

UTN New Magazine

Yeah, It's New Year Again

Things that Really Matter

ILE Teachers Present at NCTE

COVER PAGE



We welcome 2014 with this beautiful sunset in Golfito. In the same way the boats calmly rest on the ocean, The ILE Post crew wishes you a successful and calm year. No matter what, the next day always brings the opportunity to do and have a better day. Picture taken by Eric Herrera.

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

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

ILE UTN



INSIDE

-Editorial.....2

NEWS

-UTN New Magazine.....3

-ILE Pride.....4

-With an ILE Teacher's Hand.....4

-II Global College-UTN Students

Cross Cultural Encounter.....5

-ILE Teachers Present at NCTE.....6

-Nelson Mandela's Death.....7

-Sherlock Holmes to the Public Domain....8

-Falcao out of World Cup.....8

THE ILE ETHOS

-Things that Really Matter.....9

-The Importance of Teaching Culture
in the Foreign Language Classroom.....10

THE ATTIC OF BERTHA MASON

-Yeah, It's New Year Again.....15

-Daedalus the Wretched..... 16

LANGUAGE BITS.....17

HUMOR.....18

TECHNOLOGY

-LibriVox.....19

THIS MONTH IN HISTORY

-It Happened in January.....20

-Famous People Born this Month.....20

-Epiphany.....21

PROVERB OF THE MONTH.....22

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EDITORIAL

My New Year's resolution: no more resolutions!

by Kevin Keagan



This is the time of the year when many people either make resolutions to change, stop, and/or improve something in their lives, whether it's to finally write that novel or head to the gym. Waiting for these people are the gym membership specials and writing workshops ready to take these resolution holders' money, even though they know that most will fail.

In the past, I've made similar resolutions. The problem with New Year's resolutions is that they are designed to fail: after a couple weeks — or, if you're good, months — it's easy to fall back into bad habits. When a resolution is set, the tendency is to think that if it's not met right away, the resolution was a failure. This repeats the cycle of starting and failing at resolutions when they're not met.

So this year, I'm done with resolutions. I want to see what it's like to live my life without worrying about some ridiculous set of rules or unrealistic achievements. That doesn't mean I won't set goals or try to achieve my best. In fact, setting goals, instead of making resolutions, is a more effective strategy, according to a MarketWatch article by Chuck Jaffe ("Make goals — not resolutions — for 2013"). In the article, Jaffe says that setting goals will allow you to achieve more in smaller increments (toward a larger goal) and helps you avoid the crash-and-burn of resolution failure:

That's why I gave up on resolutions back in the 1980s and instead started setting annual goals. I didn't want a single mistake to sideswipe a long-term pledge, so I started

drawing up a wide-ranging list of personal targets covering everything from the family to the financial. I would write down my goals, put them in a sealed envelope and send them back to me, with the envelope tacked unopened on my office bulletin board as a subtle-but-constant reminder that I had promises to keep.

Like Jaffe, I have a list of long-term goals this year, but I have short-term targets to meet throughout the year. Some of these are professional, some are personal...but all of them help me achieve my best this year.

For example, I want to get in shape. I enjoy running, so for the last few months, instead of focusing on how many miles I've run or my running pace. Now I'm in the habit of running on a schedule, so I can focus on how many miles I run regularly. Then, I can start focusing on other exercise routines. I use apps on my smart phone to track this for me, and I can see improvements as a result. Instead of focusing on the failures, I focus on what is working.

Think about the resolutions you have set this year, and consider turning those into goals. Set up short-term goals (or achievements) that help you build up to achieve the long-term goal. Don't focus on the times you fail — there will be those times. Instead, make sure you keep working towards the larger goal.

(Editorial taken from:
<http://criticalmargins.com/2013/01/01/my-2013-new-years-resolution-no-more-resolutions/>)



UTN New Magazine

by Eric Herrera

Vicerrectoría de Extensión celebrated the launch of **EXPRESUS Magazine**. This new biannual informative magazine has the objective to become an ongoing means of accountability and feedback. This first edition included ten sections that deal with the projects this vice-chancellor department implemented and worked with during 2013. Columnists included business people, UTN academics and students.



In a relaxing environment, External Relations Vice-Chancellor department organized a breakfast activity on December 5th. Besides UTN authorities, there were external guests such as Minister of Science, Technology and Telecommunications Alejandro Cruz Molina, President of India-Costa Rica Association Munish Manchanda, FIDEIMAS Executive Director Margarita Fernández Garita and Deputy Minister of Economy, Trade and Industry Luis Álvarez.



