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MAY

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Walt Whitman

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

COVER PAGE



This month we dedicate our coverage to one of America's most influential and innovative poet, Walt Whitman. Born on May 31st, 1819, Whitman praised the individual revealing in its depictions of the human body and the body's capacity for physical contact. 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 FACEBOOK.
Photo credit:

https://commons.wikimedia.org/wiki/File:Whitman_Philly_Broad_St.JPG



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EDITORIAL

Your Passion, Your Life. Not your job.

by José Soto (ILE Director)

“Success comes to those who dedicate everything to their passion in life.”

A. R. Rahman



It takes DNA coding when it comes to being a passionate professional in education. This means that pursuing a career as a teacher must be ingrained from birth—or before. The calling for education must be loud and clearly heard.

Passion in a teacher brings people to their best. Who would not remember teachers or professors who were so fervent in their talent? They made us be better humans, not only better professionals.

Fortunately, history recalls inspiring people who committed to their profession with passion. It takes a passionate teacher to be one who takes the challenge to lead the learning of a person who is blind. Added to that, what if the learner is also deaf? That passionate teacher must have been Anne Sullivan, Helen Keller’s teacher. Who also happened to be blind. Passion can also be recognized in those teachers who are willing to confront strict systems to dehumanize education. Such was the case of Maria Montessori. At the beginning of the twentieth century, she dared to question the rules and regulations of discipline in schools to propose a more humanized and inclusive environment for education. Had it been just her job, she would have gotten lost in the system. In Costa Rica, maestros such as Fernando Centeno Well, and Maria Isabel Carvajal, a.k.a Carmen Lyra and others, have been examples of passionate teachers who have opened the gates of opportunities for the profession, but ultimately the people in the classrooms.

Teachers who are passionate in what they do stand out by themselves. Primary and secondary schools in Costa Rica benefit from the many teachers who do a valuable work

and broaden the lives and chances for many young Costa Ricans. In higher education, devoted teachers are found everyday not only in classrooms but also in other different contexts. Their true calling tells them that learning also takes place in other places rather than inside the four walls. It is clear to see who are the ones who are listening to the voices inside of them. At UTN innovation in education is plentiful thanks to academics who have a clear vision of what is significant and important. The instances can be found in the Revista Arje, which a marquee for all the passionate work that is currently being carried out. This is an open invitation from THE ILE POST to browse this publication and learn about who is leading a passionate profession in our university.

If you are an English student at UTN, not only at ILE, but from PIT or Cursos Libres (free courses), you may have identified those teachers who fit the description. I am glad to tell you that working with those teachers and being able to support their job is a blessing and a great responsibility. Every time we see a teacher with that sparkle of creative passion come through our door, there is no other option but make it shine as bright as possible. If you are an educator of other areas of knowledge then please do dare to let your passion bloom and flourish with every new approach and innovation. Your students will become better human beings, and not just better professionals. Education is not only your job but also your passion. So take this God Given mission and



UTN Students On Academic Tour To Valencia College, Florida

by Gerardo Matamoros (ILE-Professor / San Carlos)



Last March, 21st students and two professors from ILE San Carlos participated in the first international academic tour to Valencia College in Orlando, Florida. Valencia is a two-year based college which prepares students to get degrees in different fields.

This experience represents the beginning of academic ties between Valencia College in Orlando and Universidad Técnica Nacional in Costa Rica. It is expected that, in a very short run, there will be letters of cooperation and agreements that foster this relationship between academics and students of these two institutions. Part of the preparation of the students who made the trip included

the fundraising organization for a full year in order to be able to pay for the tickets, food and other expenses.

There were very interesting activities based on academic, cultural and signified grounds. These activities denoted a great opportunity for students to put their English into practice in a real context. Some of the main events during the trip were:

- * Visits to Valencia classrooms to exchange cultural experiences, personal opinions on different topics.
- * Participation in speeches to understand the social-cultural context of Orlando.
- * Talks at the Kennedy Space Center in Cape Canaveral where students learned about space exploration and entrepreneurship.
- * Visit to Central Avenue elementary school in downtown Orlando. ILE students taught little kids about

Costa Rica, its culture and nature.

Both students and teachers in this international school trip were very satisfied with the activities and events during the nine days in Orlando. Likewise, people from Valencia College were very fulfilled with the ILE students' performance.

It is expected to have new experiences like this one in the near future. Hopefully, more students from other campuses can be part of this journey. Expectantly, Valencia College and UTN can develop experiences and academic programs for the integral growth of students and professors.



UTN First Master Degree



On May 11th, UTN officially announced its first master degree on virtual learning environment. Classes began on April 12th with a first group of 36 students. The program is studied completely online. This program is designed to help prepare students to lead, manage, develop, evaluate, and imple-

ment distance learning programs in a wide range of academic and training contexts. At the end of the program, it is expected that students will be able to develop essential skills in implementing distance learning technology, managing online faculty, and directing the business aspects of distance education programs.

Due to the fact that there are many opportunities within the rapidly growing e-Learning industry for technical staff who are highly skilled in the application of advanced IT techniques to e-Learning design, UTN wants to provide society with the professionals needed to meet the demand in this prosperous area, said UTN Chancellor Marcelo Prieto. In addition, Educational Technology and Learning Resources Director Nury Bonilla added that this is a good example of how globalization and internationalization based on strategic partnerships can open doors to benefit schools, students, and especially students.

