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# **AIDE**

# **INFOBOARD**

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## What are the Elective Subjects under the Marketing Management Course? (2 of 2)

*Note: Continued from September Issue*

In our September issue of the AIDE INFOBOARD, we have stated that there are four (4) elective subjects under the BSBA Marketing Management Program, the two course descriptions (Consumer Behavior and Sales Management) were included in the previous issue. In this month's issue of INFOBOARD we will give you the remaining two (2) elective subjects: Franchising and Entrepreneurial Management.



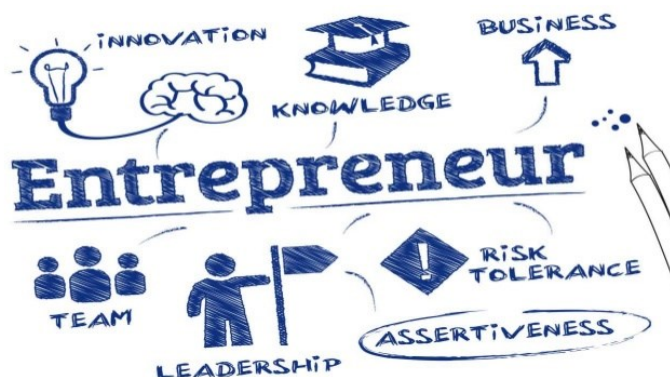
### 3. FRANCHISING

The course introduces franchising as a method of retail business in which the investor/franchisee makes an investment in the form of a franchise fee in exchange for the right to promote goods, services, and/or processes directly to the public. A franchise usually has a recognizable name or trademark. Franchising involves the integration of independent companies at different levels and in different areas of production and distribution. This integration permits more effective sales and advertising.

### 4. ENTREPRENEURIAL MANAGEMENT

The course aims to teach the approach entrepreneurs use in identifying opportunity and creating new ventures; the analytic skills that are needed to practice this approach; and the background knowledge and managerial skills that are necessary for dealing with the recurring issues involved in starting, growing, and harnessing the value of new ventures.

In sum, this course deals with the fundamentals of starting and operating a new business and assuming the considerable risks and rewards of it.





As an official language in the Philippines, English is used in government and law, education, media, business and industry. As such, there is a demand for graduates who not only have adequate facility of English but can competently and effectively use the language in different contexts and for various purposes.

The courses in the program are designed to integrate theory and practice to prepare the students for effective communication in English in diverse contexts and situations. (Art. 5.2., CMO 24, s.2017)

### **What are the Program Goals of the Program?**

1. To provide a comprehensive knowledge of the English language –its origin, growth and development, structures and use.
2. To enhance the student's competencies in the use of the English language in real-world contexts.
3. To present appropriate strategies of language use through a heightened awareness of how English works in different situations in the Philippines and in Asia and the rest of world.

### **What are the general components of AB English Language Curriculum?**

The general components of the AB English Language Curriculum consists of:

- ⇒ General Education;
- ⇒ Core Courses;
- ⇒ Cognates; and
- ⇒ Foreign Languages

It must be recalled that in the previous issues of AIDE INFOBOARD, the description of the general education subjects have already been given.

For this month's issue, we are going to feature the course descriptions of the Core courses which include the following subjects: Introduction to English Language System, Theories of Language and Language Acquisition, History of the English Language, English Phonology and Morphology, English Syntax, Semantics of English, English Discourse, Stylistics, Introduction to language, society and culture,

Language of Literary texts, Language of non-literary texts, Computer-mediated communication, Language Research 1: Methodology and Language Research II: Thesis Writing.

As a whole, the Core Courses consists of 14 subjects or 42 units.

### **1. Introduction to English Language System**

Generally, the course explains the nature and essential features of language. It provides an overview of the phonological system, morphological system, syntactic system, and semantic system of the English language. It gives an introduction to discourse as well as language acquisition and language change.

The subject aims to present and discuss the science of linguistics and its principal subdivisions. It also introduces the basic notions about the nature, structure and functions of language, the social and biological aspects of language, the structure of meaning and its relationship to both verbal and non-verbal signals in the communication process. The course relates the contribution of linguistics to the learning of English and other languages.

### **2. Theories of Language and Language Acquisition**

As one of the major subjects in AB English Course (following CHED Memo 24, s. 2017), the course explains the theories of the origin of human language and of language acquisition and its development.

At the end of the course, the students are expected to explain how language is acquired by humans, determine the best methods to teach/learn a language and to explain how the different parts of the brain fulfill specific language-related functions.



