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UTN: A Different University

Irma: Gone But Never To Be Forgotten

The Myth Of The Perfect

Roald Dahl



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COVER PAGE



Our coverage this month is dedicated to children's author Roald Dahl who wrote the kids' classics Charlie and the Chocolate Factory and James and the Giant Peach, among other famous works. 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://www.flickr.com/](https://www.flickr.com/photos/ell-r-brown/27935834700)

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EDITORIAL

Give Teachers The Training They Deserve

by Eric Herrea (ILE Professor)



Education is radically changing. The introduction of information and communication tools (ICT) also demands a change in the role and training of teachers. This panorama demands also a change in the role and preparation of teachers.

The emerging changes to education require educators to learn new and better ways to do their jobs effectively; however, a significant proportion of teachers think the professional development does not meet their needs. This suggests a need not just for better support for teachers to participate in professional development, but for authorities and school leaders to ensure that the development opportunities available are successful and meet teachers' needs.

Let's be honest, institutions worry more—and in some cases only—to provide schools with more technology and implement curriculum strategies, and in many cases do not ask teachers, who are the ones who mediate between students and these new ideas and equipment, what they really need, how they feel about it, and if they are prepared enough to face such a challenge.

There is no doubt teachers want to learn how to make the teaching-learning process more efficient and attractive for students; however, the system does in making teachers active members at the time to make decisions.

In turn, this makes training opportunities a waste of time and money .

The dictionary defines professional development as activities that develop an individual's skills, knowledge, expertise and other characteristics for a teacher. This definition should be analyzed in a specific way; therefore, if an institution wants to improve the evaluation process, they should provide teachers with opportunities to learn with experts in their subject. For example, English teachers need to learn about new ways to evaluate ESL students. On the contrary, institutions usually plan any training they offer in a very awfully gen-

eral way so that teachers from different subjects come to listen to someone talking about general aspects of evaluation that most of the teachers already know.

Outside help is not always the solution.

Some may think this suggestion is always expensive or difficult to achieve; furthermore, the experts needed by an institution are sometimes within the same institution. One of the biggest mistakes institutions make is taking their own teachers for granted. There are teachers with lots of experience and knowledge that the institution either disregards or ignores. If you ask teachers how many times they have been asked by the institution to be part of a conference for their own colleagues, the answer will be never.

Some of the areas in which teachers need constant training are: use of ICT in class, evaluation, and collaboration strategies among colleagues. Besides it is an obvious recommendation that each institution should have clear, open channels in order to hear what teachers need so that authorities can look for solutions according to the different areas of study.

In seeking to meet teachers' professional development requirements, policy makers need to consider how to support and encourage participation and how to ensure that opportunities match teachers' perceived needs. It can thus be concluded that poor and ineffective training and professional development hurts teachers and thereby students because they are often disconnected from the everyday practice of teaching.



UTN Institutional Repository

On September 1st, the Research and Transfer Vice Chancellor Department officially presented its institutional repository.

An institutional repository consists of formally organized and managed collections of digital content generated by faculty, staff, and students at an institution. Institutions increasingly recognize the need to develop repositories of intellectual output for long-term archival purposes, and to disseminate the knowledge produced.

Research and Transfer Vice Chancellor Francisco Romero explained that the potential of an institutional repository to help foster change

within the academy is significant; it is one of the best ways to encourage the diffusion of knowledge broadly and freely in the knowledge in the society we are living in.

Besides the presentation of the UTN institutional repository, there was a conference about Open Access Resources by Dr. Saray Córdoba. She pointed out that perhaps the most important potential payoff of an institutional repository is an essential infrastructure of scholarly dissemination. It is a means for institutions to manage the digital scholarship their communities produce, maximize access to research outputs, and to increase the visibility



and academic prestige of UTN and authors.

If you want your articles and materials to be part of the UTN institutional repository, send an e-mail to vicerectoriadeinvestigacion@utn.ac.cr to ask for information.

A Cultural Encounter

by Gerardo Matamoros (ILE Professor San Carlos)

We find satisfaction in many ways in our majors. One of those lively moments teachers enjoy comes when we have native speakers in our classrooms. Having them as part of a class increases students' motivation to continue learning. You can see how eager most of them are to learn new things about culture, behavior, and even ways of thinking.



Although we frequently bring people to our place, during the first week of August the experience of

having two young speakers from Kentucky brought up many nice topics about US culture, and how that culture merges with ours. The two young guests were invited by **Gabriela Castillo (ILE professor in San Carlos)** who contacted the US embassy in Costa Rica to send the speakers to San Carlos.