From Class To The Market

UTN Atenas Campus Student Andrea Bolaños started her own business "CAFFER: Buffalo Sausages. So far people can find her product in three different supermarkets, and she is processing about 250 kilos a month.

The idea came from a homework assignment while she was taking a meat product course as part of the technology food major. Her assignment was to come up with an innovative product which she thought out very well.

There are many health benefits of eating buffalo. Rich in flavor, low

in fat and high in protein, buffalo meat is an ideal substitute for beef. A 100 grams serving of buffalo meat contains about 146 calories. This makes it one of the lowest-calorie meats. A similar serving of 90 percent lean beef contains about 176 calories, while pork contains about 218 calories and turkey contains about 149 calories. Buffalo meat is a common dietary choice for individuals who suffer from allergies to more common meats -- it is considered non-allergenic.

Soon she expects to conquer new



markets and offer more products to consolidate her startup initiative.

Education Policies And Youth Employment Forum At UTN



During the second week of May, UTN organized a forum on education policies and youth employment. One of the presenters was OIT Deputy-Director for Central America Leonardo Ferreira who explained that the youth unemployment crisis has had a pro-

found effect on young people and the societies in which they live. Youth unemployment is a global issue that threatens to undermine the very fabric of our society. As a result of growing youth unemployment, young people are experiencing increased levels of poverty and social exclusion, and there is a widening economic gap between older and younger generations. Based on data from last year, it is estimated that about 94.000 people between 15 and 24 years old are unemployed, which means 23,8% unemployment rate.

UTN Chancellor Marcelo Prieto expressed that UTN feels committed to doing everything possible in order to reduce the high unemployment rate the country has, which is shown with its democratic and inclusive character of UTN admission policy.

Equality In Higher Education Observatory

The University Council approved the opening of an equality in higher education observatory. The objective of this observatory is to provide UTN with key benchmarking data plus broader significant food for thought in how they continue to tackle inequality, explained Observatory Director Ana Ligia Guillén. The term equality describes an approach that values difference and treats each individual fairly, with dignity and respect, free from harassment and bullying.

The observatory has the statutory remit to promote and monitor, protect, enforce and promote equality across different areas such as: age, disability, gender, race, religion and belief, etc.



UK: Facebook Deletes Tens Of Thousands Of Accounts

Facebook has deleted “tens of thousands” of accounts and made changes to its newsfeed algorithm in an attempt to battle fake news, responding to criticism over the distribution of false information on its massive network.

Facebook has come under intense pressure to tackle the spread of false stories, which came to prominence during the US presidential election last year when many inaccurate posts were widely shared on it and other social media services.

Facebook suspended **30,000 accounts** in France ahead of the first round of its presidential election last month and uses outside fact-checkers in the country.

The UK called snap general elections in June, and Germany is set to vote in September.

In the UK, Facebook launched a

Information and image taken from: <http://mwcnews.net/news/europe/65324-facebook-deletes.html>

British newspaper advertising campaign to warn users of the danger of fake news, the latest drive by the social media giant to tackle malicious information ahead of the national election.

Facebook urged its users in the UK to be sceptical of headlines that look unbelievable and to check other sources before sharing news that may not be credible. It has also

previously taken out full-page ads in German newspapers to educate readers on how to spot fake news.

The company has been testing technology that identifies if people read an article but do not share it with their friends, which may suggest the story is misleading.

“With these changes, we expect we will also reduce the spread of material generated through inauthentic activity, including spam,

Facebook's tips to spot false news

1. Be sceptical of headlines
2. Look closely at the URL
3. Investigate the source
4. Watch for unusual formatting
5. Consider the photos
6. Inspect the dates
7. Check the evidence
8. Look at other reports
9. Is the story a joke?
10. Some stories are intentionally false

misinformation, or other deceptive content that is often shared by creators of fake accounts,” Facebook said.

Social media sites - including Twitter and YouTube - are also facing pressure in Europe. Germany threatened social media companies with fines as high as **\$55m for spreading fake news.**



China's Xi Pledges To Support Paris Climate Agreement

Chinese President Xi Jinping has said he will uphold the Paris agreement on curbing climate change, in a telephone conversation with French President-elect Emmanuel Macron.

The Chinese leader's comments on Tuesday, May 9th came as climate negotiators entered their second day of meetings in Bonn, Germany, aiming to start drafting a guide on how to implement the landmark deal amid fears the United States may pull out of it.

The historic accord, which came into force last year, aims **to limit global temperature rise to 2 degrees Celsius above pre-industrial levels by 2100.**

Most of the world's largest emitters of greenhouse gases, including China, the United States, India and the European Union, have ratified the agreement, seen as a turning point for global climate policy.

Xi told Macron that both China and France should “protect the global governance achievements contained within the Paris Agreement on climate change”, according to a statement by the China's foreign ministry.

China is the world's top producer of greenhouse emissions, but support for the Paris deal was recently considered one of the few bright spots of cooperation between Beijing and Washington.

