

ISSUE # 5

NOVEMBER 2012

Tell Me More

*New Methodological
Model*

A Successful Program

Language Barriers in Film

Teacher's Day



COVER PAGE



On November 22nd, Costa Rica celebrates the Teacher's Day. This day honors all teachers but especially the one whose contributions helped to consolidate the Costa Rican educational system as we know it, Mauro Fernández. More about this great man is included in one of these month's articles. This picture was taken by Eric Herrera at Morazán Park in San José.

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EDITORIAL

Dreams

Having a dream isn't stupid, Norm. It's not having a dream that's stupid.

--Cliff Clavin, *Cheers*; quoted in *Chicken Soup for the Teenage Soul*.



When I first saw this quote I thought it belonged to a Greek philosopher or someone of the sort, but in fact it was uttered by one of the actors in a famous comedy of the 1980's called *Cheers*. Having that cleared up, I would like to say that in addition to agreeing with it one hundred percent, it is also important to keep in mind that having a dream in itself is not going to take us anywhere. So perhaps it would be wise to tie this quote with one from a person who was actually a Greek philosopher of the 1st and early 2nd centuries C.E. This person, Epictetus, encouraged his followers to: "First say what you want to be; and then do what you have to do. So, the dream is like the mental draft of what you want to achieve in life, just like an architect would design the plans for building a house, but then we have to look for the means that would ultimately help us to get the house built. And this is exactly how it works with everything that is worth doing in life; whether your goal is losing weight, learning how to dance, becoming a professional gardener, having a successful relationship, taking a trip or learning a new language. Everything, without exception, that is intended to make our lives better, requires some degree of commitment and effort; even when in some cases it seems like they were just

blessings from heaven but those gifts or talents are not meant to be hidden or buried like it was done by one of the servants in the parable from the bible. (Matthew 25:14-30).

At UTN, teachers and students along have dreams, and when the dream is powerful enough it becomes the driving force that leads us to take action to make the dream come true. The ILE Post is a good example of this. It started like a very good idea from one of our dear colleagues at ILE and it turned out to be a very successful news letter which encourages those readers at this university who have a certain level of proficiency in English to become better every day, not only as language learners like we all are but also as human beings. This digital magazine opens the space for people to share their creative skills, their sense of humor and their deepest concerns regarding life and the professional challenges they may encounter. I personally believe that the ILE Post is bringing people closer together because when you listen or in this case read what other people have to say, you build a bridge between you and those people around you. Congratulations ILE Post on your work and I wish that, with the necessary actions and effort, all of us will make our dreams come true.

Andrés Bejarano



NEWS

Christmas Tree

Last Tuesday, November 20th, the UTN lit its 2013 Christmas tree. The whole university community was present at 6 pm when hundreds of lights brightened like stars in a cold night typical of this month of the year. The main purpose of the tree is to carry the message of Christmas, which starts from the moment that the tree lights bright. Carols were sung by 25 children from the Manuel Hidalgo Elementary School chorus, and people enjoyed one of the activities that announces Christmas is here.



Winning Logo Design

As it was announced in a previous edition, the ILE major was looking for a logo. Several designs were posted in FACEBOOK, and during two months people had the chance to vote for the one they liked the most. The ILE major is happy to show the winner:



Some colors had to be changed to fit the official ones of the UTN. Now the idea is to use it for t-shirts and in this way identify ourselves as proud members of the ILE community.

The ILE Family Grows

November brought with it a new strategic partner for the ILE major, the Center for Teacher Development (CFTD). The Center for Teacher Development is an institution that certifies students in TESOL (Teaching English to Speakers of Other Languages) from many countries. The TESOL certificate obtained through The Center for Teacher Development is recognized locally and internationally for its quality standards. The TESOL program focuses on the development of proficiency standards for students to acquire the ability to communicate in authentic, real-life situations. From now on, the CFTD will bring some of its students to practice under their professors' supervision in some of the ILE major courses. This partnership not only will give the ILE students an opportunity to have contact with native speakers of the English language but it will also be an opportunity for professors from both institutions to share and organize workshops and conferences together in order to improve the teaching and learning process. Bernal Céspedes, Academic Director, and Marcela Arce, Executive Director, explained the scope of this union to the ILE professors, during the activity the ILE Director Jose Soto and Bernal Céspedes began conversations for in a short future write an agreement letter to be submitted to the university authorities in order to study it and have an official document. The Center for Teacher Development is the second strategic partner the ILE major has made this year after it got a collaboration agreement for conversation clubs with the Atenas Today.