Minister of Science, Technology and Telecommunications
Alejandro Cruz Molina

External Relations Vice-Chancellor Luis Fernando Chaves thanked UTN internal collaborators and external partners for helping the university work in community organizational strategy and project design. He also pointed out the efforts done during 2013 to provide leadership across the University, and externally, in respect of external relations and development issues provided, and to maintain existing and/or establish new collaborations with organizations and departments.



ILE Pride

by Izabella Sepúlveda

Last December 6th, 2013, English for Tourism III's group of four students: Mauricio Aragón, Karlina Bolanos, Carlos González y Xenia Cortés, presented their Final Project at UTN's Auditorium.

The jury of the presentation was ILE's Director, José Soto and the professor of the course, Msc. Izabella Sepúlveda.

The Final Project consisted of putting together a touristic plan that involved the student with a specific Costa Rican indigenous group to create a profitable business for both partners.

The presentation included details of the project like location, budget, a FODA analysis and management styles to be used in the possible venture.

Each of these students made an incredible effort through the quarter and were finally able to pass the course with the maximum grade.



**CONGRATULATIONS TO
ALL OF THEM!**

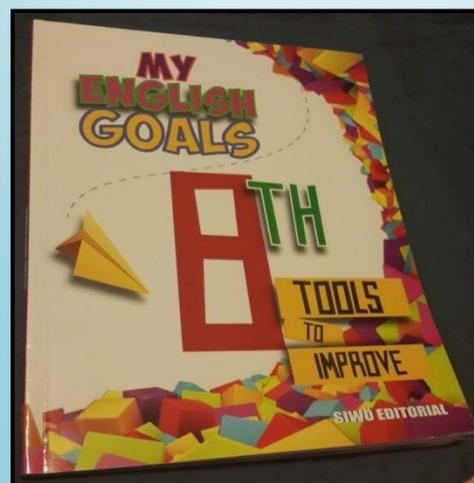
With an ILE Teacher's Hand

by Alonso Salazar

My English Goals: Tools to Improve is a series of books created for public Costa Rican high schools. This book series is published by Siwö Publishing House.

I had the opportunity to participate in the elaboration of the text book intended for eighth graders and to work as part of the group of editors for the other four tomes.

It all started last year in early in June when I came across a web ad in which this company was looking for experienced teachers to create school content based on the MEP English programs. I decided to call, and after a couple of interviews I was notified I had been elected as part of the group of teachers they were looking for. This has been an indescribable experience for me since having the opportunity to write a book does not happen very often.



II Global College-UTN ILE Students Cross Cultural Encounter

by Jose Soto

Last November, ILE students had the chance to experience a cross cultural encounter. It is not very usual that ILE students test their own cross cultural skills with a large group of native speakers of English. The benefits of such encounters are very valuable for anyone learning a new language. Language is culture, and culture is language; and mingling in the culture and speaking its language is far more meaningful than regular classes.



Professors Sandra Argüello and Merlin Perez were in charge of organizing ILE students of Global College in Heredia in a cross cultural encounter. This is the second time it is organized where students learning Spanish share with ILE students in different kinds of activities. The first time took place in 2012, but this time the group was larger and the expectations were bigger than the crowds.

The directors of the institutions, Sarah Moran and Jose Soto, welcomed both groups of students in English and Spanish. They introduced and motivated the students who were thirsty to practice their skills in communicating in their foreign language. Almost three hours of games and talks planned by the groups gave the students one of the most memorable classes during the last quarter of 2013.

The cafeteria of the main administrative building of UTN was the place chosen for this special extra-curricular event. Everybody was punctual for the meeting that started at 6:30 and finished after 9.

The students' comments were positive as this was the most outstanding real life learning experiences. LIU global College Center, located in Heredia, and UTN will continue joining efforts to provide the future learners of English and Spanish gatherings to promote cross cultural understanding, learning and friendship.



ILE Teachers Present at NCTE

by Aaron Torres

Centro Cultural Costarricense Norteamericano held its annual conference for teachers of English. The three-day conference attracts an average of 500 participants per year. Teachers who attend benefit greatly. The latest knowledge, methodologies, and technological advances in the field of English teaching are shared. Many teachers receive grants of attendance. They receive training that is applicable to all school levels. They participate in hands-on teaching workshops, network with colleagues, gain new knowledge imparted by renowned international experts during plenary sessions, and receive materials that are ready to use in the classroom.

The overall theme of the conference this year was the use of technology for teacher education and/or as a tool for use in the classroom. Technology is viewed as one of the vehicles for innovations, in contexts where its use is appropriate and possible.



Central to the theme is the need to encourage teachers to experiment in the classroom and in so doing find new ways to support their students' learning in the classroom.



ILE professors Jose Soto and Eric Herrera participated as presenters in this important activity. They shared and explained to the audience six online resources that teachers can use to get worksheets, audio, videos for their classes as well as a tool for sharing material with the students, and a site for phonetic practice at home. All the websites are intuitive for their use and free of charge, assisting the teachers overcome their initial complaints about the cost and availability of materials.

