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International  
Literacy Day

Why Is There a Conflict In Syria?

Ten Medals For UTN  
At JUNCOS

The Importance Of Collaborative  
Work In The Learning Process

Edmodo

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Literacy is the ability to read, view, write, design, speak and listen in a way that allows you to communicate effectively. In this month in which we celebrate the International Literacy Day, we selected this beautiful picture for our cover page. 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. 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 in.

Image taken from: [http://www.freepik.es/foto-gratis/libros-de-conocimiento-de-la-educacion\\_603918.htm](http://www.freepik.es/foto-gratis/libros-de-conocimiento-de-la-educacion_603918.htm)



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<https://www.facebook.com/TheILEPost?fref=ts>

# EDITORIAL

## Legalities of the 21st century:

### The case of UBER

By Jose Soto (ILE Director)



When running late for an appointment, or starting class at eight in the morning after a late night shift of checking exams, papers, planning class or simply watching TV, the regular commute becomes the least of the options to meet the obligations. Who do we call?

A taxi. This topic has been on the headlines for quite a while involving different aspects, but this time this has gotten a little bit out of the ordinary fights, quarrels and blockades. While they argue, someone will find the way around to get to work in time.

Being able to request private transport services from your house to a specific point in town was first called, *porteo*—Door to door service transport. Thought of originally as a very exclusive service private drivers offered is now considered an obliteration of the concept itself. *Porteo* has come to pose a fierce competition to the official red cabs in the country. *Porteadores* spread out from every possible way, and literally became out of hand. There can be now as many *porteadores* as red taxi drivers there can be, or more?

The taxi service started out as a Horse-drawn for hire carriage services in both Paris and London in the early 17th century. The first documented public service for hire was in London 1605. Later the carriages were made available for hire from landlords in London and the first taxi concession appeared in 1636. The word *taximeter* came from Medieval Latin *taxa*, which means tax or charge, together with *meter* from the Greek *metron* that means measure—meaning charging by the meter. Later, the abbreviation *taxi* appeared from the first New York Taxicab Company, which first coined the word “*taxicab*” as a contraction of “*taximeter cabriolet*” (Online Oxford). Today we call it *taxi*, *cab*, *porteador*, but now UBER.

The arrival of new technologies to everyday life, and new options to make the already-solved issues into even more practical and efficient ones are a new challenge to the standard regulations

of the law. The legality acts work with a set of frameworks established in the current situations in modern society. So then a new event in life might not be contained in the legal establishments due to a lack of previous reference. And this is pretty much what UBER is bringing in the country and not just another fancy technological trick to get from A to B in the city. Now the question is whether UBER is legal or not, or a more appropriate question is defining what it is so the law can consider it. UBER is a worldwide American international transportation network company headquartered in San Francisco, California. The company develops, markets and operates the Uber mobile app, which allows consumers with smartphones to submit a trip request, which is then routed to Uber drivers who use their own cars (source UBER.com). This means that anyone working with UBER can become a taxi driver picking up people at the right location. The people requesting the service are able to choose the car or even the driver. This is obviously a great advantage in terms of customer security, and the fares—maybe the main issue here, are not set by the driver, but the application. Official Red Taxi drivers and *porteadores* see an obvious threat with UBER, and they have resorted to multiple ways of avoiding its operations in the country, even violence and intimidation.

While the jurisdiction in the country is figuring out how to solve the issue, people are getting their own way by using technology. UBER is part of the many apps that allow individuals to provide services like transport, housing or catering. The legal doubt remains as to how the official providers of services are being protected against a so-called disloyal commercial competition. Lawmakers will have to work harder to make the legal frameworks include new regulations for new service technologies. Future is coming up faster than we think, but the attitudes toward change in terms of legalities may not be keeping up.

By now, get up earlier, let us enjoy the ride and arrive on time.

## UTN Student Wins Top Academic Award

Public accounting post grade student Carlina Pereira Arias is this year's recipient of the Rubén Darío Award for Academic Excellence, which is yearly presented by the Central American Higher University Council (CSUCA) to students who showed the highest overall level of academic excellence.

Carlina is 21 years old and is from Puntarenas. She obtained an overall 9.91 average grade, the highest among all UTN students. This is the first time she receives

an award of this type. She mentioned that she was really pleased to receive the award, especially after such hard work last year and the amazing support from the school and staff.

Student Well-being Vice Chancellor, Ana Ligia Guillén said: "I'd like to congratulate Carlina on being recognized for his outstanding achievements with this award, which is one of the top academic accolade university students can aim for."

All UTN community feels proud



of Carlina and congratulates her on obtaining such prestigious award.

## WF IT Program

World Friends IT offered several courses at Luis Alberto Monge building in Alajuela downtown. About one hundred participants had the chance to learn about Photoshop, Korean culture and Android mobile applications. World Friends IT Volunteers provide the recipient countries and organizations with IT learning courses and other IT-related

Volunteering activities to meet the demand in sharing their IT knowledge and skills. World Friends IT Volunteers program is organized and operated by the National Information Society Agency (NIA), Republic of Korea. UTN is glad to be taken into account for this kind of training programs.



## Ten Medals For UTN At JUNCOS

More than a thousand athletes from fourteen different state and private universities participated in the last edition of the Costa Rican University Games (JUNCOS) that took place from September 5th to the 13th. Juncos take are held every two years and this year's host organizer was UNED.



Among the objectives of these games are:

- a) To identify and nurture students with talent relating to sports and games
- b) To offer the opportunity

to students to engage in competitive sports activities

- c) To promote sporting values and encourage sporting practice
- d) To support and encourage the promotion of ethics in sports including fair play
- e) Develop leadership qualities and personalities through sports

A little bit more than one hundred students represented UTN and with effort, tenacity, perseverance, discipline, passion and the commitment won ten medals. Taekwondo was the sport that gave UTN half of the medals. Kelly Moreira got two silver medals, Lorena Solís got a silver medal, José Pablo Brenes Ríos won a gold medal, and Leidy Campos got a bronze one. The other five medals came from field and track where



Glenda Davis got two silver medals in the 100 and 200 meters competition; in addition, Lucía Peralta won a bronze medal in the discus-throwing event, and Henry Méndez won two medals, one in the discus-throwing event and another one in the javelin throw event. The organization was great, and we expect these achievements motivate more students to get involved in sports, so next time more UTN students participate in JUNCOS, and more medals can be won.



