
Author	Siti Shahirah Binte Samad
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Institute	National Institute of Education, Nanyang Technological University
Supervisor(s)	Bee Leng, Chua

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Mediated Learning Experience in Malay Language Oral - To Enhance the Teaching of Video Stimulus Response

Siti Shahirah Samad
National Institute of Education

Dr Chua Bee Leng
National Institute of Education

Abstract – This research paper conceptualizes how Mediated Learning Experience can be used to enhance the Kipling Method used by teachers as a strategy to teach the Video Stimulus Response Component in Malay Language Oral. Using the Kipling method, the teachers will use questions (5W1H) to ask students about the content of the video. However, this strategy overlooks the need to develop the cognitive functions needed for students to form their responses. Hence, deploying the current teaching approach, there seems to be a i) lack of awareness of cognitive functions needed to perform the oral task ii) lack of mediation of the cognitive functions needed iii) lack of resources to conduct mediation.

The Mediated Learning Experience (MLE) by Feuerstein (1980) is the theory embedded in the theory of Social Cognitive Modifiability (SCM), which proposes that all cognitive deficiencies can be developed. MLE focuses on the quality of interaction between the learner and the environment via a mediator. The mediator plays an intentional role of explaining, emphasizing, interpreting or extending the environment so that the learner builds up a meaningful internal model of the context or the world experienced (Seng, Pou, Tan, 2003). The mediator who will be the teachers play an important role in mediating the specific interactions underpinned by the parameters of MLE to develop specific cognitive functions at the input, elaboration and output phase. This research paper therefore aims to use MLE to facilitate the development of cognitive functions at the different phases using questions and resources.

1 INTRODUCTION

1.1 BACKGROUND

In the 2017 PSLE Syllabuses by Singapore Examinations and Assessment Board (SEAB), the oral assessment component for students taking Foundation Malay makes up 55% of the total examinable component, of which, 40 out of 55 possible total marks are dedicated to the conversation component. The use of video as stimulus in assessing oral skills in Mother Tongue Languages is a newly revised format, replacing the former picture description component. It was introduced in 2016 and became an examinable PSLE component the following year. The teaching of Oral

Skills for Malay language revolves around the question and answer method using the 5W1H (who, what, why, where, when, how) questions or also known as the Kipling Method, as a guideline for students to form a comprehensive answer (Sumono, 2016). Student's failure to perform this task may not be due the "specific content of the student's thought processes but in the underlying functions upon which successful performance of cognitive operations depends." (Feuerstein in Mentis, Dun-Bernstein, Mentis, 2008, p. 113)

1.2 TEACHING OF VIDEO STIMULUS COMPONENT IN MALAY LANGUAGE ORAL

The video stimulus response component in Malay Language Oral is a 1-minute video that encapsulates various value-incorporating themes. The video would display scenes associated with a main theme as an example for students to talk about later. For example, in a video where the main theme is 'good manners', the three standard stimulus questions asked are:

- 1) Share one incident that shows good manners from the video?
- 2) Share your experience of showing good manners besides the one you have seen in the video.
- 3) Students should have good manners. What is your opinion?

The questions above are the standard broad questions to scaffold student's responses. The first question requires the student to identify one relevant example from the video. He or she would need to choose an example that is most significant so that it can be elaborated further. The second question requires students to tap on their prior knowledge that is of high relevance to the theme highlighted. This means that the student has to predominantly have a good grasp of the main concept or theme of the video before he or she can make highly relevant associations with their existing knowledge. This requires the student to understand the value brought forward and place his values from his experiences into his answer. The third question extends his values, principles and beliefs onto the community.

Through my learning experience under the contract teaching as well as teaching practicum period, the most common strategy to teach Malay Language Oral is using the Kipling Method, the 5W1H questions, to stimulate student's thinking, and serves as a guidance for students to pick out relevant information from the video.

While the Kipling Method allow students to sieve information quickly and logically via what is seen on the video provided, it bears a huge gap in helping students answer the questions asked in the revised Oral Examinations format. The Kipling Method which was formerly used in the picture description component in the previous syllabus for Oral Examination, requires students to answer who, what, where, why, when and how. However, the new format requires students to identify, share their experience and provide their opinions. The current approach to teach the e-Oral video stimulus response assessment is unable to elicit responses from students as required by the new format. In order to tease out the needed information, students will need to use the cognitive functions at the different phases of mental act.