Once again, UTN and ILE show their willingness to participate in different academic activities as a part of the professional responsibility to share knowledge and ideas and encourage people to work together more effectively.



Nelson Mandela's Death



One of the saddest lately news was Nelson Mandela's death. But who was this noble man?

Nelson Rolihlahla Mandela was born in Transkei, South Africa on July 18, 1918. His father was Hendry Mphakanyiswa of the Tembu Tribe.

Mandela himself was educated at University College of Fort Hare and the University of Witwatersrand where he studied law. He joined the African National Congress in 1944 and was engaged in resistance against the ruling National Party's apartheid policies after 1948. He went on trial for treason in 1956-1961 and was acquitted in 1961. After the banning of the ANC in 1960, Nelson Mandela argued for the setting up of a military wing within the ANC. In June 1961, the ANC

executive considered his proposal on the use of violent tactics and agreed that those members who wished to involve themselves in Mandela's campaign would not be stopped from doing so by the ANC. This led to the formation of Umkhonto we Sizwe. Mandela was arrested in 1962 and sentenced to five years' imprisonment with hard labor. In 1963, when many fellow leaders of the ANC and the Umkhonto we Sizwe were arrested, Mandela was brought to stand trial with them for plotting to overthrow the government by violence. His statement from the dock received considerable international publicity. On June 12, 1964, eight of the accused, including Mandela, were sentenced to life imprisonment. From 1964 to 1982, he was incarcerated at Robben Island Prison, off Cape Town; thereafter, he was at Pollsmoor Prison, nearby on the mainland. During his years in prison, Nelson Mandela's reputation grew steadily. He was widely accepted as the most significant black leader in South Africa and became a potent symbol of resistance as the anti-apartheid movement gathered strength. He consistently refused to compromise his political position to obtain his freedom. Nelson Mandela was released on February 11, 1990. After his release, he plunged himself wholeheartedly into his life's work, striving to attain the goals he and others had set out almost four decades earlier. In 1991, at the first national conference of the ANC held inside South Africa after the organization had been banned in 1960, Mandela was elected President of the ANC while his lifelong friend and colleague, Oliver Tambo, became the organization's National Chairperson.



Sherlock Holmes to the Public Domain

Sherlock Holmes's character and most story elements may be used freely in the US. Many Sherlockians have followed with interest the federal lawsuit brought against the Conan Doyle Estate by the well known Sherlockian, author and attorney, Leslie S. Klinger. Klinger contended that since the 50 Holmes tales published before January 1st, 1923 are no longer covered by copyright law in the United States, the use of the characters and plot elements in those stories are not subject to rights payments. On December 23 an Illinois federal district judge found in favor of Klinger, ruling that all elements in the pre-1923 stories may be used freely without paying licensing fees to the Estate. Klinger did not challenge the protected status of the ten remaining stories, which are still covered by US copyrights that will expire over the next decade. Klinger's suit marks the first time the Estate's position requiring payment for use of the elements in the pre-1923 stories has been challenged. The Estate has not stated whether it will appeal the judgment.

Some other famous legal public domain cartoon characters are: Aladdin, Ali Baba, Alice (From Wonderland), Bugs Bunny, Don Quixote, Dracula, King Kong, Superman, Robin Hood, Hercules, Moby Dick, Thor among others.



(Information taken from: <http://www.redcircledc.org/>
(Image taken from: <http://anako-art.deviantart.com/art/Sherlock-Holmes-22385817>)

Falcao out of World Cup

Colombian star soccer player Radamel Falcao is set to miss Brazil 2014 World Cup after suffering a serious knee injury. During a domestic cup game, Falcao was caught by a heavy tackle from opposition center half Soner Ertek just before half-time, on January 22nd.

He got surgery four days later, but the usual recovery time for this kind of injury is about six months.

Falcao is Colombia's key player, and he has scored 20 goals in 51 international matches for his country, who are in Group C at the World Cup with Ivory Coast, Greece and Japan.



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THE ILE ETHOS

Things that Really Matter

by Andrés Bejarano (ILE Professor)



Last year, a few of my students came up to me to ask me about my life. They needed to gather some information about both my personal and academic life in order to write a biography for an assignment in their creative writing class. Even though I am a pretty talkative guy, for some funny reason, I was kind of shy during the interview. Perhaps what I felt the most reluctant to talk about was my academic achievements because even though I understand they are common things for human beings to pursue, I did not want to sound as if I were showing off. And don't get me wrong. I am still way behind many of my colleagues of really being an intellectual. In fact, I see myself more as a music lover than an intellectual person per se. So when I told my students about my life, I noticed that I ended up talking more about how I became interested in music than anything else.