New Tools, TELL ME MORE

As happy as children opening Christmas presents, the ILE major got money from the university to buy a language software solution "TELL ME MORE" for its laboratory. "Tell Me More" is a virtual language teacher software solution, used by individuals, language schools, universities and corporations around the world. "Tell Me More" focuses on reading, writing, listening, and pronunciation with over 750 hours of material. Major features include multimedia video, digitized sound, and state-of-the-art speech recognition. This software solution was recently chosen as the best language teaching software on-line among other 154 foreign language training software. Last November 20th and 21st, the ILE staff received some training in the use of this software, and it will start to be used with students next January.



UTN's new Methodological Model

Right now the UTN is working hard to write, approve and implement its own methodological model; however, most members of the community have many questions about the impact this would bring in the teaching and learning process. In an attempt to inform the community about it, The ILE Post prepared some questions and asked for the help of the PIT (Programa de Idiomas para el Trabajo) Director Marisol Rojas. This department is the one in charge of working with English teachers and has already begun to work in a plan to follow in order to fully implement the new methodological model. We really appreciate the collaboration the PIT gave by taking the time to answer these questions.

-What is a simple definition of the Methodological Model?

The Methodological Model is an attempt to change our view regarding learning and teaching a foreign language. In this sense, this methodological model makes use of the principles of language teaching based on Social-Constructivism and Humanism Theories emphasizing the development of the learner as an integral being and promoting the use of the target language for real purposes and on specific contexts that will allow students to communicate effectively in different situations.

-What is it going to change for teachers once the Methodological Model is implemented?

The Methodological Model is going to offer teachers the opportunity to reflect on their own practice so they can analyze the language learning process from a different perspective. Moreover, this model fosters the analysis and implementation of different teaching strategies that encourage students to be the constructors of their own learning process. Jeffrey Froyd and Nancy Simpson define this emergent paradigm as follows:

“A variety of phrases have been coined to describe a critical shift in mission and purpose of higher education. Barr and Tagg (1995) expressed the change as a move from an —Instruction Paradigm|| in which universities delivered instruction to —transfer knowledge from faculty to students|| to a —Learning Paradigm|| in which universities produce learning through —student discovery and construction of knowledge.|| Huba and Freed (2000) used the phrase —learning-centered assessment|| to emphasize transition in the focus of instruction and assessment from teaching to learning.”

-How far are teachers currently working from what it is expected (in terms of teaching and responsibilities)?

Based on the observations carried out during this year, it was clear that most teachers follow a traditional methodology in their classrooms. Therefore, in terms of teaching and responsibilities, teachers need to rethink their role in the learning process and try to promote student-centered classes, allowing them to interact and learn by doing, by using the language to communicate with others.

-What measures is the university going to take in order to make teachers know and work according to the Methodological Model?

Implementing the new model is a process which should begin with informing all the participants about it and providing suitable training to main actors. Therefore, the university is going to continue providing information in regards to this philosophical framework to teachers, students, and learner's community in general. After participants are informed, a series of workshops and meetings will be carried out so professors can refine and reinforce their teaching competences on how to implement the new model in their praxis. Afterwards, it will be necessary to continue with observations and guidance throughout the transition phase.

It is difficult to say or give an exact date or time. Implementing a new model is a process; we should go step by step, so that our teachers can fully understand the purpose of this methodological model as well as how to carry it out.

-Is there any obstacle that could interfere with the implementation of the Methodological Model? If yes, what would it be?

There will be almost no obstacles to accomplish this challenge if all the participants are willing to:

- Learn new schemas and educative practices
- Unlearn ineffective mindsets preconceptions regarding teaching
- Explore and relearn new ways of teaching English as a foreign language.

Therefore, the biggest potential obstacles would be each instructor's attitude towards the new paradigm and rooted culture of participants.