The 2.5-hour workshop worked as an incentive to discuss different aspects between the two cultures. Besides the listening-training experience, ILE students were capable of asking many questions to understand diverse aspects of US universities and people's lifestyles. Through questions and answers, the discussion was enriched by the continuous openness from the speakers.

It was indeed a valuable opportunity for ILE students to listen and to have a better understanding of



the way people think and behave in that country. There should be a way to promote these visits in the different UTN campuses throughout the country.

Having native speakers in ILE classrooms needs to be a main objective of authorities and teachers with the enriching purpose of letting students face the real accents and aspects of the English language. Hopefully we can have more encounters like this in the near future.


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Proceso de Admisión 2018
del **23 de agosto** al
13 de octubre del 2017

UTN: A Different University

By Iary Gómez and Paola Hernández (Translation by ILE Professor Eric Herrera)



On August 30th, Diario Extra interviewed UTN Chancellor Marcelo Prieto. Grupo Extra General Manager and Director Iary Gómez and Editor Paola Hernández talked about current activities and plans of UTN. Here we share part of this interesting conversation.

What was the main objective that gave origin to UTN?

One of the main goals of UTN was to break the gap there was between higher technical education and university education in Costa Rica. Graduate students from the community colleges that came together to form UTN wanted to continue studies in a university: however, these institutions did not recognize the community college major degrees, so students had to start over again with the whole program.

Do you consider that there is a big gap between academy the productive sectors in the other four state universities?

It is not that they do not pay attention to the productive sector, but we thought it had to grow. Since its conception UTN was born with a robust link with the industry, the business sector and the small and medium-sized enterprises. This aspect is a strong aspect of our DNA.

What are some of the things you do to have this link?

UTN University Council includes two representatives of the productive sector. Their opinions and suggestions are a first-hand important input for us, so we know exactly what this sector needs, how the productive sector of Costa Rica is working, and in this way, we can guarantee the relevance of our study programs. These needs are constantly changing; therefore, it is our responsibility to be in contact with the productive sector, to know about the kind of

professionals they need, to understand the current situation in Costa Rica.

What are the results of this policy you handle?

In this relationship, we try to make sure that our study programs match labor demand. This is very difficult because the market changes and greater competitiveness is needed in the sector, so we do an enormous effort to get together with the productive sector every three years in order to get the necessary input to evaluate UTN's study programs and study the possible implementation of changes that help meet the needs of employers.

Do you apply any entrance examination?

UTN admission policy is democratic and inclusive. We use academic merit as a basic element for university entrance qualification. The presentation grade for the national examinations high-school students take is the academic performance index we use. We prefer to measure the student's academic achievement throughout his/her school life and not to base everything on only one evaluation instrument that does not fit the economic, cultural and social reality of all students who want to be part of UTN. Besides that, we use an incentive program for students in which we add some extra points to students who come from any of the 24 most socially and economically underdeveloped districts of Costa Rica.

What is the percentage of labor placement for UTN graduates?

There is a high percentage of employment among our students of about 90%.

What is UTN's biggest challenge now?

Taking into consideration the population UTN receives, we have seen that many new students bring with them some weakness in certain areas such as mathematics, chemistry, and basic science. The challenge UTN has for next year is to make serious effort aimed at working in an Academic Achievement and Retention Program. For this reason, we will implement an introductory quarter that students will take before getting into the major study programs. The idea is, depending on each major, to strengthen these areas which are crucial in their corresponding majors. Students will receive also specific training in study techniques together with mentoring support.

Irma: Gone But Never To Be Forgotten

It will be many years before some communities will be able to return to anything approaching normal. Meteorologically, Irma has left us quite a legacy. It was a cyclone which had a very interesting genesis, and an incredible development into one of the largest and most powerful hurricanes ever seen.

As with many hurricanes, Irma formed from a collection of storm clouds to the southwest of the Cape Verde islands, just off the coast of West Africa.

Most hurricane development is conditional on sea surface temperatures (SSTs) reaching at least 26.5C. But **Irma had no problem developing over waters which were a relatively cool 23.5C.**

Although the SSTs were low, there were other factors acting in favor of its formation.

First, the atmosphere was moist - always a good thing if storm clouds are to develop.

Second, and tied to the point about moist air, there is currently very little dry, dusty air blowing from the Sahara Desert across the Atlantic.

Millions of tons of dust blow across the Atlantic every year. Some of it

is deposited on the islands of the Caribbean to make them the lush tropical paradises they are.

In recent years, there has been a lot of Saharan dust finding its way into the Atlantic. This dry air has a detrimental effect on any potential hurricane development. So, its absence was another factor acting in Irma's development.