I love languages and enjoy teaching; however, music has always had an important role in my life. Since the moment my Dad laid a guitar on one of the sofas in our house and literally said: "*Ahí les traje esto para el que la quiera*" hoping that one of his children would pick it up and become a musician. I took it and my Dad told me that Don Fernando Aguilar, one of the best musicians in Costa Rica, who happened to live in my town, could tune it up for me. I went to his house and he got the guitar tuned up. The funny thing was that

a few days later, after seeing the way he played his electronic organ, I fell in love with it. But it wasn't until I learned how to read music, played the cymbals and later on the trumpet in his orchestra that I could convince Don Fernando to teach me how to play the keyboard. I still have many music sheets of the songs that I learned to play with him. Some of those sheets are even hand written which is amazing considering how much hard work is to write music symbols by hand, but Don Fernando was precisely one of the most patient people that I have ever met. In fact, I composed a *Paso Doble* that I dedicated to him and called it "*Paz Ciencia*" in honor of the dedication and affection that he showed for his job and his students and as a way of thanking him for leaving me the gift of music.



I remember that there was this concert during Christmas in which he had me play the cymbals, then the trumpet and also the drums for the famous Christmas carol "The little drummer". But as if that weren't enough, he bought a water whistle and during the rehearsals he asked me if I would be willing to stand next to him and play along "Silent Night" with the water

THE ILE ETHOS

whistle. I did it and it was fun, despite the fact that my shirt got all wet, but hey I did it for the sake of music and for the Christmas spirit.

To make a long story short, I have been playing music for more than 20 years and besides dancing and singing, I have really cool memories of all the places I have played, including restaurants, a couple of hotels, the Santiago Crespo elderly home, and in a few of UTN and Carpediem events.



To me, music along with nature and love are the ways that men and women have to get closer to God and have a better understanding of what this life is all about.

The Importance of Teaching Culture in the Foreign Language Classroom

by Verónica Oguilve (ILE Professor) and Ana L. Escobar (UTN English Professor)



Teaching a second language per se may not be beneficial for students because language does not happen in isolation in the real world. In fact, "language should be considered a mirror of its culture. ...not only is language a product of culture, but culture is a product of language, as well" (Novinger, 2001). Therefore, in foreign language classrooms, these two topics should have the same weight in the curriculum and should be seen as complementary. There are scholars who agree that language is functionless without its cultural background (Byram and Kramsch, 2008, as cited in Kuru 2012). They state that language should be contextualized within the culture to avoid cross-cultural misunderstandings.

The system used traditionally is strictly language-focused because instructors lack knowledge or familiarity with the culture under study. The most common practice of some language teachers is to base their lessons on the published materials provided by the program in which they work. Their lack of expertise or exposure to the target culture may become an obstacle for them to go beyond the cultural capsules in textbooks that only deal with the explicit elements of culture. The tacit aspects of culture should also be addressed in order to expose students to an in-depth analysis of culture. Language makes more sense when students understand the target

THE ILE ETHOS

culture behaviors and beliefs (Pulverness, 2003). In this way, students can approach the new culture critically and rationalize their experiences. The only way in which a student of an EFL class can understand the correct usage of expressions and elements in a language is when it is presented in its cultural context. By learning both culture and language, students can adapt themselves into the foreign culture and become part of the community. EFL students need to understand why target culture speakers express themselves and behave in certain ways to avoid misjudgments.

Models and approaches

Several views have been offered to help teachers understand the different ways in which culture can be analyzed and taught. According to Kramsch (1993), two main perspectives have influenced the teaching of culture in the language classrooms. One relates to the transmission of factual, cultural information, which involves knowing about a country's literature and art, customs, habits, folklore, and everyday life. The other perspective conveys an interpretive framework of culture and establishes points of reference or departure between one's own and the target culture. In this last perspective, there is a view of fostering cultural awareness and communicating insight into the target culture.

Seeley developed a model with seven goals of cultural understanding. According to Seeley (1984), cultural instruction must have a clear purpose. Therefore, he proposes the seven goals that should relate to culture teaching in some way. These goals were developed

to enable teachers to focus on the reason for using culture in the language classrooms or to explicitly teach it in an intercultural course.

These goals include:

1. The sense or functionality of culturally conditioned behavior.
2. Interaction of language and social variables.
3. Conventional behavior in common situations.
4. Cultural connotations of words and phrases.
5. Evaluating statements about a society.
6. Researching another culture.
7. Attitudes toward other cultures.

Seeley (1984) also suggests activities to generate cultural awareness among students. These activities should also relate to the goals described in order to help teachers plan tasks with a clear cultural purpose (Seeley, 1984). According to Seeley, the next step for cultural instruction is to identify a limited number of competencies to be used as end-of-course indicators of student achievement and performance.

