A reflective thinking model based on the phenomenological reading theory to develop the hermeneutical interpretation of EFL secondary language school students

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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The purpose of this study was to develop EFl second grade secondary language school students' hermeneutical interpretation skills, determine literary fallacies skills and see their effect on the students' literary attitudes through a reflective thinking model based on the phenomenological reading theory. The participants of the study included 60 students who were randomly drawn and divided into two groups: treatment (N = 30) and non- treatment (N= 30). The treatment group received instruction using the reflective thinking model based on the phenomenological reading theory to develop the hermeneutic interpretation, determine literary fallacies and literary attitudes. On the other hand, students in the non – treatment group received their regular instruction.

The instruments of the study were: a) a hermeneutic interpretation test to measure the development in the treatment groups' students' hermeneutical interpretation skills, b) a literary fallacies mandating test, to measure the enhancement of identifying the literary fallacies in the treatment group student, C) a literary attitudinal scale to measure how the students' attitudes towards studying the drama in general and the Shakespearean plays in particular have changed positively after conducting the experiment. The model was taught over a period of three months approximately. Having administered the hermeneutic interpretation and literary fallacies mandating test as well as the literary attitudinal scale pre and post teaching/ conducting the model, data were collected and T- test was used for the statistical analysis. Results indicated that there was statistically significant difference between the mean scores of the treatment and those of the non – treatment group in their hermeneutic interpretation and literary fallacies mandating test as well as their performance of the literary attitudinal scale favoring the treatment group. It was concluded that the present study provided evidence for the effect of the reflective thinking

model based on the phenomenological reading theory on developing students' hermeneutical interpretation, determining literary fallacies and literary attitudes.

Introduction:

Literature adds to reality. It is not merely a depiction of reality ; but rather a value – addition. Literary works are portrayals of the thinking patterns and social norms prevalent in society. They are a depiction of the different facets of common man's life. Literature enriches the necessary competencies that daily life requires and provides, and in this respect, it irrigates the deserts that our lives have already become.

Review of literature

Reflective Thinking

When considering reflection we can't escape the figure of Dewey. " How we think" (1910; 1933) has made a unique impact on education. Shon (1983) defined reflective practice as the capacity to reflect an action so as to engage in a process of continuous learning. Bolton (2010) mentioned that reflective practice involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively.

According to Lin, et al (1999) critical and reflective thinking are often used synonymously. They mentioned that critical thinking involves a wide range of thinking skills leading toward desirable outcomes and reflective thinking focuses on the process of making judgments about what has happened. However, reflective thinking is the most important in prompting learning during complex problem – solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategies is appropriated for achieving their goal.

Steps of Reflective Thinking:

Primrose (2003) identified the eight steps of reflective thinking as follows: problem definition; problem analysis; criteria selection; information analysis; propose solutions; select solutions; Implement solutions; and feedback analysis

Critical   thinking   and   reflective   thinking   are   often   used synonymously. In this respect Mary Ellen Guffey (1996) suggested five steps to better critical thinking, problem solving and decision making skills. These steps are:1) identify and clarify the problem, 2) gather information,

3) evaluate the evidence, 4) consider alternatives and implications, and; 5) Choose and implement the best alternative.

Dardowidjojo 1997 stated critical thinking skills as follows:

1) Interpretation: to understand the importance and show the ideas of experiences, situation, judgment, events, conventions, beliefs, rules, procedure and criteria. 2) Analysis: identification to the relationships of intended and actual purposed of statements, concepts, descriptions, questions of other kinds of representative feelings to convey ideas, beliefs, judgments, experiences, reasons and information.3) Inference: Drawing reasonable conclusions by identifying and securing elements is the definition of this component. 4- Evaluation: assessing whether statements or representations coming from other people's perception, experiences, situation, judgment, principles, beliefs or opinions are credible. 5- Explanation: stating and identifying reasons in terms of methodological, conceptual, evidential, criteria logical and contextual considerations to present people's ideas in the form of persuasive and descriptive argument. 6- Self – Regulation: monitoring a person's cognitive activities in a conscious setting – including the elements and the results of the activities.

