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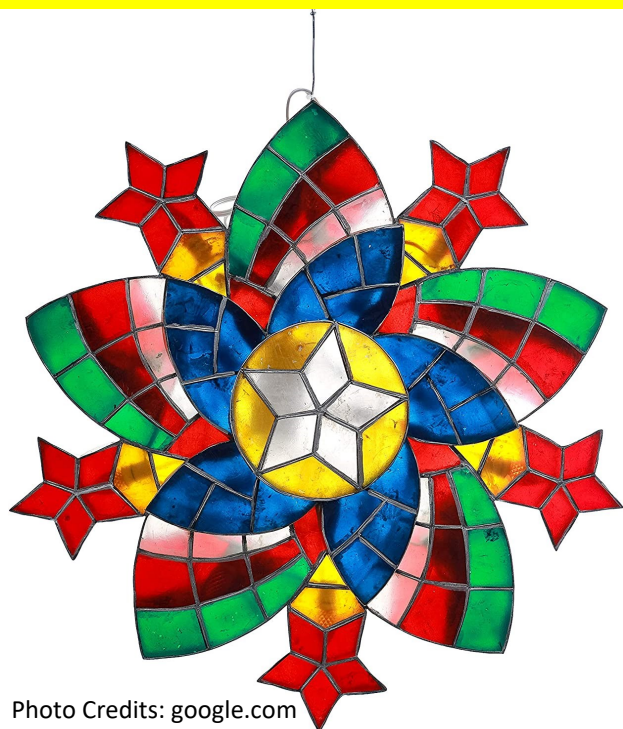


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*In behalf of AIDE Administration and
INFOBOARD's Editorial Board, we
greet everyone a:*

***Happy Christmas and
A Prosperous 2021!***

What are the Cognate Subjects in AB English Course?

In the previous issues of AIDE INFOBOARD (October & November issues) we described all the core and major courses of AB English Language Program. For this month's issue, we are going to give you, all the course description of the cognate subjects under the AB English Language course.

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Multilingual & Multicultural



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1. MULTILINGUALISM AND MULTICULTURALISM

This subject introduces students to multilingualism as a dynamic and interdisciplinary field of study. In today's globalized world, with mass communication across national borders, increased mobility, and transnational families and corporations, it is not only the norm that individuals and societies regularly use more than one language, but expected. This subject examines multilingualism as a phenomenon of society and as a phenomenon of individuals. It equips students with a sound understanding of how linguistic diversity in society emerges and is regulated, how the multilingual mind operates, and the typical behaviors of multilingual people and communities. The interdisciplinary nature of multilingualism means the subject will be of interest to students from various fields including education, linguistics, social science, and business. As multilinguals themselves, students will be equipped with the skills to think analytically and critically about multilingualism in their own lives and in Philippine society more broadly.

Also, the objectives of this course is to help student understand multicultural issues and best practices to identify, define, and solve problems in education settings and learning contexts. Also, students will gain an understanding of the histories, justification, prevalence, and criticisms applicable to multiculturalism. Also, students will be exposed to various published researches on both multiculturalism and multilingualism specially those that applied to Philippine setting. Through discussions and written work, students will be able to reflect critically to further develop their own knowledge and competencies in relation to multiculturalism.

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2. INSTRUCTIONAL MATERIALS DEVELOPMENT AND EVALUATION

This course underlines the processes for designing effective and efficient instruction by writing and developing instructional materials. The course introduces the students to the ADDIE Model of development instructional materials. Specifically, the course provides necessary knowledge and skills to help students identify instructional goals, conduct instructional analysis, design, development, and implementation and evaluation phases of instructional design. Throughout the course, a set of useful tips were provided for the students to consider in each phase of instructional materials when developing them.



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3. LANGUAGE OF THE INTERNET

As this is the first time to offer this course under the AB English Curriculum, the subject if likened to other subjects overseas is also termed as Internet Linguistics.

The subject deals with the formal properties of language on the internet; communicative purposes and effects; stylistic diversity. The subject also discusses the standards of communication across mediums, and implications for language acquisition. Further, the subject includes a discussion of methods of digital data collection and analysis. Connection between digitally mediated communication and literacy are also given consideration in the subject.

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4. TECHNICAL WRITING IN THE PROFESSIONS

This subject provides the theories, principles and practice of technical communication across professions.

