

The Magi

*Come
frutas
y verduras*

The Art of Graffiti

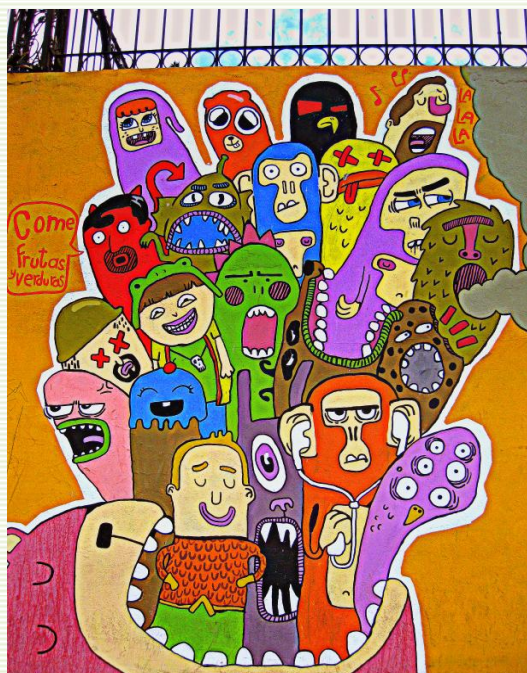
And the Winner is

Identity Theory

A Gratifying Experience



COVER PAGE



This month's cover page is dedicated to the art of graffiti that decoration we see almost everywhere. Considered by many an act of vandalism, graffiti has moved from streets to museums. In this edition, we talk a little bit about it and use the ones painted in front of the Asamblea Legislativa in Cuesta de Moras.

<http://www.facebook.com/utnile>

ILE UTN



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Contributors:

Marco Araya
Sandra Argüello
Andrés Bejarano
Carlos González
Eric Herrera
Izabella Zepúlveda



eherrera@utn.ac.cr

EDITORIAL

It's our year, so let's make it a good one!

"Cheers to a new year and another chance for us to get it right."
Oprah Winfrey



A new year begins with new illusions, new challenges, and new commitments. Year 2012 was a year of contrasts for UTN with

undeniable progress in different strategic points, but with important challenges to fulfill

Among the many achievements of 2012, Universidad Técnica Nacional:

- ✓ opened a Laboratory for Research in veterinary in Atenas and another one for hydraulics in Alajuela,
- ✓ officially presented a bill to provide the UTN with its own revenue from a new income system of government taxation,
- ✓ strengthened various programs and strategic alliances,
- ✓ held onto the blue flag (*bandera azul*) for the second year in a row,
- ✓ improved the student registration process,
- ✓ organized more and better artistic and extracurricular activities,
- ✓ enrolled and even higher number of students,
- ✓ allocated more investment in technology and office equipment,
- ✓ graduated 845 students including 657 bachelors.

In spite of all progress accomplished, there are still a few challenges for 2013:

- to conclude the restoration of the former Instituto de Alajuela building in front of the central park for more classrooms,
- to construct the new large facility for classrooms at central campus in Alajuela,
- to settle and implement an official methodological and educational model,
- to continue promoting strategic alliances,
- to improve facilities in its different campuses,
- to allow higher investment in training for the academic and administrative staff,
- to better the academic staff on the fields of research,
- to graduate a first generations of student programs of *licenciatura*,
- to open the radio and television department.

With this perspective UTN expects to continue offering efficient and effective education that achieves the foremost objectives as well as respecting the educational projects of UTN.

Easier said than done however, there will be datelines for the work, there will be the stress attached to the process, but no matter what, there will always be optimism in the eyes of those who love being part and constructing the first State University of the XXI century in Costa Rica. The ILE Post wishes you all the best for this year, let's come together to reach the goal we all have in mind: *To become the best university of Costa Rica.*