1.3 OBJECTIVES OF RESEARCH PAPER

This research paper aims to 1) identify the cognitive functions needed to perform the Video Stimulus Oral Assessment Task in the i) input, ii) elaboration and iii) output phase, 2) propose a conceptualization of how the Kipling Method used in the teaching of Video Stimulus Response in Malay Language Oral can be enhanced by incorporating Mediated Learning Experience to develop the cognitive functions at the different stages, 3) propose lesson plans and resources that incorporates the parameters of MLE to demonstrate how it can be utilized to teach Oral Lessons for Video Stimulus response in reality.

2 LITERATURE REVIEW

2.1 MEDIATED LEARNING EXPERIENCE

The Mediated Learning Experience (MLE) is a teaching and learning strategy, which is underpinned by the principles of Structural Cognitive Modifiability (SCM) theory. SCM believes that the capacity to learn is not bounded by a person's genetic heritage (Seng, Pou & Tan, 2003, p.10). SCM suggests that every person regardless of age, even where cognitive deficiencies are present, can develop holistically, where the individual's

thinking ability and general level of competence is elevated. In other words, SCM is a theory of how cognitive change could be possible, while MLE is a theory of how change can be brought about (Seng, Pou & Tan, 2003).

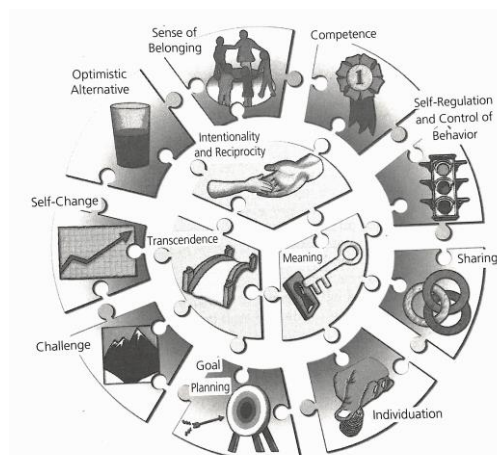


Figure 1. Parameters of MLE
(Mentis, Dun-Bernstein & Mentis, 2008, p. 11)

Figure 1 shows the identified parameters essential in mediation. The first three parameters that are necessary to sufficiently conduct mediation in MLE are the mediation of intentionality and reciprocity, mediation of meaning and mediation of transcendence. These parameters ensure that teaching and learning is carried out in very specific manners to achieve very specific goals.

The mediation of intentionality and reciprocity ensures that the mediator is clear and purposeful in demonstrating and articulating the intention of the learning outcome or intervention while the learner bears the responsibility to reciprocate and respond to the intention that was brought forward earlier on. Intentionality and reciprocity therefore focuses on the quality of the interaction, ensuring that learning is not by coincidence. "Therefore this parameter ensures a highly interactive session where the teacher plays an effective coaching role" (Seng, Pou & Tan, 2003, p.13).

The mediation of meaning is when the mediator makes known to the learner "the meaning of the interaction, its significance, its 'why' and 'what for'" (Feuerstein & Feuerstein, 1991, p. 24). Mediation of meaning helps a student relate what was taught and how it is relative to the real world. This can be done through conveying the importance and/or values that underlies. Meaning is mediated by investing significance at both the cognitive (intellectual) and affective (emotional) levels where values and beliefs are communicated at the cognitive level while energy and enthusiasm are communicated at

the affective level (Mentis, Dunn-Bernstein, Mentis, 2007, p. 22). Making learning meaningful not only allows students to understand its applicability in their lives but also increases their motivation and interest to learn.

The mediation of transcendence enables a student to view the interconnectedness between two or more ideas and how one idea can link to another and so forth. In other words, mediation of transcendence encourages students to see relationships between things. In order to see relationships between these things, students would learn to reflect, seek explanations and come to a consensus of how one thing would affect or be linked to another. Mediation of transcendence motivates students to extend their thoughts and be inquisitive about matters that surpass the initial generalization or subject.

