Using SCAMPER based activities for developing third-year English Majors' Discourse Analysis Skills

By

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Abstract

The present study tried to investigate the effect of using activities based on Substituting, Combining, Adapting, Putting it in other uses, Eliminating, and Revising (SCAMPER) on developing third-year English Majors' discourse analysis skills. The study used one group (pre-test and post-test design). Instruments of the study were: a program based on using SCAMPER activities, a test of discourse analysis skills. Participants of the study were ninety students from third-year English majors, Faculty of Education, Minia University; they were taught the program based on SCAMPER activities. The results of the study reveal that there is a significant statistical difference favoring the post-performance of the discourse analysis skills test. It was found that SCAMPER activities

developed students' discourse analysis skills. Findings were discussed. The researcher recommended that EFL teachers at the Ministry of Education should be trained to use SCAMPER activities in teaching all the language skills. Suggestions for further research were also presented.

Keywords: SCAMPER, Discourse analysis skills.

استخدام انشطة قائمة علي سكامبر لتنمية مهارات تحليل النص لدي طلاب الفرقة الثالثة قسم اللغة الانجليزية

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مستخلص

حاولت الدراسة الحالي الحالية بحث أثر استخدام الانشطة القائمة علي سكامبر لتنمية مهارات تحليل النص لدي عينة من طلاب الفرقة الثالثة شعبة اللغة الانجليزية، استخدمت الدراسة تصميم المجموعة الواحدة (التصميم القبلي والبعدي للاختبار). ادوات الدراسة : برنامج قائم علي انشطة سكامبر و اختبار مهارات تحليل النص. عينة الدراسة: 90 طالب وطالبة من طلاب الفرقة الثالثة شعبة اللغة الانجليزية بكلية التربية جامعة المنيا درسوا البرنامج القائم علي انشطة سكامبر، اوضحت النتائج بانه يوجد فرق ذات دلالة احصائية لصالح القياس البعدي لاختبار مهارات تحليل النص وهذا يعني ان البرنامج استطاع ان ينمي مهارات الطلاب في تحليل النص. تمت مناقشة النتائج و تقديم التوصيات والمقترحات لبحوث مستقبلية.

Introduction

Learning English as a foreign language (EFL) is not an easy task; it requires mastering the four language skills: listening, speaking, reading and writing. By mastering them we will be better communicators.

Mastering these skills requires mastering some sub-skills related to discourse analysis; the analysis of language in use (Cook, 1990).

Gee (2001) mentioned that discourse analysts investigate the use of language in context, thus they are interested in what speakers/writers do, and not in the formal relationship among sentences or propositions.

Carter (1993) defines discourse analysis as a primary linguistic study examining the use of language by its native population whose major concern is investigating language functions along with its forms produced both orally and in writing. Douglas (2001) mentioned that discourse analysis is the examination of language use by members of a speech community. It involves looking at both language form and language functions and includes the study of both spoken interaction and written texts.

Kallaf, (2013) and McCarthy(1991) agreed that discourse analysis concerned with the study of the

relationship between language and context; it enables us to reveal the hidden motivation behind a text.

Johnstone (2008) states that people in a variety of academic departments use the term "discourse analysis" for what they do, how they do it, or both. Juez (2009) stated that when analyzing discourses, researchers are not only concerned with linguistic facts but also they pay equal or more attention to language use in relation to social, political and cultural aspects, for this reason, discourse is not only within the interest of linguists, it is a field that is also studied by communication scientists, philosopher, sociologist, anthropologists, social psychologists, and many others.

Wortham (2007) explained that discourse analysis is a broad and complex interdisciplinary field; it includes diverse theoretical and methodological approaches from linguistics, anthropology, and sociology.

Skills of discourse analysis are knowledge of language form, knowledge of language function, semantics, pragmatics, phonology, and cohesion and coherence.

Kallaf (2013) conducted a study to investigate the effectiveness of a blended learning program based on genre discourse analysis in developing English Majors' critical

listening and critical reading skills, Data analysis revealed that the treatment group significantly surpassed the non-treatment group on the post-tests.

Mitib (2010) investigate a research titled discourse analysis and English language teaching: a functional perspective, this paper aims at manifesting the role of discourse analysis in English language teaching from a functional perspective.

Wennerstrom (2003) designed an approach to teach the skills of discourse analysis which offers the possibilities of students developing analytical skills that will help them understand and complete class assignments while providing skills that will transfer to other classes and settings. In presenting the theoretical background and practical activities to implement such an approach, Wennerstrom provided the necessary fundamentals for teachers to adopt or adapt this approach. She guided her reader through the steps to illustrate how the approach works. The ultimate goal was to enable second language writers to develop their analytical skills enabling them to use their previous language knowledge to learn the language and language uses they will need to write English effectively.

