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Major Celebrated Its 40<sup>th</sup>  
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# COVER PAGE



In this issue, we are going to learn a little bit about The Picture of Dorian Gray, which depicts the idea of lying behind Aestheticism, the controversial theory of art that was newly fashionable at this time, was that art should be judged purely by its beauty and form rather than by any underlying moral message. If you have an awesome picture you think could be the cover of one of The ILE Post editions, send it to [eherrera@utn.ac.cr](mailto:eherrera@utn.ac.cr). So far several readers have sent amazing pictures that we will be sharing with you soon.

If you want to know what is happening in ILE, follow us on FACEBOOK.

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# EDITORIAL

## Obesity And Overweight

by Eric Herrera (ILE Professor)

***“To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear.”***

**- Buddha**



Well in terms of eating habits it seems things have changed since Buddha's times. Over the last years, obesity has become a major public health-hazard with epidemic proportions that affects adults, adolescents and children of all ages. Besides the health consequences obesity brings with it

such as a high increase risk of cardiovascular diseases, type 2 diabetes, rheumatoid arthritis, and some type of cancers, it has been proved that obesity and overweight significantly affect the quality of life and reduce the average life expectancy.

Obesity figures among Costa Rica's population increased almost four times in the last 39 years. The latest news about obesity in Costa Rica shows that 64.2% (3,118,831 people) of the population suffers from this problem. Of these, 26.2% (1,272,794.17) are obese and 1,846,037.34 (38%) are overweight.

Taking into consideration this serious problem we are facing, here we share some essential information from The World Health Organization (WHO).

### **What are overweight and obesity?**

The World Health Organization (WHO) defines overweight and obesity as abnormal or excessive fat accumulation that may impair health. WHO establishes that body mass index (BMI) is a simple index of weight-for-height that is commonly used to classify overweight and obesity in adults. It is defined as a person's weight in kilograms divided by the square of his height in meters (kg/m<sup>2</sup>).

### **What causes obesity and overweight?**

WHO explains that the fundamental cause of obesity and overweight is an energy imbalance between calories consumed and calories expended. Globally, there has been:

- an increased intake of energy-dense foods that are high in fat; and
- an increase in physical inactivity due to the increasingly sedentary nature of many forms of

work, changing modes of transportation, and increasing urbanization.

### **How can overweight and obesity be reduced?**

Overweight and obesity, as well as their related non-communicable diseases, are largely preventable. Supportive environments and communities are fundamental in shaping people's choices, by making the choice of healthier foods and regular physical activity the easiest choice (the choice that is the most accessible, available and affordable), and therefore preventing overweight and obesity.

At the individual level, people can:

- limit energy intake from total fats and sugars;
- increase consumption of fruit and vegetables, as well as legumes, whole grains and nuts; and
- engage in regular physical activity (60 minutes a day for children and 150 minutes spread through the week for adults).

Individual responsibility can only have its full effect where people have access to a healthy lifestyle. Therefore, at the societal level it is important to support individuals in following the recommendations above, through sustained implementation of evidence and population-based policies that make regular physical activity and healthier dietary choices available, affordable and easily accessible to everyone, particularly to the poorest individuals. An example of such a policy is a tax on sugar-sweetened beverages.

The epidemic proportions of overweight and obesity in Costa Rica stress the need for the implementation of an effective action plan for the prevention of this disease. We invite everyone to share this information and try to do something in order to fight obesity and overweight.



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## A New Experience In USA

By Gerardo Matamoros (ILE Professor, San Carlos)

***"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."***

– Nelson Mandela

From March 29<sup>th</sup> to April 6<sup>th</sup>, a group of students from Universidad Tecnica Nacional was part of the second official visit to Valencia College in Orlando, Florida. Students from San Carlos and Alajuela participated in the 9-day event in Central Florida.

The visit was full of experiences at Valencia College where every student was able to face the real context of English with so many diverse accents. The agenda started with a visit to Building 10 where the International Continuing Education department offered intensive English lessons based on specific students' level. The whole



group attended a conference on the contextual reality of Orlando's educational system, and how Costa Rican students may have the possibility to study there someday in the future.

As part of the visit, ILE students were invited to participate in language classes. The experiences in the classrooms were very interesting. The interaction with other students from the US promoted real communication by using the abilities ILE students have acquired. Although some time of the class was dedicated to Spanish, students from both countries ended



up using English to complete the tasks assigned by the teachers. Another essential part of this international field trip was the community service projects where students learned about this area to complete the required assignment in each place. Clean the World is an organization that collects soaps and small lotions from hotels around the area and prepare small hygiene packages for poor countries around the world. ILE students were part of this incredible organization, which helps many children in need.

Another experience was with Second Harvest Food Bank which is also an important non-profit organization that collects almost-expired food from many supermarkets and organizes boxes for many families who are struggling to survive. The role of students in



this community service was a bit more demanding since the tasks performed required fast understanding as well as hard work. Fortunately, the organization was very pleased with ILE students' performance during their time working there.

One outstanding aspect of the trip was the fact that three students got participation certificates (from Valencia) for a marvelous presentation about Costa Rica they presented in different classrooms. They prepared everything and presented the material in several English classes. Their performance was excellent.



Pedro Flores, Joseph Rojas, Michelle Blanco

Unquestionably, such an encounter with the real-English world gives the students a better perspective of the English language. Besides, they learn so many different aspects (more than just grammar and vocabulary). Every social interaction becomes a learning source. Hopefully, more experiences like this one become part of the major in order to strengthen students' integral perception of what they are doing in our classrooms.

## UTN Occupational Health Major Celebrated Its 40<sup>th</sup> Anniversary

Translated By Izabela Sepúlveda (ILE Professor)

The Engineering in Occupational Health and Environment Major UTN celebrated from April 23<sup>rd</sup> to the 26<sup>th</sup> its 40 years at the Headquarters of the UTN.

This major was created in the old University College of Alajuela in 1979 under the name of Occupational Health and Safety, and in 1982 it was renamed as Occupational Health.

Within the four decades of the opening of the Occupational Health Career in Costa Rica, SONDEL SA and UTN joined forces to celebrate the International Safety Week (ISW).