Thus the three essential parameters completes the basic need for mediation to happen between the mediator and the learner where the mediation of intentionality and reciprocity is a process of selection and framing what is to be learnt, mediation of meaning is to put into real-life context of what is learnt and mediation of transcendence is to expand these knowledge to other relevant areas.

On top of the 3 necessary parameters mentioned above, we will also be mediating the parameters of competence as well as self-regulation and control behaviour. The parameter of competence ensures that a student is empowered with self-confidence to engage in a task. It instils a positive belief in his/her capability, motivation to try and the resilience to persevere (Mentis, Dunn-Bernstein, Mentis, 2008, p. 38). The parameter of self-regulation and control behaviour can be likened to the traffic light. At the 'red light', the mediator intervenes, at the 'yellow light', the student is engaged with self-reflective thinking and at the 'green light' the student is encouraged to pursue the task in a more systematic manner. This parameter ultimately prevents impulsivity when a student is faced with new situations.

The rest of the MLE parameters are the mediation of sense of belonging, optimistic alternative, self-change, challenge, goal planning, individuation and sharing. However, for the purpose of this research paper, we are only looking into the mediation of the 5 parameters that was discussed above. These 5 parameters can be used to overcome the deficiency in the cognitive functions of the learner. However, before the mediation of the development of student's cognitive functions, it is important to firstly identify the deficiencies in their cognitive function at each phase of mental act. Feuerstein had classified the cognitive functions into three different phases, the input, elaboration and output

phase. Cognitive functions in these phases need not take place separately. The input phase is where the learner takes in information, the elaboration phase is where pieces of gathered information is put together to make sense of what was taken in at the input phase while the output phase is how a learner communicates his processed information as a response. Each of these phases has certain specific cognitive functions which if deficient will hinder a learner in the next phase. MLE is therefore a more targeted approach where mediators who are teachers target to develop cognitive functions needed for a student to perform the Oral Assessment task.

3 IDENTIFYING COGNITIVE FUNCTIONS IN RESPONSE FOR VIDEO STIMULUS COMPONENT

Questions regularly asked by teachers using the Kipling Method can also be found in a revision book by Marshall Cavendish Education (Sumono, 2016):

- What is the issue brought forward in this video?
- Who is affected due to the issue in the video?
- When does this issue happen?
- Where does this issue take place?
- Why does this issue happen?
- How can this issue be handled?

The issue in each question above refers to the theme or main idea of the video. While these questions help student pick out information, the responses may not be relevant. Furthermore, based on the presentation slides from a primary school to parents regarding preparation for the video stimulus component, the first three standard questions asked would be regarding i) the content of the video, ii) student's relevant experience in relation to the video and iii) student's opinion based on the video content (Primary School, 2017).

Therefore, based on the questions listed above, we can derive the possible cognitive processes that take place in the learner whilst deriving to an answer. Table 1 below maps out the possible cognitive functions needed to complete the task and its implications of deficiency according to materials from The Reuven Feuerstein Institute (2015).

Table 1 below discusses the list of cognitive functions (Reuven Feuerstein Institute, 2015) and the possible incapacities in it's dysfunction. (Mentis, Dunn-Bernstein, Mentis, 2008).