Peterson and Coltrane (2003) discuss teaching culture without preconceptions. They suggest that cultural information should be presented without judging the distinctions between the students' native culture and the target culture. In addition, they recommend that teachers allow students to observe and explore cultural interactions from their own perspectives to enable them to find their own voices in the second language speech community (p.1). As a result,

THE ILE ETHOS

Peterson and Coltrane (2003) propose strategies for teaching language and culture. Among these strategies, the use of authentic materials is mentioned. These may include the use of proverbs, role-plays, films, literature, realia, ethnographic studies, and the interaction between L1 and L2 students as expert sources of culture knowledge. They conclude that culture should play a key role in language classrooms because it is the main source of information and practice for language learning. They invite second language teachers to pay attention to key cultural items in every aspect of the language that they teach. Moran (2001) suggests the use of the experiential culture learning cycle as a framework for teaching culture. This model involves the knowing about, knowing how, knowing why, and knowing one-self's perspectives of culture teaching and learning (p137). He points out the importance of the experiential cycle for teaching culture because this cycle helps shape language and culture content, activities, and outcomes. The cultural content to be studied comes from an analysis of products, practices, and perspectives of the culture, which take place in certain communities and are manifested in persons of that culture. He adds that activities should promote analysis, active participation, and reflection of the cultural content. In addition, teachers should be creative when presenting or eliciting cultural information, modeling cultural behaviors, and guiding and promoting cultural research and analysis. They need to identify culture learning outcomes, which

may vary depending on the instructional context, the curriculum, the learners, and teachers.

According to Moran, every person goes through the culture learning process in a unique way. Therefore, teachers should become learners of culture themselves and go through the cultural experience to plan meaningful culture lessons. He highlights that teachers need to be able to listen, empathize, and share their own experiences with students and assist students to express and respond to their cultural learning experiences.

Application of the experiential culture cycle and the cultural knowing

EFL Teachers may ask themselves how to teach culture in a way that helps students learn about the two dimensions of cultural perspectives: explicit and tacit perspectives. In order to be culturally competent, students will have to gain knowledge of not only what is visible, but also what is not easily noticeable. The five cultural dimensions are a starting point to teach culture. Moran states that culture can be divided into products, practices, perspectives persons and communities (2001, p.28).

Products refer to tangible artifacts such as clothes and tools, or intangible such as religion and music. Practices can be verbal, or nonverbal, such as chronemics, proxemics, the notion of appropriateness (e.g. taboos) and the context of communication in social situations. Perspectives refer to perceptions, beliefs, values, and attitudes. Finally, persons and communities involve the members of a culture and their social groups respectively (Moran, as cited in Namkil,

THE ILE ETHOS

n.d., p. 2). These dimensions are important in the classroom because they allow teachers to see culture from every angle.

To include culture learning in the classroom, there are many models for students who are immersed in the target culture and have direct experiences and interactions with its members. Unfortunately, these models may be helpful for students who are studying a second language, but not for students who are learning a foreign language.

Therefore, Moran proposes a model for culture learning in the classroom which suits any type of international student. This model also allows students to actively participate in the process of learning culture explicitly and in a conscious manner even if they are not immersed in the target culture. The model combines the cultural knowing and the stages of the experiential learning (Moran, 2001, p. 124).

The cultural knowing framework states what students need to do in order to acquire cultural knowledge. The interactions mentioned are: knowing about, knowing how, knowing why and knowing oneself.

Table 1: Cultural Knowing: Content Activities, Outcomes

	Content	Activities	Outcomes
Knowing About	cultural information	gathering information	cultural knowledge
Knowing How	cultural practices	developing skills	cultural behaviors
Knowing Why	cultural perspectives	discovering explanation	cultural understanding
Knowing Oneself	Self	reflection	self-awareness

Note. Adapted from Teaching culture: Perspectives in practice, p. 18, by Moran, Patrick R., 2001, Boston, MA: Heinle Cengage Learning

The ultimate purpose of this framework is to allow students to go beyond learning just facts about the target culture; each activity has a pedagogical purpose to promote culture learning. The experiential learning cycle also complements the cultural knowings framework. It is based on Kolb's model of experiential learning and Moran's theory of cultural knowings.

In Kolb's model, learners go through a process of participating intellectually, physically, emotionally and spiritually in the experience. Then, they reflect on what happened. After that, they develop explanations and theories, and finally, they prepare to reenter the experience but with strategies (Moran, 2001, p. 18). Specifically, the experiential learning

THE ILE ETHOS

cycle has four stages: participation, description, interpretation, and response.