In the official celebration of the 40th anniversary of the major, Steven Núñez Rímola, Minister of Labor and Social Security; Marcelo Prieto Jiménez, Rector of the UTN; Carlos Rivera Bianchini, President of the Foreign Service Foundation for Peace and Democracy; Gabriela Valverde Fallas, Executive Director of the Occupational Health Council; Emmanuel González Alvarado, Dean of the Headquarters of the UTN; Javier Bonilla Arguedas, Commercial Manager, of Sondel S.A. and Carlos Mora Sánchez, and the Director of the Engineering in Occupational Health and Environment Major were all present..

UTN Central Campus Dean, Emmanuel González Alvarado, was very proud of the work that the University has done in this field and everything that this major has achieved during the last four decades.

For his part, UTN Chancellor Marcelo Prieto indicated the importance of celebrating the successful and fruitful existence of the Occupational Health and Environment Major of the UTN.

"Maybe some people are wondering how is it possible that a UTN major reaches 40 years if the University is only 10 years old. Well, this major began in 1979 at the University College of Alajuela, and now it is offered by UTN . It is one of the oldest majors of the University because it was actually created long before our constitution as a Public University of Costa Rica. This last fact reveals the importance and impact of



the Occupational Health Major, which responds to a fundamental need for Costa Rican workers and society in general," said Prieto.

The Minister of Labor and Social Security, Steven Núñez Rímola, was pleased to be part of the commemoration of the Degree in Engineering in Occupational Health and Environment.

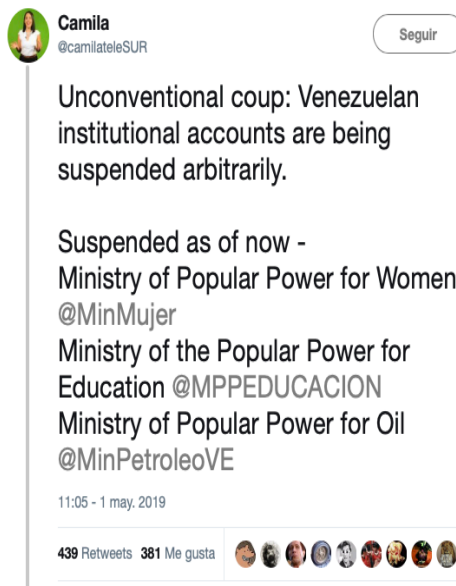
"I want to take advantage of this commemoration; to highlight the work of social dialogue that has been developing from the Occupational Health Council and which corresponds to me, as Minister to preside. This council is an organ attached to the Ministry of Labor and Social Security and is tripartite composed, that is, the workers, the government and the employers. Its importance lies in the agreements that are made within this entity of social dialogue, allowing decisions to be made for the benefit of both working people and employers, and always within a framework of labor peace. Recently, this Council approved the Guidelines for Occupational Health in Teleworking, understanding that new structures of work require new ways of protecting worker's health," said the Minister of Labor and Social Security.



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## Why Is Twitter Blocking State Accounts In Venezuela?

As confrontations between Venezuelan state forces and opposition leaders escalated to new heights this week, Twitter suspended multiple accounts belonging to Venezuelan state ministries and foreign consulates on May 1<sup>st</sup> and 2<sup>nd</sup>. Twitter accounts for the ministries of education, oil and women's affairs were all suspended on May 1<sup>st</sup>:



At the time of publication, these accounts remained suspended. Some consular accounts, including that of the consulate in Vancouver, Canada, had been restored. This is not the first time state or local officials in the country have had their accounts suspended, but the political stakes in this case are uniquely high. Uncertainty about who is in power in Venezuela arguably has never been greater. Since January 2019,

governments of 65 countries worldwide have recognized opposition leader Juan Guaidó as legitimate president of the republic, while for the others, Nicolás Maduro — who was re-elected in May 2018, amid widespread allegations of electoral fraud — retains the title.

On April 30<sup>th</sup>, Guaidó called people to the streets for what he described as the “definitive phase” of “Operation Freedom”, an effort to bring an end to Nicolás Maduro’s government. Protests are ongoing in many cities in the country, and authorities have resorted to violence in efforts to disperse demonstrators.

In recent years, it has become common for public officials, their associates and supporters to post messages on social media that might violate Twitter’s rules against hate speech and violent threats. These types of behavior warrant account suspension, and may have caused Twitter to shut down these accounts (we asked the company for comment, and were awaiting their reply upon publication).

But the move could carry other consequences, both for the public and for the company. The government of Nicolás Maduro has called out Twitter’s blocking of these accounts, noting that they took place “at the same time as the attempted coup,” underlining a suggestion raised by many Twitter users that the company has a bias against the Maduro government.

Alongside the significant questions this raises about Twitter’s role (intentional or not) as a political actor in

this scenario, the suspensions could offer authorities increased justification for blocking Twitter altogether. The unique public value of accounts like these — even if they are spewing hateful or partisan vitriol — is also worth considering. With the accounts now suspended, their past tweets have been removed from public view. We cannot see what these officials said or did not say that might have triggered this response — their URLs simply lead to the generic “account suspended” page. Unless a third party has collected the information elsewhere, there is no public record of what the account posted in the past.

Whether or not these accounts were sharing important public information, any message coming from a public official — even if that official’s status is contested — has some value to constituents. Twitter offers a unique window into people’s minds and emotions, something that can be especially valuable in moments of political crisis. People want to know what their leaders are thinking.

The removals also contribute to the increasingly scarce landscape of public information available to Venezuelans, as electricity and internet connections flicker off and on, and major social media and news networks like BBC and CNN get kicked off the air.

Blocking even more speech from public view may only contribute to the information crisis



Phot and information taken from: <https://globalvoices.org/2019/05/03/why-is-twitter-blocking-state-accounts-in-venezuela/>



## Bavarians Vote To Stop Extinction

By Robert Hunziker



The world is in the throes of an extinction crisis unlike any throughout paleoclimate history, aka: the Sixth Mass Extinction, keeping in mind that the normal "background rate" for extinction is 1-to-5 species gone per year. But, what if it's five (5) every 24 hours?