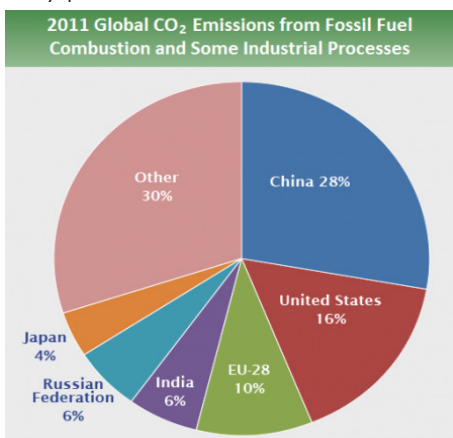
US President Donald Trump has expressed scepticism about the deal and threatened to pull out. Advisers are presenting him with a range of

policy options and a final decision is not expected to be made before the G7 summit on May 26th and 27th. “It's a sign that the president wants to continue to meet with his team ... and come to a decision on what's [in] the best interest of the United States,” White House press secretary Sean Spicer told reporters on Tuesday.

Many nations want Trump to remain in the agreement, which is meant to rein in rising world temperatures by shifting towards cleaner energies such as wind and solar power, even though he plans to bolster the US coal industry.

In Bonn, where representatives of the nearly 200 countries that are party to the agreement are meeting to go through the technical aspects of implementing the accord, discussions are overshadowed by the uncertainty over Washington's position.

The US is the world's number two emitter of greenhouse gases after China.



A Texan Attack On Sanctuary Cities

By Laurence H. Tribe

Under President Trump, the federal government has declared total war on undocumented migrants. Embracing cruel, arbitrary, and costly tactics, it has deployed federal agents throughout the land to rip apart migrant families and maximize deportation rates. To fuel this fire, Trump has demanded a vast expansion in the immigration workforce and the construction of new prisons. In his view, there is little to be said for humanitarian values, respect for foreign neighbors, the needs of American business, or basic due process rights.

All that matters is expelling migrants—the more the better, no matter the cost.

Appalled by Trump's policy, many cities and states have resisted. Moved by respect for human rights and a desire to create safe communities—where people work with local police, instead of hiding from them—these jurisdictions have officially limited the extent of their cooperation with federal immigration enforcement. Recently, Trump's own executive order threatening sanctuary cities with a loss of federal funds was enjoined by a judge in San Francisco.

But now some sanctuary cities face another threat much closer to home: their own state governments. It will come as no surprise that the Lone Star State has led the way in seeking to shut down local efforts at protecting the dignity of undocumented migrants.

The Texas House passed SB 4, a bill that outlaws sanctuary jurisdictions in Texas. The Texas Senate can now pass the same version, clearing it for the Governor's signature, or request a conference committee with the House to hash out differences.

SB4 is a jaw-dropping piece of legislation. Among other things, it has these effects:

- Prohibits jurisdictions in Texas from adopting any rules, orders, ordinances, or policies that prohibit enforcement of state and federal immigration laws.
- Makes local police officials

and leaders subject to a Class A misdemeanor conviction if they don't cooperate with federal authorities and honor requests from immigration agents to hold noncitizen inmates subject to deportation.

- Denies state grants to any entity for the following year after a court finds that the entity adopted such rules or policies or prohibited the enforcement of immigration laws.
- Provides penalties for entities in violation of the provision that begin at \$1,000 for a first offense and climb to as high as \$25,500 for each subsequent infraction.
- Allows police officers to question a person's immigration status during a detainment, as opposed to being limited to a lawful arrest.
- Allows elected officials to be removed from office through a civil proceeding if they violated the provisions of the bill.

There's a lot to say about SB4. I'll offer just a few quick reactions.

To start, in many respects, this law is just as despicable as the blunderbuss federal threat to punish sanctuary cities. Like Trump's executive order, it rests ultimately on support for a xenophobic, anti-immigrant, and ultimately prejudiced, unwise, and inhumane policy. And I'm not talking about ordinary "support" for that policy, but rather a zealous, fervent commitment to deporting people that bends and breaks the normal bounds of local control, producing extraordinary laws like SB4. While Trump's executive order was arguably worse—since it violated limitations of our federal system and hid behind a silly pretense of having no legal effect—SB4 flows from the same impure motives.

SB4 is objectionable because it will unquestionably exert a powerful *in terrorem* effect on public officials—acting not just within but also outside the scope of their official duties—in even discussing questions relating to immigration policy and compliance with federal officials. That may be especially true, and especially damaging, in university settings, where school administrators and faculty may fear terrible punishment if they even seem to suggest disagreement with the most harsh and inhumane aspects of Trump's war on undocumented migrants.

Ultimately, **SB4 is a terrible law**. It may also be an unconstitutional one. And it's a disturbing sign that conservatives will seek to stamp out dissent wherever they may find it, especially in progressive cities that are fast becoming this nation's lifeblood.



Based on information taken from: <https://takecareblog.com/blog/a-texan-attack-on-sanctuary-cities>
 Picture taken from: https://commons.wikimedia.org/wiki/File:US_Sanctuary_Cities_Map.svg

Fighting Unemployment In Youth In Costa Rica

By Aaron Torres (ILE Professor)



Unemployment Rate in Costa Rica is expected to be 9.68 percent by the end of this quarter, according to Trading Economics global macro models and analysts' expectations. Looking forward, it is estimated that the unemployment rate in Costa Rica to

stand at 9.80 in 12 months' time. In the long-term, the unemployment rate is projected to trend around 9.30 percent in 2020, according to econometric models.