(Questions prepared by Eric Herrera and information provided by the PIT)

The Technical Council of English of UTN

By Jose Soto, ILE Director

The University established a council for different language academic areas with the foundation of the Technical Council of English. The head members of different academic units for the teaching of English at UTN took official oath last October 25th. UTN chancellor, Marcelo Prieto, urged this new council to commit its work to the benefit of the students who are the ultimate aim of the institution.

The council is composed of the coordinators of the language area for UTN community courses, Alvaro Salas from Sede Central and Henry Enriquez Baltodano from Sede Pacifico; two of the directors who represent our major; Zeidy Montero (ILE Bachelor's degree) and Jose Soto Morera (ILE Undergraduate degree); and the program of languages for work (PIT) represented by M.Ed. Gabriela Calvo Morera. The council is coordinated by the director of PIT, M.Ed. Marisol Rojas Salas.

Every month the council will meet to approach topics, projects and other important issues that are currently evolving in the teaching of English at UTN. The importance of this council is crucial for achieving collaborative work and establishing communication among different

areas that are in charge of the teaching of languages in the university. The Integration of work among the areas w The objective is also to build common lines of work, agendas, links and become the one single academic language council of UTN which will ensure quality in the teaching of communicative competencies. Professors and students may address their concerns, comments and suggestions to the council through their academic units.



THE ILE ETHOS

A Successful Program

In the last edition, Professor Jacob Gonzalez wrote a historical view of the ILE major. The ILE family is very proud and happy of everything we have gotten in our 12 years of life. This year there have been great achievements for ILE such as: the ILE Post, agreements with the Atenas Today and the Center for Teacher Development, getting a logo, holding a round table and participating in an educational video, reaching more than 500 FACEBOOK followers. We are proud that our students get jobs in important companies. Some of them are:



Ismael Canales
Sykes



Karlina Bolaños
CCCN



Melissa Jinesta
Kids Learning Center



Juan de Dios González
Convergys



Jeiner Trejos
Aegis



Johan Carballo
Sykes



Josue Valenciano
Startek



Fabiola Morales
Teleperformance C.R.



Jennifer Murcia
IBM

The ILE community also wants to congratulate the student Sheirys Ramírez who just graduated from the major and got the highest grades. Congratulations Sheirys!



Language Barriers in Film

By Alonso Vega (ILE Professor)



When I was 13 years old, my folks sent me on my first exchange student program to the U.S. I barely spoke any English back then, and my mother

thought it was going to be a great opportunity for me to meliorate my poor EFL skills. After two weeks with my new family, I began to notice that my sign language skills had improved tremendously; my English, however, had not. The whole experience was a mix of emotional, cultural, and linguistic conundrums one after the other. Now, when I look back on my first adventure abroad, I can't help but laugh. Many could have, should have, would have come to mind; and yet I am deeply grateful for the whole situation as it was. Being the huge film aficionado that I am, I would like to share with you some memorable pieces of cinema that beautifully illustrate the stressful and hilarious moments when people are confronted with language barriers in foreign land. Here's my top 5.

5. Spanglish (2004)

A married American couple learns a thing or two about family and love from their Mexican maid. Spanglish is the charming story about the sacrifice and struggle of many non-English-speaking latinos in the US, and the great small treasures you can find if you just dare to try it on.

4. The Artist (2011)

A huge silent-movie star is terrified of talking. The artist unveils the fears of most EFL/ESL students and teaches us about the allure of having an accent.

3. Lost in Translation (2003)

Two American strangers disillusioned with their lives find comfort in each other in a Japanese metropolis. Culture shock is depicted to perfection in Sophia Coppola's sophomore film. The final scene reminds the audience that not all utterances (L1 or L2) are meant to be said out loud.

2. Crash (2004)

Everybody is speaking English in this movie (either as L1 or L2). Paul Haggins's Oscar-winning heart-breaking, yet hopeful film is a clear example of how, sometimes, language itself is not the source of communication barriers in the world.

1. Babel (2006)

American adults visiting Arabic-speaking countries, American kids visiting Spanish-speaking countries, and a mute Japanese girl visiting her inner fears is the complex combination of characters in Alejandro González Iñárritu's work that forces its audience into a confusing towering tale of linguistic and cultural mishaps.

The “Carder”, the Harder..

