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| RESEARCH ARTICLE

Effectiveness of Guided Imagery Strategy in Developing Writing Skills among EFL Students: A Proposed Training Program

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| **ABSTRACT**

This study aimed to investigate the effectiveness of a program based on the guided imagery strategy in developing writing skills among EFL students at Ibb University. The experimental method and quasi-experimental design used to achieve the objectives of the study. The study instruments were a questionnaire and an achievement test. The students of the second level in the Faculty of Education at Ibb University chosen to participate in the experiment as a group of two pair-samples. The data collected through a three-scale questionnaire instrument consisted of four domains involving 40 writing skills. Moreover, the study used another tool, which was a pre-post-achievement test that applied to all 24 second-level students in English Department before and after conducting the program based on the guided imagery strategy to explore their achievement of writing skills and to determine whether there was a statistical significant difference between the mean ranks before and after applying the program. The collected data analyzed using SPSS. The obtained data calculated and tabulated for data analysis by means of descriptive statistics (means and standard deviation, mean ranks, and some of ranks) and inferential statistics (Nonparametric, Wilcoxon test) computed. The results of the study showed the effectiveness of the program based on the guided imagery strategy in developing the writing skills among the students at Ibb University. Moreover, the results indicated that the educational and academic contribution was positive for the program based on the guided imagery strategy. The most important recommendations of the study focused on advocating the implementation of the program used in this study and its application in developing the skills of other English language courses as well as the courses of other departments and faculties at universities around Yemen.

| **KEYWORDS**

Effectiveness, Program, Guided Imagery Strategy, Developing, Writing Skills, EFL Students

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1. Introduction

Education becomes the main requirement to deal with the pressure on the professional establishment and rapid lifetime changes in this current advanced world. It is an essential foundation of sustainable target advancement. Likewise, English has become an essential aspect due to the enormous significance and the countless benefits in today's world. Changes and advancements in technology and globalization boost an important role of 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 communication objectives and good communication performance. For instance, it represents the central element in the language teaching setting, as well as it is the most difficult task among the other language skills. It takes considerable time and extra efforts to be developed. Based on

what mentioned, some researchers find that focusing on developing writing skills among EFL students is considered a big and important topic. Consequently, related previous literature reviewed and found that this paper becomes more important task. The current paper agrees with this vision as a result of good decisions come from experience. Accordingly, the researchers get a strong desire to seize the opportunity of conducting this study to fulfil the gap of previous literature.

2. Literature Review

This paper stands on schemas theory and sheds light on literature of related previous studies conducted by both native and nonnative speakers of English particularly on EFL students' training using a modern educational strategy as guided imagery to develop writing skills among EFL students. Considering the findings and recommendations of those latest previous studies, that might be limited and some gaps found. The knowledge and the most important information found is that affective strategies are very useful for students to help them to deal with their difficulties up to solving problems. Therefore, using modern strategies when conducting training programs in general and those that based on guided imagery in particular could motivate EFL students and develop their achievement. Oxford (1990) concluded that successful students attempted to use affective strategies. Torrance and Galbraith (2006) also confirmed that writers and instructors should develop a writing strategy to break the process into several steps such as preplanning, making notes, rough drafting, and so forth. Setiawan (2011); Kridowati (2011); Aryningtyas, Susilohadi, and Sarosa, (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) suggested that teachers and instructors should consider using guided imagery strategy in teaching EFL students to develop their writing skills. Accordingly, the current study supported the fact of concerning the development of EFL students' writing skills due to the use of a modern teaching strategy. Consequently, the results found in the current study were consistent with some previous studies. Meanwhile, guided imagery strategy found in many studies that confirmed the importance and use of guided imagery (Kobayashi and Rinnert, 2001, Kilpatrick, 2001, Setiawan, 2011, Kridowati, 2011, Aryningtyas, Susilohadi, and Sarosa, 2012, Muflihah, 2016, Salamah, 2018, Al-hyak, 2019, Kavitha and Sasikala, 2019 Millatina, 2020, and Marsela, 2022). All of them agreed with the researchers' perception in conducting a study on such big topic as an important area. As mentioned earlier in these previous studies, they all gave more support and went in line with the findings of the current study emphasizing that guided imagery was effective strategy in training programs.