Alian (2014) in her study aimed at examining the effect of some reflective thinking strategies based program on developing some of the literary reading skills and the metacognitive reading awareness of the EFl student teachers. The study adopted the quasi – experimental design- one experimental group of 40 English major students at the third year Faculty of Education participated in the study. They received instruction through a program based on some reflective thinking strategies. To determine the necessary literary reading skills to be enhanced through the program, a checklist was designed and the literary reading skills were approved by the jury members. Based on these literary reading skills, a literary reading test was developed and used as a pre - post test. To measure the students' metacognitive reading awareness scale was designed and approved by the jury members. Results indicated that there is a significant difference in the pre-post tests favoring the experimental group. Results indicated that the program had a positive effect on developing some of the literary reading skills and the metacognitive reading awareness of the EFL student teachers.

Beghly (2005) investigated the effect of using electronic literature discussion groups with adult learners as a way of sharing their reflections about literary works in order to enhance their understanding of what they read. Students made reflections on the authors' craft (e.g. voice, plot, theme, characterization, setting).

"The teacher joined one or two of the groups each week. Participating in the discussions helped to gauge the quality of the conversations taking place and to determine the ideas to be explored during whole – class discussion time.

Another study combined reflective thinking with studying literature was conducted by Brevig (2009) who examined the literary talk and classroom community that emerged during book club meetings, fishbowl discussions and a retrospective reflection session which transpired in fifth grade classroom over the course of two thematic units. Data revealed that students assumed roles such as expert, corroborator, moderator, peripheral participant, apprentice, clarifier, affirmer and note taker in order to navigate conversation and help facilitate the construction of meaning.

The concept of phenomenology:

Phenomenology is a term encompassing both a philosophical movement and a range of research approaches. The phenomenological movement was initiated by Husserl as a radically new way of doing philosophy. Later theorists, such as Heidegger, have recast the phenomenological project, moving away from a philosophical discipline which focuses on consciousness and essences of phenomena towards elaborating existential and hermeneutic dimensions (Navrayan kafle, 2001).

Langdridge (2007) defined phenomenology as a discipline that aims to focus on people perceptions of the world in which they live in and what it means to them; a focus on peoples' lived experience. Phenomenology has been conceptualized as a philosophy, a research method and on over changing perspective from which all qualitative research is sourced.

According to Berrios (1989) the term phenomenology refers to a set of philosophical doctrines loosely sharing, a) assumptions as to what the world is like (ontological) and how it can be known (epistemological) and b) strategies for the descriptive management of the mental entities relating to such a world. A more simplistic definition about phenomenology is mentioned by Grbich (2007) who stated phenomenology as an approach to understand the hidden meanings and the ethical component of an experience together.

Phenomenology as a philosophy consists of four major components which are: ontology is the study of beings or their being – what is; epistemology is the study of knowledge – how we know; logic is the study of valid reasoning – how to reason; and ethics is the study of right and wrong – how we should act.

Based on semiotic, aesthetic response, reader response, and drama in education theories, Cramer (2003) in her phenomenological study seeks to describe the literary experience of text through oral interpretation for middle to high SES, fourth and eighth grade students as compared to low SES fourth and eighth grade students. The study proposes to describe and understand the relation of literary understanding and oral dramatic expression, and describe the act of reading as phenomenology. Ultimately, the goal was to determine the effect of the voice of interpretation on the perceptions of the reader and to determine the benefit of dramatization as a tool for comprehension across varied educational and experiential backgrounds. Results reflected on across the board, positive correlation between students' perceptions of reading as a significant and meaningful learning experience and students' use of dramatic interpretation through the indices of the voice.

Shawer, etal. (2009) in their qualitative study have examined the learner – directed motives that cause English as a foreign language (EFL) teachers to approach curriculum differently. The study made use of the qualitative paradigm at the levels of ontology, epistemology, and methodology. The research design involved qualitative case studies as the research strategy and general interviews, pre- and post – lesson interviews, group interviews and participant observation.

Hermeneutics:-

Hermeneutics, broadly, is the art and science of text interpretation. Traditional hermeneutics is the study of the interpretation of written texts, In religious studies and social philosophy, hermeneutics is the study of the theory and practice of interpretation. Modern hermeneutics encompasses everything in the interpretative process including verbal and non – verbal forms of communication as well as prior aspects that affect communication, such as presuppositions, preunderstandings, the meaning and philosophy of language, and semiotics. (Ferguson et al., 1988).