**Answer: It's a lot more than that.**

The current worldwide extinction rate is more than 1,000xs the normal background rate, or, in the simplest of terms, instead of 1-to-5 species extinct per year, it's alarmingly somewhere between 25-to-250 (maybe more) species of plant, insect, bird, and mammal extinct every 24 hours.

In fact, crucial resources for sustaining life have already been severely weakened, as demonstrated in studies of mass loss of arthropods, and other key elements of biodiversity happening all over the planet from Australia to pristine European nature preserves to uninhabited tropical rainforests, as the Anthropocene (the current geological age during which human activity has been the dominant influence on climate and the environment) haphazardly destroys and poisons life-sourcing ecosystems. For example, ecosystems are negatively impacted far and wide by chemicals to such an extreme that chemical toxins are now found in Mt. Everest's snow at 29,000 feet as well as in deep-water squid at 3,800 feet, proving that what's ordinarily considered "hard to believe" is in fact "almost beyond comprehension."

Meanwhile, the world has started taking notice, and it's Germany where the Age of Enlightenment has fortunately been resurrected by enlightened skeptics, known as "liberals" back in the 18th century, challenging current societal

values and exposing false truths.

This quasi-enlightenment surge is happening in Bavaria, Germany's most conservative of 16 federal states, led by the Christian Social Union ("CSU") ever since 1946, as this powerful bastion of political conservatism responds to grassroots citizen campaigns and a recently passed referendum to "Protect Nature," primarily via major changes in industrial farming.

As one conservationist remarked upon passage of the referendum: "The times when it was enough for politicians to pay lip service to biodiversity are over." (Source: Christian Schwägerl, In Conservative Bavaria, Citizens Force Bold Action on Protecting Nature, Yale Environment 360, April 25, 2019)

Henceforth, Bavarians will implement a sweeping set of conservation measures, including: (1) Setting aside 13% of state land in special ecological zones, inclusive of ecosystem infrastructure of hedgerows, meadows, and wetlands (2) Organic agriculture must be practiced in 1/3 of Bavarian farmland, as well as cutting out fertilizers on all state-owned farms to reduce nitrogen pollution (3) Protection of wetlands, waterways, and threatened insect populations by eliminating insecticides as much as possible.

Already, three more German states are considering biodiversity referendums, as well as inquiries from Sweden and Australian. Another proposal would designate large portions of EU agricultural subsidies diverted for protection of biodiversity.

The motivation behind Bavarian citizens reacting so strongly in the face of opposition by the ruling political establishment was awareness that native

landscapes had turned monotonous, overly developed, and strikingly "empty of life."

Another motivating catalyst was the landmark 2017 Krefeld Insect Study conducted by German researchers, as well as citizen scientists, that clearly delineated a mouth-dropping 75% loss in biomass of flying insects in a large number of nature reserves over a period of 25 years.

Krefeld Entomological Society, est. 1905 in Germany, trapped insect samples in 63 nature preserves. They consistently found massive declines of up to 80% in every kind of habitat sampled.

For example, data for hoverflies, a pollinator often mistaken for a bee, registered 17,291 trapped in a reserve in 1989. Twenty-five years later at the same location, it was 2,737 or a whopping loss of 84%! That number is well beyond classification for an extinction event. Thereafter, the only question going forward is whether species comeback is possible.

Today's Sixth Extinction is so prevalent that scientists prefer to designate species loss as "functional extinctions," which means functionally extinct animals and plants are still present but no longer prevalent enough to affect an ecosystem, e.g., a shortage of insect pollinators in the Maoxian Valley in China forced farmers to hire human workers at \$19 per worker/per day to replace bees. Each worker pollinated 5-to-10 apple trees by hand per day.

Scientists from Bavaria's leading research institutions are hopeful that their referendum will trigger a massive worldwide reduction in the use of insecticides and herbicides in agriculture, which should, in turn, boost insect populations. According to the renowned Harvard entomologist E.O. Wilson, without insects and other land-based arthropods, humanity would last all of a few months. It's been nearly six decades since Rachel Carson wrote: "The more I learned about the use of pesticides, the more appalled I became. I realized that here was the material for a book (Silent Spring). What I discovered was that everything which meant most to me as a naturalist was being threatened."

Well, finally, **Bavarians discovered that fact 60 years later** (whew!)

## From Personal To Academic Writing

Written By Alonso Salazar



Writing in its simplest form is one of the first skills we learn, whereas writing understood in its most complex shape is an art not many successfully manage. In our childhood, we learned the alphabet, then words, and finally to put them together to convey a message. However, some found there

was more that could be transmitted. At a university level where a student must develop critical thinking, writing must be taken seriously. In this scenario, personal writing falls short since readers yearn for a writing style that fulfills their demands. Therefore, this article discusses what types of writing there are, what academic writing is, and finally which type of academic writing is necessary for a high-level student at the English as a Foreign Language major.

To limit the scope, this paper will concentrate on four types of writing. The first one is expository. It is more formal and straightforward and requires facts as well as supportive details rather than opinions. The second style is persuasive. As its name implies, in this kind of writing the author intends to persuade the reader to agree with his viewpoint. **Exaggeration and dramatism might be employed by the writer to achieve his goal. The third one is descriptive.** Fiction and poetry are filled with descriptive language since the purpose is not to inform but to entertain. The last writing style is narrative. Similarly to the previous style, this one aims to entertain but by means of telling a story. It also uses imagery and descriptive language to reach its purpose. These types of writing and others, if done to fulfill a university requirement or to be published, are considered part of academic writing.

**Academic writing walks away from mere personal writing.** It is done for academic purposes or to be published, and is used when writing research papers, essays, academic journals, dissertations, and the like.

There are some characteristics that need to be fulfilled to call a document academic. First, it de-

mands planning. There has to be a minimum of analysis or organization before putting it in writing. After the planning, comes the outline, which is a must for an academic document. Third, its tone is clearly different from a personal piece of writing. Slang and jargon must be avoided. Next, to this point, the use of a thesaurus is mandatory, since word choice must be precise. Finally, an academic document demands research. Academic writing guides readers through the organized path that leads to a conclusion. In this sense, the writer becomes more objective and formal.