## Universities And The Support For Entrepreneurs

By Luis Fernando Chaves (translated by Izabella Sepúlveda-ILE Professor)

Nowadays it is no longer enough to have a good profession: it is also necessary to have innovative ideas to make many people's dreams come true, and particularly those of the new professionals.

Modern universities should not only worry about preparing good technicians, but also about supporting their entrepreneurs, and to do so business incubators have been created.

So, what is a business incubator? It is where business ideas start the ripening that soon will turn them into business projects and where the university will accompany the entrepreneurs and their projects to be launched.

The Universidad Técnica Nacional (UTN) (National Technical University), the youngest of Costa Rican public universities, is required by law to "encourage and support small businesses," and has – therefore - begun the journey to create a business incubator.

More entrepreneurs. Breaking the traditional scheme, this new and modern education-

al institution is geared to employability and's Entrepreneurship. It also has the challenge of supporting this hotbed, eager for knowledge and support to enable them to get the tools that are necessary to realize their projects and generate wealth for converting our country into a one with a greater number of owners.

With the collaboration of the Instituto Politécnico Nacional de México (National Polytechnic Institute of Mexico), the support of both countries' governments, the participation of the productive sector and the experience of other universities, the UTN has initiated the transfer of robust technology-based incubation through awareness key factors, searching resources from development banks and science and technology funds.

With all this, the goal we look for, in the short term, it is to develop a support system for entrepreneurs in the area of influence of the business corridor surrounding the university, directed to a clear and direct benefit for the country.



194 YEARS OF INDEPENDENCE

## Why Is There A Conflict In Syria?

### Syria – The Basics ([From U.S. CIA](#))

Situated between Lebanon and Turkey on the Mediterranean coast, Syria is home to roughly 20 million people. Formerly a part of the Ottoman Empire, the country gained its independence from France in 1946. It wasn't until Ba'th party leader Hafiz al-Assad took control via a bloodless coup in 1970 that Syria attained political stability. Assad's son, Bashar al-Assad, won the election for the Syrian presidency in 2000 and has been in power since. The country is largely Muslim, with three quarters Sunni Muslim and 16% other Muslim (including Alawite and Druze). Headquartered in Damascus, the official government type is republic under an authoritarian regime, and it operates according to a mix of civilian and Islamic law.

### How the Conflict Started ([From The Guardian UK](#))

Many believe the official start of the past two years of Syrian violence began with the creation of a Facebook page in March 2011. That page called for Syrian civilians to protest what many felt were anti-humanitarian acts perpetrated by the government under President Assad. As tensions mounted, the government faced pressure from the international community to reach a peaceful resolution. The U.S. and Europe advocated for strict sanctions against Syria if the violence continued. China and Russia, however, vetoed those United Nations actions. Al-Qaida joined the anti-Assad rebels in what many experts believe was an act designed to improve the group's profile in the Arab world. The Syrian government would use the development to support its claims that the revolution was merely the act of "terrorists." The violence continued to escalate—government planes bombed civilian targets such as bread lines, and rebels launched counter-attacks against government officials. By December 2012 the U.S., Turkey, Gulf states, France and Britain recognized the main opposition National Coalition of the Syrian Revolution as the "sole legitimate representative of the Syrian people", signalling their belief that the Assad government was beyond redemption. As of June 2013, pro-government groups—

including Hezbollah, which is loyal to Assad and to Iran—maintained tenuous control of Syria. Anti-government groups included Kurds (who had ties to Turkey and Iraq and had solidified several strongholds) and Sunnis, Islamic jihadists who were also battling for control. The result was that 80,000 people had died in Syria, Turkey and Lebanon since 2011. Unfortunately, the situation in the region has continued to de-stabilize. The Obama administration has suggested that Syrian President Bashar al-Assad bears responsibility for what U.S. officials have called an "undeniable" chemical attack that killed hundreds August 21, 2013 outside the Syrian capital of Damascus. (Syrian government and opposition forces have accused each other of unleashing the poison gas.)

### U.S. Intervention ([from The New York Times](#))

In late August 2013, President Obama began considering a short strike against Syrian military units (command and control centers, etc.) that reportedly carried out chemical attacks. The strike would involve cruise missiles launched from destroyers in the eastern Mediterranean Sea. President Obama sought authorization for the action from the Senate Foreign Relations Committee. (The United Nations and ally Britain had failed to support military intervention.) The Committee approved the action on Sept. 4, 2013, but a full Congressional vote was still needed.

### De-escalation? ([from NBCNews](#))

On September 10, 2013, the day President Obama was to make a prime-time address to the nation to detail his case for attacking Syria, news broke of a diplomatic breakthrough. An offer by Russia to turn over all chemical weapons to the international community was supposedly accepted by Syria. This development prompted Obama to request that Congress delay a vote to authorize U.S. military action against the Assad regime. The president was clear that if the current deal—described by some as tenuous—were to fall apart, military action would be required.

Article Taken from:

Tomaszewski, Jason (2015, February 11th). The Conflict in Syria: Class Discussion Guide. EducationWorld.com. Retrieved Sunday, September 13th, 2015 from [http://www.educationworld.com/a\\_lesson/syria-conflict-discussion-guide-2013.shtml](http://www.educationworld.com/a_lesson/syria-conflict-discussion-guide-2013.shtml)

## Venezuela Opposition Leader Jailed For Nearly 14 Years

Leopoldo Lopez, who led anti-government protests last year, accused of attempting to force ouster of President Maduro.

Jailed Venezuelan opposition leader Leopoldo Lopez has been sentenced to more than 13 years in prison, his lawyer Roberto Marrero has said.

The popular dissident, a US-trained economist who has been held at a military prison since February 2014, is accused of inciting violence against the government of President Nicolas Maduro and attempting to force his ouster. A court in Caracas, the capital, found Lopez guilty late on Thursday for his role as the leader of a street protest movement which was involved in bloody clashes with security forces in February last year.