By José Andrés Solano (ILE Professor)



The history of mankind has always been a clear instance of how some groups try to have power over other groups. Entire wars have happened over this, and the list of civilizations, nations and countries involved in domination and massive-control conflict is endless. Just to cite a few examples: Romans and Greeks, Europeans and Americans (1492), Nazis and Jewish, rich and poor, black and white, men and women, right wing and left wing, oligarchy and workers, among others. Such conflicts have counted on a wide variety of control methods, ranging from cultural, social, and economic nature, to physically oriented methods. This dominance has not disappeared though, and even when times and contexts have dramatically changed over the centuries, their essence has remained untouched. Yet one feature of this dominance has not only changed but evolved, to scary and unsuspected levels: Its ability to simultaneously remain concealed, and powerfully active. With no more preambles I want to deliver some thoughts on one of the most sophisticated, underhanded, and successful methods of massive control existing: The credit cards. Decades and decades of different sorts of processes have resulted in a model of society based on the principle of excessive consuming, being this principle what supports the whole structure. Subsequently those who control companies, money and production, depend on our means to continue excessively consuming so this control can be perpetuated (domino effect). That is why the capacity of spending (A.K.A consuming) has been culturally promoted to a different category, as nowadays it is naturally seen as an indicator of social and economic

status; or more wickedly, it is seen as a critical condition for personal success. This is the ground on which credit cards' influence grows strong and deep, and the easy-access “plastic money” shows its ability to keep us spending, or consuming. In this line, there exists a series of factors engaged, and when combined, might explain why credit cards are a commonly chosen method of payment. In order to understand this combination, and its effects, we need to understand every factor individually.

Advertising campaigns, particularly the ones targeting kids: Ever since I was a kid I recall TV ads promoting debit and credit cards “especially designed” for children and teenagers. These campaigns clearly point out that people who use cards are “cooler”, more sophisticated, more socially accepted and more admired than those who do not. These advertising efforts eventually pay off, and the predisposition to sense credit cards as appropriate, or as a need, is internalized and even respected by a big portion of the population. It would not be wise to forget that these advertising strategies are also created and executed targeting adult segments, also having high levels of efficiency. In summary, the bombing of pro-credit messages is a reality that starts during childhood and remains through other stages of human life, and it definitely works (as marketing does worldwide).

Banks and their direct insistence: Randomly pick 15 people and ask them this question: Do you know at least one person who has sometime felt bothered or harassed by banks and their aggressive marketing strategies? I would expect to get a huge percentage of positive answers. Emails, phone, and physical mail, are instruments used to reach customers and

try to convince them to own these cards. Here is a hateful fact: The sales and negotiation skills developed by bank representatives in charge of executing these strategies are hidden, effective, and likely to succeed with many potential customers. Something will then happen for sure (and banks know this): Owning a credit card is for many people a good enough reason to use it.

Reward programs offered, but at what cost? The wonderful and colorful tale of points accumulated on every purchase, or on a determined amount spent with the cards, is a formidable attraction factor for potential card holders. These points can be later redeemed in different attractive ways, like products/services traded for points, or money reimbursed; let's be honest, some of these reward options might actually represent interesting incentives. Although the real trick here is: At what cost? Such kind of rewards could be an excellent option for card holders who have developed solid skills to manage cards (payment timelines and expense control). But reality proves this thesis wrong for most of Costa Rican card holders. According to La Nación¹, in just 4 months, the total balance owned in credit cards in Costa Rica increased by 11.648 million colones (beyond belief!!); this perceptible ineptitude when it comes to managing credit cards efficiently is something banks are well aware of. So here's the dark part: Many card holders will see these reward programs as strong motivation to pay with their cards (even when cash payments are an available possibility), entering a risky game in trying to control something that could eventually control them: Points accumulated versus the balance of the credit cards. Thus, sooner or later, this balance could increase to levels out of control, and this is exactly what banks want.

Treatment given to crime news seems oversized: Talking within the limits of my subjectivity, many times I find the treatment given to some crime-related news oversized and exaggerated. Costa Rica is obviously not a country with dreamed crime statistics, and with some frequency we will come across horrible news. However, my personal perception tells me Costa Rican traditional news media takes every single opportunity (typically crime news) to make us feel far more scared and insecure, than we should actually be. The way I see it, this scenario has everything banks and advertisers require to create a positive relationship between using credit cards, and being safer. Interesting uh?