Many new strategies have been developed to help learners solve their learning difficulties. One of these strategies is SCAMPER in which students will practice different activities: S: substitute, C: combine, A: adapt, M: modify, P: put to use, E: eliminate, and R: reverse.

Michalko (2006) stated that SCAMPER is an acronym stands for the following principles:

1. "S" Substitute: Substitution is a trial-and-error method where you can try things out, see if it works, then try something different.

2. "C" Combine: Combining involves synthesis, the process of combining previous ideas or knowledge with the existing ideas to create something new.

3. "A" Adapt: Thinking about what is already known about the problem and how others are solving it taking into consideration the process others are using.

4. "M" Modify, magnify or minify: When you modify and alter something, you reflect on what is needed to make it better, greater, simpler, or even more complicated.

5. "P" Put to other uses: Considering possible ways and situations can be used other than the original one.

6. "E" Eliminate or elaborate: To remove or omit part or all of a particular quality to add more details.

7. **"R" Reverse or Rearrange:** When using reverse, the focus is on the opposite meaning. When using rearrange, the focus is on how the change of order would affect the target or challenge.

SCAMPER is based on the idea that new things are a modification of what already exists. It is considered a technique, a strategy or a collection of activities for creative problem-solving. It was further first developed by Bob Eberle and noted in his book, SCAMPER: Games for Imagination Development (Eberle, 1984).

Glenn (1997) mentioned that SCAMPER offers an organized, systematic and practical way to stimulate imagination and originality.

Michalko (2006) identified two steps when using SCAMPER in the classroom:

1- **Defining the goal:** Presenting the idea, process or problem that we want to change.

2: **Using the SCAMPER strategy:**

- Direct students to use principles of SCAMPER activities.

- Group members call out their answers for discussion.

Fahmy, et al (2017) conducted A study to investigate "Y Using SCAMPER-based activities in teaching story to enhance EFL Primary Stage pupils' Speaking Skills (An

Exploratory Study)". The results of the study indicated that there was a statistically significant difference favoring the treatment group. This revealed that using SCAMPER led to a significant improvement in developing pupils' creative speaking skills.

Abdel-kader (2015) conducting a study to investigate the effectiveness of SCAMPER model in developing the creative linguistic performance of linguistically gifted pupils at the preparatory stage, the research problem was represented in the low level of productive creative language performance skills (creative speaking - creative writing) among linguistically gifted students in the preparatory stage. The study aimed at recognizing the effectiveness of SCAMPER model in developing creative language performance skills of these students. The participants were thirty linguistically gifted students in preparatory second grade. The research used one-group (pre-post research design). The results indicated the effectiveness of SCAMPER model in developing creative language performance skills (creative speaking - creative writing) of the research group students. There was statistically significant difference at the level(0.01) in favor of the post application of the creative speaking skills test,

the creative writing skills test. The effect size was large for the educational content designed according to SCAMPER model.

Bakr (2004) conducted a study to investigate the efficacy of some proposed activities based on SCAMPER strategy with other four strategies to develop creative thinking of English learners at the preparatory stage. The participants were seventy students from second year preparatory stage. The results of the study showed a   high achievement in English language and developed learners' creative thinking

Context of the problem:

To document the problem of the present study, the researcher developed a needs assessment questionnaire in using a program based on SCAMPER activities, and a questionnaire for identifying English majors main and sub-skills of discourse analysis validated by a panel of teaching English as a foreign language (TEFL) staff members, on analyzing the obtained data showed that discourse analysis skills are needed most by the study group.

Statement of the problem:

The present study aimed at using SCAMPER activities to develop students' discourse analysis skills.

Objectives of the Study:

The current study attempts to use a program based on SCAMPER activities for developing third-year English majors' discourse analysis skills.

Question of the study:

The present study attempts to find an answer to the following question:

What is the effectiveness of using a program based on SCAMPER activities on developing third-year English majors' discourse analysis skills?

Hypothesis of the study:

There is no significant statistical difference between mean scores obtained by participants of the study group on the post-test of discourse analysis skills.

Significance of the study:

The present study will offer:

1- A program based on SCAMPER activities that could be used by EFL instructors.

2- A Test of discourse analysis skills.

Materials and Method

Research Design:

The present study is one group pre-test and post-test design. Participants were ninety students from among third-year English majors – Minia University.

Variables of the Study:

Independent variable

-A program based on SCAMPER activities.

Dependent variables:

- Discourse analysis skills.

Instruments of the study:

1. Needs Assessment Questionnaire.
2. A Suggested list for discourse analysis main and Sub skills.
3. The program which based on SCAMPER.
4. Test of discourse analysis skills.

Discourse analysis skills test:

Test Validity:

1- Face and content validity:

To determine the content validity of the test, the researcher administered it to a panel of TEFL staff members to evaluate its content validity.

2-The internal consistency of the test

Table (1)

Internal Consistency of the discourse analysis test

Test	Internal Consistency	Sig.
Discourse analysis skills	.450*	.024

*the calculated correlation value is significant at (0.05) level.