Information taken from: <http://mwcnews.net/news/americas/54172-venezuela-opposition-leader.html>

Image taken from: <https://www.flickr.com/photos/periodismodepaz/2829375180/>

Wielding sticks and plastic bottles, supporters of socialist Maduro's government descended on a group of Lopez's followers who had been waiting since the early hours of the morning for the final phase of his trial, an AFP news agency correspondent said.

Lopez supporters said one of their activists had died of a heart attack during the scuffle - a claim that could not be independently verified.

Between February and June last year, 43 people were killed in protest-related violence.

In May, the opposition leader staged a month-long hunger strike to pressure authorities to set a date for legislative elections. He ended the strike after the vote was set for December 6.

Venezuela remains polarised between government sup-

porters, who see the ruling socialist government as a bulwark against neo-liberal economics and US imperialism, and those in opposition who see Maduro's rule as increasingly autocratic and incompetent.

Opinion polls indicate Maduro's movement risks losing for the first time since his late mentor Hugo Chavez came to power in 1999.



## Ocean Fish Numbers On Brink Of Collapse, Says WWF

The amount of fish in the oceans has halved since 1970, in a plunge to the "brink of collapse" caused by over-fishing and other threats, the WWF conservation group said on Wednesday, September 16<sup>th</sup>.

Populations of some commercial fish stocks, such as a group including tuna, mackerel and bonito, had fallen by almost 75 percent, according to a study by the WWF and the Zoological Society of London (ZSL).

The report said populations of fish, marine mammals, birds and reptiles had fallen 49 per cent between 1970 and 2012. For fish

alone, the decline was 50 per cent.

The analysis said it tracked 5,829 populations of 1,234 species, such as seals, turtles and dolphins and sharks. It said the ZSL data sets were almost twice as large as past studies.



Closing fishing grounds and cracking down on illegal fishing gives stocks a chance to recover, Lambertini said. Some grounds, such as those off Fiji, have been revived by stronger protection.

World marine fish catches dipped to 79.7 million tonnes in 2012 from 82.6 million in 2011, according to the UN's Food and Agriculture Organisation. Safeguarding the oceans can help economic growth, curb poverty and raise food security, it says.

Information taken from: <http://cyprus-mail.com/2015/09/16/ocean-fish-numbers-on-brink-of-collapse-says-wwf/>

Image taken from: [Photo credit: Foter / CC BY-SA](http://www.flickr.com/photos/periodismodepaz/2829375180/)



## Corrective Feedback

By Gabriela Calvo (ILE Collaborator)



Professors know well that correcting students is important, but a crucial question is what should this feedback look like?

A feedback type commonly used in classrooms is corrective feedback: the marking of a student's error by the teacher. Recently, there has been quite some disagreement in the academic field on the benefits of this kind of feedback on the learners' output.

How beneficial could it be for a student if, let's say, during an oral presentation, his or her professor is constantly interrupting with feedback like: "That's the wrong word," "You're not pronouncing that word correctly," "You are not using the correct verb tense or verb conjugation," or "I cannot understand what you're saying?" This kind of direct feedback by professors could prove to be counterproductive. If the goal is for students to become aware of the mistakes they are making, the technique of direct correctness does not really work. This kind of corrective method inhibits students' performance and, to some extent, can even frustrate them.

A more effective corrective method is indirect feedback. This occurs when the teacher indicates in some way that an error exists but does not provide the correction, thus leaving it to the student to find it.

Many ESL/ EFL instructors might feel tempted to directly correct students immediately when they make a mistake; however, indirect feedback leads to reflection about linguistic forms that may foster long term acquisition (Ferris and Roberts, 2001).

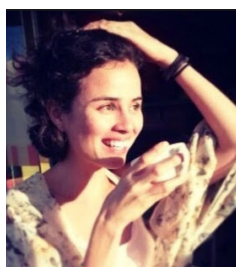
Here is an example of how indirect feedback could be applied. In order to make students aware of the mistakes they make when they speak, the professor should wait until a particular task (oral presentation, role play, etc.) is carried out. Once students are finished, the professor, who was taking notes during the activity, writes some of the students' sentences on the board. These sentences contain the mistakes students made while speaking. Then the whole group is asked to try to find and correct the mistake or mistakes in the sentences. In this way, students became aware of errors they or their classmates made without actually having to know who made them. This works well in the case of correcting grammar structures or syntax as a whole group. For individual assessment either oral or written, students could be given their mistakes written or highlighted on a sheet of paper and then asked to bring corrections for the next class.

Teacher feedback should not be devalued because it also proves to be effective in some cases; however, it will always be beneficial to design activities in which students engage themselves in the process

## Authentic Material: A Must In The Language Learning Process

By Cindy Rodríguez (ILE Professor)

*Activities based around authentic texts [...] can play a key role in enhancing positive attitudes to learning, in promoting the development of a wide range of skills, and in enabling students to work independently of the teacher. In other words, they can play a key role in the promotion of learner autonomy (McGarry 1995: 3)*



This is not Rocket Science. Authentic Material simply means “Authentic Material”, the name itself is very transparent, but why then, is authentic material so scarce in EFL and ESL learning processes?

The following article intends to define what authentic material is, and also to take a look at the benefits of the use of authentic material, to finally, provide examples and ideas of authentic material that can be easily found.

Let's start by explaining what is not authentic material. Authentic materials were not created for an EFL or an ESL classroom, meaning that they were never thought to meet certain need in a language-learning environment. With this in mind we can assert that most (if not all) of the readings, audios, and conversations found on the textbooks we use are not authentic. What is the problem with that? By highlighting that, I am not trying to demonize them. If complemented, adapted, and substituted, the materials found on ESL and EFL textbooks can be of great help, specially because they address situations and language points that are necessary when learning a second language, but still they can be far from what reality is, and the problem would be, if we stick to them and limit our learning to what is found in those textbooks.

On the other hand, authentic material does not mean authentic-like situations. By authentic-like situations I mean those conversations,

role-plays, written practices and any other exercises done in class or out of class that encourages students to think about a real life like situation and to approach the situation as if it were real. For example, it is commonly found that we teachers ask students to create a role play between a waiter and a customer, or between a doctor and a patient. These kinds of situations, even though they are of great practice and use, are not authentic material. They are opportunities for the learner to focus on one specific language point and vocabulary in order to use it in more contextualized situations. They are of great use, and some students like it and some students do not, but the truth is that they are always present in classes.