Having explained these four factors above sets very interesting circumstances in which I sense the typical result would mostly be the inevitability of using credit cards (yet counting on the possibility of a cash payment). Let me try to explain the way all this works: We have been receiving direct attacks, at conscious and subconscious levels since we were babies, stating that credit cards are "good" and "cool", creating the first necessary condition for banks to succeed. Then, as soon as we become capable of having incomes, banks begin hunting us trying to sign us up for their credit cards, impressively supported by the famous reward programs that almost assure them success. This implies accordingly two significant reasons to start using, and continue using, the card (or cards): First, having a credit card seems enough to have to use it. Secondly, if we are to get the "great benefits" of the reward options we are offered, then it is even more "necessary" to use it. On top of that, the media and their scary and fatalistic vision of the country's public safety push us in one very clear direction: Avoid cash as much as possible, and start using cards as it is "safer"; or more perversely, regardless of

how much cash you carry, use the cards, it is “safer”.

So far I have been able to provide some ideas on why we are motivated to accept, use, and possibly overuse, credit cards. Now it is time to try to explain how all this links to social control methods: As stated before, we are socially motivated to increase and prove our capacity of spending, because it is seen as a sign of social and economic status. Credit cards are a very useful tool to demonstrate this capacity, as chances are high that people keep spending and spending, possibly on things they do not need, using money they do not have. Remember the domino effect? We irrationally spend money with credit cards, promoting excessive consuming, as a result bringing direct benefits to the owners of the companies, money and production, then providing support to the whole structure we know as society. The picture is clear to me, and the social control is evident.

My analysis stirs feelings and beliefs on credit cards, and under the apparently poor financial behavior of most Costa Rican card holders, I do not see them as the best payment option whatsoever. The stories of problems, complications and unhappy endings related to credit cards,

are countless; I would dare say that we all know one person who has had issues with credit cards. If you ask me, I could use two approaches here: Do not accept a credit card based on momentary emotions, sales rhetoric, or fantasy rewards; remember banks see in card holders potential and huge extra incomes. I think the phrase “The carder”, the harder” could make sense by keeping in mind that refusing credit cards will not kill you, and it will probably spare you predicaments and headaches instead. The second approach is a very objective and balanced attempt to honor impartiality, and I cannot (Nor should) label credit cards as something demonic, apocalyptic, or incorrect, using an absolute perspective. More in detail, the possible use of credit cards should be assessed in the context of every person’s reality, needs, capabilities, conditions, particularities and goals; once again, credit cards may entail benefits for some people. Going further in trying to capture a bright side in all this, interesting information (Like market comparisons and healthy practices) is available online to understand better how credits cards work and can impact our lives. This website is a good resource: <http://www.meic.go.cr>

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¹Arias, J.P. (2012, October 21). Deudas de ticos con tarjetas de crédito creció ¢ 11.648 millones en cuatro millones. *La Nación*. Taken from: <http://www.nacion.com/2012-02-07/Economia/Deuda-de-ticos-con-tarjetas-de-credito-crecio-11-648-millones-en-cuatro-meses.aspx?Page=2>



Why Bertha Mason?

Those of you fans of the Bronte sisters might be familiar with the name. Bertha is a fictional character in Jane Eyre, one who is confined to an attic due to her “craziness”. Bertha’s mental condition deteriorates fast; she becomes beast-like and violent, able only to utter some depressing sounds. Famous feminist literary critics Sandra Gilber and Susan Gobar later took Bertha’s character as the model for their book *The Madwoman in the Attic*, a feminist revision of Victorian fiction. In it, they analyze the way Victorian literature portrays women, and concentrate on Bertha Mason as the best example of a woman succumbing to patriarchy. Bertha’s inability to speak and her confinement come to symbolize many of the practices used at the time to treat what were considered “woman’s conditions” (hysteria being the most famous one), such as the rest cure in which women were confined to a room with practically no sensory stimuli. By silencing women, the critics argue, patriarchy attempts to strengthen itself. Bronte smartly contrasted the image of Bertha with Jane Eyre, the free spirit. As recognition to those women who have been silenced I named this column so. And as a tribute to all the others who still dared to speak.