Once it got going, there was no stopping Irma. It developed from a tropical wave to a hurricane within 24 hours on 30th August.

By 1st September it was a Category 2 hurricane, on the five-point Saffir-Simpson scale.

By 5th September it had reached category 5 status. Its sustained wind speeds of 298km per hour (kph) had approached the theoretical maximum for a hurricane, only topped by the 305kph of 1980s Hurricane Allen.

Even before it entered the Caribbean, Irma had rewritten the record books.

•It was the **strongest Atlantic hurricane outside of the Caribbean and Gulf of Mexico**, with sustained winds of 298km per hour (kph). These records go back to 1851, and cover



about 2,600 cyclones.

•It also had the lowest central pressure ever recorded at 914 millibars.

•Irma went on to be probably the strongest hurricane to ever hit the Leeward Islands.

•It was then the first Category 5 hurricane to hit Cuba since 1924.

•Irma was the **longest-lasting Category 5 hurricane** on record, keeping that status for over three days. Winds of 298kph were sustained for over a day and a half: also a record.

With global temperatures rising towards the limit of 2C agreed upon in the Paris Agreement, it may not be long before Irma's place in the record books is usurped by another product of our rapidly warming world.



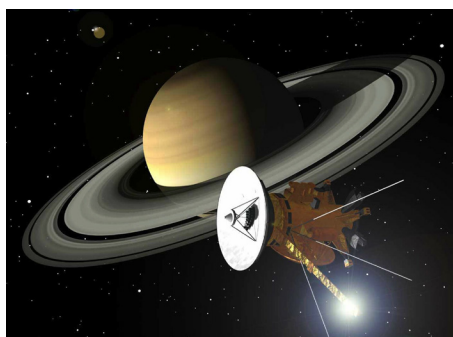
Information and image taken from: <http://mwcnews.net/news/americas/68129-irma-gone.html>

Cassini Grand Finale

After spending nearly 13 years orbiting Saturn, the Cassini-Huygens mission will soon be over. The Cassini spacecraft was launched from Earth in 1997. It then spent seven years travelling across the Solar System before arriving at Saturn.

A few months later the Cassini "mothership" released the Huygens probe (pronounced HOY-gens) onto Saturn's mysterious moon Titan. This was the first landing in the outer Solar System!

During its time on Titan, Huygens revealed several things the moon has in common with Earth. It has a thick atmosphere, weather (on Titan it rains a chemical called methane instead of water) and lakes (also methane). However, it's much cold-



er than Earth, with a surface temperature of -180°C, which is twice as cold as the South Pole.

When Cassini left Huygens behind on Titan, it continued to explore Saturn, its rings, and its family of moons. The spacecraft spotted water spraying into space from another moon, revealing an ocean hidden beneath its icy surface that could

possible be a home for alien life. But, after years of hard work, Cassini is now running low on fuel. Scientists have decided to end its journey by plunging it into Saturn on 15 September. This will avoid it accidentally crashing into any of Saturn's moons, keeping them untouched for future studies. Until then, Cassini is spending its final months performing a series of daring dives between the planet and its famous rings. An area that has never been explored before.

Cassini will take the first detailed photos of the rings closest to Saturn and the planet's clouds. It will also measure Saturn's gravity to help scientists work out what the inside of the planet is like.



Information taken from: <http://www.space-awareness.org/bg/scoops/1715/countdown-to-cassinis-grand-finale/> Image taken from: <https://pixabay.com/en/cassini-saturn-rings-space-92362/>

What Is DACA? A Look At Rescinded Immigrant Program

The program that protects young immigrants who were brought to the US without documents as children or came with families who overstayed visas has been rescinded.

But many questions remain about what will happen to the programme's beneficiaries.

Attorney General Jeff Sessions said Deferred Action for Childhood Arrivals, or DACA, will end in six months to give Congress time to find a legislative solution.

Here's a look at DACA and what happens next for the nearly 800,000 people in it who are allowed to work in the US and receive protection from deportation.

What is DACA?

DACA was created by then-president Barack Obama in 2012 after intense pressure from advocates who wanted protections for the young immigrants who were mostly raised in the US but lacked legal status.

The program protects them from deportation - granting them a two-year reprieve that can be extended and by issuing them a work permit and social security number.

DACA recipients must have no criminal record, proof they were brought to the US before age 16, and be under 31 when the programme was launched but at least 15-years old when applying.

The application cost is nearly \$500 and permits must be renewed every two years. The application and renewal process take several weeks.

DACA does not give beneficiaries legal US residency.

Recipients get temporary reprieves from deportation and permission to temporarily work.

Why DACA?