With all of this in mind and considering a formal scenario like being a student at the English as a Foreign Language major, one can easily state that all types of academic writing are necessary. Throughout the English major and many other students are required to be critical and express that criticism. It is by means of essays, theses, articles, research, and projects that this can be done. An essay, for instance, features the writer's thinking and his voice. It addresses relevant issues and intends to make a point. When doing research, a writer starts with his own interests and thinking, with subjects and questions that are important. Articles stand for a way to offer a different perspective over a significant topic. A thesis tries to answer a question in an innovative way and the path to reach that answer must be paved with deduction, investigation, and thinking. As the different examples continue, they have a common denominator: academic writing.

In the final analysis, people can take different stands towards writing. Mostly, they stay with the technique but rather not explore the art, and few undertake the journey to a more formal style. Being a university student demands taking that step and getting out of your comfort zone. Several writing styles are to be explored and there is still much to be answered. Innovation and research are two pillars of superior education and can only be achieved when there is real understanding of the responsibility they convey. **When writing is done at an academic level, the outcome becomes more valid, precise, and effective.**

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## How E-learning Courses Are Important For Research and Publishing



When I started my Ph.D., I knew I would be introduced to many new things. I knew the courses would be challenging and that I would have to do a lot of research and writing. However, I did not have much knowledge about one very important topic: academic publishing. I knew I could get advice

from my professors and advisors. However, I decided to do some research on my own because I knew this would give me an edge as I continue my studies. This is how I came across the e-learning platforms and wondered how they work.

### What is E-learning?

First, it is important to learn about the structure of E-learning courses. I found that they use Learning Management Systems (LMS) to deliver learning materials in a range of formats, including documents and videos. In addition, an LMS provides a platform for webinars and communication between instructors and students.

I also found information about the history of E-learning. E-learning courses gained importance with the advent of the internet in the 1990s. This is when schools began to deliver instruction via online courses. This was referred to as distance learning, which helped bring education to a wider audience.

### Advantages and Disadvantages of E-learning Courses

I then researched the benefits of E-learning courses. First, an E-learning course can accommodate to any schedule. These courses can be taken by anyone at almost any time. This is especially beneficial for students and professionals who have a lot of other responsibilities.

Also, I can access the course an unlimited number of times. This is a great benefit as it gives me the ability to learn and re-learn important ideas and concepts. There is no stress about missing a lecture and having to make up for it later. Lastly, the quick delivery methods of an E-learning course can decrease my learning time by 25-60% compared to a traditional classroom. This puts me in control of my pace of learning.

*By Dr. Despina Sanoudou, Ph.D., FACMG*

There are also some disadvantages to E-learning. I needed to learn about these disadvantages in order to overcome them more effectively. One is the divide between learning the theory versus learning practical skills. This means it could be more difficult using the knowledge and skills learned in an E-learning in real-life situations.

Another disadvantage is the isolation of learning on my own. The social benefits of learning as part of a group are sometimes as important as gaining knowledge. Learning on one's own means that these social benefits are not acquired. Fortunately, progress has been made in providing students and professors more avenues for communication, including social media, video chats, and discussion groups.

### Using E-learning Courses for the Publication Process

Ph.D. students always hear about how important it is to get published. But, sometimes figuring out this process can be difficult. So, I needed to do some in-depth research. E-learning courses that discuss the publication process were a great help. I was able to see each step of the process, while also learning important information.

One example of an E-learning course that helped me is titled "Choosing the Right Journal for Your Research". This course clearly and thoroughly outlined each step of the publication process. The sections covered important aspects of academic publishing, such as understanding publishing industry practices, how to evaluate the quality of a journal, and identifying the appropriate audience for your work.

Another resource I found offers a comprehensive guide on academic writing and the publication process. This does a great job linking these important topics. It takes you through the necessary steps that you need to become a better writer and to get your work published in academic journals.

What are your experiences with learning about the publication process? What resources have been helpful in this process? Please let us know in the comments section below.



## Brain-Based Learning

Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development—how students learn differently as they age, grow, and mature socially, emotionally, and cognitively.

Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or assumptions about the learning process. For example, it was commonly believed that intelligence is a fixed characteristic that remains largely unchanged throughout a person's life. However, recent discoveries in cognitive science have revealed that the human brain physically changes when it learns, and that after practicing certain skills it becomes increasingly easier to continue learning and improving those skills. This finding—that learning effectively improves brain functioning, resiliency, and working intelligence—has potentially far-reaching implications for how schools can design their academic programs and how teachers could structure educational experiences in the classroom.

### Reform

A great deal of the scientific research and academic dialogue related to brain-based learning has been focused on neuroplasticity—the concept that neural connections in the brain change, remap, and reorganize themselves when people learn new concepts, have new experiences, or practice certain skills over time. Scientists have also determined, for example, that the brain can perform several activities at once; that the same information can be stored in multiple areas of the brain; that learning functions can be affected by diet, exercise, stress, and other conditions; that meaning is more important than information when the brain is learning something new; and that certain emotional states can facilitate or impede learning—among many other findings.

Given the breadth and diversity of related scientific findings, brain-based learning may take a wide variety of forms from school to school or teacher to teacher. For example, teachers may design lessons or classroom environments to reflect conditions that facilitate learning—e.g., they may play calming music to decrease stress, reduce the amount of time they spend lecturing, engage students in regular physical activity, or create comfortable reading and study areas, with couches and beanbag chairs, as an alternative to traditional desks and chairs. They may also encourage



students to eat more healthy foods or exercise more—two physical factors that have been shown to affect brain health.

The principles of brain-based learning are also being introduced into teacher-preparation programs, and an increasing number of colleges and universities are offering courses and degrees in the field. For example, Harvard University's Graduate School of Education now offers a Mind, Brain, and Education master's-degree program.


### Debate

Because educational neuroscience is still a relatively young field, the methods and technologies of cognitive science are still being developed and tested. That said, people are often predisposed to view scientific findings as incontrovertible “facts” rather than complex and evolving theories, so it's possible that some educators may view scientific findings as being more “solid” than they actually are, or they may misinterpret scientific evidence and act upon findings in ways that would not be recommended by the research. In addition, “neuroscientific myths”—widespread misinterpretations of scientific evidence—can potentially give rise to educational practices of dubious value.