Developed Cognitive Function	Impaired Cognitive Function	Implications of Cognitive Dysfunction
Input Phase		
Clear and Detailed Perceptions	Blurred and Sweeping Perception	Students focuses on irrelevant and unimportant details. (eg. Focuses on actions of passers-by rather than the main character)
Systematic Exploratory Behaviour	Unplanned, impulsive and unsystematic exploratory behaviour	Student rushes into tasks too quickly without sufficient attention to what is required.
Ability to consider two or more sources of information at once	Lack of capacity for considering two or more sources of information at once	Student is unable to recall all facts learned, only considers some information or focuses only on one alternative to the solution to complete a task.
Well-developed need for precision and accuracy in data gathering.	Lack of, or deficient, need for precision and accuracy in data gathering	Student does not understand the need for precision and accuracy in data gathering, tends to produce work that is unclear/ not detailed/ incomplete, depends on teacher's instructions most of the time and is unable to use information from her knowledge or past experiences.
Well developed verbal tools to label objects, events, relationships	Lack of, or impaired, receptive verbal tools which affect discrimination or relationships, categories, etc.	Student misinterprets instructions and questions even though hearing is normal and may have difficulty understanding terms.
Well developed temporal concepts and orientation in time	Lack of or impaired temporal concepts	Student is unable to make a cause and effect connection and unable to recall a series of event in the correct chronological order.
Elaboration Phase		
Ability to identify and define the problem	Inadequacy in the perception of the existence and definition of an actual problem	Student is unable to form relationships among things and be reflective over situations/events.
Ability to distinguish between relevant and non-relevant cues in defining a problem	Inability to select relevant vs. non-relevant cues in defining a problem	Student is unable to find the main point, or find relevant points.

Well developed spontaneous comparative behaviours	Lack of spontaneous comparative behaviour	Student has difficulty in making decisions that require comparing similarities/ differences.
Ability to integrate different aspects of reality	Episodic grasps of reality	Student has difficulty linking cause and effect or seeing consequences of action and sees all events separately.
Availability of verbal concepts that support reasoning processes	Non-elaboration of certain cognitive categories because the verbal concepts are not a part of the individual's verbal inventory on a receptive level or are not mobilized at the expressive level	Student has difficulty explaining concepts due to limited expressive or receptive vocabulary. (lack the correct vocabulary for a particular object, sequence, relationship or concept.
Output Phase		
Ability to communicate well-elaborated responses	Lack of, or impaired, tools for communicating adequately elaborated responses.	Student shows lack of communication skills in the usage of grammar, vocabulary and sentence structures.
Need for precision and accuracy in communicating one's responses	Lack of, or impaired, need for precision and accuracy in communicating one's responses	Student's communicate responses without complete data, in meaningless ways due to lack or comparison/ summation skills or communicates response impulsively.

Table 1. Cognitive Functions needed to perform the E- Oral Response Assessment

With the identification of the cognitive functions needed to perform the e-Oral video stimulus response assessment, teachers can use MLE to develop the cognitive functions. For example, due to the deficiency in the cognitive functions, students might not be able to gather enough relevant information. In turn, this will affect the processing of inadequate information at the elaboration and output phase.

3.1 INPUT PHASE (Gathering Information)

In developing the necessary cognitive functions, questions and prompts may be utilised as strategies to develop the deficiencies. Mediation of parameters such as intentionality and reciprocity, meaning, transcendence, competence and self-regulation and

control of behaviour are interactions that instil self-directed learning.

Identified Cognitive Functions Used for e-Oral response	Possible Guiding Questions
Clear and detailed perceptions	<ul style="list-style-type: none"> Let's focus on one thing at a time. Have you considered all the details? (Intentionality and reciprocity, self-regulation and control of behaviour)
Systematic exploratory behaviour	<ul style="list-style-type: none"> Did you focus on one event at a time? (Intentionality and Reciprocity) Let's look at item A (environment/ where?), item B (people/ who?), item C (actions/ what?) and so on. (Intentionality and Reciprocity) Have you thought of all the details in that scene? (self-regulation and control of behaviour)
Ability to consider two or more sources of information at once	<ul style="list-style-type: none"> What is the difference/similarity between the two events? (Intentionality and Reciprocity) What does these events tell you about the character? (Meaning) When else do we have to consider more than one information at once? (Transcendence)
Well developed verbal tools to label objects, events and relationship	<ul style="list-style-type: none"> Do you have other experiences that are similar to this topic? (Transcendence) What are some words we can think of to describe the scenario? (Competence) (Meaning) Good try! Let's now see how can we rephrase your idea to make it simpler? (Competence)
Well developed temporal concepts and orientation in time	<ul style="list-style-type: none"> What is the sequence of events in the video? (Intentionality and Reciprocity) What could have been the effect of his actions? (Meaning) What would you have done if you were in the character's shoes? (Transcendence)

Table 2. List of Cognitive Functions and Possible Guiding Questions at the Input Phase