Frustration grew during the Obama administration over repeated failures to pass the "Dream Act", which would have provided **a path to legal US citizenship for the young immigrants who ended up becoming DACA beneficiaries and became known as "Dreamers"**.

The last major attempt to pass the legislation was in



2011.

Immigrant activists staged protests and participated in civil disobedience in an effort to push Obama to act after Congress did not pass legislation. DACA is different than the Dream Act because it does not provide a pathway to legal residency or citizenship.

Why end DACA?

President Donald Trump was under pressure from several states that threatened to sue his administration if it did not end DACA.

They argued the order Obama issued creating the programme was unconstitutional and that Congress should take charge of legislation dealing the issue.

Immigrant advocates, business leaders, including the chief executives of Apple and Microsoft, clergy and many others put intense pressure on Trump to maintain the programme, but he decided to end it.

What happens now?

Young immigrants already enrolled in DACA remain covered until their permits expire.

If their permits expire before March, 5, 2018, they are eligible to renew them for another two years as long as they apply by October 5.

If their permits expire beyond that March date, they will not be able to renew and could be subject to deportation when their permits expire.

People who miss the October deadline will be disqualified from renewing their permission to remain in the country and could face deportation, although the Trump administration has said it will not actively provide their information to immigration authorities.

It will be up to Congress to take up and pass legislation helping DACA beneficiaries. One bill introduced this year would provide a path to legal permanent residency.

Many DACA beneficiaries say they worry they will be forced to take lower-wage, under-the-table jobs and will be unable to pay for college or assist their families financially.



Left Brain And Right Brain



When you are five years old, you probably used your native language all the time. But did you think about grammar rules? Did you worry about correct pronunciation or using verbs and articles correctly? Of course not. And if you learned a foreign language when you were young, you did not

think about rules and grammar in that language either. You learned languages naturally, without thinking about the language.

But now you are an adult, and you probably analyze English a lot. Perhaps you memorize lists of words, learn grammar rules, look up words in the dictionary, and translate from one language to the other. You probably know more about the rules of English than about how to speak it or read it fluently. You may be thinking too much about the details of English grammar and pronunciation; you may need to be a little childlike when you use English.

What's your Learning Focus?

Think of language learning as using a camera with interchangeable lenses. You can use a zoom lens to focus on the details of English – whatever every word means, how every rule is applied, and what all the exceptions are. You can use a wide-angle lens to see the general meaning of something – the big picture of what someone is trying to say or write.

Adults usually use the zoom lens a little too much when they learn languages. Children usually use a wide-angle lens as they learn a language naturally. As an adult, you must make a conscious effort to use a wide-angle lens most of the time, only occasionally zooming in on a word or grammar point.

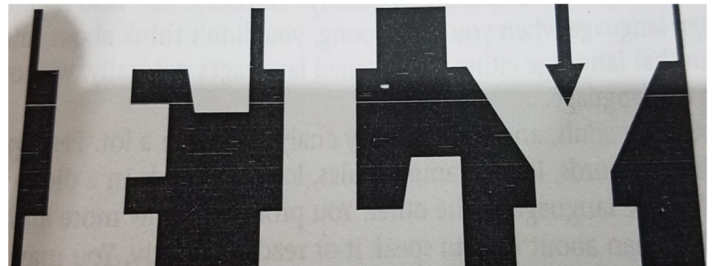
You can also think of learning English as similar to learning to play a sport. If you think about it too much, it does not work. Should you stop analyzing grammar, pronunciation, and vocabulary? No! Focusing on the small pieces of English is important and useful. It helps you to see what you can-

By Aarón Torres (ILE Professor)

not see with your wide-angle lens. As you continue to learn English, it is very useful to be able to quickly zoom in on a difficult word or grammar point, and then be able to zoom out to a wider angle again.

Adults have an advantage over children here. Children have only the wide-angle lens; they learn languages subconsciously. Adults can do both: we can learn both subconsciously and consciously. Research shows that being able to learn both ways is important for success. You need to be childlike enough to relax with the language and not to be worried about all the details. But at the right times, you also need to examine your language with your zoom lens, and then use the details to improve your language.

Here is an example of what it is like to use a wide-angle lens when you look at things. Look at the row of strange shapes below. **Can you read the message? What does it say?** Do not read further until you have tried this puzzle for a few minutes.



Did you get it? You have to look at the white spaces between the black shapes. The three white spaces are the three letters, F, L, and Y, spelling the word FLY. You may have looked at the black shapes because you are used to seeing black print on white paper. Do not be tricked!