However, the present study showed a contrast to some the previous studies that used similar training programs with different purposes to increase learning activities using various techniques or strategies to support students' learning progress and academic achievement. 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); revealed that cognitive strategies not used separately but in a combination to complete students' composition Abdullah et al. (2011). El-ghamry (2015) showed the effect of a proposed strategy-based writing model on developing EFL students' writing skills. Memory strategies also 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 who taught by prewriting strategies and those who taught by rough drafting strategies. More emphasis in Al-Hammadi (2017) that achieving learning proficiency, considered as vital means to develop EFL students' writing.

On the other hand, Kavitha and Sasikala (2019) examined the effect of guided imagery on the quality of life of individuals with hypertensive patients. Other studies used guided 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); Aryningtyas, Susilohadi, and Sarosa (2012). In addition, guided imagery strategy used for teaching the Social and National Studies and showed the effect of using guided imagery strategy in developing critical thinking skills among sixth grade students Al-Harithy (2017). Whereas, Muflihah (2016) conducted on using guided imagery technique in teaching writing to the second grade students and concluded that the application of guided imagery technique was able to increase the students' writing. Salamah (2018), showed the effect of guided imagery strategy in developing the story writing skills among preparatory stage students. Marsela (2022) also showed significant influence of using guided imagery towards students' ability in writing narrative text at the eleventh grade in the year of 2021/2022. Overall, guided strategy not only helped students to write well but also helped those who lacked in vocabularies to express or share their ideas, develop their writing skills as well as influenced quality when writing composition.

In the light of the 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 (the independent variable of the current study), some previous studies also aimed to develop writing skills among EFL students (similarity the dependent variable of the current study) such as (Aryningtyas, Susilohadi, and Sarosa, 2012, Muflihah, 2016, Salamah, 2018, Al-hyak, 2019, Kavitha and Sasikala, 2019 and Millatina, 2020, Marsela, 2022, etc.). However, the current study differed with the latest mentioned studies in sampling; place, time and number of participants, study method and statistical techniques used, and the proposed training program that considered the core and backbone of the current study as well as differed in findings.

3. Methodology
3.1. Design of the Study
The current study follows a quasi-experimental method for exploring the effectiveness of a program based on guided imagery strategy in developing writing skills among EFL students in the Faculty of Education at Ibb University. The present study also follows the one pre-post paired sample group design in which the same group has participated in the implementation process and given the same one pre-posttest before and after participating in the proposed training program.

3.2. Population and Sample of the Study
The target population for this study are the EFL students at Ibb University. The sample of the study includes 24 students of the second level in the English Department at Ibb University who selected purposefully to participate in the experiment. To carry out the experiment, unbiased simple random sample chosen.

3.3. Instruments of the Study
In the light of the relevant literature, the first instrument of the study was a questionnaire prepared by the researchers to investigate to what extent do the EFL students need writing skills from their perceptions. The second instrument of the study was a pre-post achievement test to explore the EFL students achievement in terms of writing skills and to determine if there was statistical difference between the mean ranks of pre-post experiment.

4. Results and Discussion
The most important results obtained in the present study based on its objectives. First, it showed the final version of the list writing skills prepared by the researchers, refereed by experts and it also showed large degree of need for those writing skills form the EFL students' perceptions. Then it showed that there was a statistical significance difference in the students' achievement at the level of (0.05) before and after conducting the program in favour of the post experiment. Finally, it revealed the positive educational and academic contribution of the proposed training program.

4.1. The Results of Degree of Need for Writing Skills form EFL Students' Perceptions
Q: To what extent do the EFL students at Ibb University need writing skills from their perceptions?

The researchers distributed the final version of the questionnaire to the whole number of the EFL second-level students according to the list of attendance in the Department of English of the Faculty of Education at Ibb University. The number of the students was twenty-four. All of the students responded to the items of the questionnaire and gave their perceptions about the degree of need for the writing skills. Based on their responses to the items of the questionnaire, the items in each domain got large degree of need as well as in the whole domains. However, the rank of the writing skills was different.

