

Teaching with  
GUIDED IMAGERY ACTIVITIES



Fecr Publications: 440

Teaching with  
GUIDED IMAGERY ACTIVITIES

Dr. Erdoğan DOĐRU

© FCR YAYIN REKLAM BİLGİSAYAR SAN. ve TİC. LTD. ŞTİ.  
(Certificate no: 13178)

*Design*  
FCR

*Press*  
VADİ GRAFİK TASARIM VE REKLAMCILIK LTD. ŞTİ.  
İvedik Org. San. 1420. Cad. No: 58/1  
Yenimahalle/ANKARA • Tel: 0 312 395 85 71  
Sertifika No: 47479

*First Edition: August 2021*

*ISBN: 978-625-7879-84-2*

FCR YAYIN REKLAM BİLGİSAYAR SANAYİ ve TİC. LTD. ŞTİ.  
Hacı Bayram Mah. Boyacılar Sk. No: 14/1  
Ulus-Altındağ/ANKARA • Tel: (0312) 310 08 60  
Web: www.fcr.com.tr • e-mail: fcr@fcr.com.tr

**Teaching with**  
**GUIDED IMAGERY ACTIVITIES**

Dr. Erdoğan DOĞRU

Ankara 2021



**About the author:** Dr. Erdoğan Doğru (dogru\_e@ibu.edu.tr) was born in İskenderun in 1969. He graduated from the doctorate program in the Department of Curriculum and Instruction, Bolu Abant İzzet Baysal University in 2020. His interest areas are learners' individual characteristics, distance education, self-directed learning and guided imagery activities. He still teaches English, serves as the Vice Head of Department of Modern Languages and Assistant Director of School of Foreign Languages at the same university.

## ACKNOWLEDGEMENTS

I cannot express enough thanks to my graduate advisor, Prof. Dr. Altay Eren, for his invaluable contributions to my education during my studies in the period of postgraduate. He is a significant other for me due to his contributions both in my educational background in general and in the topic of this book in particular, without whose contributions I could not achieve such great work.

I am also indebted to my doctoral advisor, Prof. Dr. Raşit Özen, who permanently helped me during times when I lost my way. We have probably become a good couple, me as self-directed and him as self-disciplined.

I am grateful to my dear Irish friend, Jimmy O'Sullivan, who enthusiastically checked some parts of this book in terms of English language.

My deepest gratitude is for all my family members for their great support in the writing process. I should express my heartfelt thanks specifically for my wife because it was a great comfort and relief to know that she was willing to provide management of our household activities while I completed my work.



## AUTHOR'S PREFACE

The book “Teaching with GUIDED IMAGERY ACTIVITIES” aims to provide the teachers with recommendations to create nontraditional activities for classroom usage. The term “imagery” refers to mental images/pictures/animations that students experience in their minds. The term “guided”, on the other hand, modifies these mental images in that they are developed by the students in guidance of the teacher. These images are created voluntarily, therefore different from the other types of images that involuntarily come into students’ minds especially during class time. Typically, the teacher describes an imaginative scenario and the students try to imagine it in their minds. The teacher loads cognitive contents related to the lesson into these imaginings. The main aim of the teacher in using these activities is to facilitate the students’ learning.

Traditional classroom activities such as reading, writing, drills, filling in the blanks and questions and answers are obviously needed in the learning-teaching processes. However, these kinds of activities sometimes cause the students to experience undesired feelings such as monotony, boredom or frustration. Moreover, these activities are considered by the students to be far from real life. Guided imagery activities, on the other hand, can be used to create interesting, entertaining and real-life learning situations. It is also possi-

ble that the cognitive contents of a specific lesson can be loaded into the story created in these activities. Therefore, guided imagery activities are quite useful tools for teachers.

Erdoğan DOĞRU



## CONTENTS

ACKNOWLEDGEMENTS -----	5
AUTHOR'S PREFACE -----	7
INTRODUCTION -----	11
IMAGINATION -----	13
IMAGINATION IN CLASS -----	15
GUIDED IMAGERY ACTIVITIES (GIA) -----	23
IMPORTANCE OF GIA IN LEARNING -----	31
CHARACTERISTICS OF GIA -----	37
PRINCIPLES FOR CREATING GIA -----	41
SUGGESTIONS FOR EDUCATIONAL STAKEHOLDERS ----	47
SAMPLE ACTIVITIES FOR CLASSROOM USAGE -----	51
SAMPLE MATERIALS ON THE WEB -----	61
REFERENCES -----	69



## INTRODUCTION

One of the most distinctive features that distinguishes humans from other living beings is the ability to remember their personal past and visualize the possible future in their minds. It is known that this feature, which can also be observed in other living beings to some extent, is at a very high level in humans. In fact, thanks to this feature, a person can perform high-level cognitive processes such as planning and decision-making, taking into account the possible actions, goals, feelings and thoughts of both himself and others in different contexts.

Individuals' abilities to remember their personal past and visualize the possible future in their minds are examined under the concepts such as time perspective (Zimbardo & Boyd, 1999), extended self in time (Lemmon & Moore, 2007; Cosentino, 2011), possible selves (Markus & Nurius, 1986) mental time travel (Busby & Suddendorf, 2005; Suddendorf, 1994; Suddendorf & Busby, 2005; Tulving, 2002), daydreaming (Lindquist & McLean, 2011), imagination (Wood & Endres, 2004), mind wandering (Killingsworth & Gilbert, 2010; Smallwood, Fishman, & Schooler, 2007) and guided imagery (Galyean, 1983) in different fields such as information technologies (Zaman, Rajan, & Dai, 2010), health (Botzung, Denkova, & Manning, 2008), philosophy (Leeuwen, 2011), business admin-

istration (Markley, 2008; Ogilvie, 1998) and education (Galyean, 1983; Galyean and Krishnamurti, 1981; Karwowski and Soszynski, 2008; Wood and Endres, 2004). Although these concepts are different from each other, their common feature is that they emphasize the two memory functions mentioned above: remembering the past and visualizing the possible future. In the related literature, importance of these functions in educational environments and processes has been known for a long time. These mental visualizations about the past, present or future can be examined under the title of imagination in the most general sense.