The following are questions that should be answered at each stage:

Table 2: Focus Question for the Cultural Experience

	Content	Sample questions
Knowing About	description	What happened? What did you see or hear? What are the details? What is the description? What is the interpretation?
Knowing How	participation	What do you say? What do you do? How do you say it? How do you do it? What is appropriate?
Knowing Why	interpretation	What does it mean? How do you explain it? How do you justify your explanations? How does it compare with your culture?
Knowing Oneself	Response	What do you think? How do you feel? How does this affect you? What do you do next? What have you learned?

Note. Adapted from Teaching culture: Perspectives in practice, p. 141, by Moran, Patrick R., 2001, Boston, MA: Heinle Cengage Learning

By answering the questions, students go through a cognitive process that takes them from being passive to active participants of the cultural experience. After a process like this, students will be able to analyze cultural input more easily and use their knowledge and experiences for cross-cultural communication.



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THE ATTIC OF BERTHA MASON

Yeah, it's the New Year again!



We like beginnings. We make big plans for the year and promise ourselves we will be better. Then comes routine and crushes our plans. As Mark Twain said:

"Now is the accepted time to make your regular annual good resolutions. Next week you can begin paving hell with them as usual."

Oscar Wilde, with his usual cleverness put it this way:

"Good resolutions are simply checks that men draw on a bank where they have no account."

Anyway. Plans for the New Year are a challenge. I dare you have Reading and Writing Resolutions for 2014. Begin simple. If you are not already a reader, try

to read one page of a book every day. There are no excuses now for not finding books. You can get free books from sites like the Gutenberg Project online. If you prefer to avoid daily commitments, then plan to read 5 pages on the weekend. The idea is to create the habit of reading.

As for writing, a cool idea is to buy a notebook to record your thoughts during the day. Bring it with you at all times.

Write while you wait in line at the bank. Use any free minutes you have to jot down what goes through your mind.

Describe what you see and hear and smell. The possibilities are endless.

Here's a picture of my new writing journal, a beautiful gift for my birthday.



THE ATTIC OF BERTHA MASON

Daedalus the Wretched

by *Fernando Céspedes*

I built the castle for the long horned monster of Crete
 And for knowing the secrets of such feat
 I was trapped and condemned to a life of isolation; forever detesting Crete's king and its nation.
 Minos, the bastard who betrayed my intelligence, will soon feel smites of my irreverence.

Gods, I pray my strength will not falter.
 I beg your blessing for what may come after.
 This act of cruelty will not be forgotten.
 The dagger will pierce the heart now rotten.

Icarus, my son, heed my instruction:
 Flying too close to the sea will cause your destruction.
 Soaring too close to the sun you must restrain,
 for the Mighty Helios may drown you in pain.

Proud and mighty we soared the sky,
 Foolishly, my son ascended too high.
 Relentless his wings fell apart;
 Bitter astonishment grasped my heart.

The feathers scattered on the ocean
 Formed the tomb for the fool with devotion
 Prayers betrayed! Hopes decayed!
 The gods did not partake in my rise,
 My son rapidly descended to his demise.

I mourn and regret his death.
 In vain, he will not have given his last breath.
 It is sad the destiny of the weights.
 But darkness will be covered with light.

Vengeance will blast the betrayer's putrid core,
 For my son revenge bitterly swore.
 Gods don't forsake me this time,
 for the king of Crete must die!

This background image is in the public domain in the United States, and those countries with a copyright term of life of the author plus 100 years or less. http://commons.wikimedia.org/wiki/File:Anthony_van_Dyck_-_Daedalus_and_Icarus_-_Google_Art_Project.jpg

LANGUAGE BITS

SITUATION	FORMAL	RELAXED	INFORMAL
You were at a party and you didn't know it was so late.	I was quite unaware of how time had progressed.	I didn't realize what time it was.	I completely lost track of time.
A man often makes sexist comments. You tell a friend.	He is disrespectful and insulting towards women.	He's sexist.	He's an MCP (a male chauvinist pig).
You think a film was really, really impressive. You tell a friend.	It really impressed me.	It was incredible.	It was out of this world.

(Information taken from Hot English Online Magazine #66, p.10)

Text Messaging Abbreviations

Text messaging, or texting, is the act of typing and sending a brief, electronic message between two or more mobile phones or fixed or portable devices over a phone network. With millions of people texting regularly, it's no wonder you've seen this cryptic looking code. Commonly used wherever people get online, these abbreviations are used by people to communicate with each other:

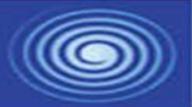
A3	Anytime, Anywhere, Anyplace	TIME	Tears in my eyes
AML	All My Love	KISS	Keep It Simple, Stupid
Bcoz	Because	ATM	At The Moment
B4	Before	YOYO	You're On Your Own
BRB	Be Right Back	ASAP	As Soon As Possible
CU	See you	OMG	Oh My God
DIKU	Do I Know You	LOL	Laughing Out Loud
@	At	F2F	Face to Face
FAQ	Frequently Asked Questions	G9	Genius
H8	Hate	L8	Late

These abbreviations together with the famous emoticons: ☺, ☹, :-D, ;D, :-P, :-O have changed the way people communicate through text messages.