However, according to The Tico Times, "The National University (UNA) released an "amplified" unemployment rate of 18.4 percent, compared to the 9.6 percent previously reported by the National Statistics and Census Institute (INEC). The amplified rate attempts to capture unemployed Costa Ricans and those who want to find work but have stopped searching."

Economists Henry Mora stated that it is a doubled-edged situation where many young Costa Ricans lack the education to move into and up the formal sector, while those with an education fight for fewer and fewer jobs.

Mora noted that there are fewer jobs for those with education in part because of the shrinking public employment sector, which once offered lots of jobs for engineers and other university graduates.

"It's not just a question of educating people more, you have to transform the system so that when these people graduate they can find work that meets their skills, because if not, we're going to end up with engineers driving taxis." Mora said.

The processes of globalization have suc-

ceeded in shifting the focus from productive employment generation and expansion of domestic markets to export competitiveness. The disastrous effects of such a shift have been exacerbated by the recent global crisis. The need of the hour is to rethink public and educational programs to mitigate such effects and to move our society towards full employment.

The rate of joblessness among Costa Rican youth is also more than double that of the unemployment rate in the Costa Rican population overall, which reached a 14-year high of 10.6% in 2013. Perhaps even more disconcerting, the unemployment rate among Costa Rican youths aged 20-24 hasn't dropped below 16% in almost 30 years, suggesting that an entire generation has been affected by high unemployment.

Over the past decade, educational inequalities have been widening in our country, due to a decline in the results of the most highly disadvantaged students. But some corporate leaders are saying that even youths who do have access to higher education aren't graduating with a relevant skill set because university courses place too much emphasis on "narrow academic knowledge." Besides, Costa Rican young people often lack self-confidence and communication skills, according to employers.

In conclusion, in an attempt to narrow the gap between universities and the corporate sector – and get more youths working – the universities authorities and experts should work on a curriculum reform as well as a better align workforce demands with college instruction and industry-focused skills programs for students.

A Second Soul

By Clare Goodman (ILE Professor)



“To have another language is to possess a second world.” Charlemagne: this quote sums up what it feels like for me to have learned another language. I came to Costa Rica about 24 years ago, and it has changed my life in many ways. I believe that learning a language cre-

ates another person within you and what do I mean by this. I mean that learning a language opens your mind to another world, a different culture, a different way of life, so it is like **living two lives at once.**

One life is my Canadian soul, and the other one is my Costa Rican one. How can learning a language give you a second soul? The first thing is you need to be open to new challenges and experiences. Then you just need to have fun with the learning process and try not to get so caught up with the final result. This last point is so important; you must understand the culture and immerse yourself in that culture. Learning a language is so much more than syntax and phonetics: it is a door that opens to another world.

When we learn a new language, “it is an interesting outcome, not at all something that you list as your expected result when you embark to learn a new language. But trying to understand a language and the heritage that goes with it will put you in a position of self-discovery. It makes you come to terms with how you view the world and other cultures, and have more appreciation of your own. In the end, you come to terms with yourself, too.” Marvelous. I can relate to this because when I was learning Spanish, my understanding of the world around me grew. I remember going back to visit Canada and I was in a record store, when they still existed, and I heard a man speaking Spanish, so I decided to speak to him in Spanish. He smiled and we kept speaking in Spanish. He told me that he played in a salsa band and at the

end of the conversation he invited me to go. After that experience, I realized that if I had not known Spanish, I would have never met him. I felt really proud of myself and understood that it was changing the way I saw the world and what I could experience.

While learning a language, it is so vital to have fun. When we enjoy what we are doing, we are more likely to want to learn more and improve. Valerie Strauss states that optimal brain activation occurs when subjects are in positive emotional states or when the material holds personal meaning, connects to their interests, is presented with elements of novelty, or evokes wonder. This is why attentiveness is so closely linked to positive emotional cueing and personal meaning. When there is connection to prior knowledge or positive emotional experience, new information that passes through the limbic system will be enhanced. The thalamus will then “decide” to pay attention to the information. My fun came from my every day experiences. I remember one day I went to Burger King and I wanted to tell the cashier that I wanted the food to go, but I did not know how to say it in Spanish. I found a seat and looked through my dictionary, which I took with me everywhere. Finally, I found “to go” in the dictionary and it said “ir”. I then went up to the counter and started listening to the people that were waiting in line, and I realized that they were saying something else. When it was my turn to order, all I could do was point to the door because I could not say the word. After that, I sat and laughed with some friends about it. So, do not take life so seriously, we are all learning new things every day and we also make mistakes along the way.

The last point that I am going to mention is the most significant. When you learn a language, you have to learn about the culture in which that language is spoken. If you talk to him in his language he understands, that goes to his head. This quote by Nelson Man-

THE ILE ETHOS

delia is so true. Looking back on my learning process, I can remember that every time I made an effort to speak Spanish most people were very grateful that I had tried. I was able to connect with people on a different level. I felt that people were more willing to share their lives with me and in return I learned more than I would have ever imagined.