This puzzle is an example of how you can focus on the wrong thing in a language if you do not have a wide-range lens to view the language. If you look too closely at the puzzle, you focus on details. If you back away and look at the whole picture, you get it. Language works the same way.

The Myth Of The Perfect Teacher

By Barbara Hoskins Sakamoto

“I could be a perfect teacher, if only I didn’t have to deal with students, parents or administrators!”

(overheard at a professional development workshop)



I rarely hear teachers say that they want to be perfect, but I do, quite often, hear them say that some flaw of theirs prevents them from being good teachers. Whether

that “flaw” is the lack of training, or lack of language ability, lack of confidence, or something else, the statement implies that there is some sort of ideal for teachers to aspire to.

Becoming the best teacher I can be is a great goal. But, my best is a relative thing. It was different when I was a young, single teacher than it was when I had a young child at home. It was different based on the knowledge and resources I had available at any particular time.

Even though the perfect teacher is a myth, I’ll bet we can describe him or her. I’ll start the list, with myth vs reality check, and I hope you’ll add more in comments.

Myth #1 The Perfect Teacher has an MA or DELTA.

Reality Check: If you’re looking for a job teaching English, a degree or advanced certificate is definitely an asset. But, it’s no guarantee of teaching ability. My MA may have gotten me a job, but most of what I know about teaching I learned after I left the classroom. With so much online, and such

thriving social networks for educators, we can all find something to learn. However, what I feel I need to learn in order to become a better teacher may not be the same thing you feel like you need to learn. That’s okay. We can complement each other.

Myth #2 The Perfect Teacher is a native speaker of English.

Reality Check: Some of the finest teachers I know learned English as a second or third language. Since the myth also comes with a hiring bias, these teachers usually teach in their home countries, which often means they understand their students’ language learning needs than I do. All teachers have ideas and experiences that, if shared, will make the rest of us better teachers, too. Sometimes limited English ability holds teachers back from sharing, but most of the time it’s simply a lack of confidence and a fear of ridicule (since Perfect Teachers are native speakers). It can be scary to take that first step into sharing ideas about teaching in English, but simply participating will increase both language ability and confidence. And we’ll all ben-



efit from having more diverse voices in our discussions.

Myth #3 The Perfect Teacher is motivated and confident.

Reality Check: Some of my greatest improvement as a teacher has come from periods of self-doubt and lack of motivation. I don’t know about you, but sometimes it’s hard to push yourself to try new things when everything is going well. I don’t think I really began to grow as a teacher until I realized that I didn’t really know what I was doing. Motivation is an odd animal as well, and there are some wonderful posts on the iTDi blog on the subject (that I’ll be summarizing on Wednesday). Particularly in these tough economic times, when teachers find themselves having to teach more hours just to pay for rent and living essentials, it’s hard to stay motivated. I think that’s not just okay, it’s natural. Online and offline groups help us keep up morale, but there are times for all of us when teaching is just a job. Luckily, good training enables us to provide good value for our students until our natural motivation returns.

More Myths?

You get the idea. What are some other myths that describe the Perfect Teacher? Hopefully, by providing some reality checks we can do a better job of supporting each other in becoming the best teachers we can be, even if we define that best differently. that best differently.

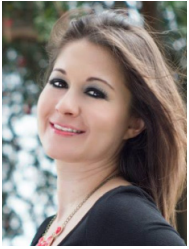
ABOUT THE AUTHOR

Barbara Hoskins Sakamoto has taught English and ESL in the US, and EFL in Japan. An EFL teacher and teacher trainer since 1985, she has conducted workshops throughout Asia, the USA and Latin America. Barbara’s motto is ‘Always try new things’, so these days, when she’s not teaching, writing, or giving workshops, she’s exploring the potential of new technologies for collaboration and professional development. You can often find Barbara online working with teachers around the world as Program Director for International Teacher Development Institute (ITDi.pro) or on her new blog for English teachers who work with young learners, Teaching Children English.



Becoming Innovative Teachers

By **Melissa González (ILE Professor)**



Nowadays we are living in a globalized world where boundaries among countries have almost disappeared, and it has been mandatory to acquire certain tools in order to be able to succeed in it. Education has a vital role in this process. For this reason, many countries have been looking for

effective strategies to provide an innovative education. However, their points of view are very different. Therefore, what is innovative education? And most importantly are teachers well – trained to carry this task out? These topics have inspired Cesar Bona for the last years. He is a Spanish professor who has traveled around different schools in his country looking for suitable answers to those questions.