The terms exegesis and hermeneutics have been interchangeable. However, hermeneutics is a more widely defined discipline of interpretation theory, because it includes the entire framework of the interpretive process, encompassing written, verbal and non verbal communication. Exegesis, on the other hand focuses primarily on written text. Philosophical hermeneutics refers primarily to the theory of knowledge initiated by Martin Heidegger.

Literary interpretation concerns it self with meaning and value, rather than with historical origins. The literary interpreter explores patterns of

meaning, interpretative possibilities, so as to offer some insight into what the literary work might communicate to a modern audience. This exploration might involve making value judgments about the text, comparing it with and ranking it against other similar works. The aim of literary interpretation is to explore possible ways of reading the text. The key quality required for literary interpretation is the ability to read intelligently and to communicate one's response well. (I an Jobnston, 2001)

Celena E. Kusch, 2009 set rules for writing papers that analyze and interpret texts. She mentioned that the text can include any of several features:- 1.the genre to which it belongs and the ways it follows or breaks the rules of its genres,2.the narrative structure, including the order of events, the perspective and credibility of the narrator, 3.the interactions among characters and which characters are represented sympathetically or unsympathetically, 4.the use of language, especially literary figures such as imagery, metaphoric, rhyme, the representations of major cultural and social issues of text's time, such as gender, class, race, nature, progress, conflict and other human themes, 5.the role of the text in changing or adding to the direction of the literary tradition, 6. the similarities in plot, character, theme or imagery with other texts, 7. the representation of theoretical concepts revealed and explored with other texts.

Margert (1998) explored how, using a multimodal approach to integrating language and content teaching, high school students with limited English proficiency can be supported to engage in rich, complex interpretations of literary works in English and to realize their interpretations linguistically in written academic discourse. Findings suggest that a multimodal approach, in combination with cooperative group work has considerable potential in promoting EFL students' literary appreciation and academic success.

Tabackova (2015) in his study has discussed the question of how to enhance students' critical thinking through reading a literary text as it is in the essence of a literary text to challenge the critical thinking of the reader, by means of differentiating between the denotative and connotative meaning, finding correlations between specific events of the plot, identifying the tone of the text, etc. Practices crucial critical thinking skills such as problem solving, decision making, interpretation, logical reasoning, and metacognition with the aim to uncover the message hidden between the lines.

The following reflective thinking model based on phenomenological reading theory was suggested according to Primose's eight steps of reflective thinking which were: problem definition, problem analysis, criteria selection, information analysis, propose solutions, select solutions, implement solutions and feedback analysis.

The suggested reflective thinking phenomenon logical reading model

Reflective thinking model's dimensions	Dimensions of the model	Task	Curriculum/language focus	Task features
Problem definition	(1) Ontology	The stories in literature are in a very of imitation of the stories of real world of human being.	* Language focus: Rhetorical structures * curriculum focus: Review of specific sequences of events from the literary text " Macbeth"	- Whole class task: Rapid exchange of questions and answers, but with increasing length of student's contribution. - Formulate the problem into a definitive statement - Question what, why and how one does things and other do things. - Keep on open mind . - Discussion with increasing the length of students' participation.
Problem analysis	(2) Epistemology	Literature is based on themes, characters, time and place, plot systematic succession of events and action	* Language focus: Rhetorical structures * Major Language features * curriculum focus: Building on and further revision of the student's existing knowledge of the events, characters and plot of the literary text.	* whole class task: * Diagnose the problem in terms of cause and effects. * Give the factual material upon which the conclusions are based. * Analyze the characters and the succession of events * Compare and contrast * Consider sequences.
Criteria selection Information analysis	(3) Axiology	Moral and beauty values as motives of the behaviors of characters as presented in a play and recognized and appreciated by students.	* Language focus: Rhetorical structures * Major Language features. * Curriculum focus: Discussion of sequences of events and characters distinguishing the moral values and behaviors.	* whole class task: Reinforcement of students' meta language abstract concepts grounded through focus on language choices made in the literary text. * Create a concise statement of the standard in which the opinions should be considered in judging the possible solutions. * Seek the framework and the theoretical basis. * Synthesize and test. * View from various perspectives.
Select solutions implement solutions	(4) Logic	The study of the methods and principles used in distinguishing correct from incorrect reasoning	* curriculum language focus. * Analyzing rhetorical structures * Discussing met language, abstract concepts grounded in the literary text.	* whole class task: - Discussing and increasing the student's contribution. - Analyzing different situations and events. - conducting reflective thinking - Consider sequences. - Ask for others' ideas and view points.- Hypothesize - Seek, identify and resolve problems.