Learning a language was something I never thought I would do, but now that I have

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achieved my goal I feel like a different person. I am a person who looks at the world differently. I understand that people, cultures, ways of living, are all different for everyone. I am also grateful to have had the opportunity to live in a different country and speak a different language. I want to thank life for giving me a second soul.



ACADEMICS AND MORE

Hidden Curriculum

Hidden curriculum refers to **the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school.** While the “formal” curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, **the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.**

The hidden-curriculum concept is based on the recognition that students absorb lessons in school that may or may not be part of the formal course of study—for example, how they should interact with peers, teachers, and other adults; how they should perceive different races, groups, or classes of people; or what ideas and behaviors are considered acceptable or unacceptable. The hidden curriculum is described as “hidden” because it is usually unacknowledged or unexamined by students, educators, and the wider community. And because the values and lessons reinforced by the hidden curriculum are often the accepted status quo, it may be assumed that these **“hidden” practices and messages don’t need to change—even if they are contributing to undesirable behaviors and results, whether it’s bullying, conflicts, or low graduation and college-enrollment rates,** for example.

It should be noted that a hidden curriculum can reinforce the lessons of the formal curriculum, or it can contradict the formal curriculum, revealing hypocrisies or inconsistencies between a school’s stated mission, values, and convictions and what students actually experience and learn while they are in school. For example, a school may publicly claim in its mission or vision statement that it’s committed to ensuring that all students succeed academically, but a review of its performance data may reveal significant racial or socio-

economic discrepancies when it comes to test scores, graduation rates, and other measures of success. And because what is not taught in school can sometimes be as influential or formative as what is taught, the hidden curriculum also extends to subject areas, values, and messages that are omitted from the formal curriculum and ignored, overlooked, or disparaged by educators.

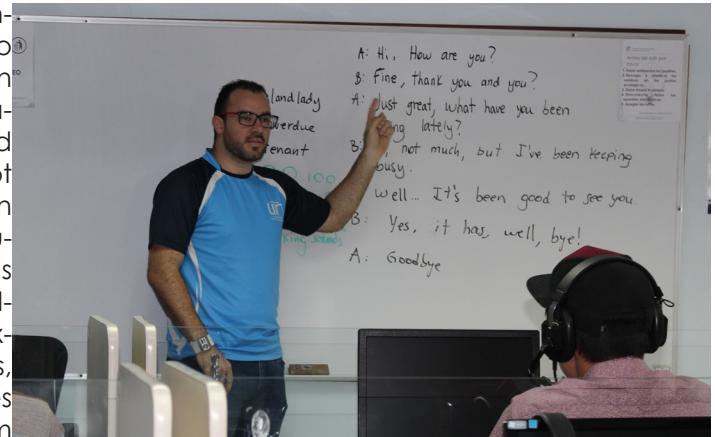
While the hidden curriculum in any given school encompasses an enormous variety of potential intellectual, social, cultural, and environmental factors—far too many to extensively catalog here—the following examples will help to illustrate the concept and how it might play out in schools:

Cultural values:

The values promoted by schools, educators, and peer groups, such as cliques, may also convey hidden messages. For example, some schools may expect and reward conformity while punishing nonconformity, whereas other schools might celebrate and even encourage nonconformity. In one school, students may learn that behaviors such as following the rules, acting in expected ways, and not questioning adults are rewarded, while in other schools students learn that personal expression, taking initiative, or questioning authority are valued and rewarded behaviors. Similarly, if biased or prejudicial behaviors and statements are tolerated in a school, students may embrace the values that are accepted or modeled—either explicitly or implicitly—by adults and other students.

Cultural perspectives:

How schools recognize, integrate, or honor diversity and multicultural perspectives may convey both intentional and unintended messag-



es. For example, some schools may expect recently arrived immigrant students and their families to “assimilate” into American culture—for example, by requiring the students to speak English in school at all times or by not providing translated informational materials or other specialized assistance. Other schools, however, may actively integrate or celebrate the multicultural diversity of the student body by inviting students and parents to share stories about their home country, for example, or by posting and publishing informational materials in multiple languages. In one school, non-American cultures may be entirely ignored, while in another they may be actively celebrated, with students and their families experiencing feelings of either isolation or inclusion as a result.

That said, a “hidden curriculum” is, by nature, obscured or unacknowledged, which means that many of its lessons and messages are difficult to perceive or measure for any number of reasons. For example, long-standing policies may become so deeply embedded in a school culture that people simply forget to question them, or a school faculty that prides itself on celebrating multicultural diversity may find it emotionally difficult to acknowledge and openly discuss behaviors that might contradict that self-perceived identity. For this reason, every school will always have some form of hidden curriculum.

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

Who has influenced your life most?

Niña Silvia, my elementary school teacher, taught me to read and write in a way that opened my life to a wonderful world of opportunities.

Karol Venegas

I have to say that person is my mother. She is always there for me no matter what. I can always count on her.

Gloriana Alvarado

My father: he taught me that life must be simple and beautiful.

Christian Chaves

My parents are the ones who have taught me how to face problems and how to confront life.

Liana Mena

The idea of God is the force that has influenced my life most. He gave her life to save mankind without expecting anything in reward.