### What is authentic material?

According to Freda Misham (2005) the idea of using authentic material is rooted from three pillars: the famous but little understood Communicative Approach, the Material-Focused Approach and the Humanistic Approaches. The first one, Misham explains, promotes a consolation between competence (their knowledge of the language system) and their performance (their use of the language) (17) by communicating between individuals. The second one, as the name expresses it, is focused on the use of materials to promote learning of the language (back in the day basically through readings). In her text Misham explains how this Material-Focused Approach is still an strong approach to language learning and, she explains, this may be seen as the start of a debilitating phenomenon in the ELT profession that still exists today; of

dependency on, and subservience to the textbook (20). Finally, the beginning of the 20th Century comes with a new wave of approaches where the brain and the learner are on ELT spotlight. Approaches like the Suggestopedia (where students need to be relaxed to learn), Total Physical Response (focus on connecting language with movements), The Silent Way (where the teacher does not speak at all), and the new learner autonomy or self-directed learning come to life and take form (22).

The three above mentioned approaches developed and formed, or were antecedents, of the approach to authentic materials. Now, according to Misham, an authentic text is one written for the purpose of communicating information (not of illustrating specific language points) (11), or as she quotes Morrow's (1977) definition of authentic texts as 'a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort'. To the end of this article, Authentic Material goes beyond only written texts because it can be listening, or even images, that can be found in different formats that was not created with a language learning purpose, but that helps the learner to bring her or his learning together to create meaning by using not only language knowledge but his background experience as individual of the world. So, authentic materials cannot be designed! There are found in their "natural" environment meaning that they are found any where.

## Benefits

Some of the benefits of authentic material can be stated, but I believe that the reach of it can go beyond what we can identify because we will never know where people's mind can take them.

Some of the benefits of the use of authentic material are:

1. Exposes the learner to a web of vocabulary where content related, function words and every day language interact and come to life.
2. The element of culture is approached in context arising awareness of it not only on a conscious level but also in a subconscious level.
3. There are many types of authentic texts that can fit different learning styles.
4. Exposes the brain to English-like structures allowing it to relate background knowledge and making sense of it.
5. Giving an authentic goal to the language being learned: understand the message being expressed.
6. Exposes the learner to structures that she/he may have not yet study but through context and exposure, consciously and unconsciously, the student will be learning or become more familiar with.
7. When in listening, the learner will be able to listen language as it is in not academic contexts, allowing them to practice listening skills, differentiating words and being exposed to their pronunciation.
8. Audios are rarely "played" twice; they are just listened in the moment they are presented.
9. I allows the learner to develop more autonomous learning, focused on her or his interests, likes, needs, level; therefore, when exposed to authentic material the learner and her/his brain will start working with strategies to cope with meaning.
10. It is highly motivational till the point that it is chosen according to the learner, so, more motivation, more learning.

## Other things to consider

a. It is important to consider that not every authentic texts will work for students, it will depend a great deal on factors like, motivations, likes/dislikes, interests, educational level, age, among others, stage in the language learning process.

b. The authentic materials cannot be designed. They can definitely be selected and mediated by the instructor, but they cannot be created to meet a specific purpose. If that is the case it would not apply as authentic.

c. It does not mean that the authentic material has to be understood in its totality. When in contact with an authentic material the learner does not have to understand every single word, nor to internalize each aspect of it. The idea is to understand it as much as possible

d. The learner does not need a teacher/ instructor/ facilitator to provide the authentic material. Although facilitators may be of great guide on what to access, it is up to the learner to find.

e. Authentic materials can be used with an academic intention or not>

- When used with an academic intention I mean that the teacher, or the learner, can use it with the intention of breaking the material down to focused on something, like vocabulary, structures, culture content, etc. When doing so, the learner will be able to underline, skim, scanning, stop, look for words, write ideas phrases down, find out specific information, etc.

- When not used with an academic intention the learner can sit down and enjoy it. It is advisable to always look at it with the learn-

er's glasses on, which mean, with the intention of learning from it. When doing to, the learner may take "mental notes" meaning, telling him/herself to notice something, to focus on something; the learner may also use a dictionary, or just enjoy it.

## Examples of authentic material:

-TV series, News, Movies, Spaces where English is the first language and used for everyday use, Videos, Cartoons, Books, Music, Product packages, Advertising, Social networks (when in English), Manuals. Basically anything written, recorded in English for English speakers

The bottom up is, that authentic materials can be a great source of learning for language students, the impact they can have in the learning process go beyond conscious decisions of what to learn from an authentic source, this because, when exposed to authentic material, learning can also impact the subconscious levels of learning.

On the other hand, authentic material prepares the learning not only with new information, but also helps the learner to develop self strategies that will help her or him to understand and be understood. These strategies can be as important as the knowledge of grammar rules and vocabulary. They are strategies for communication.

Finally, authentic material is not difficult to find, it is everywhere and it does not require of an instructor or a teacher. Although they can be used in classes, it can be used by the students without much action but to enjoy the reading or the listening been done.

They only reason why people might not use authentic material in and out of the classroom is laziness. So, what are you waiting for?

## Reference:

Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*. Bristol, UK: Intellect.

## A New Approach To Syntax

By Aarón Torres (ILE Professor)



Linguistics is, and continues to be, the study of language. Any approach to a description of language is based upon a set of axioms and postulates, and the more popular school

of linguistic thought in the United States during the first half of last century employed a set of axioms and postulates that were later to be called structural. In 1957, with the publication of *Syntax Structures* by Noam Chomsky, the linguistic world dramatically changed. A new set of axioms and postulates were presented. No one, least of all linguistics, could foresee at that time the wide impact of the theory that Chomsky called generative-transformation and its effects not only on linguistics but also on the closely allied disciplines.

“The theory, or theories, associated with generative-transformation grammar continues to be the most influential, not to mention the most controversial on the linguistic scene today; and whether Chomsky is ultimately more right or wrong, “no linguist,” John Lyons sagely points out, “every other ‘school’ of linguistics at the present time tends to de-

fine its position in relation to Chomsky’s views on particular issues.”

