



AIDE

INFOBOARD

The official electronic publication of the Asian Institute for Distance Education

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AIDE INC. **INFO BOARD**

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Per CHED Memo 21 series of 2017, the major courses of AB English Language Program lead to an area of specialization. The courses shall be taken in just one of two tracks: English Language Studies as discipline and English Language across the Professions. In the case of AIDE, the following major courses in AB English were named as follows:

1. Introduction to Pragmatics;
2. Psychology of Language;
3. Multimodal Communication;
4. Language and Gender; and
5. Language and Power

In this month's issue of AIDE INFOBOARD, the course description of the foregoing subjects will be provided.

1. Introduction to Pragmatics

This course will introduce students to the study of contextualized meaning in Linguistics.

At its most fundamental level, Pragmatics is the study of utterances. Where Semantics is the study of sentences (special kinds of utterances) that are ordered by truth relationships, Pragmatics studies communication - those utterances that do things, are context based, and discourse dependent.

2. Psychology of Language

The course focuses on the study of the nature and psychological development of human language.

This course will provide an Introduction to Psycholinguistics. It will cover a broad range of topics from this constantly growing applied field, including the origin and biological foundations of language, as well as the different components of language, (morphology, phonology, syntax and semantics). Processes involved in-sentence comprehension language production and new approaches to the study of language disorders will also be covered.

This course provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the evolution of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

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EDUCATION IN THE **TIME OF COVID-19**

As of March 18, 849 million children and students have been forced out of schools and universities in a total of 113 countries.

Source:

<https://www.globalpartnership.org/>

3. *Multimodal Communication*

Examining the interface of various modes and genres of communication helps us to better interact with others and improve the way we do things.

First, we will identify different modes of communication: gesture, facial expression, prosody and words. Next, we will look into how communication evolved. Then, we will discuss theories associated with various modes of communication.

Secondly, we will look into uses and relationships of different communication modalities, including: speech, gesture, gaze and facial displays (non-verbal communication). We shall discuss interfaces of various modes of communication such as Alternative and Augmentative Communication (AAC) and Computer Mediated Communication (CMC).

Thirdly, we will differentiate between multimodal communication and multimedia use. Fourthly, we will learn how to make multimodal presentations, arguments and commercials.

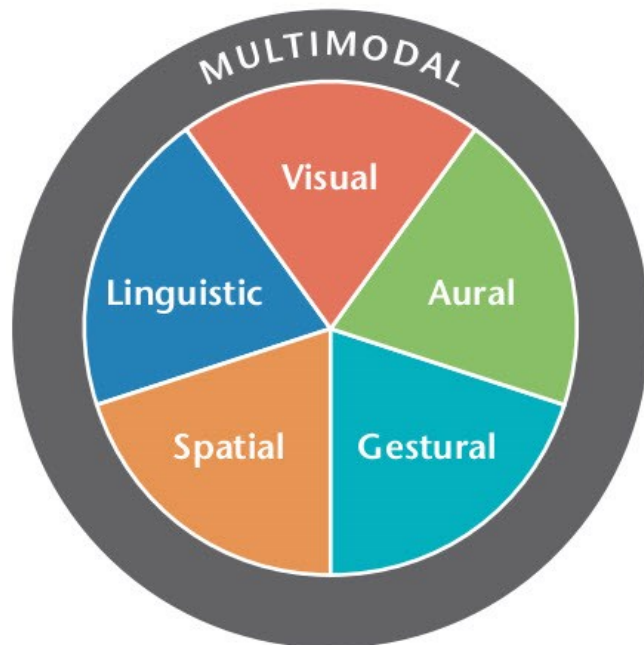


Photo Credit: bing.com



Photo Credit: bing.com

4. *Language and Gender*

The course is an exploration of a large body of writing on Language and Gender within studies of language in social context. We will conduct a critical investigation on how language affects and is affected by beliefs on gender and sexuality. We will also learn about how intersecting identities can further affect the relationship between gender and language. Both individual and social implications will be emphasized. By the end of the course, you will have developed critical reading and reasoning skills when consuming articles, media discourses and other texts that relate to gender.

5. Language and Power

This course is a self-paced online course. It contains four (4) modules with multiple lessons that support varied approaches to help students learn and engage with the topics, including readings, video, power point presentations and a knowledge-check quiz. To complete this course, students need to study all of the lessons within each module and complete the module activities and module quizzes at the bottom of each lesson to receive participation credit.