Eric Herrera



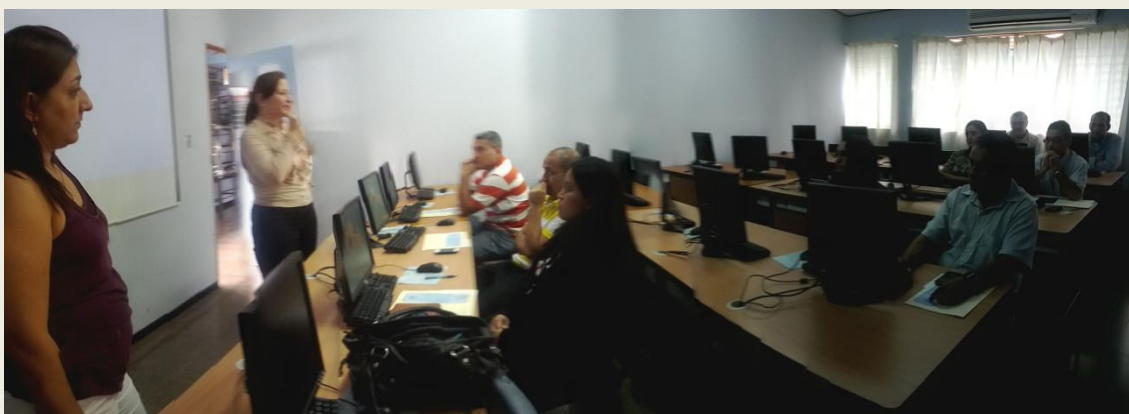
NEWS

Network of Educational Technologists

On Friday November 30th, the *"Programa de Cooperación de Tecnologías Emergentes"*, launched the Advising Network on the Educational Technology Plan for UTN. The plan has been promoted by the Educational Technology Department with the support of the teaching Vice-chancellor's Department.

Members from different departments and areas of the UTN were invited TO this first meeting. The project objectives and scope of the plan were presented by Mag. Carolina Carpio, academic member of the "Programa de Cooperación de Tecnologías Emergentes." She pointed out the importance of the settlement and implementation of updating some training on technology and education at the university.

The UTN Chancellor and The Vice-chancellor, Lic. Marcelo Prieto and Katalina Perera, along with officials of the "Centro de Formación Pedagógica" and the "Department of Educational Technology", Lic Ricardo Ramírez and Mag. Nury Bonilla; acknowledged the commitment shown by this group of people.



The Teaching Vice-chancellor, MSc. Katalina Perera and the Director of the Department of Educational Technology, Mag. Nury Bonilla welcomed the group that will start the network.



The University Rector, Lic. Marcelo Prieto thanked participants for their compromise towards the university.



The participants came from all UTN campuses.

Minds at Work

Last Monday, December 10th and Wednesday January 9th, el Programa de Idiomas para el Trabajo (PIT), together with the Teaching Vice-chancellor organized a conference with MSc. Gerardo Barboza. The objective of this activity was to open a discussion and analyze the current situation and development of communicative skills when learning English. This kind of activities works as inputs to rethink and improve the teaching and learning process at the different areas of the University. Participants thanked the organizers and are looking forward to attending more activities like this.



And the Winner is

Last January 10th, the Academy Awards Nominations were announced. The Oscars are voted on by members of the Academy of Motion Picture Arts and Sciences, a group of some 6,000 working professionals in cinema. Officially named the Academy Award of Merit, the statuette is better known by its nickname, Oscar. While the origins of this name aren't clear, a popular story says that upon seeing the trophy for the first time, Academy librarian (and eventual executive director) Margaret Herrick remarked that it resembled her Uncle Oscar. The Academy didn't adopt the nickname officially until 1939. The statuette stands 13½ inches tall and weighs in at a robust 8½ pounds. Some of the categories and movies nominated for this year's award are:



Best Picture	Best Actor	Best Actress	Director
-Amour		Emmanuelle Riva	Michael Haneke
-Argo			
-Beasts of the Southern Wild		Quvenzhané Wallis	Benh Zeitlin
-Django Unchained			
-Les Miserables	Hugh Jackman		
-Life of Pi			Ang Lee
-Lincoln	Daniel Day-Lewis		Steven Spielberg
-Silver Linings Playbook	Bradley Cooper	Jennifer Lawrence	David O. Russell
-Zero Dark Thirty		Jessica Chastain	
	Joaquin Phoenix	Naomi Watts	
	Denzel Washington		

To see who the winners are, do not miss the ceremony on February 24th.

THE ILE ETHOS

The Art of Graffiti

Written by: Rachel Arandilla and Adapted by Izabella Zepúlveda (ILE Professor)

The Art of Graffiti is an underground street culture for all that has long been seen as provocative and uncompromising. It is known to have close connections to gang culture and was originally created to vandalize objects and places in order to mark their territory. Today, graffiti art is a respected and new art form, a rich medium with no restriction and lots of freedom to work with.