Table (4-6): Degree of Need for Writing Skills from EFL Students' Perceptions

Domain	N	Mean	Std. D.	Rank	Degree of Need
Organization Skills	24	2.80	.201	1	Large
Content Skills	24	2.72	.301	4	Large
Grammar Skills	24	2.73	.228	3	Large
Mechanics Skills	24	2.74	.222	2	Large
Mean	24	2.75	.224	_	Large

Based on the results shown in Table (4-6), the domain of organization skills got large degree of need among students. It also got the first rank with mean and standard deviation of (M=2.80) and (St. D=.201). The domain of mechanics skills also got a large degree of need with the mean and standard deviation of (M=2.74) and (St. D= .222). Mechanics skills domain also got the second rank of the domains as a whole. The third rank was for grammar skills which got a large degree of need from the students' perception with mean and standard deviation of (M= 2.73) and (St. D = .228). Although, the content skills got the fourth rank after grammar skills, it also got a large degree of need with mean and standard deviation of (M= 2.72) and (St. D = .301). The table also showed that the total mean and standard deviation for the whole domains were (M=2.75) and (St. D. = .224). Therefore, the value was statistically significance and it could be said that the degree of EFL students' need in terms of the list of writing skills was large because the total mean value of the four domains was (2.75).

Table (4-7): Degree of Need for Organization Skills form EFL Students' Perceptions

No.	Organization Skills	Mean	Std. D.	Rank	Degree of Need
1	Using a well-organized format of different types of written work.	2.79	.415	4	Large
2	Writing a title for a passage/ an article or any written work.	2.88	.338	3	Large
3	Indenting paragraphs properly.	2.67	.482	6	Large
4	Making good page layouts.	2.58	.504	7	Large
5	Opening paragraphs with interesting and more attractive sentences.	2.79	.415	4	Large
6	Developing the main topic smoothly and logically.	2.75	.442	5	Large
7	Reflecting the use of idea creation techniques such as brainstorming, clustering and outlining.	2.79	.415	4	Large
8	Organizing sentences and ideas in logical sequencing.	3.00	.000	1	Large
9	Using listing or space order words and phrases according to the type of a paragraph.	2.88	.338	3	Large
10	Closing a paragraph properly.	2.92	.282	2	Large
Total	24	2.80	.201		Large

The table (4-7) shows that the domain of organization skills got a large degree of need from the EFL students' perceptions as well as it got the first rank in terms of writing skills. The table also showed that the eighth item (Organizing sentences and ideas in a logical sequencing.) got the first rank of the organization skills with mean and standard deviation of (M=3.00) and (St. D. = .000) which indicated to a large degree of need. Whereas, the fourth item in the domain of organization skills (Making good page layouts.) with mean and standard deviation of (M= 2.58) and (St. D. = .504) got a large degree and the last rank in the same domain. In addition, table (4-7) shows that the domain of organization skills got large degree of need with mean and standard deviation of (M=2.80) and (St. D. = .201).

Table (4-8): Degree of Need for Content Skills from EFL Students' Perceptions

No.	Content Skills	Mean	Std. D.	Rank	Degree of Need
1	Writing effective topic sentences for paragraphs.	2.83	.381	2	Large
2	Using a variety of imaginative and sensible verbs.	2.54	.509	6	Large
3	Using imagery words and phrases to discuss the main points in supporting sentences.	2.58	.504	5	Large
4	Using specific and relevant details.	3.00	.000	1	Large
5	Keeping the focus on the main theme of the paragraph.	2.79	.415	3	Large
6	Conveying ideas and thoughts by using a variety of vocabulary.	2.58	.504	5	Large
7	Using appropriate and suitable transition signals for cohesion properly.	2.79	.415	3	Large
8	Expressing a point of view by using persuasive language.	2.50	.511	7	Large
9	Making writing interesting through effective word choice.	2.75	.442	4	Large
10	Making an acceptable range of vocabulary, sentences, and paragraphs.	2.83	.381	2	Large
Total	24	2.72	.301		Large

The table (4-8) shows that the fourth item (Using specific and relevant details.) with mean and standard deviation of (M= 3.00) and (St. D. = .000) got a high degree of need form the EFL students perceptions. The fourth item also got the first rank in the content skills domain as shown in the same table. Whereas, the eighth item of content skills domain (Expressing a point of view by using persuasive language.) with mean and standard deviation of (M= 2.50) and (St. D. = .511) got the last rank in the same domain. However, it got a large degree of need, too. In addition, the domain of content skills as shown in the table (4-8) got mean and

standard deviation of (M= 2.72) and (St. D. = .301) which represented large degree of need and it came after the domain of grammar skills in the fourth rank among the whole domains.