Statement of the problem:-

On the basis of the above discussion and the results of the pilot study, it could be concluded that second grade secondary students of The Future of Zahraa El-Maadi integrated experimental language school have problems in the study of " Macbeth". These problems could be summed as the inability of interpreting the literary texts the students are studying. Students couldn't identify how to analyze, how to know, to reason, to experience and how they should act.   Accordingly the problem underlying this study could be phrased in the following question:

What is the effect of a reflective thinking model based on the phenomenological reading theory to develop the recognitions of hermeneutical interpretation among EFL secondary school students?

This broadly stated question could be subdivided into the following ones:-

1- What are the necessary hermeneutical interpretation skills required for second grade secondary language school students?
2- How can a reflective thinking model based on the phenomenological reading theory be designed and implemented?
3- How effective is the model?

Significance of the study:-

The result of using the suggested model in this study would hopefully be useful to:-

1- The students as it might enable the students to develop their recognition of the hermeneutical interpretation .
2- The teacher's as it might provide the teachers with systematic and practical procedures to improve their methods in teaching literary tests for developing student's hermenutical interpretation .

Limits of the study:

1- The study would be limited to second general secondary language school students, because the students in this stage are mature enough to recognize hermenutical interpretation .

2- This study will be limited to the students of The Future of Zahraa El- Maadi Integrated Experimental language school, because they already study literature.

3- This study would be confined to some hermeneutical interpretation skills, that are appropriate for second year secondary language school students.

4- A phenomenological reading model with its four dimensions that were mentioned, as they are appropriate to the hermetical interpretation.

Hypotheses of the study:

1- There would be a statistically significant difference between the mean scores of the treatment and non treatment group students in the hermeneutical interpretation post test in favor of the treatment group.

2- There would be a statistically significant difference between the mean scores of the treatment group students in the hermeneutical interpretation pre and post tests.

3- There would be an effect of the phenomenological reading model on developing the second grade secondary school students' hermeneutical interpretation.

The design of the study:-

The current study was mainly quasi experimental. Two groups were randomly assigned, a treatment and a non- treatment group.

The treatment group students received instruction through a reflective thinking model based on the phenomenological reading theory to develop the hermeneutical interpretation skills. On the other hand, students in the non – treatment group received regular instruction. Pre-post tests were given to the two groups before and after the treatment.

Research sample:-

The participants of the study were classified into an treatment group (30 students) and a non – treatment group (30 students).The

second year secondary students in the Future of Zahraa El- Maadi Integrated Experimental Language school were chosen, and believed to be the convenient sample for many reasons:-

- These students have been studying English literature since they were in grade seven, so it wasn't something strange for them to interpret novels or plays, as they have studied novels and plays before.

- These students were studying the Shakespearean play "Macbeth" in the authentic text, which in turn was a proper play to investigate the development of the hermeneutic interpretation skills.

Study instrument:

The instrument in this study was the hermeneutical interpretation test.

Hermeneutical interpretation test:

The hermeneutical interpretation test was intended to determine the hermeneutical interpretation skills that are necessary for the second year secondary language school students and that were needed to interpret the literary work, especially that they were studying the authentic text of the Shakespearean play" Macbeth". This test was administered pre and post the suggested reflective model.

Sources of the hermeneutical interpretation test:-

The items of the test were derived from the following recourse:
- Students' Book. (The authentic text of Macbeth)
- Unstructured interviews with EFL experts.

Description of the test:

The test consisted of eight items. These eight items were for testing the hermeneutical interpretation skills. The questions were investigating the students' understanding of the implied meanings and how they interpreted the play. Students were asked to answer briefly and concisely. There was a space under each question for the students'

answers so as to direct the students to limit their answers and to write what was really correct and important, skipping too much unworthiness details.

There were two kinds of questions; first single general questions for asking about the theme of the play, the implied meanings, analyzing the characters and searching for symbolic references; and second quotation questions for asking about rhetorical figures the language used, commenting on the style and the structure, and finally searching for symbolic references.