Graffiti is a subjective art form that some see as a new and rising art form, and others as just vandalism. In most countries, it is regarded as illegal; thus graffiti art is usually also referred to as 'underground art'. Artists are forced to create their works in the dark and usually hiding from the cops, officials and the common city dwellers.

Graffiti artists keep their identities anonymous, to stay 'hidden' and unattached from their works, while they marvel with their graffiti art standing from a distance. While they do 'sign' their names on their pieces, they hide it in plain view including it in their spray paint masterpieces and so they protect their identities in this outsider art form.

The Origin and History of Graffiti

The word "graffiti" comes from the Italian word 'graffio', which means 'scratch', and it has been around since the dawn of human civilization, when the prehistoric human made colored powder and created images. Ancient cavemen scrawled and painted images on the cave walls. Romans wrote on the walls of the buildings of their conquered cities. Ancient cities like Pompeii have revealed graffiti, election slogans, and even obscene drawings. Graffiti was a popular propaganda medium during World War II, both for the Nazis and Anti-Nazi groups.

The modern art of Graffiti comes from low origins. Actually, World War II is very likely the starting point of graffiti art. "Kilroy was here" was a very popular American expression, along with a drawing of Kilroy peeking over a wall. 'What, No?....' was another popular graffiti subject during the 40's that referred to the lack of commodities during the war.

Back then, graffiti started as just tagging or vandalism, writing down names in public signs to mark territory. The century saw its move from the rural areas to the big, urban cities, and so gangs thrived. Gangs started marking public property with their gang names, tags and titles.

Not so long after, the art form improved, and graffiti was not only restricted to gangs. It was the way in which young artists expressed themselves without restriction.



Today Graffiti is present in Art Exhibits

These days, the art world and the general public are more open to graffiti art. The public is more tolerant and appreciates more this underground art. In Los Angeles for example: The Museum of Contemporary Art (MOCA) organized an exhibit that celebrated urban graffiti on walls, subways and buses; and it proved to be a highly successful show.

Graffiti art is widely recognized around the world, and there have been shows and galleries all around dedicated to the celebration of graffiti art. Another prestigious exhibition is 'Born in the Streets', at the Foundation Center in Paris, France.

No matter if you like graffiti art or not, it is here to stay. Maybe in later years, the rise of this new art form will bring new laws to legalize it. Some people may be for it, while some adamantly against it. Whatever happens, we know that graffiti is here to stay; for the boundaries of art are constantly changing. We can only wonder where graffiti's place will be in the following 10 years.

Graffiti pictures in this article may seem familiar. They decorate the south and west walls of the main building of the Legislative Assembly. These pieces were made by 12 artists -11 Costa Ricans and a German- as part of the project *De tu Barrio, a mi Barrio*, which consists of a tour of artistic interventions in the urban space of the seven countries of Central America and the Caribbean. The initiative was promoted by the Goethe Institute of Germany, and in Costa Rica was supported by the municipality of San José and the Legislative Assembly, as part of the activities of the cultural festival *Transitarte* 2012.

Why is authenticity in listening texts crucial for EFL learners?

by Veronica Oguilve (ILE professor)



Because of the requirements of a globalized world, students must be competent in reading, writing, listening, and speaking at the same proficiency level. Therefore, they have to make sure that there is no gap between skills because this could affect their performance in academic, work-related or social situations.

The famous linguists Gilman and Moody pointed that adults spend 40%-50% of communication time in listening and Celce-Murcia and Olshtain also said, we listen two times as much language as we speak; four times as much language as we read; five times as much language as we write. (as cited in JIA, & FU, 2011, p. 315).

Therefore, it is clear that students must train themselves into this skill in order to call themselves proficient English speakers.

Unfortunately, it is common to hear students that can rank their proficiency level according to each skill, and interestingly, listening is said to be one of the most difficult skills to develop. So, why does this happen? It is simple, in the worse case-scenario, students do not get much listening input or they are used to listening texts that are carefully scripted for teaching purposes.

Also, if we were to compare listening to other skills, we would notice specific characteristics that explain why students require more training and practice digesting authentic input. Different from reading, which is considered the other receptive skill, students may not have the same amount of time for preparation when listening as they have for reading. When people read, they have time to analyze textual clues such as pictures and headlines in order to predict what the text will be about. In addition, readers can skim the text to get the gist or go back and analyze information that was not fully understood. When students do not understand something from an authentic reading passage they can stop, read the text again, and even use dictionaries, books or the internet as tools.