Bram Stoker is 165:

Praising Francis Ford Coppola's Dracula

by Izabella Zepúlveda (ILE Professor)

Bram Stoker, the Irish novelist creator of Dracula, was born a day like today 165 years ago (November 8, 2012). Google's latest doodle celebrates Stoker, the writer of 19 books in total even when he will always be remember for his vampire creation.



Dracula, Stoker's 5th book, was published in 1897 after spending several years going through mythological stories and folklore. He was mostly inspired by the North Yorkshire seaside town of Whitby, where he actually stayed for a while trying to establish if the location would be suitable for a family holiday.

Even though it was not an initial bestseller, Dracula has since become a key text in vampire literature and the horror fiction canon and has inspired an amazing number of television series and movie adaptations. Overblown in the most positive sense of the word, Francis Ford Coppola's Dracula (1992) put the horror back into Dracula, after decades of camp interpretations. The movie was star by Gary Oldman as the Count himself and it boasted a stellar cast that also included Sir Anthony Hopkins, Winona Ryder, Richard E. Grant and Keanu Reeves.

When writing for the New York Times, Vincent Canby said, "With Dracula it seems that Mr. Coppola's talent and exuberance survive," while Todd McCarthy of Variety wrote, "Overall, this Dracula might have been less heavy and more deliciously evil than it is, but it offers a sumptuous engorgement of the senses."



The movie won a range of technical awards, which included the Oscar for Best Costume Design, Best Sound Effects Editing and Best Makeup. Coppola and Oldman also won the Saturn Awards for Best Director and Best Actor respectively.

(Information taken from: http://www.contactmusic.com/news/bram-stoker-turns-165-in-praise-of-francis-ford-coppola-s-dracula_3362605)

(Pictures taken from: http://www.wpclipart.com/holiday/halloween/bat/more_bats/index.html)

“An Unhappy Journey” Part 2



By: Carlos Daniel González Alvarado (ILE student)

II. AN UNEXPECTED FRIEND

Waiting in Liverpool Port, James gave some coins to a needy girl who lived on the bread line. James felt some empathy towards her. Anyways; they were alone, against a cold world full of cruelty.

-Where are you going? – She asked.

-To South America, I want to find my father - James responded.

-Where is he? – The girl replied.

-When I was seventeen, he started an important journey. The company he used to work assigned him a new project in Rosselot, Chile. My family and I were waiting for him for months, but he never returned. Every night I wait on the phone for a call or good news about him, but it never happened. After two years, authorities reported him as dead. My mother was desperate.

-And you? – She interrupted.

-I was sad, depressed and disappointed. I felt as miserable as sin. However, I was sure that my father was alive, and I promised myself to find him when I had the opportunity- James explained-

Suddenly, an enormous ship appeared out of the blue making a thunderous sound. James was very interested in his new friend's story. So, he invited her to travel with him. Even though she was not convinced; James decided he would not give up. They discussed vividly, and in a matter of minutes she agreed to come with him.

The journey had started...

The journey took around six days. During this time, James and Jane closed ranks.

-Where do you belong? - James asked during the first day.

-I belong to the streets; they had been always on my side – Jane replied.

-What about your family? - James insisted.

-I never met my father nor my mother. I was abandoned in a hospital. I had some friends, but they took me for granted. That's why I think I was born to live alone. –Jane said sadly.

James was slightly uncomfortable. He had been considering his life as terrible, but now he was thanking his lucky star. After some uncomfortable minutes of silence, James realized that he did not know her name...

-I would like to know your name – he said.

-Jane, my name is Jane – She replied with a smile on her lips.

After five days more, they arrived to South America.

TO BE CONTINUED...

Storyteller International Festival

From November 16th to the 23rd Alajuela held the eighth edition of the International Festival of Cuenteros. The Central park, the Historical museum Juan Santamaría, the Municipal Theater, the restaurant Jaulares, the School Republic of Guatemala and the streets of the city showed its best finery (galas) to offer people a great event. For its eighth edition, Alajuela adorned itself with ancient (former) histories from Spain; oral tradition of the Colombian Caribbean Sea; stories of love and lack of affection with a touch of Venezuelan humor (mood); stories with perspectives of genre and marionettes from Mexico. In addition, For the first time in its eight editions, the International Festival of Cuenteros had an exclusive daily space for children.