Table (4-9): Degree of Need for Grammar Skills from EFL Students' Perceptions

No.	Grammar Skills	Mean	Std. D.	Rank	Degree of Need
1	Making sentences of different types.	2.38	.495	7	Large
2	Creating a good use of sentence structure.	2.75	.442	4	Large
3	Using a variety of prepositions carefully and attractively.	2.79	.415	3	Large
4	Avoiding making run-on sentence errors.	2.71	.464	5	Large
5	Using pronouns and references correctly and attractively.	2.92	.282	1	Large
6	Putting cumulative adjectives in the correct order.	2.88	.338	2	Large
7	Avoiding making fragment errors.	2.71	.464	5	Large
8	Using subjects and verbs agreement correctly.	2.79	.415	3	Large
9	Using different articles accurately and functionally.	2.88	.338	2	Large
10	Reviewing the correct use of verb tense accurately.	2.54	.509	6	Large
Total	24	2.73	.228		Large

Based on the results shown in Table (4-9), the fifth item in the domain of grammar skills (Using pronouns and references correctly and attractively.) got the first rank with mean and standard deviation of (M= 2.92) and (St. D. = .282) and also got a large degree of need. Whereas, the first item in the domain of grammar skills (Making sentences of different types) with mean and standard deviation of (M= 2.38) and (St. D. = .495) got the last rank as the last item in the same domain. However, it got a large degree of need, too. The total mean and standard deviation of grammar skills domain as a whole were (M= 2.73) and (St. D. = .228). Therefore, the value was also statistical significance and it got large degree of need from the EFL students' perceptions. Moreover, this domain represented the third rank among the sum of ranks for the whole domains based on the EFL students' perceptions.

Table (4-10): Degree of Need for Mechanics Skills from EFL Students' Perceptions

No.	Mechanics Skills	Mean	Std. D.	Rank	Degree of Need
1	Using different kinds of punctuation marks properly.	2.88	.338	2	Large
2	Punctuating titles correctly.	2.75	.442	4	Large
3	Putting the right use of capitalization rules in titles, proper names, etc.	2.92	.282	1	Large
4	Using correct spelling of words.	2.92	.282	1	Large
5	Avoiding making comma errors.	2.79	.415	3	Large
6	Following correct spacing rules of articles, words, punctuations, etc.	2.67	.482	6	Large
7	Using the rules of dividing/splitting compounds, sentences, paragraphs, lines, etc.	2.71	.464	5	Large
8	Showing a good use of abbreviations, numbers, symbols, right shape track of capitals and smalls, etc.	2.63	.495	7	Large
9	Avoiding using contractions in academic writing.	2.42	.504	98	Large
10	Reviewing mechanical mistakes by self-correcting.	2.75	.442	4	Large
Total	24	2.74	.222		Large

The table (4-10) showed that the first rank in the mechanics skills was for the third and the fourth items (Putting the right use of capitalization rules in titles, proper names, etc.), (Using correct spelling of words.) with the same mean and standard deviation of (M= 2.92) and (St. D. = .282). That meant that these items got a large degree of need from the EFL students' perceptions. Whereas, the ninth item of mechanics skills (Avoiding using contractions in academic writing.) with mean and standard deviation of (M= 2.42) and (St. D. = .504) got a large degree of need as the last rank in the same domain. Regarding the domain of mechanics skills

as a whole, it got also a large degree of need with total mean and standard deviation of (M= 2.74) and (St. D. = .222). However, the domain of mechanics skills came before the domain of grammar skills in the second rank in terms of the whole domains.

4.2 The Results Related to the Students' Achievement before and after Conducting the Proposed Training Program

Q: Is there any statistical significant difference in the students' achievement at the level of (0.05) before and after conducting the program?

The results showed that there was a statistical significance difference in the students' achievement at the level of (0.05) before and after conducting the program in favour of the post experiment because the significance value was (.000) which indicated to it was less than (0.05) as shown in the Table (4-11).

Table (4-11): Wilcoxon-Test of Students' Achievement before and after Conducting the Program

Domain	Application	N	Mean Rank	Sum of Ranks	Z Value	Sig. Value
Organization Skills	Pre	24	.00	.00	4.297	.000
	Post		12.50	300.00		
Grammar Skills	Pre	24	.00	.00	4.291	.000
	Post		12.50	300.00		
Content Skills	Pre	24	.00	.00	4.295	.000
	Post		12.50	300.00		
Mechanics Skills	Pre	24	3.00	3.00	4.216	.000
	Post		12.91	297.00		
Total	Pre	24	.00	.00	4.291	.000
	Post		12.50	300.00		