On the other hand, when people listen to a text, they can sometimes rely on the context and decode the message fast, but other times the context is missing or independent from the message, which increases the time of uncertainty in processing the message. Listeners just have a few seconds to recognize aural clues that will help them tune in with the topic discussed, activate schemata and understand what is being said. When participating in a conversation, other listening difficulties arise. Students cope with authentic language traits such as layers of sound due to interruptions, overlapping, accents and intonation (Ghaderpanahi, 2012a). Linguists also highlight the existence of social, ethnic, and geographical dialects, as well as idiolects, which make any language complex for listening. To sum up, the conjunction of all these factors makes listening to authentic texts crucial for the preparation of students for real listening tasks.

Now, you may be wondering who should provide this authentic listening input. Well, in order to answer this, let's do the following exercise:

Circle the correct answer.

T: Teacher	S: Student
------------	------------

- | | | |
|--|---|---|
| a) Who knows more about the proficiency level of the students and the type of listening texts they can handle? | T | S |
| b) Who knows the specific listening needs of each student? | T | S |
| c) Who knows the type of listening texts that are more appealing to a specific individual? | T | S |
| d) Who can manage his/her time to find authentic listening opportunities? | T | S |
| e) Who has access to technological devices such as smart phones, television and computers for authentic listening? | T | S |
| f) Who can invest more time and effort in listening to authentic texts | T | S |

References

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- Ghaderpanahi, L. (2012b) Using Authentic Aural Materials to Develop Positive Attitudes towards Learning English in t

A Gratifying Experience

by Rob and Denise Key

When we initially decided to move to Costa Rica, we knew it would be important to take part in activities that not only kept us busy, but also gave back to our new home country. We had some experience doing volunteer work on a small scale back in the states, so we decided to expand upon that while we were living in Atenas.

One of the first opportunities to present itself was discovered in an advertisement that had been placed here in *Atenas Today*. A local University, Universidad Técnica Nacional (UTN), was looking for native English speakers to be conversational partners with a group of students enrolled in their *English as a Second Language Program*. Figuring that we were indeed qualified to speak English, we sent an e-mail to UTN and asked for more information. We learned that the conversational groups were to meet at the UTN campus in Alajuela. Initially, we were reluctant to participate due to the approximately forty minute commute we would have in order to reach the campus. However, we decided to attend the introductory meeting that was being held a few days later in Atenas and learn more about the program. At this meeting, which was led by the chair of the English Language Department and one of the professors, we decided that this was an opportunity we couldn't pass up. We would be helping students eager to learn English with the added benefit of meeting some local people and breaking out of our 'gringo' rut. We soon realized that driving to and from the sessions was not necessary because of the easy and inexpensive bus system between the two towns (if you haven't ventured into the bus system, yet just know that it is not a bad experience at all!).

We were somewhat concerned about having enough in common with a group of college aged students to find mutually interesting discussion topics. After all, what would young, college-aged adults find interesting about a couple of 'old gringos'? We soon realized that this fear was unfounded; however, we discovered that the students had a wide range of ages, had greatly varied backgrounds, were very interested to learn about us and the United States, and were more than eager to



engage in friendly discussions about a broad range of topics.

One topic that was visited several times during our discussion sessions was that of the cultural differences between Costa Ricans and Americans. It was often interesting and humorous to discover that some of the things that we take for social 'norms' in the US are totally foreign to Costa Ricans and vice versa. Current events, recent holidays, and other topics naturally sprang up in the course of the evening, so there was never a lull in the conversation. Notwithstanding the relative ease of the conversation, the UTN team was nonetheless prepared with a binder full of topics should we have needed a little help.

Soon after we started working with the students, they discovered that we were studying Spanish. Some of the students and professors selflessly decided to spend some time with us after our English conversation sessions in order to help us with our speaking and understanding of Spanish. We were quick to discover that having actual conversations in a language you are attempting to learn is invaluable! But then again, wasn't this the whole idea behind the English speaking volunteer opportunity being offered by UTN?



As it is often the case with volunteering, we ended our time at UTN feeling that we received far more from the experience than we gave. We met many new, wonderful, and interesting people and are now proud to consider the professors and students of UTN our friends!