Upon completion of the course, students should be able to: understand the purpose and process of communication in business and industry, recognize and be able to analyze effective and ineffective technical communication, understand and execute the written, visual, and verbal processes of technical communication, communicate technical information in a complete, accurate, and honest form, prepare various types of technical documents that are appropriate and effective for diverse and various audiences (e.g. multicultural), balance verbal and visual elements of communication in technical documents and use effective strategies for collaborative work in group exercises and



WHAT IS
TECHNICAL
WRITING?

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5. BUSINESS COMMUNICATION

This course deals with the study of written communication in the business setting. It trains the students in writing business letters, business reports, memoranda, minutes of meetings, and employment communication among others.

Specifically, the course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.



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What are the Foreign Languages adopted by AIDE in its AB English Course?

In compliance with CHED MEMO 24 series of 2017, AIDE has initiated the writing of Foreign Languages Module to fully adhere to CHED requirement. Specifically, it adopted Mandarin as a Foreign Language and the 12 units, 4 Foreign Language courses are described as follows:

1. FOREIGN LANGUAGE 1 - MANDARIN I

This course is designed for beginner college students with the aim of making learning Chinese language and culture approachable, engaging, and relevant. The design of this course is mainly based on the international curriculum for Chinese language education by Confucius Institute Headquarters (Hanban) and Confucius Institute of Ateneo de Manila University. The course adheres the Five C's: Communication, Cultures, Connections, and Communities. At the end of the course, the students should be able to:

- understand the particularities and history of the Chinese language
- properly pronounce the various tones
- make basic sentences regarding to the topics like name, nationality, greetings, professions, hobbies, figures, family, colors, weather, time, disease and so on.

Specifically, the list of vocabulary and grammar that students are expected to learn are listed below.

- Vocabulary: personal pronouns, common Chinese family names and given names, nationality, greetings, common forms of addressing people, apologetic expressions, professions, adjectives describing physical and mental states, hobbies, kinship terms, numbers 0-99, furniture, directions and location, colors, clothes, measure words, festivals, year, week, food, adjectives describing nature and characteristics, direction and location, actions, time, weather, cities, human body, disease and symptoms.
- Grammar: verbs or verb phrases serving as the predicate, the adverb “also/too”(也), question sentence using “which” (哪), yes or no questions (吗), the particle “的” indicating possession, the adverb “no/not” indicating negation (不), adjectives or adjective phrases as the predicate, the affirmative-negative question, using the verb to like” (喜欢), the adverb “both/all” (都), the verb “to have” (有), the measure word “个”, asking “how many/much” using “几”, the verb “to be in/at/on” indicating location (在), the particle “的” indicating a certain attribute, expressing dates: year/month/day, the “A or B” question (A 还是 B), asking about prices using “多少钱”, units of Renminbin, asking for directions using “怎么走”, the preposition towards” (往), asking about the mentioned of action using “how” (怎么), the particle “了” indicating that something has happened, the adverb “就” meaning “soon”, making suggestions using the particle “吧”, asking for opinions using “怎么样”, the structure “see you in/on Time + Place”, nouns or noun phrases as the predicate, the particle “了” indicating a change in state, the preposition “in/at/on” indicating where an action takes place (在), using the adverb “没” to negate/deny an action in the past.

What are the Foreign Languages adopted by AIDE in its AB English Course?

2. Foreign Language 2 – Mandarin 2

This course is designed for beginner college students with the aim of making learning Chinese language and culture approachable, engaging, and relevant. This course is designed to conform with the CHED Memorandum Order 24, series of 2017 which requires the offering of Foreign Language Courses. This course is a continuation of Basic Mandarin 1 subject which is offered as Foreign Language 1. At the end of the course, the students should be able to: make basic sentences and join a conversation regarding to the topics like traveling, food, drink, contest, school life, custom, hobby, life experience and so on.

3. Foreign Language 3 – Mandarin 3

This subject requires that you take up Foreign Language Mandarin 1 and 2 subject first before taking Foreign Language 3 or Mandarin 3.

At the end of the course, the students should be able to make basic sentences and join a conversation regarding to the topics like online shopping, love and romantic relationships, hairdressing and cosmetics, delivery service, as well as be able to read and write Chinese characters like 一、日、田、中、上、明、员、万、的. Specifically, the list of vocabulary and grammar that students are expected to learn are listed below.