Table (4-11) showed that the mean rank and sum of ranks of the students' achievement in organization skills before conducting the proposed training program were *(MR* = .00) and (SR = .00), whereas the "mean rank" and "sum of ranks" of the students' achievement in organization skills after the conducting the proposed training program were (*MR* = 12.50) and *SR* = (300.00). The value of "Z" was (4.297) and the statistical significance value was (.000). In addition, it showed that the mean rank and sum of ranks of the students' achievement in grammar skills before conducting the proposed training program were *(MR* = .00) and (SR = .00), whereas the "mean rank" and "sum of ranks" of the students' achievement in grammar skills after the conducting the proposed training program were (*MR* = 12.50) and *SR* = (300.00). The value of "Z" was (4.291) and the statistical significance value was (.000). Furthermore, it showed that the mean rank and sum of ranks of the students' achievement in content skills before conducting the proposed training program were *(MR* = .00) and (SR = .00), whereas the "mean rank" and "sum of ranks" of the students' achievement in content skills after the conducting the proposed training program were (*MR* = 12.50) and *SR* = (300.00). The value of "Z" was (4.295) and the statistical significance value was (.000). Moreover, it showed that the mean rank and sum of ranks of the students' achievement in mechanics skills before conducting the proposed training program were *(MR* = 3.00) and (SR = 3.00), whereas the "mean rank" and "sum of ranks" of the students' achievement in mechanics skills after the conducting the proposed training program were (*MR* = 12.91) and *SR* = (297.00). The value of "Z" was (4.216) and the statistical significance value was (.000). Finally, the table (4-11) showed that the students' achievement was greater and more valued after their participating in the proposed training program that based on guided imagery strategy than it was before conducting the proposed training program as presented in the domains as a whole. It also showed that the total mean rank and sum of ranks for all of the students' achievement before conducting the proposed training program were *(MR* = 0.00) and (SR = 0.00), whereas the "mean rank" and "sum of ranks" of all students after conducting the proposed training program were (*MR* = 12.50) and *SR* = (300.00). The value of "Z" was (4.291) and the statistical significance value was (.000). Therefore, when pre-test results compared to the post-test results, significant difference in the students' achievement observed was statistical because the significance value was less than (0.05).

This indicated that all the results showed a positive effect for the proposed training program as Wilcoxon-test illustrated in the Table (4-11). In brief, according to the results of the study, the proposed training program for 12 sessions led to significant development in the participants' writing skills and created a significance difference in their achievement at the level of (0.05) before and after implementing the proposed training program. Therefore, it is to say that the study achieved its main objective by confirming the effectiveness of the proposed training program.

4.3 The Results Related to the Educational Contribution of the Proposed Training Program

Q: What is the educational and academic contribution of the program based on guided imagery strategy?

The most intended objectives in the present study were conducting the proposed training program to develop writing skills among EFL students and to investigate its effectiveness in developing writing skills among them. The results of the study as mentioned in the second and the third questions revealed a high degree of writing skills importance for EFL students from the teaching staff perception as well as revealed a large degree of need for writing skills from the students' perceptions. Based on these findings and after reviewing literature related to training programs, the targeted program proposed, prepared and applied by the researchers as an experienced after a couple of years teaching English courses at university levels. Then the proposed training program refereed by English Professors of different expertise particularly in the field of ELT and applied linguistics.

In addition, targeted program focused on introducing and implementing the main features of guided imagery strategy and mainly focused on the four domains regarding organization skills, content skills, grammar skills, and mechanics skills. Furthermore, it involved the EFL students of second level the through effective participation for twelve sessions of training topics and related training activities. Moreover, it provided chances and opportunities for the EFL students to apply and practice activities and reflected assignments in those twelve sessions. Finally, based on the results of the fourth question, the final version of the proposed training program showed. Later, the proposed training program conducted. Consequently, the results showed that there was a statistical significant difference at the level of (0.05) between the students' achievement before and after the application of the proposed training program in favor of the post experiment. Therefore, the students' writing skills achievement developed significantly after participating in the proposed training program. Those results revealed and confirmed the substantial contribution of the proposed training program at university level as one of the targeted objectives that achieved in the current study. The results also showed a positive effectiveness for the proposed training program for developing writing skills among EFL students in Education Faculty at Ibb University.

To sum up, the current proposed training program based on guided imagery strategy placed on the development of functional academic skills and assisted students to become well-rounded and productive citizens. It also maintained a language- based approach to instruction while emphasizing the use of written language to facilitate communication that is more effective. The focus of the proposed training program is on the development of EFL students' writing skills. Therefore, teachers, lecturers, and trainers given a great deal of autonomy in which to be creative to teach the students' interests. In addition, the proposed training program varied according to students' interest as well as to academic needs. The contribution of the proposed training program based on guided imagery strategy fell within domains including educational and academic contribution. It considered a multipurpose, eclectic tool useful in many educational courses settings such as creating short stories and novels, analyzing poetry texts, comparing literary issues, translating discourses, etc.