Another point of potential debate is how educators should balance the findings of neuroscience with the practicalities of teaching. For example, some neuroscientists might argue that teachers shouldn't lecture for longer than ten minutes, but it is probably more practical to interpret that recommendation as a guideline, not a strict instructional prescription. Other findings might support the use of treadmills in classrooms—because the brain is more stimulated during physical activity—but such options may be impractical, unworkable, inadvisable, or financially infeasible in many school settings.

The UTN community includes professors, administrative staff and students. Each individual has something to say about everything. In this section, we give the university community the opportunity to express what they feel about different school, country and world issues that in one or another way affect or impact our lives, feelings and opinions. This month we asked students:

## Where do you see yourself in five years?



*Since I love nature and English, I see myself working as a tour guide. I also want to get married, have children, and buy a house. I think I will also have the chance to travel during my vacations.*

*Winston González*

*I see myself working as a flight attendant for a prestigious airline, flying to different countries, learning about different cultures, and speaking English fluently.*

*Dayi Henríquez*

*I see myself at university studying software engineering which has always been my dream. I also see myself working for a good company with a positive working environment.*

*Marilyn Leiton*

*In five years, I want to be a teacher. Another of my goals is to have my driver's license and my own car, and maybe study another language.*

*Ashly Guzmán*

*I see myself as a successful business woman. I want to have my own restaurant. I also want to spend time with my family and have two dogs. I would also like to have a boyfriend.*

*Mariana Vargas*

*I see myself finishing my studies and becoming a teacher, which has always been my dream. I also think about taking care of my mom, taking her on a trip. She has been a great support in my journey.*

*Christian Moya*

*I have not really thought about it; however, since last year I have become interested in interpretation and translation, so I would like to be working in these areas.*

*Mónica Rodríguez*

*In five years, I see myself working as an English teacher in an elementary school. I like children, so I think elementary school is for me. I also like science, so maybe I could work in a private school teaching science and English.*

*Tamara Arrieta*



## Technology And Domestic Abuse

By Mariano Chaves (ILE Student)

A huge amount of technological advances have literally opened the doors to a new type of domestic abuse. Technology has rooted itself in every area of today's society, and we could also say our homes have a mind of their own now, but the question is are we really safe in this tech-utopia?

Many new technological advances promise to help people create a safer environment at home; however, the first thing people must understand is that there is no such a thing as secure network device. All of those so-called home assistants can be hacked either by professional hackers or even past lovers. According to research, owners of these types of devices have reported to witnessing sudden changes in lighting and temperature, which are caused by former friends who were in charge of installing the devices. Most people forget to change passwords, so they become easy targets to these kinds of attacks included by many on the list of domestic abuse caused by technology.

Alexa, Amazon's home assistant, can help people with their home management; nevertheless, it has been shown that this device also collects data about what goes on in any house once it is installed. Huge companies like Amazon and Google are no longer satisfied with knowing what is going on in a person's digital life—downloads, likes, views, history search, etc. Now, they also want to know what happens within the four walls of every house. Devices like Alexa save the data you use to optimize your home; therefore, this information can later be accessed by a third party, and then you can be exposed. Needless to say, Alexa is always listening to everything giving the feeling that Big Brother is inside the home.

Today's technology is designed to be appealing and attractive. More than durability-oriented, it is popularity-oriented. For this reason, it is better to think twice before installing these devices. People must remember to be changing the password every certain time even though some people may think it is better to stay old-fashioned.

To sum up, I would lie if I suggested getting rid of all technology in order to avoid this kind of problems and new types of domestic abuse. However, I consider people need to be educated and learn about these aspects because technology is made to help not to oppress.



## Smart Homes And Technology Problems

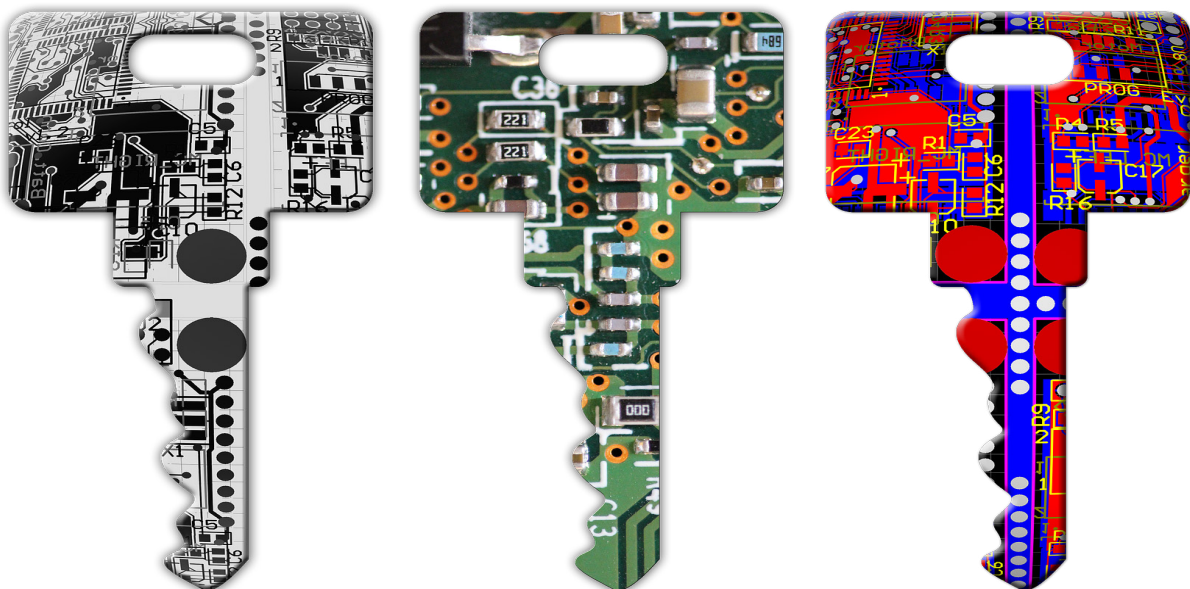
By María José Solano (ILE Student)

Technology has brought with it unimaginable benefits throughout the past years, and over time, there are more and more advantages about it. Technology makes life easier, tasks are performed faster and more efficiently, and it is very attractive. However, when it comes to the Internet and its safety functionality, it is a different story. There are several serious concerns about service networked devices, collection of data at home, and general people's security because the Internet has also opened up a new frontier to a new type of domestic abuse.