(Image taken from <http://www.facebook.com/pages/Festival-Internacional-Cuenteros-y-CuentistasM%C3%A9xico/122763641115085>)

LANGUAGE BITS

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

SITUATION	FORMAL	RELAXED	INFORMAL
There was a fight in a nightclub. A woman hit a man and caused him to fall.	Her fist came into contact with his face and precipitated a fall.	She punched him and made him fall.	She decked him.
You suggest going to the beach in order to go sunbathing.	I suggest a short sojourn to the coast in order to lie in the sun.	Let's do some sunbathing.	Let's catch some rays.
A friend was arrested by the police.	He was apprehended by some officers of the law.	He was arrested.	He was nicked

What is an Euphemism?

An euphemism is a generally harmless word, name, or phrase that replaces an offensive or suggestive one. Some euphemisms intend to amuse, while others intend to give positive appearances to negative events or even mislead entirely. Euphemisms are used for dissimulation, to refer to taboo topics (such as disability, sex, or death) in a polite way, and to mask profanity.

- Passed away instead of died
- Correctional facility instead of jail
- Adult entertainment instead of pornography
- Sleep together instead of have sex
- Domestic engineer instead of maid
- Letting someone go instead of firing someone

(Information taken from: <http://examples.yourdictionary.com/examples/examples-of-euphemism.html>)

HUMOR

Teachers are those who help us in resolving problems which without them we wouldn't have.



Light travels faster than sound. This is why some people appear bright until you hear them speak.

Student: I don't think I deserved zero on this test!

Teacher: I agree, but that's the lowest mark I could give you!

In a bar, a man attends a call of a ringing mobile.

Man: Hello!

Wife: Darling shall I buy 1 diamond ring?

Man: Sure honey!

Wife: Shall I use your credit card for Crystal pendant?

Man: Ok dear!

Friends: Great to see that you love her so much!

Man: Hmm! By the way, whose mobile is this?



A taxi passenger tapped the driver on the shoulder to ask him a question.

The driver screamed, lost control and stopped inches from a shop window.

The driver shouted, "You scared the hell out of me!"

The passenger apologized and said, "I didn't realize a little tap would scare you so much."

The driver replied, "Sorry, actually today is my first day as a cab driver, I was a funeral car driver for the last 25 years."

Little Red Riding Hood didn't listen to her mother..

Snow White lived with seven men..

Pinocchio was a liar..

Robin Hood was a thief..

Tarzan walked without clothes on..

These are the stories our parents raised us with, and then they complain our generation's messed.

In the past, when you were angry with someone ...you argued with them.

Now, you just delete them off Facebook.



ENTERTAINMENT

Las Luminarias, a Tradition in Aserri

The Feast of Las Luminarias is celebrated in several towns, among them: Aserri, Friars, Corralillo de Cartago and other towns in the area of Los Santos. It has been held since many years ago as a traditional activity on the eve of the feast in honor of the Immaculate Conception of Mary, on December 7th. The origin of this tradition is unknown and no data are available on this activity, although it is suspected that it began in the colonial era associated with the Marianas feasts. Some other say it might refer also to a half-caste cultural expression and religious syncretism, where the symbolic value of the fire and the religious traditions associated with the liberation and purification are rescued.



When the afternoon of December 7th comes, the aserricenos light up a bonfire at about six o'clock, and thrown over it all dry sticks found the previous day, as well as papers, leaves and old car tires and other materials easy to burn. When the bonfire is at its best point, people jump to their surroundings. On the other hand, while you listen to some people shouting when they jump over the bonfire, adults and children are sitting in group around the place, and take advantage of the occasion to share stories. The festive night is accompanied by fireworks and delicious meals, including aguadulce, bizcocho, picadillo and the traditional tamales.