This course focuses on the following lesson objectives. By the end of the course, students should be able to: define terms (or subjects for further discussion), explain the subjects from the readings given in each module, foresee relationship of subjects, develop consciousness on the topics, answer activities, make outline or diagram, and compose paragraphs as beginning writers.

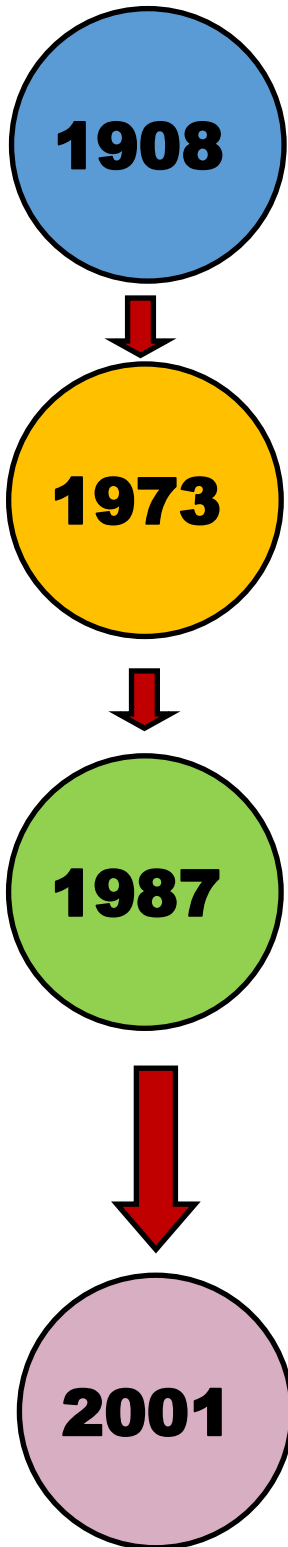


Photo Credit: bing.com

BASIC EDUCATION ENROLMENT IN TIME OF COVID-19

The total number of enrollees for School Year (SY) 2020-2021 has reached 22,763,759 nationwide for Kindergarten to Grade 12, including ALS and non-graded learners with disabilities (as of August 7, 2020).

Compared to the data last school year (SY) 2019-2020, there were 27.7 million K to Grade 12 students enrolled, 4.1 million students were enrolled in private schools while 23.5 million were enrolled in public schools. This year's figure is 6M+ short of the adjusted target of 80% of last year's enrollment (27.7M) submitted by DepEd to the National Economic and Development Authority (NEDA). (Source: Department of Education, 2020)



The implementation of distance education or open learning is nothing new in Philippine basic education. The very first educational policy that relates to distance and remote learning dates back in the year 1908 when Act 1829 was promulgated. The law was created to provide for the delivery of civic and educational lectures in towns and barrios. This was followed by the adoption of Commonwealth Act No. 80 in 1936 which provides for the Legal Foundation of Adult Education (AE). This law created the Office of Adult Education on October 26, 1936, so as to eliminate illiteracy and to give vocational and citizenship training to adult citizens of the country (Sabio & Sabio, 2019).

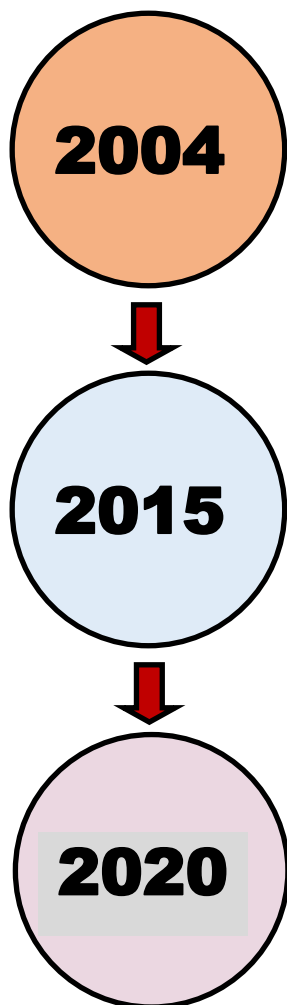
Meanwhile, the 1973 Philippine Constitution provides for the creation of the position of the Undersecretary of Non-formal Education, after the declaration of Martial Law. The Office handles the provision of education through non-structured and non-formal means. Nine (9) years after, the Education Act of 1982 was enacted which created the Bureau of Continuing Education from the Office of Non-formal Education.