Since the moment people connect their lives to a technological device, there is a big chance that they will be a victim of hackers and technological abuse. In addition, every time someone develops a new code to fortify digital security, there is another person who develops a way to break it. Worst of all, it seems this is a never-ending story. Because of this, many people are thinking that the best way to avoid this situation is by disconnecting from the digital world, not using technological devices at all which is something impossible in the XXI century. Even though thousands of people have experienced cyber-attacks, and software developers have worked hard to enhance security, the abilities and skills hackers develop outscore their efforts. Regarding data collection at home, people who have decided to live in smart homes should invest a huge amount of money in security to live safer and be ready in case they are attacked. Most people like technology because it is usually so attractive, but they do not think about simple aspects of security like changing passwords ever so often, erasing history search, and using an antivirus in the same way it is done with traditional computers.

The information that can be stolen includes not only personal but also financial data, which can be used to commit computer fraud, identity theft, and even some other worse crimes such as kidnapping and murder.

It depends on each person who decides to digitalize their lives to be ready and learn about the downfalls technology may bring with it.



## Clowns Are Scary Or funny?



Clowns, as jesters, harlequins, jokers or pranksters have been with us for thousand of years and have emerged in different cultures such as Ancient Egypt, China, and even Native American communities. But not everyone finds them as enjoyable... In particular in the last few the "creepy clown" or "killer clown" craze has contributed to turn them into scary features most people would not find funny anymore.

Clowns are comic performers that usually employ mime or other type of physical humor to entertain. The history of clowning is long. Since the late 18th century clowns have been associated to children and the circus. There are many different types of clowns, such as the White-Face clown, the Auguste and the Hobo. Some clowns look sad and others

happy but their goal was always to steal a smile or make you chuckle with their face-paint, crazy clothing, exaggerated moves, and silly actions. Some famous clowns, such as Grimaldi, Grock and Charlie Chaplin, will never be forgotten.

However, not everyone seems to enjoy clowns. Since the 1980s researchers study the fear of clowns. This mental disorder is known as coulrophobia and affects to many people including children. Popular culture in the last few years has also contributed to a shift in perceptions about clowns. In particular American horror movies and TV shows have shock us with some very nasty images of evil clowns capable of the worse things (see video below). Probably inspired by these fiction movie characters, some hooligans and criminals have also dressed as clowns to attack people or commit robbery. The most notable case study is France, where there have been series of complaints about armed clowns wreaking havoc in several different towns. Some of them were simply pranksters who wanted to have fun stalking people in the street but others have violently assaulted passers-by. In the US, UK and many other countries, this "creepy clown"

craze has expanded quickly and there has been recently a growing number of incidents involving people dressed up as killer clowns harrassing and scaring the public. Some of them have finished in arrests and with people injured. The gravity of the problem has made authorities in some cities to request citizens not to purchase and wear this type of costume and fancy dress shops warned not to sell them during Halloween. No clowns allowed! However, these calls may have been unsuccessful as apparently the popularity of this costume has skyrocketed this year.

Do you like them? Do you think clowns are a good entertainment for children and adults? Is this new negative depiction of clowns in pop culture just a short-term trend? Should killer clown or creepy clown pranks be banned?



# VISITING LANDMARKS

## MESA VERDE NATIONAL PARK



Mesa Verde National Park is a United States National Park and a **UNESCO World Heritage Site located in the southwestern corner of the state of Colorado**. The park is world-renowned for the incredibly well-preserved cliff dwellings it protects. Indeed, they are some of the most interesting archaeological sites in North America. Mesa Verde is also notable for its desert landscape of tall mesas and steep canyons.



The Ancestral Puebloans chose Mesa Verde as their settlement 1,400 years ago, establishing small pithouses (large holes in the ground with a wooden roof overhead) on the mesa tops. Back then they were more nomadic, and hunted game with spears and were skilled basket-makers. Over time they began to farm the mesa tops, learned how to create pottery, and fashioned bows and arrows instead of spears. As the population grew, the Ancestral Puebloans moved from pithouses to pole-and-adobe houses built above ground. The pithouses became kivas (ceremonial rooms) as the mesa top villages became larg

er and more complex. Stone masonry replaced the poles and mud of earlier houses, as villages rose two or three stories high, became more compact, and had many rooms. During this time, pottery replaced baskets as a more desired craft. Around 1200 CE, the Ancestral Puebloans began to move under overhangs found in the cliffs of the canyons. Here, **they built cities with multi-storied structures that housed 100-400 people**. However, the Ancestral Puebloans only used these incredible constructions for less than 100 years. By 1300 CE, they had left the area for reasons unknown, traveling south into New Mexico and Arizona.

### Landscape

About 100 million years ago, Mesa Verde and the surrounding area were covered by a shallow sea, and sand deposits cemented into the sandstone layers that make up much of the park's geology. As the sea withdrew to the south, uplift in the area created the high plateau that is Mesa Verde. Over time, small streams have cut channels into the plateau, creating steep canyons which separate the individual mesas. Traveling south, the mesa extends like fingers into the desert. From the park entrance in Montezuma Valley, the elevation climbs steeply to the rim of the flat mesa top. Elevations in the park range from about 6,100 feet (1,860 meters) to about 8,400 feet (2,560 me

ters) above sea level.

### Get around

There are four main areas of the park: Morefield Campground is just inside the park, 4 miles from the entrance. Another 11 miles in is Far View, where you can drive another 6 miles to Chapin Mesa or turn right and drive 12 miles to get to Wetherill Mesa.

For the most part you will need private transportation in order to move throughout the park. The only public transit available is on Wetherill Mesa, where a tram services the area that is otherwise inaccessible to automobiles. The roads are steep, narrow, and winding, so make sure your car is in good shape and has plenty of gas. You can get gasoline at the Morefield Campground store. Watch out for rocks that may



have fallen on to the road and take it slow. Be courteous to other drivers and stick to your side of the road. Keep in mind that the Park Rangers enforce safe driving on this road and will not hesitate to hand out tickets for unsafe driving.