Hermeneutical interpretation test scoring:-

Skills	Number of questions	Score points
a) Distinguish tendencies within the literary work	5	10 points (2 marks for each question)
b) Analyze critically literary works' relation to historical, sociopolitical and sociocultural contexts	5	14 points (2 marks for each single question and 4 for each quotation question)
c) understand function of rhetorical figures, cultural symbols, allusions and narrative point of view	6	24 points (4 marks for each question question)
d) Distinguish main plot from subplots	3	6 points (2 marks for each question)
e) Distinguish characters and recognize their relationships	10	20 points (2 marks for each question
f) comment on the style and the structure beyond genre.	2	6 points (2 points for a single question and 4 points for a quotation question
g) search for symbolic refrences	5	10 points (2 points for each question)
h) differentiate between the protagonist and the other characters	5	10 points (2 points for each question)

When scoring the single questions in the hermeneutic interpretation test, every student was determined two points for each correct answer, one point for grammatical or spelling mistakes and nil point for wrong answers or left questions. On the other hand, as for the quotation

questions, every student was determined four points for the correct answers; as the quotation questions have (sub items) in them; three or two points for the grammatical or spelling mistakes and nil point for wrong answers or left questions. The total score of the exam was 100 points, then it was divided by two to be at last 50 points.

Hermeneutical interpretation test validity:

To ensure the test validity, a number of steps was followed. The first version of the test was administered to experts in the field of TEFL to comment on the clarity of the items and suggest changes. Some changes concerning the clarity, wording and order of questions were made. Additionally the suitability of questions for the assigned hermeneutical interpretation skills and for the students' proficiency level was considered. According to the directions of the jury members and the results of the plot administration some questions were modified to be easier, and others were omitted.

Test reliability:

To determine the test reliability, the test retest method was used. The test was administered to a group of 2nd year secondary students in future of Zahraa El- Maadi integrated experimental language school (N=30). The same group was used to determine the reliability coefficient of the test. After two weeks, the test was re- administered to the same group. The correlation between the results of the two administrations was 0.85, which is considered a high level of reliability. This means that the test was considered reliable for the purpose of the study.

Cronbach's Alpha	N of items
0.852	42

Reliability statistics of the hermeneutical interpretation test.

Procedures of the study:

The study will be conducted according to the following order:

1- Reviewing the relevant literature and interviewing experts in the field of TEFL to determine the hermeneutical interpretation skills which are necessary for interpreting literary texts.

2- Conducting a content analysis of the literary text "Macbeth" which is applied to second year secondary language school students, to determine the positions of hermeneutical interpretation

3- Designing the study instrument including a hermeneutical interpretation test.

4- The dimensions of the reflective thinking model based on the phenomenological theory are to be translated into procedural steps which would be submitted to the jury members.

5- The procedural steps would be translated into phases including questions, dialogues and reflective thinking sessions and them submitted to jury members.

6- The research instruments would be administered to two groups (treatment and non treatment) as pretest.

7- The treatment group would be delivered on two phases, three groups (each of ten students), and one whole class conference where reflective thinking guided by questions and dialogues on the main dimensions on the form of questions is to be delivered to the groups and a written report.

8- For the post test, the study instruments would be administered to both groups for revealing the difference between the students means the treatment and non treatment. Also, There would be comparison between means of the students on both pre and post tests for each group separately that would be delivered to the instructor.

9- The whole group conference would discuss the reports, and provide feedback and summary on the results drawn on the basis of the dimensions of the phenomenological reading comprehension model.

10- Statistical analysis, discussion, recommendations and suggestions are drawn.

Results of the study:

Pre – Tests Results: (for checking the standards of the two groups treatment and non- treatment at the beginning of the conduction of the experiment):-

Comparison between the treatment and the non- treatment groups on the pre test:

Before conducting the experiment, pre- test was administered by the researcher to the treatment and non- treatment groups as shown in the following tables to ensure that the two groups were at the same level:

Table (1):- T- test for the difference between the treatment and the non- treatment groups on the hermeneutical interpretation pre- test:

Group	Mean	Number	SD	T. value	D f	significance
Treatment group	33.05	30	6.478	0.474	58	0.95
Non – treatment group	32.26	30	6.316	0.474	58	0.95

The above table shows that there was no statistically significant difference between the mean scores of the treatment and the non- treatment groups, which means that the two groups were at the same level at the beginning of the experiment. Their scores ranged from (33.05) and (32.26). It can also be noticed that the mean scores of both groups were low, as well as t- value which was (0.474)

Post – test results: (in the light of the research hypotheses)
Comparison between the results of the post hermeneutical interpretation test for both the treatment and the non- treatment groups:

Paired sample T- test was used to compare the performance of the treatment and the non- treatment groups on the hermeneutical interpretation post test in order to determine whether the students' hermeneutical interpretation skills have been improved after implementing the reflective thinking model based on the phenomenological reading theory. This was performed by testing the first hypothesis of the study.