(Image taken from: <http://www.costaricapages.com/blog/travel/fiesta-del-tamal-starts-this-friday/1111>)

TECHNOLOGY

Delicious



Delicious (formerly del.icio.us) is a social bookmarking web service for storing, sharing, and discovering web bookmarks. Delicious, founded in 2003, popularized the terms "social bookmarking" and "*tagging*". *Tagging* is a significant feature of social bookmarking systems, enabling users to organize their bookmarks in flexible ways and develop shared vocabularies known as *folksonomies*. For individual users, social bookmarking can be useful as a way to access a consolidated set of bookmarks from various computers, organize large numbers of bookmarks, and share bookmarks with contacts. Institutions including businesses, libraries, and universities have used social bookmarking as a way to increase information sharing among members. Social bookmarking has been also used to improve web search. Social bookmarking tools are an emerging educational technology that has been drawing more of educators' attention over the last several years. This technology offers knowledge sharing solutions and a social platform for interactions and discussions. These tools enable users to collaboratively underline, highlight, and annotate an electronic text, in addition to providing a mechanism to write additional comments on the margins of the electronic document. To get more information about this social marker, its features and how to use it, visit

<http://delicious.com/>.

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

THIS MONTH IN HISTORY

Teacher's Day

The idea of celebrating Teachers' Day took ground independently in many countries during the 20th century; in most cases, they celebrate a local educator or an important milestone in education. This is the primary reason why countries celebrate this day on different dates, unlike many other International Days.

World Teachers' Day, held annually on October 5th since 1994, commemorates teachers' organizations worldwide. Its aim is to mobilize support for teachers and to ensure that the needs of future generations will continue to be met by teachers.

According to UNESCO, World Teachers' Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development.

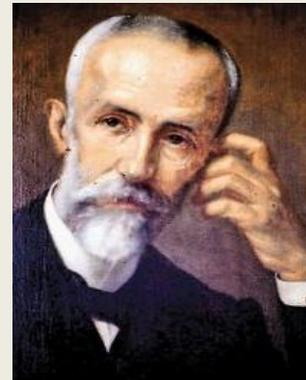
Teachers are among the many factors that keep children in school and influence learning. They help students think critically, process information from several sources, work cooperatively, tackle problems and make informed choices.

Why take a stand for teachers? Because the profession is losing status in many parts of the world. World Teacher's Day calls attention about the need to raise the status of the profession - not only for the benefit of teachers and students, but for society as a whole, to acknowledge the crucial role teachers play in building the future.

In Costa Rica, this important day is celebrated on November 22nd. By Decree # 16 on October 7, 1915, Teacher's Day was declared on November 22nd, in honor of Mauro Fernández Acuña. Among the main achievements of his administration, is the creation of the Liceo de Costa Rica, the Colegio de Señoritas and the Instituto of Alajuela. In 1888, scholarships are established for the Normal section of the Colegio de Señoritas and school texts are adopted.

The basis of the Educational Reform was the General Law of Common Education, adopted in February 1886. Broadened and strengthened the Reform of Education established by the plan Castro-Volio and put into effect by don Jesus Jimenez, in 1869. He died in San José on July 16, 1905.

The two thousand colones bill has been one of the last tributes the country has offered this great man.



(Pictures taken from: <http://www.nacion.com/ancora/2009/agosto/23/ancora2062250.html>)

(Information taken from: <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/world-teachersday/>)

It happened in November

IMPORTANT EVENTS

November 1st, 0079	The city of Pompei is buried by an erupting Mt Vesuvius.
November 4th, 1945	UNESCO is founded.
November 9th, 1860	Abraham Lincoln elected 16th President.
November 8th, 1519	Cortez enters Tenochtitlan, the Aztec capital.
November 9th, 1872	The Great Boston Fire of 1872.
November 10th, 1969	The children's TV show Sesame Street debuts on PBS.
November 12th, 1933	Nazis receive 92% of vote in Germany.
November 14th, 1851	Moby Dick, "" by Herman Melville, published.
November 18th, 1477	William Caxton produces <i>Dictes or Sayengis</i> of the Philosophers, the first book printed on a printing press in England.

Famous people born in November

PERSON	BIRTHDAY
Bryan Adams	November 5 th , 1959
Lou Ferrigno	November 9 th , 1951
Leonardo DiCaprio	November 11 th , 1974
Claude Monet	November 14 th , 1840
Demi Moore	November 11 th , 1926
Martin Scorsese	November 17 th , 1942
Mark Twain	November 30 th , 1835

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 guest; 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**