Bona is originally from Zaragoza. He decided to study English philology, and he even got a Master's degree. However, after he graduated, he was not sure what do to with his life, but he needed a job, so he sent many resumes to different universities. Finally he got a phone call from a private high school. The first day he stood in front of the class, he realized that teaching was his real vocation. He actually said "Era un niño más, con ellos no pierdes la curiosidad". Since that moment, he started a journey through nine different schools and his experiences gave him the opportunity to publish two books and visit many innovative institutions in Spain which have taught them a lot of important aspects to take into consideration. First of all, education must run away from the conventional politics of the last centuries. These groundbreaking schools do not discriminate students for their abilities; everybody has something to teach and learn. Moreover, they prefer to use real life situations as teaching methods to show students how to solve problems instead of having

them inside a classroom. This is actually a key skill nowadays.

Another important lesson from Bona is listening to children. They also have useful opinions and suggestions that can help professors improve their teaching – learning process since they are the main actors. **Lessening the amount of homework is another great recommendation.** Children and teenagers also deserve to play, rest and enjoy their lives. The time in which they are in school should be the moments to work on assignments. Studying should be funny, but with extra work to do, students will not enjoy this process and of course that makes teachers' jobs harder and sometimes even frustrating.

Bona also considers that it is essential to promote team work among professors not only to improve the teaching learning process, but also to help each other. Finally, he believes that attitude of scary teachers must disappear. **A good professor is not measured by the amount of students who fail his/her courses, but by the ones he inspires to grow.**

Currently, everybody talks about innovation since it is a fundamental tool to stand out in this world. However, not all the teachers have the opportunity to take high quality training to understand this concept in depth. Many of them do not innovate their classes just because they believe it is too much hard work, but it is not. Small changes such as the ones proposed by Cesar Bona: Using real life situations as a teaching method should not scare a teacher and listening to your students' opinions can give you better ideas and make your job a little bit easier and more pleasant. The crucial quote in this case is "innovation is taking things that already exist and assembling them in ways that haven't been thought of" (Rakesh Pandey)

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Teachers, The Makers Of A Nation

by Namrata Bordoloi

I believe every individual is sent to this vanity fair from the heavenly abode of God to execute certain divine schemes. We all are here to prove who we are and why we are sent for. Hundreds of years ago the professions of people were very limited. But now we are in an era, when extremely variegated vistas are available in front of us to take up both as means and end of earning. And since time immemorial, till date, teaching is the profession, which is, without having any doubt, the most respectable and responsible profession, one can take up. I, being a teacher, sincerely think of it as the most challenging profession. Because **ours is not a profession --- ours is a mission.** We are the operators of the man making machine. We play the role of a catalyst to produce resources out of our students. As the youths are considered as the backbone of a nation, then definitely we are the makers of the nation -- the writers of the destiny of our soil.

As teachers, our prime duty is to complete the syllabus prescribed for the classes within the given timeframe. But my perception is that our duty is much more than that of a knowledge imparter. We have to be the torch bearers for them illuminating all the avenues they march ahead through. The moral degradation of the students is one of the much talked about issues of today. As Charles Dickens had begun his highly acclaimed "**The tale of two cities**" --- **it is the best of time, it is the worst of time, it is the age of wisdom and it is**



the age of foolishness. It is the season of light, it is the season of darkness. I find some resemblances of today's age with those surprisingly contradictory lines. We are amidst these contradictions. The marked shift in the world of science and technology has made it possible for our students to earn their much-required knowledge. Everything is easily accessible to them. The more they are becoming learned, equipped, the more they have deviated from the moral standards. But generalizations, would be unjustified as some of the students are very much grounded. But to many of them, terms like morality, a strong character base sound very vague. So here begins our duty. We can give them the vision, how much potential they are blessed with to bring some much desired and awaited changes to the earth. Back in 2007, I wrote a story in "Amar Assam" and without even having the faintest idea that I was destined to be a teacher, I made a teacher the protagonist of my story. And there I made him utter

one line that a teacher of mathematics by teaching algebra or trigonometry or a teacher of English, by teaching Shakespeare or Wordsworth can't produce our students as resources. To be a resource for the nation a student definitely needs to know his lessons, but at the same time he has to be morally strong. Therefore, it is our duty to give a boost to the positive thinking faculty in them and their creative flair. The more they will think positive, the more positive outputs will come from their thinking, and if they indulge themselves in creative works, then they will grow some desired behavior in them gradually. By echoing one line of Dale Carnegie I would love to wind up, **"Two men looked out from the prison bars, one saw the mud and the other saw the stars."**

So this is the high time. Now it would be better to search out the news of stars then sighing listening to the stories of mud. It is the time not to ponder much, but to enact because no one can build a healthy nation as we the teachers can.

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:

What is a good experience you have had in a class?

