as well as implementing this strategy in different faculties and universities.

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