From table (1), it was obvious that the Correlation coefficient of each dimension were significant at (0.05).This indicated the validity of the test.

Reliability of the Discourse Analysis Skills Test:

To establish the reliability of the test the researcher used Alfa-Cronbach formula. The reliability coefficient is (0.789) and this value had a statistical significant that showed the reliability of the test.

Table (2)

Alfa-Cronbach's Reliability Value of the Discourse analysis skills Test

Alfa-Cronbach's value	N. of Items
0.789	43

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Data Analysis

"t-Test", Alfa Cronbach's, Person correlation, and Eta-Square calculated by SPSS program were used for analyzing the obtained data.

Results and discussion:

Hypothesis 1 predicted that there would not be a significant statistical difference between mean scores obtained by the study group on the post-test of discourse analysis skills.

Statistical analysis showed that this hypothesis was not accepted as the t-value (39.514) is significant at (0.01). This means that there is a significant statistical difference between mean scores obtained by participants of the study group on the post-test of discourse analysis skills.

Table (3) showed mean scores, standard deviation,'t' value and Eta-squared of the pre-post performance of the study group on the discourse analysis skills test.

Table (3)

Pre-post-performance of the treatment group on the test

Application	N.	Mean	St. Deviation	't' value	Eta-squared	D.f.	Sig.
Pre		40.50	5.11	39.514	0.633	89	0.000
Post	90	71.18	5.35				

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From the above table, it could be said that there was a statistical significant difference between mean scores obtained by the study group in the pre-post performance of the test, as 't' value (39.514) was significant at (0.01). The effect side of Eta-squared was (0.633) and this value showed the effect of the program on developing discourse analysis skills.

Figure (1) showed the study group on the pre-post - performance of the discourse analysis test.
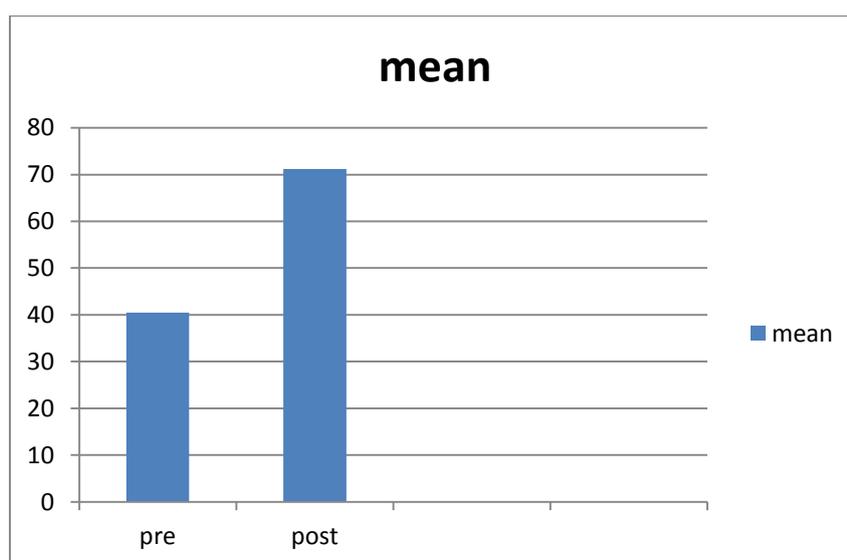

Figure (13)

The study group on the Pre-Post Performance of

The discourse analysis test

The degree of improvement reflected that students' discourse analysis skills have been developed. The effect

size showed that the effect of the program on developing discourse analysis skills, not due to chance.

In the program, the students gained information about discourse, its definition, its type, and the differences between it and text. Then the program dealt with a theoretical background about discourse analysis; its definitions, functions, skills, and practical examples in analyzing discourse. Different types of sentences were presented to be analyzed taking into consideration subject/ verb agreement and parallel structure.

The program managed to develop students' discourse analysis by introducing a variety of activities about language functions, morphology, and semantics. Speech act theory, pragmatics, cohesion and coherence were also introduced in the program.

It can be concluded that the program managed to develop students' discourse analysis. This result coincided with the results of other study done by Kallaf (2013)

Conclusion

It can be concluded that the program based on SCAMPER activities managed to develop students' discourse analysis skills.

Recommendations:

According to the results obtained from the present study, the researcher recommends that:

1- Using a variety of teaching and learning methods, material and activities to care about individual differences.

2- EFL teachers at the Ministry of Education should be trained to use SCAMPER in teaching all the language skills.

3- Faculty of Education Professors should train pre-service EFL teachers on the use of SCAMPER.

4- EFL teachers should train their pupils on how to use SCAMPER when studying English language.

Suggestions for Further Research:

1- Investigating the effect of using this program with postgraduates.

2- Investigating the effect of using a program based on SCAMPER in developing critical discourse analysis.

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