Trailers and towed vehicles are not permitted beyond Morefield Campground. If you're not camping, you can park these vehicles in the parking lot located near the entrance station. The road to Wetherill Mesa (open Memorial Day to Labor Day) has sharp curves and steep grades, so vehicles on this road are restricted to less than 8,000 pounds and 25-feet in length.



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## 6 Myths Of Designing Online Learning Programs

By Mary Burns, on February 21, 2019

It's not just policymakers and donors who hold fast to myths about online learning. People who design and develop online learning programs for international development interventions have their own myths about online design, online teaching, and online learning—which separately or cumulatively can dilute the impact we want our courses to have.

### Myth 1: Online learning only occurs in a Learning Management System

Online learning often does happen within a Learning Management System (LMS) such as Moodle, but it doesn't have to. There are many "forms" of online learning—the aforementioned LMS (like Moodle or Blackboard), social media cum education platforms (like Edmodo), video tutors (in Skype, for example), interactive videos, webinars, MOOCs, scenarios, animations and games. Essentially, any form of learning online is online learning.

### Myth 2: If technology is involved, then it has to be innovative!

Unfortunately, a lot of online learning suffers from the "old wine in new skins" phenomenon – very traditional, highly didactic, deductive, almost entirely text-based content that is very instructor-focused (where there is one) and often embracing the paradigm of the solo learner.

There are a number of reasons for this. Paramount is a belief among so many of us, that, in the words of Arthur C. Clarke, "technology is indistinguishable



from magic." Technology=innovation, so just adding technology to the existing educational content will magically make it innovative. QED.

There are more prosaic reasons, too, that drive this myth. Many international education development projects lack the time, money, or personnel to create innovative and quality online courses and, unfortunately, the ethos of "good enough" or "better than nothing" prevails.

Additionally, programs and projects often attach little importance to design (just upload a bunch of reading materials and ask questions and you have an online course!). Finally, bandwidth—and the impulse among designers to keep courses as bandwidth light as possible—often results in highly text-based, and one-way, online learning

experiences.

### Myth 3: The technology is the pedagogy

This is a corollary of Myth #2 but deserves its own space. A lot of online courses seem to lack an instructional approach, involving readings (or video), some pro forma discussions and quizzes.

This may be the result of a mismatch between what we want to do and what the learning platform allows. It may be because we are still struggling to develop native online pedagogies. And it certainly is much harder to move problem-based, collaborative, inductive, learner-centered pedagogies from a face-to-face to an online medium and then manage that type of learning among participants who are separated via time and space.



# DISCOVERING TECHNOLOGY

But the biggest culprits here are twofold. First, many online programs pay very little attention to purposeful design of interactive learning experiences (See the aforementioned “good enough” syndrome that colors many international education projects). Next, as discussed in the next myth, many programs pay little or no attention to preparing online instructors to teach in ways that capitalize on the medium of online learning. To make online learning as potentially rich as face-to-face learning, and to quell concerns about its quality, we need to invest as much in the human and pedagogical sides of online learn-



ing as we do in the technological side.

## **Myth 4: No assembly required: Online instructors**

I touched on this myth in the previous post. Many “online instructors” in donor-funded, international education projects have never been taught how to teach online (or anywhere else for that matter). This is the result of a pervasive and implicit belief that knowing how to use the LMS (and being part of the organization that won the contract) more than qualifies someone to teach online. I also fear it’s the result of an implicit belief that online teaching isn’t really teaching—it’s administering or presiding—and that anyone can do it. Teaching online involves a completely different set of skills than teaching in a face-to-face setting. Instructors need numerous skills, including:

**Content knowledge:** Online instructors must know their content and know how to help learners master content in a distance environment.

**Facilitation:** In the course of an online program, an online instructor will need to motivate online learners counsel them, offer just-in-time support, monitor learning, and provide one-on-one and differentiated tutoring.

**Technology:** How to use technology—

both the LMS itself and its various apps, how to help online learners use technology, how to blend pedagogy, technology and content for learning and an understanding of good online learning strategies and how technology can and cannot support learning.

**“Presence:”** Strong and skilled facilitation of knowledge, of the learning process, and of learners, and helping learners become socially and academically integrated in the course (Burns, 2011).

We do a great disservice to online learners, to online instructors, and to online learning, by failing to prepare instructors to teach online.

## **Myth 5: Platform + People = Community of Practice**

Online communities of practice are à la mode in international education projects, the idea being that networked groups of learners can capitalize on the “strength of weak ties” to collaborate with and learn from other learners with whom they would not normally interact. All good. However, simply placing people in an online course (or “experience”) and calling it a “community of practice” (or learning, or a professional learning community, or a virtual learning circle) doesn’t make it so. Communities do not happen ex nihilo. Communities, online ones in particular, need to be carefully designed, managed and nurtured so that these communities do in fact build social capital.

People need a reason to come together and they need to see value in interactions with one another. They need to be taught how to collaborate (online and in general) and online interactions need to be facilitated. All of this requires careful design considerations, careful selection and training of online facilitators, time, planning, resources—all those inputs that so many international education projects skimp on.

## **Myth 6: They’re digital natives—they don’t need to learn how to learn online!**

One of the most persistent and dangerous myths is that online learning is easy, and that it’s almost second nature to younger learners who’ve grown up with technology. But in fact, we underestimate how long it takes and how hard it is to learn online (See Myth #4 regarding attrition from the previous post). Online learning places numerous “Do-It-Yourself” demands on learners, many of which our digital natives don’t confront on a regular basis.

For example, to engage in the learning

experience:

Online learners have to interact with technology with which they may not be familiar.

They have to read and write (a lot), and do so in a way that pays attention to tone and voice. In the case of instant messaging, they need to be able to do this quickly.

They have to manage their own time, their own schedule, and ensure that they are disciplined enough to complete a course of work in a highly unstructured environment where they are separated from the instructor and other learners via time and space

Learning online also imposes a greater cognitive load than face-to-face and print-based learning. This is especially true for reading and collaborating online.

Because online learning places such unique demands on learners (many of whom come from education systems that stress compliance vs. independence and passive versus proactive learning), the risk of learner attrition is high.

To ensure that our online learners successfully complete their courses, online learning programs must prepare novice online learners to succeed in this new medium. They must help online learners develop self-regulation, self-direction, and time management skills; as well as other related skills like reading and writing online, Netiquette and digital citizenship.