5. Findings

5.1 Findings Related to the First Question

Q: To what extent do the EFL students at Ibb University need writing skills from their perceptions?

Based on the EFL students' response as the result showed, the 40 items of the questionnaire got large degree of need. In addition, the total mean and standard deviation for the whole domains was (M=2.75) and (St. D. = 0.24). Thus, the value was statistically significance. However, the order of some of the domains changed. For instance, the domain of organization skills got the first rank whereas the domain of mechanics skills got the second rank and the third rank was for grammar skills however, the content skills got the fourth rank. Regarding investigating the degree of writing skills need, the perceptions of the students indicated that they were familiar with their targeted need in terms of writing skills. Furthermore, the mentioned perception also agreed with the researchers' point of view in which the organization skills domain was the first task involved in the proposed training program. Although, the domain of content skills got the fourth rank, it also had large degree of need from the EFL students' perceptions. In other words, such perceptions did not mean that the content skills were additional aspect that the students need but that more explained the lack of the students in terms of using content skills. This also went in line with the researchers point of view to the essential need to train students about such category. Therefore, what mentioned indicated to that the extent of what the EFL students need in writing skills as well as they should participate and be involved in the proposed training program to develop their writing skills generally and the content skills particularly.

5.2 Findings Related to the Second Question

Q: Is there any statistical significant difference in the students' achievement at the level of (0.05) before and after conducting the program?

To point out the extent of EFL students' achievement at the level of (0.05) of each domain as well as of the level of (0.05) of their achievement in the domains as a whole before and after implementing the proposed training program, the researchers calculated and analyzed the mean rank, sum of ranks and Non-parametric-statistic, Wilcoxon-test using SPSS program. The results showed that in the pretest achievement, the students actually used some of writing skills in their writing humbly, but after implementing and participating in the proposed program, the targeted writing skills were considerably developed, applied, and appeared in their writing performance and in their posttest achievement.

Thus, what mentioned indicated to there was statistically significant difference in the students' achievement at the level of (0.05) before and after conducting the proposed training program in favour of the post experiment. Further, the proposed training program oriented students' achievement and helped them systemically as occurred in the posttest when the students organized, punctuated their paragraphs properly, used appropriate structure and interesting word choice, and mechanized their paragraphs perfectly. In brief, according to the results of the study, it is to say that the proposed training program for 12 sessions created a significant difference in the students' achievement at the level of (0.05) before and after the application. The indicators that represented by the students' organization of ideas in their paragraphs were systematically positive which also occurred in developing their writing skills in terms of the other skills of content, grammar and mechanics, too. Thus, the findings answered the fifth question and confirmed the effectiveness of the proposed training program.

In other words, the proposed training program was effective in facilitating the process of writing competency in different written works and in developing writing skills among the EFL students at Ibb University in a better way. This confirmed the results of previous studies about the positive effectiveness of guided imagery strategy in developing writing skills among students (Kobayashi and Rinnert, 2001, Kilpatrick, 2001, Setiawan, 2011, Kridowati, 2011, Aryningtyas, Susilohadi, and Sarosa, 2012, Muflihah, 2016, Salamah, 2018, Al-hyak, 2019, Kavitha and Sasikala, 2019 Millatina, 2020, and Marsela, 2022).

Accordingly, these results supported the conclusions of Setiawan (2011); Kridowati (2011); Aryningtyas, Susilohadi, and Sarosa (2012); Muflihah (2016), Salamah (2018), and Kavitha and Sasikala (2019) about the positive effectiveness of guided imagery strategy in developing writing skills among students. As a result, the main question in the current study "What is the effectiveness of a program based on guided imagery strategy in developing writing skills among EFL students at Ibb University?" showed that there were significant differences at (0.05) level between the pretest and the posttest experiment in the writing test, in favor of the posttest.

5.3 Findings Related to the Third Question

Q: What is the educational and academic contribution of the proposed training program?

Teaching and training away from modern strategies such as guided imagery limited creativity and collaborations learning and provided low motivation among EFL students due to using ordinary teaching methods.