Identity Theory

By Aarón Torres (ILE Professor)



Language is a system involving various levels of meaning. Teachers have to realize that meaning is filtered through the users of the language; in this case, the learners of the target language. Therefore, when there is some discrepancy in their inter-language system or meaning links are missing, language does not function well and learning suffers. Language is defined by Hayes et al (1995) as "a system of rules which relate sound sequence to meaning". After having defined the term language, teachers of the target language should go beyond methods and focus on exploring the nature of some effective classroom teaching and learning strategies. In regards to teaching methods or modes of presentation,

problem solving can be more effective if it first gives due attention to students' learning problems and needs. All that followed by matters of efficiency of methodology. Learning English has become quite a necessity for some individuals in different fields whether at work or at school. Due to this search from students and/or costumers to find the most adequate place to study, several institutions and schools offer what they consider the ultimate method and approach for learners to be taught about the new language as a final product. English as a language cannot be isolated from its socio-cultural implications, but it seems basic to consider the students' identity and background when learning English as a foreign language.

Teachers and pupils' identities have become part of the several aspects that must be considered in language teaching and methodology. Learners' identity is defined by Norton (1996) as "How people understand their relationships to the world, how that relationship is constructed across time and space" (410). The learners' identities are one of the most crucial aspects to consider when teaching a second language. Nevertheless, it is imperative to emphasize the differences between and among learners rather to similarities that lead to a further misconception referring to a wrong assumption or understanding. In addition, future learners have to be aware of personal identities which can be somewhat altered when studying a new language. They are going to be interacting with people from different education, credentials, and languages – at least different from their mother's tongue. Unless a student is in a place where the new language is only spoken, he/she can have direct access to identity issues and cultural matters of the language that is being taught. As a result, a language may differ from any other in an infinite number of ways.

This theory can provide both the input and the output processing language acquisition. Learning can be fine-tuned for particular pedagogical purposes. Duff & Uchida (1995) defined culture as "not just a body of knowledge, it comprises implicit assumptions, dynamic processes, and negotiated relationships" (415). Teaching English as a foreign language should take into account cultural aspects of the language itself, as well as the environment in which the students project their identities and educational skills. Besides, cultural acquisition depends on what is being shared. Richards & Rodgers (2001) said, "The central meaning [is] in language use" (226). Language is understood with the words in context to the exposure of the new language to develop it. Nonetheless, conversation is not the central focus of

language and the keystone of foreign language attainment. In regards to class planning and performance, it is shown in the way particular teachers "plan the class, ask questions, the stories they tell, and the exercises they set. (Norton, 1995, 425). Identity and cultural aspects are together and active not only in the context or place a learner performs, but also on the role the learner and tutor play. A good learner can become a user of the language that is studying. Somewhere in the process of learning a language there must be a transition from getting a skill to using a skill, of from linguistic competence to communicative competence.

It is equally false to believe that sounds of a particular language are easy or difficult to the native speaker. The degree of difficulty may depend on the language background with which students start the learning experience. Learning the sounds of a language is in part a process of eliminating sounds that do not belong to the students' first language. Descartes, a philosopher of the 17th century, exposed that languages are more alike than they are different. Cummings (1996) stated, "Power is created with other rather than being exposed on or exercised with others" (15). Relations of power can help pupils build the identity or identities that they might need when performing in class or in real life. A student's ego can be increased by assuming the role of a member of the target language. Additionally, motivation, which is not a fixed trait, has its reference into the relations of power that create learners the opportunity to speak and identify themselves with the new language and its cultural repercussions.

Teaching a language turned out to be a matter of making students able to construct several ideas and put them together. Teachers should consider cultural and identity issues to obtain more satisfying results in language instruction. Learners must be aware of the essential need of feeling and somehow identify themselves with the second language

being taught. Consequently, educational institutions, schools, and teachers have to play an essential role in this new challenge of teaching and learning a foreign language. It is vital for teachers to be conscious about the way students interpret what they receive from them. The significance of considering language

teaching, identity, and various aspects of culture emphasizes unduly neglected perspectives of instruction, attention which can help remove obstacles for learners. It is a call to rethink the notion that gaps in language learning can be filled only by positive instruction.