- Vocabulary: related to kinship and relatives, online shopping, educational system, traditional Chinese festivals, love and romantic relationships, wedding and marriage customs, jobs and job hunting, hairdressing, fitness and cosmetics, delivery service, and electrical appliances.
- Grammar: to emphasize a reason by using “毕竟”, the structure “不是...就是...”, the structure “又...又...”, the structure “正好...”, the structure “verb + 着”, the adverb “却”, the adverb “一直”, the adverb “从来”, the preposition “为”, the adverb “反而”, the adverbs “才” and “就”, the adverb “一定”, combining verbs with “并且”, the preposition “对”, the verb “算是”, the expression “X离Y远/近”, the adverb “原来”, the preposition “给”, how to do something with “怎么”, the structure “verb + 起来”, the adverb “终于”, the adverb “竟然”, the interrogative “怎么”, the structure “不是...而是...”, the structure “别 + verb + 了”, the adverb “还”, the adverb “必需”, and the preposition “跟”.
- Characters: 一、二、三、四、五、六、七、八、九、十、口、日、月、田、目、古、胡、叶、朋、明、品、晶、昌、唱、早、旭、胃、旦、自、白、百、皂、旧、中、千、舌、丸、卜、占、上、下、卡、只、贝、贴、员、儿、几、见、元、页、顽、凡、肌、负、万、匀、句、勺、首、直、具、真、工、左、右、有、贿、贡、项、刀、刃、切、召、则、副、丁、叮、可、哥、顶、凹、凸

What are the Foreign Languages adopted by AIDE in its AB English Course?

4. FOREIGN LANGUAGE 4—MANDARIN 4

This course is designed to meet CHED MEMO 24 s. 2017 to provide Foreign Languages course to English Majors. The design of this course mainly based on the international curriculum for Chinese language education by Confucius Institute Headquarters (Hanban) and Confucius Institute of Ateneo de Manila University. Just like the first 3 Mandarin courses, this course adheres to the Five C's principles such as: Communication, Cultures, Connections, and Communities. Students in this subject, are expected to be somewhat conversational.

At the end of the course, the students should be able to make basic sentences and join a conversation regarding the topics as fruits, vegetables, plants, flowers, gardening, dresses, fashion, city, country, experts, astronomy, antonyms, and Chinese idioms, as well as be able to read and write Chinese characters like 乙、小、厂、川、泳、上、火、里、字、木、草.

COVID 19 AND LEARNING LOSS

In many countries, the plan for the safe reopening of schools has already started and it has taken various forms. Some countries, such as France and Germany, have already welcomed back students, while others, such as Spain and Italy, will maintain the school gates closed until September. Despite these different reopening timelines that reflect national preferences and contexts, there is a broad consensus on the need to analyze and evaluate the consequences of school closures (Gouédard, Pont and Viennet, 2020).

In the United States, researchers have documented the effects of 'summer learning loss' demonstrating that extended interruption of one's studies causes not only a suspension of learning time but causes a loss of knowledge and skills gained. A review of research on summer learning loss in the United States, demonstrates that during the summer vacation students lose the equivalent of one month of academic year learning, the loss is greater in math than in reading, and the loss increases with grade. The loss is also greater for lower income students (OECD, 2020).

Country representatives attending the yearly meeting of the OECD Implementing Education Policies project (June 2020) expressed their particular interest in measuring the potential learning loss associated to school closures. In the OECD-Harvard Graduate School of Education Survey, the impact of school closures on education continuity was estimated to be at least 2 months of instruction for half of the primary and secondary school students . (OECD, 2020)

The learning loss, in the short and long term, is expected to be great. Researchers in Canada estimate that the socio-economic skills gap could increase by more than 30 per cent due to the pandemic. (Haeck and Lefebvre, 2020)

The World Bank identifies three possible scenarios for the loss of learning: a reduction in average learning levels for all students, a widening of the distribution of learning achievements due to highly unequal effects of the crisis on various populations, or a significant increase of students with very low level of achievement due in part to massive dropouts (World Bank, 2020). This suggests 25 per cent more students may fall below a baseline level of proficiency needed to participate effectively and productively in society, and in future learning, a result of the school closures only.