The goal of language study has always been directed toward the preparation of a description of a language. More than a description is indeed, Chomsky argues, and a study should not only list and describe the language data of a particular language, but it should reveal what its speakers know about the language. Linguistic study should also be concerned with what Descartes termed the ability, believed by Descartes to reflect the innate properties of mind, of the human being to learn language. Linguistic study should begin where Descartes left off, with studying these supposedly innate principles of behavior. Not only could this kind of language study reveal the properties of a single language, but it also reveal the properties common to all languages. Languages sound different, and some may be more difficult than others for us to learn. Yet, Chomsky argues, we should not be misled: languages are more alike than different. What else would account for the fact that children have little difficulty in learning the language or languages of their environment?

### Reference:

Chomsky, Noam A. 1960. “Linguistic Theory,” in Robert Mead, Jr., ed.: Northeast Conference of the Teaching of Foreign Languages: Working Committee Reports.

# VALUE OF THE MONTH

UTN continues with its Value of the Month campaign. For the month of **September**, the value is Perseverance in the Workplace. This campaign has the objective to permeate school life and, as students and staff live these values, their spiritual, moral, social and cultural development increases.

## **Perseverance in the Workplace**

*By Bryant & Stratton College Online Blog Staff*


*Posted: 05/07/2015*

Perseverance requires a level of patience and maturity. In the long-term, perseverance is what allows someone to complete a degree. However, in the short-term, it is what helps us work through the smaller obstacles that can ultimately derail a career path. Perseverance means going through the sometimes frustrating process of working through technical issues, continuing to grapple with tough course material, and completing projects when there is every possible distraction. What will perseverance look like in the workplace? It will mean attempting to resolve issues with challenging co-workers, spending time researching a case or file, and being able to stay focused on long-term goals such as a promotion. Employers like staff who finish what they start and keep at a task despite obstacles. Those obstacles can be within, such as our own thinking that puts temptation in our path. They can be external – other people, lack of resources, insufficient time, unanticipated problems. Being able to specifically demonstrate focus on long-term goals will make you that much more confident in your own abilities.



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. In this issue, we ask people:

## What do you consider the biggest injustice in the world is?



*I do not accept when people mistreat animals. We have recently watched on TV how not only pets but also wild animals live like slaves, and their owners do not worry about these animals' most necessary things like food and love.*

*Dayhanna Bienes*

*I think hunger is the biggest injustice. There are many people, including children, who do not have anything to eat. On the contrary, there are a lot of rich people who waste their money in luxuries.*

*Maísela González*

*It definitely has to be war. It is incredible to see people who sometimes have no idea about what the real problem is fighting for someone else's cause. In addition, thousands of citizens die and suffer. They get caught in the middle of the battle.*

*Christian Chacón*

*I think it is racism. I cannot understand how people are rejected just because of their skin or nationality. Deep inside all people are the same with feelings, positive and negative aspects.*

*Stephanie Espinoza*

*The biggest injustice is violence against children. This kind of violence is not only physical but also psychological. Furthermore, news programs show cruel scenes that just make me cry. I cannot believe an adult can hurt even babies.*

*Maísol Rojas*

*I think the biggest injustice is salary inequality. Some people doing the same thing in different companies earn so much more. Some others earn so little that instead of living, they just try to survive.*

*Jaesity Montero*

# PLACES AND FACES

## 164 Years Of Tradition

### Rescuing Costa Rican Traditions

FESTEJOS  
PATRONALES  
SAN RAMÓN



San Ramón is located just off the Pan-American Highway, 43 kilometers, or 45 minutes from the airport. Every year and for about two weeks, the community of San Ramón, led by San Ramón's church, holds its Festivities of the Patron Saints.

The last activity they organize is the oxherder parade where about some 300 boyeros (Oxcart Driver's) from all over the country and their oxen fill the main streets of San Ramón. Everybody in San Ramón anxiously waits to spot the first oxcart coming down the hill of the street in front of the old hospital.

On the oxcarts, you can see children, families, a marshal who is elected by the community and the queen and king who come out of a competition in which families collect money through different activities to donate it to San Ramón church.

The variety of oxcarts that march along San Ramón is amazing, from utilitarian working carts to beautiful works of art led by magnificent beasts that seemed to recite "get out of the way, here comes the buey."

Once the parade is finished, there is live music, a variety of entertainment activities and traditional festival food.

In the past, oxcarts were used on farms. Coffee beans were picked and put in the carts. The oxen pulled the carts to market. Even today, oxcarts pulled by oxen are still used in rural zones for agricultural works and for leisure time. Ox herders are proud to be part of this activity to honor these noble animals and to continue with the tradition that helped to spur the national economy. In fact, many peasants and farmers consider that the land that is worked with oxcarts suffers less than the one that is prepared with tractors.

Some people might not know it, but since 1988, the oxcart was declared National Symbol. In addition, the United Nations Educational, Scientific and Cultural Organization (UNESCO) declared the triad (ox herder, oxcart and oxen) Oral and Intangible Heritage of Humanity in 2005.

There is also magic about oxcarts. It may be their beautiful colors and artistically painted forms, or even the music they produce by using a metal ring to create a chime when it struck the wheels. Whatever it is, they represent part of the Costa Rican spirit.

If you want to experience first-hand the Costa Rica's rich traditions, tasty cuisine, vibrant music, and sense of fun, come to San Ramón in August, you will not regret it.





SITUATION	FORMAL	RELAXED	INFORMAL
Someone is acting stupidly and doing silly things. You tell them to stop.	Please refrain from acting in this immature and most childish manner.	Stop being silly.	Stop messing around; stop goofing around.
Someone tells you some surprising news.	My oh my! How extraordinary!	Oh my God! What?	Gordon Bennett! Well, I never!
You ask a friend whether she saw the news last night.	Did you perchance view the latest events on television last night?	Did you watch the news last night?	Did you catch the news last night?

Information taken from: Hot English Online Magazine #107, p.36

Beginning this month, we have a new collaborator: [English For You](#). We invite you to visit its page and take advantage of interesting articles, podcasts, lessons and useful links to learn and practice English. You can also follow English For You in [FACEBOOK](#). Welcome English For You to the UTN ILE family.