Reader's wishes for 2013

The New Year seems to bring the people-lover in us, so I thought to begin this year's column with some wishes for you:

1. May you find comfort for life's difficulties inside the pages of an old book.
2. May you wisely invest some of your extra money on a beautiful book.
3. May you be blessed with new vocabulary to replace "good" and "bad".
4. May you meet a fellow book love to share insightful conversations.
5. May you plant a tree or two.

January is for beginnings, or so we like to think. We know usually some of our hard-thought goals for the New Year banish with the arrival of February. But let's give it a try anyway. Here are some possible goals to work on this 2013:

1. Find an interesting website with literary news and read it once a week.
2. Read at least three full books (Ok, I will grant you Pablo Coelho, but just for one of the books.)
3. Use the word *serendipity* in a sentence. Once.

Welcome back to school!



“An Unhappy Journey” Part 3

By: Carlos Daniel González Alvarado (ILE student)

III. A NIGHTMARE BECOMES REAL

After three weeks, James and Jane arrived to “The house of Shadows”, the forest which no one was able to cross. James was really concerned about the forest, but he tried to play it cool.

The forest was very dark and quiet; every step was heard in every tree. Wherever they walked, an army of insects stir them up. James and Jane were walking in circles during three hours. Everything seemed lost when somebody’s shadow started getting close to them. James took a knife and gave another one to Jane.

-Are you going to kill your own flesh and blood? – A weak voice uttered.

James was shocked.

-Who are you? – Jane yelled.

-I’m a lost old man – The shadow replied.

-Father? – James interfered.

-James, my son. Please, give me a hand.

James couldn’t believe his eyes. His father was there looking at him.

-Hurry up! James! - Jane warned with strong voice.

Immediately, James went up to his father and hugged him.

-Dad. What happened to you? James asked with watery eyes.

-I was cheated by my own boss, but before I tell you all about, there is something you should know. You have a brother you don’t know. He is 25, and he has a very rare disease. My company suggested me to come to this place because they told me that in this cave there was a plant that would cure your brother’s disease, but when I reached the cave, I did not find anything.

A brightly light dazzled and James woke up. The first day after his father’s funeral had elapsed.

The End

God

By: Carlos Daniel Gonzalez Alvarado (ILE student)

God, could someone understand you?
 There are so many aspects about you that
 I can't understand. Don't you think it
 would be easier to show yourself and fix
 this world filled with pain and cruelty? If
 you did it, everybody would believe in
 You. Nobody would hate you nor offend
 you. You'd be what the whole World
 needs right now!
 God, I still can't understand you!
 But, I realized that it is not about
 understanding you. It is about trusting
 you. This world full of pain and cruelty is
 not your fault; it's ours. Now, I know why
 you don't show yourself and fix everything.
 If you did it, it would be easier and faith
 would be nonsense. Everything talks about
 you, and now I understand that I shouldn't
 see you not with my eyes, but with my
 heart.

The Night before Bye

By Eric Herrera (ILE Professor)

In the middle of the night, working in my
 sleep,
 I had a sight which possessed my dream.
 A beautiful girl playing with a toy,
 Meanwhile I listened to the music of the
 Beach Boys.
 The toy was red as a delicious red apple,
 And I was looking at her hidden before a
 strong maple.
 Suddenly, she threw it away and got a
 new one from her coat,
 And I felt a punch on my head as a big
 wet drop.
 When I woke up, some tears were going
 out my eyes.
 And there was a note next to my pillow
 that said:
 "Honey, good bye".

LANGUAGE BITS

Here there are some examples of how to say things in different situations.

SITUATION	FORMAL	RELAXED	INFORMAL
You are talking to a friend. You are about to say something important and you advise your friend to write it down.	Please take down what I'm saying.	I'd take a note of this.	Jot this down.
A friend leaves the room and does not close the door. You are angry about this.	Please remember to close the door next time.	Pull the door to next time.	Where you born in a barn, or what?
Money has been disappearing from the office. You want the person responsible to admit his/her guilt.	I would like the culprit to openly declare his/her guilt.	I'd like the person responsible to own up.	Just come clean.

What is a Dysphemism?