Based on the findings shown in the fifth questions, the results of the study showed a positive effectiveness for the proposed training program in developing writing skills among EFL students as the most important one of the main targeted contribution.

The contribution of the proposed training program considered as a liberating technique in the study to achieve the targeted objectives. In addition, according to the researchers' knowledge, there was no any study around Yemen proposed a training program based on such strategy to develop writing skills among EFL students. Although the previous studies that reviewed were modern besides some of them recommended using guided imagery strategy, no one of the previous studies reviewed built a training program based on guided imagery to develop writing skills among EFL students. However, this study was the best in proposing and conducting a program based on guided imagery strategy that developed writing skills among EFL students as a result. The researchers' development in this study was very important in the educational field especially at university level to fulfill the gap of the previous literature.

Moreover, the current study enabled to be as a qualification research as the first study that proposed and used the training program basd on guided imagery strategy and achieved the targeted objectives. Thus, it represented and modeled a source of beneficial modern strategy for the first time in the field of EFL teaching at university level in Yemen as well as it played a vital role in providing creative opportunity for lecturers at university level to solve their problems. Furthermore, the proposed training program considered as a medical and educational syllabus product for EFL students to solve their academic writing difficulties.

Finally, the intended contribution of the proposed training program as a valuable modern technique added as follows:

- Providing colleagues English instructors with solid foundation of using modern strategies, they prefer to use through training and practice.
- Modelling a beneficial modern strategy for the first time in the field of EFL teaching.
- Developing writing skills among EFL students in the Education Faculty at Ibb University.
- Enabling EFL students to recognize and solve complex problems when writing.
- Assisting writing teachers and instructors to foster modern and creative strategies in their classrooms through proven simple and easy techniques that enhance EFL students' learning.
- Providing a model technique related to helping EFL students to master writing skills.
- Enabling writing teachers and professors to help EFL students to become creative, critical thinkers, and good writers in real life.
- Creating places in which teachers and university instructors train their students to join professional development opportunities related to language and writing mastering particularly.

In conclusion, the current study aimed at proposing a training program based on guided imagery strategy for developing writing skills among EFL students at Ibb University. In addition, it aimed at investigating the effectiveness of a program based on guided imagery strategy in developing writing skills among EFL students at Ibb University. To collect the data and to carry out the experiment of study, the tools and procedures designed and used first with the pilot study for two weeks; a questionnaire; a pre-

post achievement test; the proposed training program. Then the targeted experiment administrated for twelve training sessions in the second semester of the academic year of 2021/2022 including the pre-test and post-test administrations.

This proposed training program, which consisted of various components that constituted the comprehensive integrative framework for a well-developed training program, was an educational contribution and attempt to fulfill the need reported in a number of studies for integrating training writing skills into university instructors programs. Such program introduced and provided teachers and tutors with a list of training activities used to develop writing skills among EFL students as well as modern strategy.

6. Conclusion

Many times, students taught to think creatively, act properly, and deliver the correct thoughts and ideas according to what readers and audience feel appropriately. Professional and specialist professors in applied linguistics also stressed the importance of developing EFL students' writing skills at university level through applying various techniques and modern strategies. Regarding the mentioned previous studies, all of them believe that teaching with guided imagery help students to focus on lessons, retain information and develop their psychomotor skills. Guided imagery creates a classroom situation where students engaged in thoughtful reflection. In addition, exercises in guided imagery enable students to increase physical, emotional, and intellectual self-awareness. As a result, some recommend schools, universities, educational principals, and decision-makers to step back from the limited and ordinary aims of the educational systems and focus on emotional experience of being one with the universe. Based on the discussion of the findings and conclusions of previous studies, guided imagery strategy considered a modern teaching method that helps teachers and lecturers and lets students be in touch with their primary imagination, senses and creative performance when learning and during tests achievement. Meanwhile, the current study concludes that all previous studies confirm the use of imagery strategy is effective in developing students' writing skill.

However, extra explanation regarding the similarities and differences between previous studies and the current study given in details. For example, in terms of developing writing skills among students, some previous studies only focused on basic or high school students, different dependent variables such as mechanics of writing, specific type of paragraph, etc. Moreover, the most important thing found after reviewing the related literature was teaching a way from creativity and collaborative learning. Therefore, the following major findings found:

Writing in English was highly limited in public primary, intermediate and secondary schools.

Focusing in writing classes was on the form of the written product rather than on the process of writing.

Regarding reaching the tertiary level, students faced the challenge of writing freely as well as they suffered from poor writing level of English since all tests written.