## “ENGLISH FOR YOU CR” PRESENTS, TODAY’S CLASS: NARRATIVE TENSES



We use narrative tenses to describe or tell events that happened in the past, as a story, an anecdote, or a report. We use the past simple, past continuous, past perfect, and past perfect continuous tenses.

**Past simple:** describes events.

*“I got up, took a shower, and then ate breakfast.”*

**Past continuous:** describes an action that was in progress when something else happened.

*“I was walking with my friend when we found a wallet in the park.”*

**Past perfect:** describes an event that happened before another past event.

*“I had worked in an international company before I became a teacher.”*

**Past perfect continuous:** emphasizes the duration of a past event before something else happened in the past.

*“I had been studying English for several years before I entered the university.”*

We see them walking around the UTN campus. They are always willing to help us when we need information, advice and guidance. UTN academic and administrative staff is an important element of the university. However, people hardly have the chance to meet them. In this section, we will try give you a glance of the other side of all those people who are behind UTN organization and functioning. In this issue, let's meet:

## ***Margarita Esquivel Porras, Detective TV Show Lover, Bookworm, UTN Pedagogical Training Department Director.***

### ***Where do you live?***

I grew up in La Uruca, and now I lived near Mexico Hospital, in San José.

### ***Best childhood memory?***

Well, my parents had a coffee plantation in La Uruca. When I was a child, I used to go and play in there, specifically in the channels between the rows of coffee plants. I also remember that there was a circular whole where oxcarts deposited the grain. My friends and I began to run around the whole to see who got dizzy first and fell into the whole. My mother used to scold me because I came back with my clothes dirty. There is a sticky substance coffee beans releases, so my clothes were ruined.

### ***Favorite food***

I love seafood, especially shrimps. On the contrary, something that I do not like at all is the green beans.

### ***What is always in your fridge?***

At home, we are like mice, we love cheese, so there is always cheese in my refrigerator

### ***Favorite Music?***

I am a very romantic person. I love old ballads and boleros. One of my favorite singers is Armando Manzanero.



# 90 SECONDS WITH...

## ***Would you class yourself as a day or night person?***

I am an early bird. I can start working early in the morning, 4 a.m. if I need it, but at 9:30 or 10:00 p.m. I need to go to bed to recharge my energy for the next day.

## ***First job***

When I was about nine years old, I had the chance to work in the coffee plantation plant (beneficio de café). I worked classifying coffee beans on big table. At that time, they paid you everyday with tickets, like the coins we used at arcades today, and on Saturday noon, you took all your tickets to a person who brought the money to exchange them.

## ***A good book***

I find really interesting and important Nicolas Maquiavelo's books like "La Mandragora" and "El Principe". Machiavelli intelligently demonstrates, through reasoned analysis based on numerous historical examples, that the most effective way to govern a population is through decision-making based on the current situation without muddying up the waters with considerations of morality. Maquiavelli explains that a leader doesn't have to possess virtuous qualities, but it's imperative that he seems to possess them.

## ***Any proverb or idiomatic expression?***

I love proverbs. I think there is a lot of wisdom on them, and I am constantly using proverbs. They are one of the best heritage from our ancestors. However, something funny about that is that I am a little dyslexic, so I tend to mix them, or mention them in the wrong order. For example, I use: a bird in the hand is worth two in the bush.

## ***What is your greatest fear?***

As most parents, my greatest fear is to die before my children. I think that when a child dies, there is a chole in your heart. This might be one of the most difficult situations to overcome.

# THE ATTIC OF BERTHA MASON

## Golden Kids

By Juan Quesada (ILE Student)

In Costa Rica most of the indigenous people are discriminated against. They live far away from the city which means that the opportunities to work and study are scarce. Over the years these people have fought for their rights, but unfortunately I cannot say there is a big change in their identity as Costa Ricans.

When we talk about education, they are still pretty far from an equal status and worse, what little education they receive is not good. Mainly due to the geographical location of schools is the main reason, with children having to walk for two hours just to get to school every day.

Even though a child is able to enter into a school, they are not going to receive the same quality education as children who live in urban places. Since many teachers are not accustomed to live in these places, they prefer to leave the schools. So, the Ministry of Education has promoted a project for indigenous students graduated from high school to teach the classes in the schools of their communities. That means that they are not teachers and do not have the educational tools to give a high quality education.

It's hard for teachers to teach when they know that the students don't have the resources to even do certain kinds of homework. The students often get to school without having breakfast and sometimes they miss the class due to overflowing rivers and most of them just have a single pencil and a notebook. The teachers are aware that some students are very shy and they like to speak more bribri (indigenous language) than Spanish which makes it more difficult in their relationship with the white kids.

These children are very humble and have the same mental capacity to develop with the same learning process as other children. For this reason they deserve a better quality of life to contribute to the development of society with their knowledge and talent.

Other children have greater opportunities and conditions to study and they do not even take advantage of them. On the other hand, indigenous children have no appropriate conditions to study, yet they make their best effort to get ahead, that's why I call them Golden Kids.

# THE ATTIC OF BERTHA MASON

From the imagination and the hard work of the Idiomatic Expressions II students, here we share an interesting poem using *phrasal verbs* and *idiomatic expressions*.

## Time Line

By Priscilla Alfaro  
Greffel Montenegro  
(ILE Student)

The Universe was a point  
Infinitely dense and hot  
Full of energy and mass  
And one day it *blew up*.

A Big Bang split the energy  
On million of galaxies and stars  
Planet Earth was created,  
And life *showed up*.

*Somebody got to make the donuts*,  
And a tiny cell started life.  
The power of Mother Earth  
*Come over* the world and created live.

A lot of plants *grew up* in the water.  
*Nature got the ball rolling*,  
And *the cream of crop* was about to start  
Aquatic fauna started to *raised up*.

Animals *went away* from the seas.  
*Full of beans* they walk over the land  
Small creatures *climbed up* the trees  
Some others felt on the sand.

Giant animals conquered the planet.  
Dinosaurs were the kings of the Earth,  
But an asteroid *cut off* their life  
And *burned them down* completely from earth.

Mother Nature *turned over a new leaf*.  
She did not *put off* her job.  
New plans and animals *turned up*  
She was *happy as a clam*.