In 1987, Executive Order 117 was implemented which provides for the Reorganization Of The Ministry Of Education, Culture And Sports until the subsequent provision in the 1987 Philippine Constitution which provides for the Legal Foundation of Non-Formal Education (NFE) and distance education (DE) which under Section 1 and 2 (respectively) that:

“The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.” (Section 1, 1987 **Philippine Constitution**)

“Section 2 (4) “The state shall encourage non-formal, formal, indigenous learning systems, as well as self-learning, independent and out-of-school study programs, particularly those that respond to community needs; and provide adult citizens, the disabled and out-of-school youth training in civics, vocational efficiency and other skills.” (Section 2(4), 1987 Philippine Constitution)

In the year 2001, Republic Act 9155, otherwise known as **The Governance Act of Basic Education** was enacted into law. This law recognized the ALS as a complement of formal education and a major component of basic education



In 2004, Executive Order 356 was adopted to rename the Bureau of Non Formal Education (BNFE) to Bureau of Alternative Learning System (BALS). This Order reiterates the Bureau's mandate to address the learning needs of marginalized learners but it also directs BALS to provide a systematic and flexible approach to reach all types of learners outside the school system.

Finally, Education for All (EFA) Plan for 2015 was likewise implemented. In this Plan, one of the major goals is "transforming all non-formal and informal education interventions into an Alternative Learning System (ALS) to yield more EFA benefits". The objective is to put in place a credible ALS (consisting of Non-formal Education and Informal Education) that shall cause to increase functional literacy among the marginalized groups of learners.

While educational policies have been in place in the Philippines to implement distance learning, much is to be done to determine efficacy of its application. It is therefore an opportune time to measure how schools can be an effective agents of change at this time of Pandemic now that they are about to implement multi-modal remote learning strategies this school year of 2020-2021.

Effects of COVID 19 Pandemic in Education

The COVID-19 pandemic has caused the largest disruption of education in history, having already had a near universal impact on learners and teachers around the world, from pre-primary to secondary schools, technical and vocational education and training (TVET) institutions, universities, adult learning, and skills development establishments. (United Nations, 2020)

The COVID-19 crisis has forced school closures in 188 countries, heavily disrupting the learning process of more than 1.7 billion children, youth, and their families. With the pandemic slowing down, governments are now developing the next steps of their strategy to cope with a crisis of an unprecedented scope.

During this time, distance-learning solutions and remote learning strategies such as online classrooms, TV and radio broadcasts, and computer-assisted learning were implemented to bridge the gap between schools and learners, but the overall impact on learning remains uncertain. (OECD, 2020)

The Use of Facebook for Effective Social Learning



Source: elearningindustry.com

Today one cannot think of any individual without a Social Network account. Regardless of gender, age and social-cultural background, with changing purposes almost every individual having Internet access uses a SNS (Social Networking System). This could be due to the fact that its use is indispensable. Many young individuals around us use it because their generation has already been born into the age of technology. (Toker & Baturay, 2019)

Research suggests that there are three (3) types of educational use of Facebook for social learning. First, it is used for collaboration purposes where students can connect to one another. Facebook enables students to exchange ideas, share information and work collaboratively with the people of shared interests, ideas and needs. Second, is that Facebook may be used for educational information sharing. Facebook facilitates the sharing with its facilities of uploading and exchanging videos, audios, visual materials, and links. Third, Facebook is used for communication purposes. Facebook encourages communication between students and instructors, and it is a helpful technology for a student to adapt to their programs.

Institutionally, AIDE also revived its own Facebook page which name is **Asian Institute for Distance Education Foundation Inc.** Over the years, we have seen it to be very useful in providing additional student support services. It helps facilitate student communication to AIDE support staffs, expedite response on queries about schedule, subjects, program and other requirements that students need to fulfill, and it also serves as a platform where students get to meet other students from other programs. On a larger scale, students use it to provide assistance and aid to other students who have questions about their program. Their response to every inquiry that are being posted also helps, to some extent, in decision making of other students as it provides tips on what modules to take, what subjects will have to be enrolled in and how the course can be finished effectively.

AIDE's Facebook page is also used to disseminate more information. For instance, the AIDE Newsletter "INFOBOARD" is regularly posted in the FB Page where students get the latest update and news.

At the student level, AIDE students are also actively engaged in their own FB group which is called **Students of Asian Institute for Distance Education**. In this group, students use all available learning and communication multimedia tools that Facebook offers. In short, they maximize the user-friendly interface of FB which everyone enjoys exploring. Also, they receive instant notifications about all new messages and activities related to their course. Facebook's notification system allows everyone to keep track of anything new that happens; new groups, requests, discussions, comments, tagging, material, links etc. which generally helps them in effective social learning. If you are one of AIDE students, better follow AIDE Page and AIDE Student Page to keep you up-to-date and informed.