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### **3. History of the English Language**

The history of a language is the history of the people who speak it, those who read and write it, and those who come into contact with it. In this course, the students will examine the origin and development of the English language, from its earliest beginnings in the misty past, through Old English (or Anglo-Saxon), Middle English, Early Modern English, and Present Day English, and across the post-modern globe. Language is a fundamental cornerstone (perhaps the very foundation) of all human culture. It is, therefore, a vital part of who we are, and a knowledge of how language operates serves to explain, in part, how we came to be what we are. The study of what language is and how it changes, and how these changes are grounded in parallel cultural changes, is therefore a subject of intrinsic value, especially to those interested in literature, linguistics, history, and cultural studies. These are the topics that this subject will focus on.

Specifically, the students are expected to achieve the following goals at the end of the course: to study the linguistic changes that English has undergone from Old English to the present, to familiarize students with the linguistic concepts necessary for understanding how English has changed and to explore the cultural events that accompanied and sometimes influenced these changes.

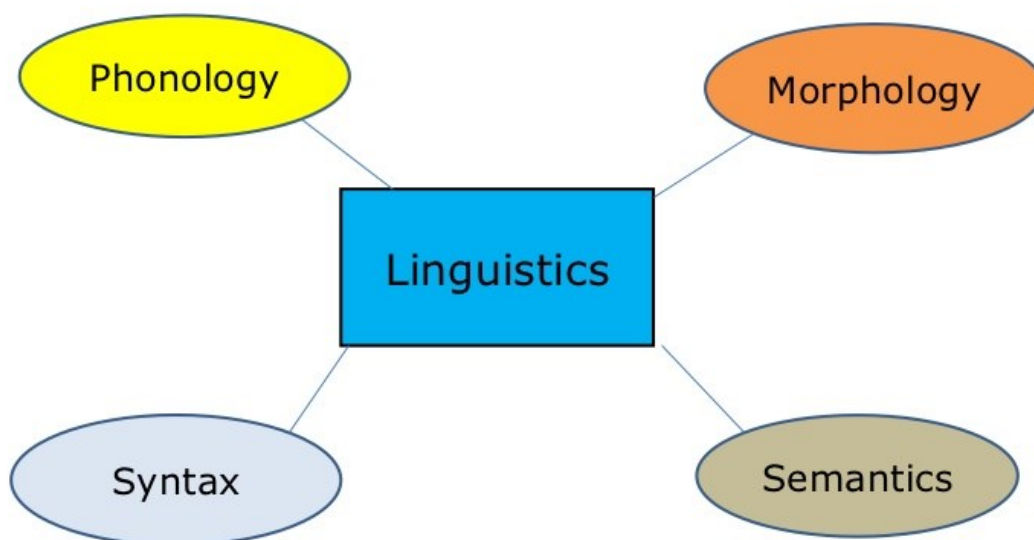


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### **4. English Phonology and Morphology**

The course deals with the study of patterns and system of sounds and the structure and formation of words in the English language.

What do we know about our language's sound pattern, and how we know it? This course will begin with a quick overview of characteristics of sound patterns that linguistics have noticed (alternations and phonotactics), and of the approach to explanatory adequacy that will be adopted here. We will then look at research that has sought to determine what phonological generalizations speakers extract from the learning data, and follow the consequences of these findings for achieving a descriptively adequate grammatical framework (that is, a framework that can express speaker's implicit knowledge): basic rule notation, features, and constraint interaction. Next we will consider why determining what speakers know is so difficult, and review a range of methods that have been tried. Finally, we will examine some recent work that moves towards explanatory adequacy - what kind of learner can, on exposures to typical learning data choose a grammar similar to the one that human learners choose?



### **5. English Syntax**

This course centers on analysis of structure of phrases and sentences in the English Language. It provides an overview of the structure and usage of Modern English. The material covered in this course will provide basic knowledge of the form and function of Modern English and will be relevant to future teachers at the secondary school level. Topics include but are not limited to basic word structure, classification of words into what is traditionally known as 'parts of speech', description and analysis of various types of phrase structure and sentence structure, prescriptive versus descriptive approaches to grammar stylistic and dialectic variation in English syntax, and grammaticalization and language change.

The main goal of this course is to introduce the major grammatical concepts and categories with English syntax. The course will specifically focus on the basic units and processes of sentence formation in English grammar. It will also present a broader picture of what linguistic knowledge is regarding sentence structure with specific emphasis on the issue of Universal Grammar.

The course provides the understanding necessary to teach English, and writing, in schools. It focuses on the basic grammatical constructions of English and several approaches to describing and representing them.

First, we will define syntax, differentiate between linguistic knowledge and competence differentiate between lexical and functional categories, descriptive and prescriptive grammar and identify different parts of speech: nouns, pronouns, adjectives, adverbs, verbs, prepositions, etc.