In an oral communication class, the teacher brought a guest who works at UNICEF. He gave us first hand professional tips to use for an effective presentation. It was great!

Jennifer Sánchez

It surprised me when we played a game about prefixes and suffixes in class, I thought it was difficult to have fun with that topic.

Jaime González

So far the best experience has been when I had to present my TedEx in the auditorium. I had to face my fear of speaking in public.

Andrea López

Something I really enjoyed was the creative writing class. To learn how to write poems and stories was amazing

Laura Córdoba

I really enjoyed when a teacher asked us to sit on the floor to drink mate and just talked about the topics she had prepared for the class. I did not want the class to end.

Meize Mezén

One of my best experiences was when in the intercultural communication class, the teacher took us on a coffee tour, and I had the chance to speak in English in a real life context, which is something very important to prove what we have learned.

Marisol Rojas

I really remember the first time the teacher asked me to prepare a speech for the oral communication class. The teacher told me it was really good. I could not believe it.

Juan Muñillo

During a business class, we played a game called "Law Ropes." The game was not only interesting but also helped me understand and learned a lot of concepts related to this topic.

Yessica Molina



Not Everybody's Truth

By Meize Mezén (ILE Student)

She was a child raised as vegetarian, but she didn't know that
She ate fruits and vegetables only, animals were to be watched
All animals were to be loved and touched.

The first day of school came.

Happily, she went

She watched and was toughed about her classmates' meals.

Surprisingly, yelling, she broke into tears.

Animals died to feed other kids!

Her life eating ideass were not the other's rule.

After a while,

She became friends with a sweet girl.

Her friend had beautiful long horizontal eyes

She came back home and pulled her eyes aside,

Making herself look like her friend.

One day, innocent as a child,

Her friend told her about her very far home.

At my home, your pet once a year could be a meal

She opened a big wide mouth showing her friend her big discontent.

Naturally, she tried to explain what it was about.

How she had never befoere learned about this reality.

She then understood.

As she though the fruits and vegetables were her one only truth

Her truth was not everybody's truth.



An Amazing Day

By David Ramírez (ILE Student)

It was a bright sunny day of summer in Minnesota, there was no more snow around, the smell of a woodland after a rain was incredible; the winter had finished, and summer had started.

Through the window the first sunlight was coming into the house, you could smell some Costa Rican coffee ready in the kettle. It was a perfect day to spend with family and friends in one of the ten thousand lakes that Minnesota has.

Peter a young, tall, handsome guy with curly hair and blue eyes, the best quarterback in the state and the most famous person in the school, finished high school just last winter, and during that summer he was the star of Minnesota Viking football team. That was the best year of his life.

That morning he was very excited, he was thinking about an important decision and he was ready to take the bull by the horns. He invited his girlfriend to go to the Lake Superior and enjoy the day.

Laura, Peter's girlfriend was a beautiful girl; she also had finished school last winter and she had been dating Peter for the last two years. She was like a fashion model with her long hair and her beautiful smile; however, she was shy and she didn't like to talk to people that much.

It was Laura's first time at the Lake Superior, she was very happy because this lake is like the Pacific Ocean, it has waves, fish and a lot of big boats. Duluth is the town next to the lake and it is very old, you can see the old buildings from the last century, this city was the most important seaway port in the 18th century.

They prepared all the necessary things like, swimsuits, water, fruits, sun block and of course a football ball. After a few hours of driving they arrived in Duluth and Laura could smell the lake through the car window it was an incredible experience for her. They spent the day at the lake, Peter rented a small boat in order to sail, and try to fish, but after two hours they couldn't catch anything; however, they were so happy to have spent time together. When they returned to the beach, Laura decided to get a tan and Peter played soccer with some people there, also they ate some hotdogs for lunch. They had a great time together, but the best part of the day was coming.

It was a little late, the sunset was a couple of hours away when Peter took Laura's hand and down on his knees did the most important question in their life: "Laura, will you marry me?". The moment was perfect. In Laura's head, all the world was doing circles in front of her, she was thinking about all the beautiful moments they had had together during the last two years. Then, the earth stopped, and a big silent covered the moment they could feel the silent in their bones, after a minute Laura screamed from her heart, and began crying like a baby. Suddenly, she decided to run away the farthest away she could get from Peter. She had a big secret that Peter did not know about it, her mother was the only one who knew it.

Peter was surprised; he didn't know what to do; he was shocked, he imagined the situation in another way; however, he tried to run behind Laura but after a few miles she was gone.