Investigating writing strategies conducted with university students, different numbers of participants, different levels, and different universities or countries to gain more valid and valuable resultant.

Employing the methods as the tools for collecting data, which might not be enough to gain more details from the participants. Thus, other topics recommended such as including analysis of students' writing needs.

Writing taught as a process and not as only a product. EFL students needed to realize that they could work on the process instead of achieving perfection in their first drafts. This helped to sensitize future EFL lecturers to the importance of process in writing because perfection had not come out all of a sudden.

Considering these major findings and recommendations, that might be limited and some gaps found. The affective strategies were very useful for students to help them to deal with their difficulties to solving their problems. Therefore, using modern strategies when conducting training programs in general and those that based on guided imagery in particular could motivate EFL students and develop their achievement. Oxford (1990) concluded that successful students attempted to use effective strategies. Torrance and Galbraith (2006) confirmed that writers and instructors should develop a writing strategy to break the process into several steps such as preplanning, making notes, rough drafting, and so forth. Meanwhile, guided imagery strategy found in many studies that confirmed the importance and use of guided imagery (Kobayashi and Rinnert, 2001, Kilpatrick, 2001, Setiawan, 2011, Kridowati, 2011, Aryningtyas, Susilohadi, and Sarosa, 2012, Muflihah, 2016, Salamah, 2018, Al-hyak, 2019, Kavitha and Sasikala, 2019 Millatina, 2020, and Marsela, 2022). All of the mention studies, agreed with the researchers' perception of conducting a study on such big topic as an important area. As mentioned earlier in these previous studies, they all gave more support and went in line with the findings of the current study emphasizing that guided imagery was effective strategy when conducting training programs for writing skills development.

However, the present study showed a contrast to some of previous studies that used similar training programs with different purposes to increase learning activities using various techniques or strategies to support students' learning progress and academic achievement. 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); revealed that cognitive strategies not used separately but in a combination to complete students' composition Abdullah et al. (2011). El-ghamry (2015) showed the effect of a proposed strategy-based writing model on developing EFL students' writing skills. Memory strategies also 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 who taught by prewriting strategies and those who taught by rough drafting strategies. More emphasis in Al-Hammadi (2017) that achieving learning proficiency, considered as vital means to develop EFL students' writing.

On the other hand, Kavitha and Sasikala (2019) examined the effect of guided imagery on quality of life of individuals with hypertensive patients. Other studies used guided 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); Aryningtyas, Susilohadi, and Sarosa (2012). In addition, guided imagery strategy used for teaching the social and national studies and showed the effect of using guided imagery strategy in developing critical thinking skills among sixth grade students Al-Harithy (2017). Whereas, Muflihah (2016) conducted on using guided imagery technique in teaching writing to the second grade students and concluded that the application of guided imagery technique was able to increase students' writing ability. Salamah (2018), showed the effect of guided imagery strategy in developing a story writing skills among preparatory stage students. Finally, Alhyak (2019), Kavitha and Sasikala (2019), Millatina (2020), and Marsela (2022), also showed significant influence of using guided imagery towards students' ability in writing narrative text at the eleventh grade in the year of 2021/2022.

Overall, guided strategy not only helped students to write well but 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 composition.

In the light of the previous studies reviewed, it was clear that more focus was on developing students' writing skills like the current study. Regarding the program based on guided imagery strategy (the independent variable of the current study), it used in the current study and aimed to develop writing skills among EFL students. Similarly, some previous studies aimed to develop writing skills among EFL students (the dependent variable of the current study) such as (Aryningtyas, Susilohadi, and Sarosa, 2012, Muflihah, 2016, Salamah, 2018, Al-hyak, 2019, Kavitha and Sasikala, 2019 and Millatina, 2020, Marsela, 2022, etc.). However, the current study differed with these latest studies in sampling; place, time and number of participants, study method, statistical techniques used and the proposed training program that considered the core and backbone of the current study as well as differed in findings. As a result, what mentioned put the current study in contrary to the mentioned studies. In conclusion, one interesting point from the basic framework of the current study was standing on schemas theory and its implementation in proposing a training program based on guided imagery strategy to develop EFL writing skills among EFL students for the first time around Yemeni universities unlike the previous studies. In addition, the combination of the proposed training program procedures and the guided imagery strategy used in the current study provided some insight into one example of Yemeni EFL university students and positively developed writing skills among them.

Conflicts of Interest: The authors declare no conflict of interest.
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