Table (2): T- test comparing the mean scores of both the treatment and the non-treatment group on the post hermeneutical interpretation test:

Skill	Group	Number	Mean	SD	T-value	Significance level	DF	significance
1)Skill 1 Distinguish tendencies within the literary work	treatment	30	8.600	1.069	4.368	0.01	58	significant
	Non-treatment	30	7.2667	1.284			58	
2)Skill 2 Analyze critically literary work's relation to historical contexts	treatment	30	12.333	1.268	5.66	0.01	58	significant
	Non-treatment	30	9.966	1.902			58	
3) understand the function of rhetorical figures	treatment	30	21.433	1.851	5.373	0.01	58	significant
	Non-treatment	30	17.366	3.709			58	
4) Distinguish main plot from subplots	treatment	30	5.033	0.614	4.524	0.01	58	significant
	Non-treatment	30	4.133	0.899			58	
5) Distinguish characters and recognize their relationships	treatment	30	17.900	1.348	5.528	0.01	58	significant
	Non-treatment	30	14.933	2.612			58	
6) comment on the style and structure beyond genre	treatment	30	4.766	0.0678	4.710	0.01	58	significant
	Non-treatment	30	3.933	0.691			58	
7)search for symbolic references of the work	treatment	30	8.300	0.876	5.658	0.01	58	significant
	Non-treatment	30	6.833	1.116			58	
8) differentiate the protagonist from the other characters	treatment	30	8.400	0.813	5.061	0.01	58	significant
	Non-treatment	30	6.933	1.362			58	
Total	treatment	30	43.383	3.522	6.97	0.01	58	significant
	Non-treatment	30	35.683	5.953			58	

This table shows that there was a statistically significant difference between the mean scores of the treatment group favoring the treatment group. T- value indicated that the students in the treatment group made an improvement, as it was (6.97) at significance level 0.01. The mean

scores of the treatment group in each skill were much higher than those of the non – treatment group. And a result the total mean scores of the treatment group were higher than those of the non- treatment group, as they ranged from (35.683) to (43.383). According to these results, it can be concluded that the first hypothesis was accepted.

Comparison between the mean scores and results of the treatment group students in the pre- post hermeneutical interpretation test:

To test the second hypothesi T- test was used to compare the results of the pre – post hermeneutical interpretation test for the treatment group.

Table (3): T- test comparing the results of the mean scores of the treatment group in the pre and the administration of the hermeneutical interpretation post test:

Skill	Test	Number	Mean	SD	T-value	DF	significance
1)Skill 1 Distinguish tendencies within the literary work	Pre- test	30	6.633	1.245	12.669	29	significant
	Post- test	30	8.600	1.069			
2)Skill 2 Analyze critically literary work's relation to historical contexts	Pre- test	30	9.400	2.010	11.789	29	significant
	Post- test	30	12.333	1.268			
3) understand the function of rhetorical figures	Pre- test	30	16.333	3.985	9.43	29	significant
	Post- test	30	21.433	1.851			
4) Distinguish main plot from subplots	Pre- test	30	3.766	0.858	10.846	29	significant
	Post- test	30	5.033	0.614			
5) Distinguish characters and recognize their relationships	Pre- test	30	13.500	3.202	10.485	29	significant
	Post- test	30	17.900	1.348			
6) comment on the style and structure beyond genre	Pre- test	30	3.566	0.368	10.770	29	significant
	Post- test	30	4.766	0.678			
7)search for symbolic references of the work	Pre- test	30	6.466	1.166	10.571	29	significant
	Post- test	30	8.300	0.876			
8) differentiate the protagonist from the other characters	Pre- test	30	6.433	1.633	7.824	29	significant
	Post- test	30	8.400	0.813			
Total	Pre- test	30	33.050	6.478	14.773	29	significant
	Post- test	30	43.383	3.522			

The previous table showed that there was a statistically significant difference between the mean scores of the treatment group in the pre and post administration of the hermeneutical interpretation test. The mean score of every skill in the post test was higher than that of the pre test. Also T- value was significant in all the skills of the hermeneutical interpretation test.