Raren Montero

In my case, I would say my mother. She is the bravest person I've known. When I see her eyes, I can really feel the meaning of love. She has done a great job.

Andreina Castillo

I must say that professors have been the people who have influenced my life the most.

Edwin Fallas



The person who has influenced my life most is my mother. She is extremely dedicated, responsible, and hard-working. The way she is has helped me follow her example.

Lilliana Rodríguez



Grandmother's Secret Recipe

By Cindy Soto (ILE Student)

My grandmother Nelly has been an extroverted woman who enjoys life. She has always struggled to be better every day of her life and to achieve her dreams. My grandma is well known in Ciudad Cortes, Osa peninsula for a special reason, she makes the best "Chicheme" in town.

At the age of 82, grandma decided to call all her granddaughters together to reveal her secret recipe, that she has kept to herself for years. My sisters and I had to travel to grandma's house to fulfill her request. When we arrived, my grandmother was sitting in her rocking chair, on the front porch waiting for us.

She looked at each of us, and then she tenderly kissed us.

In the meantime, our aunt waited inside the house enjoying a delicious chan beverage (a slimy drink made of seeds).

I remember that day the heat was unbearable, so our aunt offered us some cold chan. I drank it fast. I also remember the smell of "olla de carne" inside the house.

At that moment, I thought she was crazy because of the high temperature, and here we were having a soup that is served very hot in the South of Costa Rica where temperatures are high most of the year. However, I ate the soup without any complaints since in that region it is very common to eat soup at midday. Afterwards, she brought us all to her old and rustic kitchen, full of old spices and corn. All the granddaughters met in the kitchen around her old woodstove. Grandma Nelly told us that she already felt very old, and that she wanted us to fulfill her greatest desire. She wanted her Chicheme recipe to be passed on as it had been from generation to generation.

Grandma began to tell us about each of the ingredients purple corn, cinnamon, nutmeg, "tapa de dulce," and ginger. Afterwards, she began with the preparation details. Grandma told us that first corn was carefully ground; then nutmeg, cinnamon, and tapa de dulce were added in that order to obtain a thick porridge.

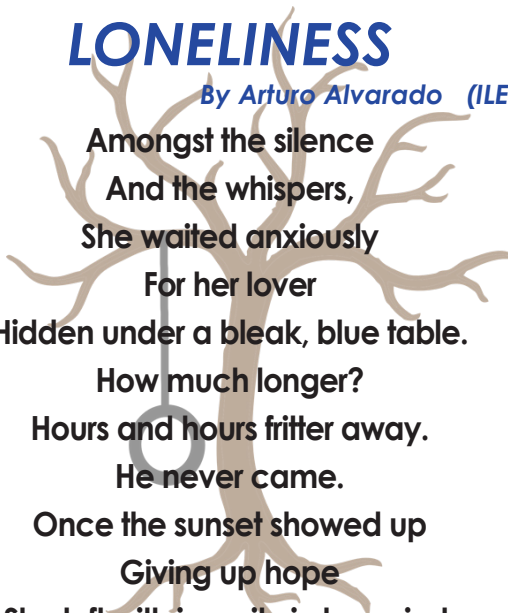
Then, when the porridge is made, it must be cooled. Once it is cold, ginger is added to give it a spicy taste. The Chicheme, grandma told us, then had to rest for a while.

She ended the conversation saying that Chicheme is ready when it has a fermented taste and aroma. After revealing her secret, she served all a little of the Chicheme she had just prepared in a small colorful aluminum bowl.

Chicheme had a sour taste, but it was delicious. Grandma pointed out that this beverage was very similar to the well-known "chicha" a beverage used by the indigenous people for ceremonies and rituals. With our journey finished, I returned home; now every time I looked back thinking about that wonderful gift grandma gave me and how she had kept the secret recipe since she was a child.