3.2 ELABORATION PHASE (Processing Information)

Identified Cognitive Functions Used for e-Oral response	Possible Guiding Questions
Ability to identify and define the problem	<ul style="list-style-type: none"> Based on the events, what is the most important issue highlighted/ what do you think is the problem? (Intentionality and Reciprocity) What do you think of the issue/ problem? (Meaning) In what other situations could this

	problem/ event arise? (Transcendence)
Ability to distinguish between relevant and non-relevant cues in defining a problem	<ul style="list-style-type: none"> How would you categorise the list of events? (Meaning) Are you sure those events are related? (Self-regulation and Control of Behaviour) How are they related? (Meaning)
Well developed spontaneous comparative behaviours	<ul style="list-style-type: none"> What are the positive and/ or negative consequences from each event in the video? (Intentionality and Reciprocity) Compare your experience and your friend's experience, what are the similarities and differences? (Transcendence)
Ability to integrate different aspects of reality	<ul style="list-style-type: none"> How is the issue/ problem in the video similar to your experience? (Meaning) How can you link the issue with your experience? (Transcendence)
Availability of verbal concepts that support reasoning process	<ul style="list-style-type: none"> Can you explain in your own words what being respectful/ caring/ responsible is? (Intentionality and Reciprocity) What do you think about these values? (Meaning) Can you think of an example/ action that shows this value? (Transcendence)

Table 3. List of Cognitive Functions and Possible Guiding Questions at the Elaboration Phase

3.3 OUTPUT PHASE (Communicating Response)

Identified Cognitive Functions Used for e-Oral response	Possible Guiding Questions
Ability to communicate well-elaborated responses	<ul style="list-style-type: none"> How do you feel about this? (Competence) What are the details? (Intentionality and Reciprocity) Will you be able to describe in detail again based on a different video? (competence) The word _____ is not suitable for this situation. Can you find a better word to describe it? (Meaning)
Need for precision and accuracy in communicating one's responses	<ul style="list-style-type: none"> Can you describe the event in a systematic manner? (Intentionality and Reciprocity) How can your answer be more precise? Have you included the important details in your response? (Meaning)

Table 4. List of Cognitive Functions and Possible Guiding Questions at the Output Phase

These questions serve as a guideline to tackle or invoke a specific cognitive function. It is not an exhaustive list of possible guiding questions as questions will be dependant on the content of the video used.

4 INCORPORATION OF MLE INTO E-ORAL (VIDEO STIMULUS) RESPONSE LESSON

To exhibit how MLE can be applied into the Malay Language E-oral (Video Stimulus) response lesson, three lesson plans detailing its incorporation will be provided to exemplify the proposed approach in Section 3 of the research paper.

A video was selected for the purpose of concretizing the proposed conceptualization. Malay Language teachers in Singapore primary schools have used this video to teach the video stimulus response section for e-oral. The video is titled “Bantu-membantu”, which translates to “Helping each other

The video chosen particularly emphasizes on the cognitive functions that were discussed in Table 1. The development of the cognitive functions will be addressed in the lesson plan and cognitive activities for Video 1 (Annex B).

5 CONCLUSION

This research paper has identified the cognitive functions and acknowledges the possibility of the deficiencies in cognitive functions in the different phases needed to perform the assessment task. Lesson plans are developed to build the necessary resources as a start up for the mediation of the important cognitive functions needed to perform the e-Oral Video Stimulus Response Assessment.

The incorporation of MLE into the e-oral video stimulus response lesson will help to develop the needed cognitive functions with the necessary mediation of parameters; intentional and reciprocity, meaning and transcendence. With this awareness of the needed mediation of cognitive functions, teachers now take an approach as facilitators who deliberately plan every aspect in the lesson to specifically bring about a development in the cognitive function. While the conceptualized approach is developed specifically for the video used in this research paper, teachers may accommodate different videos with different mediation parameters and cognitive activities in order to develop the needed cognitive functions.

As this is a conceptual paper, the lesson plans developed needs to be tested out. Further research may be conducted to test out this resource package to further strengthen and inform for future refinements on the use of Mediated Learning Experience for Malay Language e-Oral Video Stimulus Response Assessment.

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