(Information taken from: http://en.wikipedia.org/wiki/SMS_language)



HUMOR



Two women that are dog owners are arguing about which dog is smarter....

First Woman: "My dog is so smart, every morning he waits for the paper boy to come around and then he takes the newspaper and brings it to me."

Second Woman: "I know..."

First Woman: "How?"

Second Woman: "My dog told me."



One day a man went to an auction. While there, he bid on a parrot. He really wanted this bird, so he got caught up in the bidding. He kept on bidding, but kept getting outbid, so he bid higher and higher and higher. Finally, after he bid way more than he intended, he won the bid - the parrot was his at last!

As he was paying for the parrot, he said to the auctioneer, "I sure hope this parrot can talk. I would hate to have paid this much for it, only to find out that he can't talk!"

"Don't worry," said the auctioneer, "He can talk. Who do you think kept bidding against you?"



Little Nancy was in the garden filling in a hole when her neighbor peered over the fence. Interested in what the cheeky-faced youngster was up to, he politely asked, "What are you doing there, Nancy?"

"My goldfish died," replied Nancy tearfully without looking up, "and I've just buried him."

The neighbor was very concerned. "That's an awfully big hole for a goldfish, isn't it?"

Nancy patted down the last heap of dirt then replied, "That's because he's inside your horrible cat."



Cats & Dogs- A difference

A dog thinks, "Hey, these people I live with feed me, love me, provide me with a nice warm, dry house, pet me, and take good care of me. They must be Gods!"

A cat thinks, "Hey, these people I live with feed me, love me, provide me with a nice warm, dry house, pet me, and take good care of me. I must be a God!"



TECHNOLOGY

LibriVox

LibriVox is an online digital library of free public domain audio books, read by volunteers. The LibriVox objective is "to make all books in the public domain available, for free, in audio format on the internet".

By the end of 2012, LibriVox had a catalogue of over 6,244 unabridged books and shorter works available to download and produced on average

89 audio books per month. Around ninety percent of the collection is in English, although LibriVox recordings are available in 33 languages altogether. LibriVox only records material that is in the Public Domain in the United States and all LibriVox books are released with a Public Domain dedication. The LibriVox catalogue is varied. It contains much popular classic fiction, but also includes less predictable texts. The collection also features poetry, plays, religious texts (for example, English versions of the Koran and books from various translations of the Bible) and non-fiction of various kinds.

LibriVox has garnered significant interest, in particular from those interested in the promotion of volunteer-led content and alternative approaches to copyright ownership on the Internet.

It has received support from the Internet Archive and Project Gutenberg. Mike Linksvayer, Vice-President of Creative Commons, has described it as "perhaps the most interesting collaborative culture project this side of Wikipedia".

The project has also been featured in press around the world, and has been recommended by the BBC's Click, MSNBC's The Today Show, Wired, the US PC Magazine and the UK Metro and Sunday Times newspapers.

If you want to get this wonderful material and know more about this website, visit <https://librivox.org/>.