LONELINESS

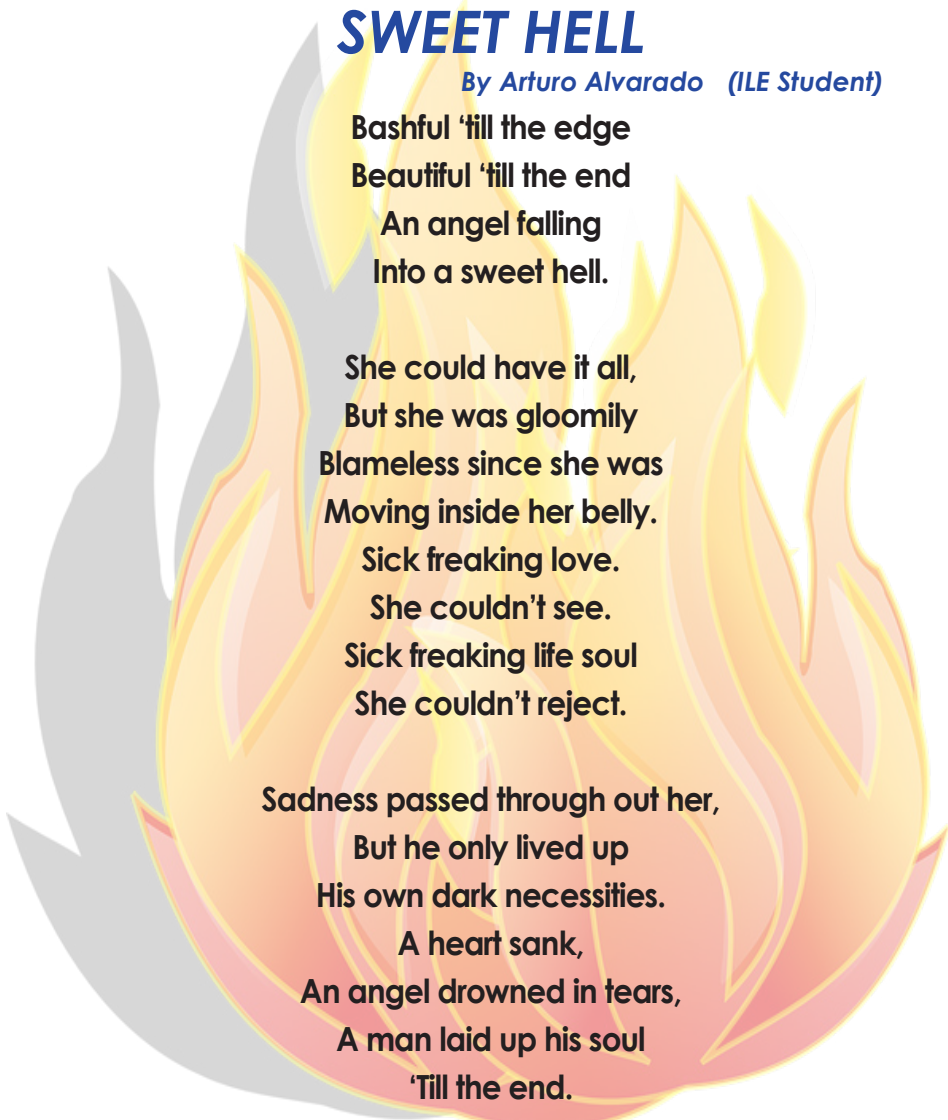
By Arturo Alvarado (ILE Student)



Amongst the silence
And the whispers,
She waited anxiously
For her lover
Hidden under a bleak, blue table.
How much longer?
Hours and hours fritter away.
He never came.
Once the sunset showed up
Giving up hope
She left with insanity in her mind.

SWEET HELL

By Arturo Alvarado (ILE Student)



Bashful 'till the edge
Beautiful 'till the end
An angel falling
Into a sweet hell.

She could have it all,
But she was gloomily
Blameless since she was
Moving inside her belly.
Sick freaking love.
She couldn't see.
Sick freaking life soul
She couldn't reject.

Sadness passed through out her,
But he only lived up
His own dark necessities.
A heart sank,
An angel drowned in tears,
A man laid up his soul
'Till the end.

THE SIMPSONS AND CULTURE

Animated television narratives function as indexical signs; however, their representations are extensively mediated and fully conventionalized. A sign system, like a cartoon, cannot function without some direction toward the appearance of being real. The Simpsons, being a narrative cartoon, functions with the conflict between our recognition of the signifiers as being unrealistic and extensively mediated (Irwin 2001, 259).



A drawing of a Simpsons character, like Lisa for instance, displays some degree of conventionalization, therefore, we must understand a fair amount of cultural knowledge for the show to make sense. The Simpsons help us understand how these signifiers are supposed to function in American society (Irwin 2001, 262). The Simpsons is a narrative text, filled with connotations depicting ideological assumptions about American society.

Semiotics is the relationship of signs with respect to the objects or ideas they represent.

The signifier makes a statement or delivers the message, whereas the signified is the content or idea delivered. Together, the signifier and the signified are experienced simultaneously as a whole, also known as a sign. The combination of signs into systems, are known

as codes, and it is our familiarity with these codes that allows the sign to have meaning. However, in order to understand a sign, one must also understand its codes, which are the culturally specific aspect of sign systems. Here, within these codes lie the connotative meaning; a culturally specific message that is superimposed on the sign's denotative meaning (Irwin 2001, 254-256).

The allusions in The Simpsons appear very "American", promoting an ideological assumption of America being a fast food, television mediated and "don't like to think too much" society. (Irwin 2001, 91). Each episode of The Simpsons begins with the Simpson family rushing into the family room to begin the evening ritual of TV watching. Soon after this, the final frame of opening credits appears framed by a TV set, with a VCR and a rabbit ear antenna. This gives the impression that the audience and the Simpson family are watching the same TV, indicating that the Simpson family is probably more similar to us than we think. This "couch gag" serves as an index, reminding us that the show is primarily concerned with television as the mass medium in American culture (Irwin 2001, 265).

The Simpsons are merely drawings, a suggestion of the human form. These characters are recognized as representations of a particular division of American society. For instance, Homer's weight problem and beer consumption along with Bart's spiky bad-boy haircut and skateboard are all recognizable aspects of the late twentieth century.

If The Simpsons is a reflection of the cultural mainstream, then it suggests that its audience is deeply dissatisfied with the status quo. It also suggests that there is a large section of Western society whose priorities and values contrast with the "mainstream". The Simpsons is a brilliant masterpiece that shows us that there is more to television that meets the eye. Every television show functions as an index, a sign system and that what really matters are the codes and connotations that are buried within the signifiers and signifieds.