A dysphemism is an expression with connotations that are offensive either about the denotatum (the object referred to by the linguistic expression) or to the audience, or both, and it is substituted for a neutral or euphemistic expression for just that reason. Like euphemism, dysphemism is sometimes motivated by feelings such as fear and distaste. However, it may also be motivated by hatred and contempt. Some examples of dysphemisms are:

- *Snail mail* for postal mail
- *Cancer stick* in reference to a cigarette
- *Egghead* for genius
- *kill* to describe a defeat.
- *Fag* for homosexual man
- On the rag or Riding the crimson wave for menstruation

(Information taken from: http://www.myenglishpages.com/site_php_files/writing-dysphemism.php)

HUMOR

__ FUNNY ULTIMATE TRUTHS:

1. Whenever I find the key to success, someone changes the lock.
2. The road to success is always under construction.
3. All the desirable things in life are either illegal, expensive or married.
4. Once you have bought something, you will find the same item being sold somewhere else at a cheaper rate

Enjoy life!



In January, my wallet is like an onion; whenever I open it. It makes me cry.



DEFINITION OF LAZINESS:

talent of taking rest before you get tired because prevention is better than cure.

Life before computers

- Window was a square hole in a room
 - Application was something written in paper
 - Mouse was an animal
 - Keyboard was a piano
 - File was an important office material
 - Hard drive was an uncomfortable road trip
 - Cut was done with knife and paste with glue.
 - Web was a spider's home....
- But now.....



An applicant to his new Boss.

"Sir, I always give 100% at work!"
 Boss: "Oh, and how do you manage it ?"
 Applicant replies: "Sir, 12% Monday, 23% Tuesday, 40% Wednesday, 20% Thursday, 5% Friday!"

1 day I read Smoking is Bad,
 I Stop Smoking!

1 day I read Drinking is Bad,
 I Stop Drinking!

1 day I read Kissing is Bad,
 I Stopped Reading.



ENTERTAINMENT

Santa Cruz Typical Festival

National typical feasts of Santa Cruz, Guanacaste, Costa Rica, were declared with this title in the year 1974, the festival began on January 14th. It doesn't matter if it's Monday, Tuesday or Friday; these famous parties given home that day with the arrival of its Patron Saint, Santo Cristo de Esquipulas; an impressive procession welcomes the *Patrón* of black complexion, while the *santacruceños* shout to the world to venerate their Patron Saint, and the *santacruceños*, who don't live in Santa Cruz any longer, always attend the appointment.



In Santa Cruz people live proud of their parties, they are centuries-old, and they are witness of thousands of fascinating stories between bull and leg, *sabanero* and *vaquetero*, between *marimbas* and *sones*, between songs born in this wonderful land, between poems often born of misfortune,



The festivals of January as we call them in Santa Cruz have woven their history, and have gained a privileged place in Latin America. If there is something the *santacruceños* wait for, it is the celebrations of January, and when the *bombetas* (fireworks) shake the joints to the firmament, on January 14th at noon, people's bodies feel a strange euphoria of an ancestral heritage to the son of the *marimba*. When the *parrandera* announces that the festivities have already begun, we realize that Santa Cruz is in one place, full of joy and happiness again.

The most important meaning of the holidays for Santa Cruz people is to rescue some of the customs and traditions that have been forgotten over time.



(Information and pictures taken from: <http://fiestasticasnacionales.com/montadera.html>)

TECHNOLOGY

Audacity



Audacity es una aplicación informática multiplataforma libre, que se puede usar para grabación y edición de audio, fácil de usar. Es el editor de audio más difundido en los sistemas GNU/Linux. You can use Audacity to:

- Record live audio;
- Cut, Copy and Paste, Delete, Duplicate, and Split audio files;
- Change the speed, pitch or volume of a recording;
- Apply effects to any part of the sound;
- Align audio segments.

The Audacity Wiki provides indepth tutorials on how to do these types of tasks in Audacity. There are unlimited Undo (and Redo), and the only limit to the number of tracks you can edit and mix are the limits of your computer's processor and RAM. The program comes with several installed effects, including one that can help remove static, hiss, hum, or other constant background noises. You can also load and use VST plug-ins with the add-on VST Enabler, which gives you access to the very big world world of free VST plug-ins online (although these will still be applied destructively). To download and get more information about audacity, go to <http://audacity.sourceforge.net/?lang=es>