Secondly, we will look at a) syntactic category; b) inflection; c) six tenses of verbs; d) Modal, Passive, Imperative, Infinitive and Gerund; e) analyze Conditional Tense, If Clauses and Sentences; differentiate between Finite and Non-finite and Lexical vs. Auxiliary Verbs.

Thirdly, we will discuss and comprehend Grammatical and Dependency Relations. Specifically, we will learn more about a) Clause adjuncts and complements; b) Argument Structure; c) Overview of English Syntax - sentences, clauses, phrases, negation, clause type and speech acts, coordination and information packaging.

Fourthly, we will analyze sentences, and apply rules of grammar. We will analyze different sentences and text connections. Using critical thinking, we will do error analysis and correction of problematic sentences.

### **6. Semantics of English**

This course deals with the meanings of words, phrases and sentences in the English Language. The main goal of this course is to study the principles of the English language, and what makes up human language in general. The course provides the understanding necessary to teach English, and writing.

Firstly, we will define terms in the Conceptual Foundations of Formal Semantics; The Formal Foundations of Formal Semantics; and the Formalization of "Meaning"

Secondly, we will look into Lexical Relations; explain about expanding our formalism; show how the elements of the English language relate with each other; discuss the basics of Semantics of quantificational DPs;

Thirdly, we will discuss Semiotics; learn about conversational implicature; the semantics of deictic pronouns; and relationship between syntactic and semantic rules and categories.

Fourthly, we will see its applications in semantics analysis; analyzing sentences and propositions and finding meaning in life applications.

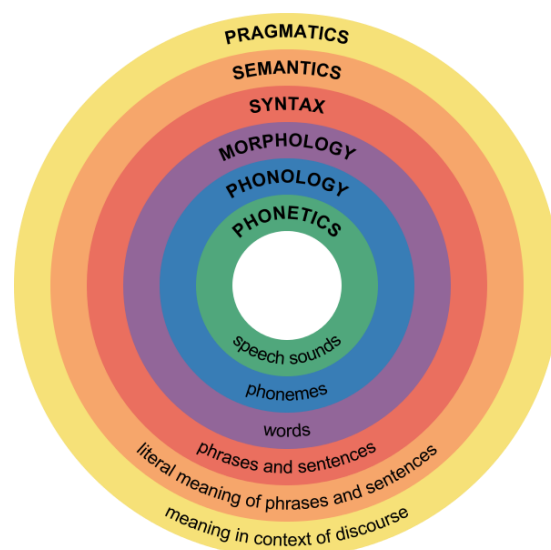


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### 7. English Discourse

This course deals with the study of spoken and written English above the sentence level. The main goal of this course is to study the principles of English discourse and be able to apply those learnings to our daily lives and enrich our interactions with others. The course provides the understanding necessary to teach English discourse (both oral and written).

Firstly, we will define terms and concepts in English Discourse.

Secondly, we will look into Pragmatics and Speech Acts.

Thirdly, we will discuss Approached and Discourse Analysis

Fourthly, we will see its Applications in analyzing advertisements, analyzing poetry, analyzing the language of drama, concepts and techniques in analyzing fiction, analyzing stories and analyzing film.

### 8. Stylistics

This course examines style in language, specifically the application of linguistic devices to literary studies. This course offers an introduction to the study of literary stylistics. This comprises three main activities: identifying specific linguistic features, analyzing these linguistically and interpreting their communicative function in the reading and understanding of the text.

Stylistic features to three genres of poetic, narrative and dramatic texts are introduced during the course. For each genre, we study some of the typical stylistic techniques characterizing the genre and analyze a number of texts demonstrating them. There are two principles informing analyses: (1) the tendency towards extra regularity, or parallelism, and (2) that towards irregularity, or deviation, which underlies many of the communicative devices in literary texts. In the case of poetry and drama, there are two workshops, one devoted to each genre, in which you have the opportunity to apply what you have learnt about the genre in some detail to a specific text. When it comes to narrative, you are free to select a short story of your own choice to try your hand at a detailed stylistic analysis in a formal, written essay.

The course is offered from a descriptive perspective, an approach not situated exclusively in any specific linguistic theory. Much of the activity in the course involves attentive reading of literary texts, pro-

### 11. Language of Non-Literary Texts

This course introduces various approaches to the study of non-literary texts. Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the nonliterary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.