As a result the total mean scores of the pre- test was (33.050) and it raised to be (43.383) in the post test. T- value was highly significant, as it was (14.773). This means that the students' hermeneutical interpretation skills were improved. This improvement may be due to the usage of the reflective thinking model based on the phenomenological reading theory. Therefore the second hypothesis was accepted.

Testing the effect of the reflective thinking model based on the treatment group students' hermeneutical interpretation skills:

To test the third hypothesis of the study, the mean scores of the treatment group results were compared before and after conducting the experiment. Results of the pre and post hermeneutical interpretation test were calculated, Also $\eta2$ and Es were calculated to examine how the model affected the treatment group's hermeneutical interpretation improvement. One sample T-test was used.

Table: (4) testing the effect of the on the treatment groups' hermeneutic interpretation development:

Skills	Measurement	N	Mean	SD	T-value	DF	Significance	η^2	Es
1)Distinguish tendencies within the literary work	Pre	30	6.633	1.245	12.669	29	Sig.	0.846	4.657
	post	30	8.600	1.069					
2)Analyze critically literary works relation to historical sociocultural and sociopitical contexts	Pre	30	9.400	2.010	11.789	29	Sig.	0.827	4.372
	post	30	12.333	1.268					
3) understand function of rhetorical figures and narrative point of view	Pre	30	16.333	3.985	9.043	29	Sig.	0.738	3.356
	post	30	21.433	1.851					
4) Distinguish main plot from subplots	Pre	30	3.766	0.858	10.846	29	Sig.	0.802	4.025
	post	30	5.033	0.614					
5) Distinguish characters and reorganize relationship	Pre	30	13.500	3.202	10.485	29	Sig.	0.791	3.890
	post	30	17.900	1.348					
6) Comment on the style and structure beyond genre	Pre	30	3.566	0.568	10.770	29	Sig.	0.799	3.987
	post	30	4.766	0.678					
7)Search for symbolic references of the work	Pre	30	6.466	1.166	10.571	29	Sig.	0.793	3.914
	post	30	8.300	0.876					
8) Differentiate the protagonist from the other characters	Pre	30	6.433	1.633	7.824	29	Sig.	0.678	2.902
	post	30	8.400	0.813					
Total	Pre	30	33.050	6.478	14.773	29	Sig.	0.882	5.467
	post	30	43.383						

The previous table showed that the reflective thinking model based on the phenomenological reading theory proved to have a great effect on improving the hermeneutical interpretation skills of the treatment group. T- value was highly significant, as it was (14.773) with freedom degree (29). $\eta 2$ and Es were calculated within every skill, and they were high. Total Es was (5.467) which indicated that the model had a great effect. Therefore the third hypothesis was accepted.

Discussion and interpretation of the results:

The results of the present study showed that the treatment group taught through the reflective thinking model based on the phenomenological reading theory performed better than the non-treatment one in the post administration of the hermeneutic interpretation , since there were statistically significant differences between the mean scores of the treatment and the non- treatment group in favor of the treatment group.

The students' progress in the post administration of the hermeneutic interpretation test could be attributed to various factors (aspects):

- The idea of dividing the students into three groups, each of ten students helped them a lot in sharing their ideas, expressing their opinions and as a result predicting the consequence of the events.

- The explicit and the implicit comprehension questions on the handouts helped the students to analyze the play, determine the hero ,the heroine and the relationship between them; and the references in meanings and its significance for example the importance of the supernatural elements or nature in the play.

- Students' use of the dictionary to search for the meanings of the difficult words also played a great role in improving their hermeneutical interpretation skills. As when they looked up for the

meanings, they tasted the beauty of the rhetorical figures that were portrayed by Shakespeare, and this helped them to identify the cultural features and the characters or objects that were symbolic.

Conclusions:

From the results and the discussion drawn from the present study, the researcher concluded that:

1- Programs based on some reflective thinking strategies or skills proved to be highly effective on developing literary interpretation skills as analyzing critically the literary work; distinguishing main plot from subplots; determining characters and recognizing their relationships; and differentiating from the other characters .

2- Literary talk, classroom community and reflection sessions enabled the students to interpret literary works easily and to become co-researchers. As they made reflections on the plot, theme, characterization, setting and style of the play writing.