Nature was *on the right track*.  
The power and energy flew over the  
sea and the land.

Life did not *hold up* her tasks  
Plants, flowers, and animals split without ask.

Less oxygen shrunk slowly the size  
Of all the animals and the life.  
*Every cloud has a silver light*  
They turned into small sizes.  
They *found out* a new way to start.

Many animals started to evolve.  
Even though it was like *boiling the ocean*,  
Human beings appeared on the land,  
And they were *head and shoulders above the*  
*ocean and the land*.

They invented tools  
And different ways to live.  
They populated the entire world  
In that they won an *honor roll*.

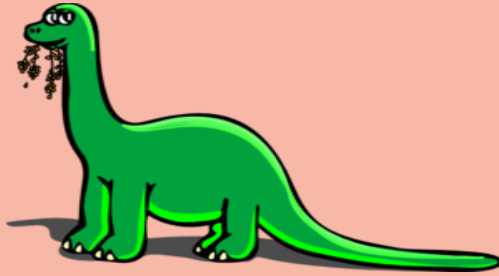
They *knew the Earth as the back of their hand*.  
They did not *goof off* and were prepared for war.  
Many people *bumped off* entire nations  
But others change this situation.

Mother Nature taught us the only thing that is  
permanent is change,  
And the nature's power changed the world's face  
We can follow the way she flows  
And be part of this energy that grows.

## SOME BRITISH HUMOR

Q: *What does the Loch Ness monster eat?*

A: *Fish and ships*



*An Englishman went into a hardware store and asked to buy a sink.*

*'Would you like one with a plug?' asked the assistant.*

*'Don't tell me they've gone electric,' said the Englishman.*



Q: *Why do cows have horns?*

A: *Because their bells don't work.*



Q: *Why did the bald man paint rabbits on his head?*

A: *Because from a distance they looked like hares.*



*The Problem with Speaking English*

1. *Japanese eat very little fat and suffer fewer heart attacks than us.*
2. *Mexicans eat a lot of fat and suffer fewer heart attacks than us.*
3. *Chinese drink very little red wine and suffer fewer heart attacks than us.*
4. *Italians drink excessive amounts of red wine and suffer fewer heart attacks than us.*
5. *Germans drink beer and eat lots of sausages and fats and suffer fewer heart attacks than us.*

**CONCLUSION:** *Eat and drink what you like. Speaking English is apparently what kills you.*



## Edmodo



Edmodo is a secure, social learning platform for teachers, students, schools and districts. We provide a safe and easy way for your class to connect and collaborate, share content and access homework, grades and school notices.

Founded in Chicago, Illinois, when two school district employees set out to bridge the gap between how students live their lives and how they learn in school, Edmodo was created to bring education into a 21st century environment.

Teachers and team members used Edmodo as a “hub” to share resources with their students, colleagues, and team members. Teachers and students were able to build a community inside and outside of the classroom. Students took more pride and ownership of their works since it was going to be seen and reviewed by their classmates (however, you have the option of making student work private as well). Teachers were able to connect with other teachers across the world thanks to the Edmodo Learning Communities.

Edmodo brings the popularity and ease of social media to educators, students, app developers and parents and elevates their experience by creating communication pathways never been seen in any education system. Also there is constant constructive feedback that circulates through teachers and developers to move education forward by developing applications and features so that students get the most out of their schooling.

Putting assignments online also gives me the chance to attach files, link websites, and allow students to learn 21st Century skills all while saving paper and ink. Posting learning targets, success criteria, and assignments for parents and missing students to see creates transparency and helps absent students get caught up. Teachers do not have to worry about losing an assignment... and it is helpful to have saved and organized digital copies of assignments that students turn in. Edmodo helps connect all learners with the people and resources they need to reach their full potential. To know more about Edmodo, go to: <https://www.edmodo.com>.

# THIS MONTH IN HISTORY

## IT HAPPENED IN SEPTEMBER

September 1 <sup>st</sup> , 2006	Luxembourg became to first country to complete the move to all digital Television broadcasting.
September 4 <sup>th</sup> , 1956	The IBM RAMAC 305, the first commercial computer that used magnetic disk storage, was introduced.
September 8 <sup>th</sup> , 1991	Republic of Macedonia becomes independent.
September 10 <sup>th</sup> , 1966	Beatles' ""Revolver,"" album goes #1 & stays #1 for 6 weeks.
September 13 <sup>th</sup> , 1985	Nintendo releases Super Mario Bros.
September 18 <sup>th</sup> , 2001	First mailing of anthrax letters from Trenton, New Jersey in the 2001 anthrax attacks.
September 21 <sup>st</sup> , 1937	J.R.R. Tolkien, publishes ""The Hobbit.""
September 23 <sup>rd</sup> , 2002	The first public version of the web browser Mozilla Firefox is released.
September 25 <sup>th</sup> , 1926	Henry Ford announces the 8 hour, 5-day work week.
September 29 <sup>th</sup> , 1964	The Argentine comic strip Mafalda is published for the first time. .

## FAMOUS PEOPLE BORN THIS MONTH

PERSON	JOB	BIRTHDAY
	Movie Actor	September 5 <sup>th</sup> , 1951
	Pink Floyd Bassist	September 6 <sup>th</sup> , 1943
	Reality Star	September 8 <sup>th</sup> , 1982
	Royalty	September 15 <sup>th</sup> , 1984
	Movie Actor	September 25 <sup>th</sup> , 1944
	Tennis Player	September 26 <sup>th</sup> , 1981
	Novelist	September 30 <sup>th</sup> , 1924



# THIS MONTH IN HISTORY

## Literacy Day

The United Nations' (UN) International Literacy Day annually falls on September 8<sup>th</sup> to raise people's awareness of and concern for literacy issues in the world.

The theme of International Literacy Day 2015 is Literacy and Sustainable Societies. Literacy is a key driver for sustainable development. Literacy skills are the prerequisite for the learning of a broader set of knowledge, skills, attitudes and values, required for creating sustainable societies.