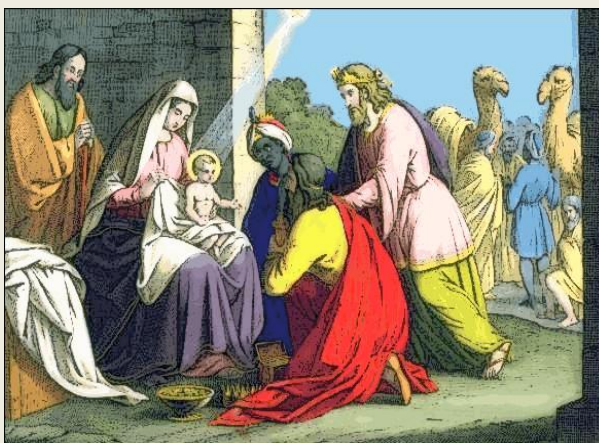
(Information taken from: <http://www.webopedia.com/TERM/A/audacity.html>)

THIS MONTH IN HISTORY

The Magi

By Fernando Aceves

January 6th is Three Kings Day. It is a date celebrated throughout Latin America, Spain, and in Hispanic communities of the United States. This is the Epiphany of the church calendar, the 12th day after Christmas, when the Magi arrived bearing gifts for baby Jesus. Traditionally, children receive gifts on this day, brought by the three kings, Melchor, Gaspar and Baltazar. In Latin America, January 6th, and not necessarily Christmas, is the day that children receive their gifts.



In the days preceding Three Kings Day, children write letters to the Magi requesting a toy or gift that they would like. On the night of January 5th, the figures of the Wise Men are placed in the nativity scene. In Mexico, children would traditionally leave out their shoes with a bit of hay in them to feed the animals of the Magi (they are often shown with a camel.) When the children wake up in the morning, their gifts will have appeared in the place of the hay.

Nowadays, like Santa Clause, the Kings tend to place their gifts under the Christmas tree instead of in a shoe.

The most iconic tradition associated with Three Kings Day is the customary eating of a Rosca de Reyes (King's Ring), a sweet bread shaped like a wreath, with candied fruit on top, and a figurine of a baby Jesus baked inside. The person who finds the figurine is expected to host a party on Día de la Candelaria (Candlemas), celebrated on February 2nd.

Aceves, F., (2013). TRADITIONS: The tradition of Three Kings Day. *tú Decides digital newspaper, vol 7-(1)*. Recuperado de <http://tudecidesmedia.com/traditions-the-tradition-of-three-kings-day-p3002-128.htm>
(Images taken from: <http://www.wpclipart.com/>)

It happened in January

IMPORTANT EVENTS

January 1st, 0414	The last known gladiator competition in Rome takes place.
January 4 th , 1936	Billboard magazine publishes its first music hit parade.
January 6 th , 1535	City of Lima Peru founded by Francisco Pizarro.
January 8th, 1966	Beatles' "Rubber Soul," album goes #1 & stays #1 for 6 weeks.
January 10 th , 2001	Wikipedia starts as part of Nupedia. It becomes a separate site five days later.
January 12 th , 1966	Adam West and Burt Ward star as the Dynamic Duo in Batman, which makes its colorful, action-packed debut on ABC-TV.
January 15 th , 1934	In Bihar-Nepal, India a 8.4 earthquake resulted in 10,700 deaths.
January 17 th 1605	First publication of Don Quixote.
January 20 th , 1892	The first officially recognized basketball game was played at the YMCA gym in Springfield, Mass.

Famous people born in January

PERSON	BIRTHDAY
J.R.R. Tolkien	January 3 rd , 1892
Stephen Hawking	January 8 th , 1942
Elvis Presley	January 8 th , 1945
Al Capone	January 17 th , 1899
Virginia Wolf	January 29 th , 1882
Oprah Winfrey	January 29 th , 1954
Cristina Saralegui	January 29 th , 1948

International Accreditations at UTN

by Marco Araya

Trinity College London offers its second roll of international accreditations this coming December. This entity honored **Universidad Técnica Nacional, Registered Examination Center 46172**, as the only representative institution in Costa Rica to test people who want to acquire a worldwide recognition in his/her English language skills.

Each year, more than half a million applicants in Latin America are accredited by Trinity which is not only the oldest but also educational entity.

Examinations are based on the Common European Framework of Reference for Languages. PIT (Programa Institucional de Idiomas para el Trabajo) office provides all the information you need to register for the next examination process. Representatives will be pleased to guide aspirants through this remarkable experience: registration requisites, pre-tests, tutoring, and assertive advice. **Contact us and become a Trinity certified member. Ph: 2435-5000 ext: 1233**

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