3- Integrating reflective thinking into English literature teaching fostered the students' ability to understand the relationship between language and logic. And as a result it enhanced their ability to analyze; criticize; advocate ideas; reason inductively and deductively; and reach factual conclusions based on sound inferences drawn from unambiguous statement of knowledge.

4- Applying and practicing the reflective thinking model's four dimensions which were problem definition; problem analysis; criteria selection and implementing solutions proved to have a great effect on uncovering the message hidden between the lines of the literary work.

5- Applying the reflective thinking model, in combination with dividing the students into groups every session to share ideas, had a considerable potential in promoting EFL students' literary interpretation and academic success.

Recommendations:

In the light of the results drawn from this study, the following recommendations could be provided:

1- Instructors are advised to conduct literature discussion groups with learners as a way of sharing their reflection about literary works in order to enhance their understanding of what they read.

2- Instructors are recommended to play their roles as guides not the only source of information for students, to enable the students compare, contrast, analyze relationships and make decisions.

3- It is preferable for instructors to apply some of the reflective thinking strategies while teaching literature to enable the students reason inductively and deductively.

4- While teaching authentic literary texts, it is recommended that teachers should conduct a series that included a variety of aesthetic and experiential literature enrichment activities to enable the students understand function of rhetorical figures, cultural symbols, allusions and narrative point of view,

5- Instructors are advised to make use of the four dimensions of the phenomenological reading theory (ontology, epistemology, axiology and logic) while teaching literature or even any reading texts, and to deal with phenomenology as the act of reading.

6- Students are recommended to share responsibilities in their learning by asking questions about details; identifying relationships among events or characters in the literary work; and using their dictionaries to search for the meanings of the difficult words to understand and taste the beauty of the figurative language in the authentic texts.

Suggestions for further research:

1- This study has been conducted on students in the secondary stage, it can be conducted on other participants as college students or pre service teachers.

2- The effect of other factors such as students' aptitude, gender, background, socio economic status are suggested to be

investigated in relation to the phenomenological reading theory in studying literature.

3- Various studies can be further developed in order to investigate how the phenomenological theory may make use of the development of listening and writing skills.

4- It is also recommended to study the effectiveness of some special students' activities like the literary club, reflective journals and response journals in enhancing students' hermeneutical interpretation in all literary genres.

5- A case study approach based on the phenomenological theory is suggested to investigate the students, beliefs about the nature of ontology and epistemology.

6- Studies can be developed to investigate how the phenomenological reading theory may make use of the development of the discourse analysis skills.

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ملخــــــص البحـــــث

الغرض من هذا البحث هو قياس مدي أثر نموذج في التفكير التأملي قائم علي النظرية الفيمونولوجية في القراءة علي تنمية مهارات التفسير الهيرمنيوطيقي لدي طلاب المرحلة الثانوية بمدارس اللغات. تضمنت عينة البحث شئون طالبة (ن = ٦٠) تم اختيارهم بطريقة عشوائية وتقسيمهم إلي مجموعتين: تجريبية (٣٠ طالبة) وضابطة (٣٠ طالبة). تم التدريس للمجموعة التجريبية باستخدام نموذج التفكير التأملي القائم علي النظرية الفيمونولوجية وذلك لتنمية مهارات التفسير الهيرمنيوطيقي. بينما تم التدليس للمجموعة الضابطة بواسطة الطريقة التقليدية.

قام البحث علي استخدام هذه الأداة وهو اختيار لقياس مهارات التفسير الهرمنيوطيقي، وذلك لقياس لأي مدى تقدمت مهارات التفسير الهرمنيوطيقي لدي طالبات المجموعة التجريبية قامت الباحثة بتدريس البرنامج لمدة ثلاثة أشهر تقريبا. وبعد تطبيق الاختبار القبلي والبعدي المتفسر الهرمنيوطيقي، تم تجميع البيانات وعمل التحليل الإحصائي للنتائج بواسطة اختيار T ولقد أظهرت النتائج أن هناك فروق إحصائية بين متوسطي درجات المجموعة التجريبية والضابطة في مهارات التفسير الهرمنيوطيقي لصالح المجموعة التجريبية.

وبناء علي ذلك تم استنتاج أن هذا البحث قد أثبت فاعلية استخدام نموذج التفكير التأملي القائم علي النظرية الفيمونولوجية علي تنمية مهارات التفسير الهرمنيوطيقي لدي طلاب الصف الثاني الثانوي بمدارس اللغات.