Portland



Portland, known as **the City of Roses**, is the largest city in the state of Oregon and is generally considered the greenest city in the country and also one of the most liberal. It is also home to amazing brew pubs, wonderful coffee shops, nice museums, good restaurants and world famous bookstores. This is a wonderful city to spend a few days in before adventuring off to explore the amazing wilderness nearby.

Portland has roughly 2 million people living in the greater metro-area. The city was built near the confluence of the Willamette and Columbia rivers making it an important center for river traffic and the city's port is still very important to this day. When the town was first founded the two founding fathers of Asa Lovejoy and Francis W. Pettygrove both wanted to name the city after their home towns. This was settled on a 2 out of 3 coin toss and Pettygrove won. The Portland Penny can still be seen at the Oregon Historical Society. Portland was officially incorporated in 1851 as the county seat and grew from there.

Sights and Activities

-Oregon Zoo is a must-see for most visitors. It is particularly famous for its collection of elephants, the largest in a zoo collection anywhere in the world.

- Oregon Museum of Science and Industry, also features an IMAX cinema.
- The Portland Saturday Market is more than a market. Enjoy free shows, a good vibe, sample foods and much more.
- Museum of Contemporary Craft
- Oregon Museum of Science and Industry
- Oregon Historical Society
- Portland Art Museum
- Oregon Maritime Center and Museum

Events and Festivals

Spring Beer and Wine Festival is held every year in April.

North American Organic Brewers Festival is held every year in June featuring organic beers and is in Overlook Park near downtown.

Oregon Brewers Festival is held every July and is one of the largest outdoor beer festival in North America.

Holiday Ale Festival is held in December every year and features winter ales.

Weather

Portland has mild weather year-round with rainy winters. Most of the rain falls from late October to early April, while snow is possible from December to February but only a few inches in total. The best time of the year to visit would be late spring to early fall. Average highs from June to September are mostly between 23 °C and 27 °C, with nights around 12-14 °C. Winters from December to February see highs of 7-10 °C with nights still above zero.



Getting There

By Plane

Portland International Airport (IATA: **PDX**, ICAO: **KPDX**) has numerous connections to other states and cities in the United States and destinations further away, for example to Canada and Japan. The budget airlines Southwest Airlines, Frontier Airlines and Jet Blue Airways operate out of this airport.

To/from the airport

A taxi from the airport to downtown is around \$30. The MAX light rail red line, which has a stop right at the airport terminal, will cost only \$2.30 and will take you directly downtown in about 40 minutes. This includes a transfer to any of the buses to get you to your final destination.

By Train

The Amtrak Cascades (Multiple Departures Daily, 10 hours 25 minutes) links Vancouver in British Columbia, Canada and Seattle, with Portland. From Portland, the train continues to Salem and Eugene in Oregon as well.

The Coast Starlight between Seattle and Los Angeles, via Portland.



“ENGLISH FOR YOU CR” PRESENTS, GENERAL STRATEGIES FOR THE TOEIC EXAM – PART I



As part of our series on preparation strategies for the ToEIC exam, we want to share some general strategies to tackle the exam:

1- Become familiar with the ToEIC. Read about the exam, talk to people who have taken it in the past, take classes to prepare you. Having a good proficiency level in English is not enough by itself. Be prepared for the task ahead.

2- Study for the exam. Build up your vocabulary, reading and listening comprehension using items and practice materials. There are plenty you can find on internet.

3- Practise your English. The more you read in English, watch movies and TV shows, and talk to people, the more natural it will be for you to use and understand the language in the exam. Just as if it were a race, get fit in English!

4- Don't neglect time when you take the exam. The ToEIC not only measures your mastery of the language, but also your efficiency in using time. Time yourself when you do practice so you know how you will perform under pressure.

5- Build your self-confidence. By preparing for the exam, timing yourself, and “getting fit” when reading, listening, and speaking, you will arrive to exam day mentally strong and motivated. Good luck!

Good luck!

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

DOX

to publish the private personal information of another person or reveal the identity of an online poster without the consent of that individual.

EXAMPLE:

Apparently, one of his online enemies had doxed him.



Tunnel of Love

Tunnel of Love in Klevan, Ukraine is the name given by local people to this fairytale track. It is not everyday you get in the train and find yourself surrounded by natural green arches, which is why we consider this sight in Kleven, Ukraine, special.

The unusual railroad track is located approximately 7 kilometers from the city Klevan. This is an industrial track for wooden work, employed three times a day. A new tourist legend says that couples who ride together through the green tunnel and make a wish will get what they want.

This gorgeous long, leafy tunnel looks like a green dream or a scene from a film - but it can actually be found deep in the forests of Ukraine. Located near the town of Kleven, this luscious green tunnel provides passage for a private train that provides wood to a local factory.

To know more about this place, go to: [TUNNEL OF LOVE](http://www.travelthewholeworld.org/2013/11/tunnel-of-love-in-kleven-ukraine-a-fairytale-train-track.html)

Information and picture taken via Flickr from: <http://www.travelthewholeworld.org/2013/11/tunnel-of-love-in-kleven-ukraine-a-fairytale-train-track.html>