At the same time, progress in areas of sustainable development, such as health and agriculture, serves as an enabling factor in the promotion of literacy and literate environments. This year's celebration of International Literacy Day, therefore, was dedicated to exploring critical links and synergy between literacy and the future Sustainable

Development Goals which were adopted during the 70th session of the United Nations General Assembly in September 2015. In countries all over the world, including the United States and the United Kingdom, the day raises people's awareness of and concern for literacy problems within their own communities.

Activities such as letters to the editor in newspapers, as well as news reports about the concerns for low literacy levels, have occurred as a result of this increased awareness.

Other activities include literacy day projects, particularly with regard to technology and literature, which are promoted by various organizations including reading associations.

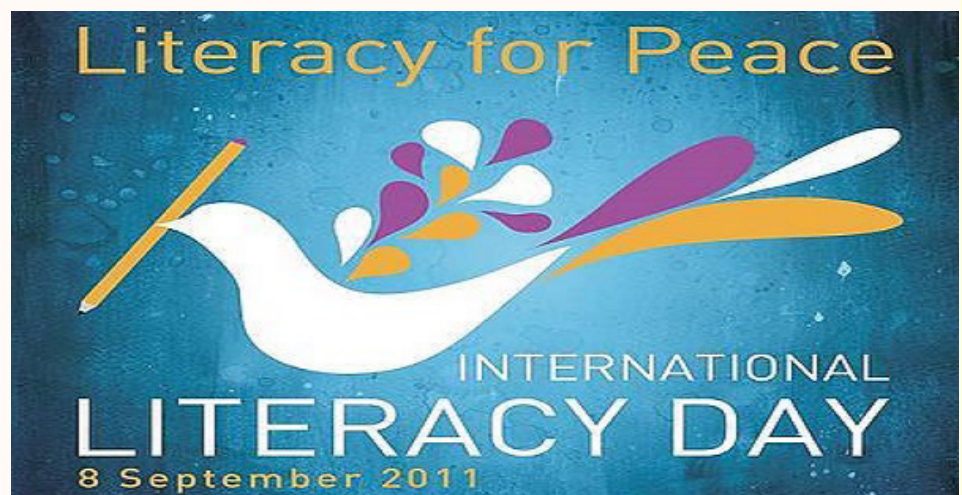
According to UNESCO, about 774 million adults lack the minimum literacy skills. One in five adults is still not literate and two-thirds of them are women. About 75 million children are out-of-school and many more attend irregularly or drop out. However, literacy is also a cause for celebration on the day because there are nearly four billion literate people in the world.

The UN General Assembly proclaimed a 10-year period beginning on January 1<sup>st</sup>, 2003, as the United Nations Literacy Decade. The assembly also welcomed the International Plan of Action for the Decade and decided for UNESCO to take a coordinating role in activities at an international level within the decade's framework.

On International Literacy Day each year, UNESCO reminds the international community of the status of literacy and adult learning globally. This day was first celebrated on September 8<sup>th</sup>, 1966. UNESCO's banners for the event feature the words "Literacy is the best remedy".

These banners have been produced in English, French, and Spanish. UNESCO's logo features a drawing of a temple with the "UNESCO" acronym under the roof of the temple and on top of the temple's foundation.

Underneath the temple are the words "United Nations Educational, Scientific and Cultural Organization". This logo is often used in promotional material for International Literacy Day.



# PROVERB OF THE MONTH

*A proverb is a short saying or sentence that is generally known by many people. The saying usually contains words of wisdom, truth or morality that are based on common sense or practical experience. It is often a description of a basic rule of conduct that all people generally follow or should follow. Proverbs can be found in all languages. In this month, in which we celebrate Literacy Day, we want to share with you this Hawaiian proverb about the importance of learning:*

*“You can’t stop the waves,  
but you can learn to surf.”*

– Hawaiian Proverb

## Discovering Pura Vida

Remember if you want to read authentic stories made in UTN-ILE, you can find them in Discovering Pura Vida. The books are series of language learning and culture immersion original stories in English with an interesting way of learning Spanish. They are for kindle readers at the moment, but any PC or tablet can display them, too. Each book is \$3.99.



To buy the books and learn more about Discovering Pura Vida go to: [PURA VIDA](#)

# PROGRAMA DE IDIOMAS



## Description

Our language open courses have been designed to provide students an environment in which they can participate and role play everyday situations.

Experienced teachers and small groups complement a process applying appropriate foreign language learning strategies. Phonetic concepts are included to reinforce oral abilities in a way students can integrate other language skills, such as reading comprehension, listening, and grammar structures.

Besides, students are able to discuss and express their opinions on several topics regarding a variety of common interest issues such as sports, culture, pollution, social problems, and the like, by using proper grammar structures and pronunciation.

At the end of the program, students achieve an intermediate level of language production (B1 according to the Common European Framework) intended as satisfactory to fulfill their academic and professional requirements with native speakers.

## Academic program

Our program consists of the following academic offerings:

### English Introductory Level

(INGLES NIVELATORIO)



A basic two-month course designed to provide students elementary language tools.

### Regular English Program

(INGLES REGULAR)



A two-year program in which students attend classes twice a week, morning or evening schedule, or only on Saturday mornings.

### Intensive English Program

(INGLES INTENSIVO)



A twelve-month program in which students attend three times a week, morning or evening schedule.

### English For Children and Teenagers

(INGLES PARA NIÑOS Y ADOLESCENTES)



A two-year program designed for children and teenagers up to 14 years old. Students attend classes on Saturday evenings.

### Portuguese



A fourteen-month program in which students attend classes twice a week, morning or evening schedule, or only on Saturday mornings.

### Italian



A sixteen-month program in which students attend classes twice a week, morning or evening schedule, or only on Saturday mornings.

## IMPORTANT INFORMATION

- Registration fee is not charged.
- Placement test (Optional).
- Age requirement: 15 years old minimum. (does not include the Children Program)

Further information: Tel. 2435-5000 ext: 1192-1193 or through e-mail [programaidiomas@utn.ac.cr](mailto:programaidiomas@utn.ac.cr)



# WHY DO I TEACH?

Teaching is profoundly satisfying passion. Teaching gives me the opportunity to inspire people and let them know how much they can do. At the same time, I learn something from my students everyday.

Eric Herrera

## Say NO to Phubbing



Phubbing : the act of snubbing someone in a social setting by looking at your phone instead of paying attention.