## The Picture of Dorian Gray



The Victorian Image, to most people, is a gray period, colorless, with strict moral conducts restraining liberal behavior. Yet, the Victorian era was also the time when sensationalism blossomed in cheap newspapers, and when Jack the Ripper was active. These conflicting realities point to a complex society, a society of hypocrisy.

One of the best ways to analyze a past society is to examine the literature of the time. Literature reflects the social situation of the society then. During the Victorian era, Gothic literature became popular. Gothic literature explores the darkest corners of human nature. Gothic literature explores the darkest corners of human nature, revealing criminal tendencies, and dark passions of seemingly normal people. One Gothic novel is 'The Picture of Dorian Gray'.

The Victorian era was an era of Covers. Your 'reputation' became the primary interest of an average person. As Basil Hallward puts it "every gentleman is interested in his good name." The Victorian Era was when the image of the 'English Gentleman' was formed. As people, most notably, gentlemen, began

to care more about their reputation, hypocrisy was spawned. People, began to hide their dark desires, and their misdeeds, while presenting a respectable face to the public.

Sexuality was deemed 'unhealthy' during the Victorian Era. Many doctors wrote about the 'health hazards' of excessive sexuality. Many different devices were designed in order to impede sexual impulses. Thus, Prostitutes, Masturbators, and homosexuals emerged as social 'problems'

However, sexuality was prevalent, much more prevalent than one would expect. The Lancet Medical Journal, published in 1887 estimates that there were about **80,000 prostitutes in London alone, which was about 3% of the London population.** Dorian Gray is seen coming out of the "foulest den in London", and from 'dirty houses'.

Also, open marriages existed, even during the Victorian Era. Lord Henry plainly displays the openness of his marriage. He states that '

*"one charm of marriage is that it makes a life of deception absolutely necessary for both parties. I never know where my wife is, and my wife never knows what I am doing. When we meet—we do meet occasionally, when we dine out together, or go down to the Duke's—we tell each other the most absurd stories with the most serious faces. My wife is very good at it—much better, in fact, than I am. She never gets confused over her dates, and I always do. But when she does find me out, she makes no row at all. I sometimes wish she would; but she merely laughs at me."*

It is possible to infer that Dorian Gray were involved in inappropriate relationships with a few ladies, including Lady Gwendolen. Lord Stavely states that Dorian is someone "whom no pure-minded girl should be allowed to know, and whom no chaste woman should sit in the same room with. All of

this point to a promiscuous lifestyle in the so-called Gentlemen class.

Despite homosexuality was condemned as evil, it was still widespread. Oscar Wilde, the author of 'The picture of Dorian Gray' himself was a homosexual. Alan Campbell commits suicide after viewing a letter written by Dorian Gray. Perhaps, his despair was caused because he was involved in a homosexual relationship with Dorian. Homosexuality was especially rampant in the intelligentsia. Though male homosexuality was much more prevalent, and well known, female homosexuality also existed, most famous of which is the case of Anne Lister of Shibden in west Yorkshire and her partner.

The criminal tendencies of the 'Gentlemen' of the Victorian era was not limited to sexuality. The Victorian era is known to have had problems with rampant drug usage. The most prevalent drug of the era was opium. In 1839, Opium, was responsible for more deaths than any other drug. Opium claimed the lives of 186 people, 76 of them children, out of a total of 543 poisoning cases.

Perhaps, when our desires are blocked by society, hypocrisy is inherently spawned. Perhaps, this is why so many Victorian era Gentlemen turned to drug abuse, and obscene sexual lives, in an era of stringent moral codes. Is today's society free from hypocrisy? Certainly, expression of our desires have become a lot more liberal. It is an issue to be thought about.

To read The Picture of Dorian Gray, go to: [The Picture of Dorian Gray](#)



## “English For You CR” Presents, Understanding Native Speakers II



Understanding native speakers can be one of the most demanding tasks for any English learner. If you're speaking face to face (in opposition to on the phone), you can use some strategies to help yourself follow better what the other person is saying by paying attention to:

1. **Intonation:** are they excited, happy, or annoyed? Their tone of voice can give you important hints. Body language also helps (gestures, etc.)
2. **Stressed words:** in English, important nouns, verbs and adjectives are stressed and pronounced louder and more clearly than other words.
3. **Repeated words or expressions:** they provide key information and emphasis.

You can also repeat in your own words (restate, echo) what they say, and ask for clarification if necessary.

Remember:

**the more you listen to English,  
the easier it will be to understand other people!**

You can listen to our podcast including this section, music in English, news, and more in:  
<http://www.EnglishforYouCR.com> and [www.facebook.com/english.foryoucr](http://www.facebook.com/english.foryoucr)

***expatiate***  
-verb [ik-spey-shee-eyt]

**-to move or wander about intellectually, imaginatively, etc.,  
without restraint.**

**EXAMPLE:**

**The mayor will expatiate for hours on the importance  
of educational spending.**

<https://www.dictionary.com>

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## Murudeshwar Temple, Karnataka

Murudeshwar Temple is guarded by structures of two full sized elephants. The central deity is a linga. It is believed to have formed when Ravana flung the cloth covering the atmatlinga at Gokarana and swaying it to land on the mount known as 'Kanduka Parvata'. The temple has many outstanding carvings and statues that are a couple of centuries old.

The temple has Chalukya and Kadamba sculptures in the Dravidian style. Outside the temple one can see a Nataraja statue that is made of bell metal. This temple is built on the Kanduka Hill which is surrounded by the waters of the Arabian Sea. It has a twenty storied Gopura is constructed at the temple. The entire temple and temple complex, is one among the tallest. It was constructed in its present form by businessman and philanthropist Mr R. N. Shetty.

Excepting the Sanctum Sanctorum the temple has been renovated which retains its composition. Mridesa Linga is also called Murudeswara who is also the presiding deity of the temple. The linga is about 2feet below ground level. Lingam is a rough rock inside a hollowed spot in the ground.

Information taken from: [www.indianetzone.com/57/murudeshwar\\_temple.htm](http://www.indianetzone.com/57/murudeshwar_temple.htm)

Photo credit: [www.pixabay.com](http://www.pixabay.com)