THIS MONTH IN HISTORY

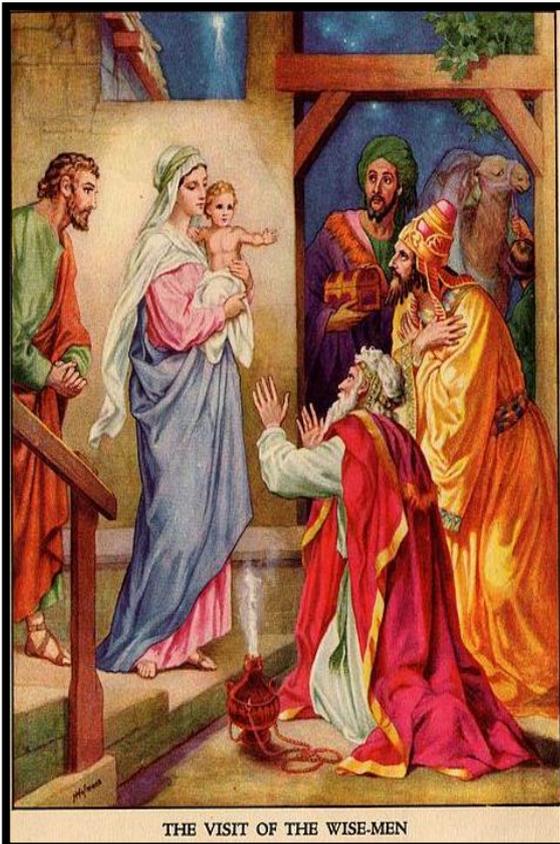
IT HAPPENED IN JANUARY

January 3 rd , 1496	Leonardo da Vinci unsuccessfully tests a flying machine.
January 5 th , 1822	Central America proclaims annexation to Mexican Empire.
January 7 th , 1789	George Washington is voted in as U.S. president in the first nationwide election.
January 9 th , 1912	US marines invaded Honduras.
January 11 th , 1672	Isaac Newton is elected a member of Royal Society.
January 13 th , 1610	Galileo Galilei discovers Callisto, 4th moon of Jupiter.
January 16 th , 1547	Ivan the Terrible becomes Tsar of Russia.
January 19 th , 1903	New bicycle race: Tour de France is announced.
January 25 th , 1802	Napoleon is elected President of the Italian (Cisalpine) Republic.
January 27 th , 1593	Vatican opens 7 year trial against scholar Giordano Bruno.

FAMOUS PEOPLE BORN THIS MONTH

PERSON	JOB	BIRTHDAY
	Writer	January 2 nd , 1920
	Actor	January 3 rd , 1956
	Actor	January 7 th , 1964
	Musician	January 10 th , 1945
	Boxer	January 17 th , 1942
	Soccer Player	January 23 rd , 1984
	Musician	January 31 st , 1981

THIS MONTH IN HISTORY



THE VISIT OF THE WISE-MEN

Epiphany

Epiphany, also known as "Three Kings Day" and "Twelfth Day," is a Christian holiday commemorated on January 6. It falls on the twelfth day after Christmas, and for some denominations signals the conclusion of the twelve days of the Christmas season. Though many different cultural and denominational customs are practiced, in general, the feast celebrates the manifestation of God in the form of human flesh through Jesus Christ, his Son.

The word epiphany means "manifestation" or "revelation" and is commonly linked in Western Christianity with the visit of the wise men (Magi) to the Christ child. Through the Magi, Christ revealed himself to the gentiles. In Eastern Christianity, Epiphany puts emphasis on the baptism of Jesus by John, with Christ revealing himself to the world as God's own Son.

According to the Gospel of Matthew, the only one of the four Canonical gospels to mention the Magi, they were the first religious figures to worship Jesus. It states that "they" came "from the east" to worship the Christ, "born King of the Jews. Although the account does not mention the number of people "they" or "the Magi" refers to, the three gifts has led to the widespread assumption that there were three men. In the East, the Magi traditionally number twelve. Their identification as kings in later Christian writings is probably linked to Psalms 72:11, "*May all kings fall down before him*"

In parts of *Europe*, three young people are chosen to dress as the Wise Men and lead the community through a Nativity scene. They walk through the streets singing carols and carrying banners.

In *Spain* children wait with gifts to greet the Magi as they travel to Bethlehem. In *Egypt*, the water of the Nile River is believed to be at its purest on Epiphany. People store it in special containers and use it throughout the year. People jump into the river three times and drive their cattle into the water to be blessed.

In *Greece*, it is considered bad luck for sailors to be at sea during the twelve days between Christmas and Epiphany. They wait for the waters to be blessed before leaving shore again.

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. To close this month's edition, we want to make you think about this popular Japanese proverb:

When the time comes, even a rat becomes a tiger.

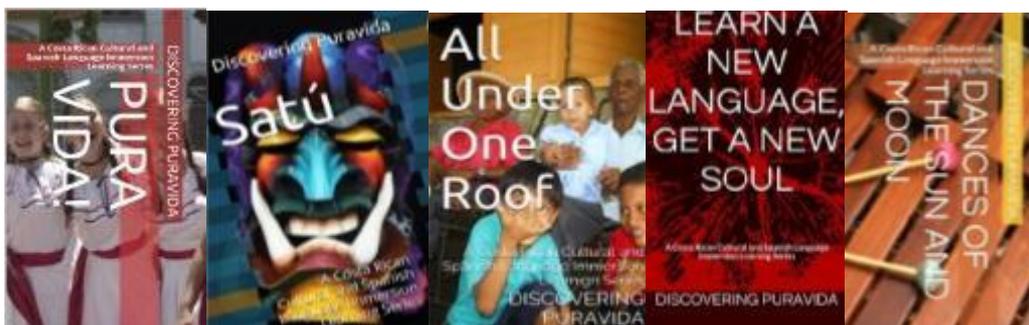
~ Japanese Proverb

ILE major staff wishes all our readers and friends a year full of success and happiness.



Discovering Pura Vida

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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 best-qualified European 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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