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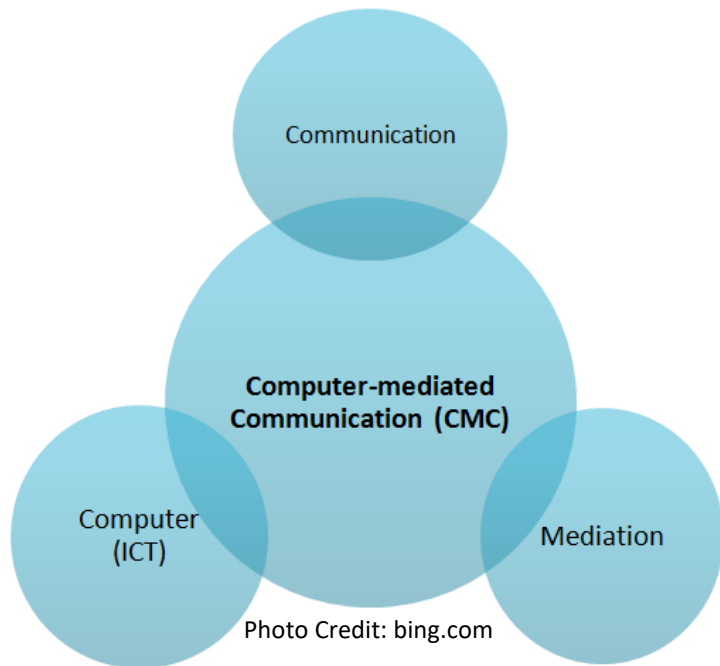
### 9. Introduction to Language, Society and Culture

The subject is an introduction to the world of language and linguistics. In this subject, students will explore the great diversity of world languages and develop an understanding of the genetic and geographical ties among them. Specifically, students will learn to appreciate language as an object of scientific study and to apply their new knowledge to everyday social interactions in their own lives and communities. Further, they will examine the relationship of linguistic variation to social and cultural identity. Topics include multilingualism, language learning and preservation, spelling reform, and language policy.

### 10. Language of Literary Texts

This course introduces various approaches to the study of different literary genres. Literary texts play an important role in English language learning. It helps enhance communicative competence, raise cultural awareness and generate motivation among language learners. According to research studies, there are advantages in using literary text in English as a Foreign Language classrooms which promote the use of authentic materials, help increase language skills and enhance linguistic knowledge. Different language skills can be learnt successfully using literary texts. Different literary texts can help enhance English language skills and enriches the English language learners' overall learning experience.





## 12. Computer Mediated Communication

Generally, the students enrolled in this subject will learn about the digital networked era, which is based on consuming ever-increasing content. This information can influence who we are and the relationships we have with others. We will examine fundamental aspects of interpersonal communication and consider how different types of computer-mediated communications (CMC) technologies such as e-mail, instant messaging, video conferencing, twitter and social network sites affect communication processes.

Specifically, students will be able to develop a better sense of how knowledge, information, and power changes on the web and they will also become aware of their own personal change. Students will engage the web as critical writers and readers in order to move fast being simply consumers and empower them in this digital networked era. In this course, we will consider effective CMC from multiple perspectives.

Computer-mediated communication (CMC) is the human-to-human interaction that takes place via computer networks such as the Internet, as well as via mobile digital media. Invented in the 1960s and expanded initially over the Arpanet (the precursor of the Internet), CMC has grown at a dizzying rate over the past five decades to become as ubiquitous as such taken-for-granted communication technologies as radio, the telephone, and television.

Historically, most CMC was text-based; examples include email, mailing lists, web forums, chat, MUDs, Instant Messaging, text messaging (SMS), blogs, microblogs, and wikis. Starting in the mid-1990s, multimodal CMC also became important, in the form of video chat, audio chat, and graphical virtual worlds—and, of course, the World Wide Web. The most recent decade has seen a trend for CMC to converge with other media applications, such as social network sites, video sharing, multiplayer online games, and interactive television.

This course covers practical and theoretical issues associated with CMC technologies. It focuses on the effects of CMC on identity, interpersonal relationships, and group behavior, and the social structures that emerge when people use CMC. Other topics covered include online language use, blended online-offline communication, communication in convergent media environments, and avatar and robot-mediated communication.

**Note:** To be Continued in the November 2020 Issue of the AIDE INFOBOARD





## What learning modality do students prefer, LMS or Printed Learning Materials?



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In a survey held last October 8, 2020, a group of AIDE students were asked about their preference in terms of content delivery. A question was posted over AIDE Student Group Page on which learning modality they prefer, LMS or Printed Modules?

Over the period of one (1) week, 2 students posted their opinion online; this is out of the 99 students who were able to see the said post.

The responses were as follows:

1. "I prefer written modules. I tried using the LMS but it was difficult. I want written module as I can write notes on the side pages and you can easily go back to the pages not like the LMS. But it still depend on individual's learning styles."
2. "Printed modules are better because you can focus on your studies unlike LMS where you can easily turn your attention to social media which can

be a destruction to your studies. But it depends as to where a student is more comfortable with."

Research suggests that there are factors affecting the preferences or choice of students like connectivity, work engagement, among others. To make this survey more conclusive, we will wait for more time and responses .