He was devastated; he was in love with Laura. He drove home at night, but he didn't remember the road, in his mind he was only thinking about Laura and how she had run away. He tried to talk and look for Laura several times, he called her but she didn't answer the phone, he sent a lot of letters without any answer. She just disappeared from his life, he fell into a big depression and for the first time he had thought about suicide.

After six months Peter received a letter from Laura, in the letter she apologized for the situation and told Peter the secret: "Sorry Peter, but I have cancer and I'll die soon. I love you and thanks for the wonderful day that we had the last time I saw you ...

God Bye Laura."

Peter read the entire letter and began crying. He called Laura's mother and she told him that Laura had died two weeks ago. That day in the afternoon Peter went to Laura's grave, he forgave her and promised to love her forever.

Lady Diana Of Wales



Regarded as the People's Princess ever since her birth on July 1st, 1961 in Norfolk, England, Princess Diana strived as one of the greatest leader in the 20th century. She was the third child in an aristocratic family with high relations and lots of wealth. "Her unprecedented popularity as a member of the royal family, both in Britain and throughout the world, attracted considerable media attention from the press, she became one of the most photographed woman in the world", an article proclaimed ('Diana, princess of Wales'). Diana lived the beginning of her life very sheltered, as a kindergarten teacher in London. Diana has always been a confident person with great charisma and in 1994 she expressed this through an interview on her view of being royal and her idea of marriage, speaking on the behalf of women worldwide, through BBC news. Later, love blossomed between Prince Charles and Diana

that caught heavy media attention. Suddenly, she found herself caught up in intense scenarios. Finally, the wedding was announced between Charles and Diana, which, intensified even more. An audience of 750 million viewers watched Princess Diana on her globally televised wedding day and regarded it as a modern fairy tale. The glamorous princess out shined all the royals even the queen. ('Diana Her True Story in Her Own Words')

Marital differences later led Diana to separate from Prince Charles in 1992. They divorced on August 28th, 1996. The princess always had a way of expressing herself through any part of the day whether bad or good... Her friend Angela expressed that, "she understands the essence of people, what a person is rather than who they are" ('Diana, Her True Story in Her Own Words'). Although Diana contained a caring touch for the people and had worked for humanitarian support previously, her plans of helping the people became more dynamic and full fledged. Maintaining a high and open profile Diana voiced out for the people and gave them her guidance. The princess used the celebrity she got from being a "fairy tale princess" to promote in great causes. She took part in charities, children issues, helping aid patients, and causes as diverse as the arts. For example, on March 22nd 1992, as the guest of honor for the Ideal Home Exhibition, the Princess, caught the hearts of many with her passionate speech on Aids. ('Diana, Her True Story in Her Own Words') Even her death caught great

attention for media, till her last moment on earth the paparazzi shadowed her. She died on August 31st, 1997 when her car crashed into a road tunnel in Paris while trying to evade the extreme media and photographers. In part, the driver was also known to have drank alcohol and taken drugs over the legal limit that may have advocated the accident. Thousands of people followed Diana's body on her funeral in the streets of London as she got buried at Althorp. Diana's death brought a national feeling of polarization to the extent of doubting the British government for her death. In an age of huge media growth Princess Diana stood as a central figure. In all, Princess Diana showed great confidence and skill in communicating and socializing with the common man. ('Diana, Princess of Wales')



Philadelphia



Philadelphia is a huge city with several district articles that contain information about specific sights, restaurants, and accommodation.

Philadelphia, located in southeastern Pennsylvania, in the mid-Atlantic region, is the fifth most-populous city in the United States. Often referred to as "**Philly**," the city is coterminous with Philadelphia County. Philadelphia sits adjacent to the New Jersey and Delaware borders, and as such, its metropolitan area encompasses counties in Pennsylvania, New Jersey and Delaware.

Philadelphia, often called the "Birthplace of America", is the birthplace of the country's modern democracy. Philly was founded by William Penn in 1681, and assumed its present-day shape and size in 1784 when Montgomery County was split off from Philadelphia. The city's name translates to "City of Brotherly Love" and it has been a seat of freedom since its inception; originally founded by Quakers, the colony promoted religious freedom among its residents in stark contrast to the England of the time.

Climate

Philadelphia sits at the northernmost boundary of the humid subtropical climate zone; it has many features of a humid continental climate, and the climate has four distinct seasons. Winters are cold and often snowy, with temperatures usually hovering

around 32°F (0°C) during the colder months. Average annual snowfall is 24 inches (59 cm) which is spread out mainly from December to March, but the area is sometimes hit by devastating blizzards that can dump up to half that total or even more on the city in one day, such as in 1996 when a single storm dumped 30.7 inches (78 cm) of snow on the city in just a couple days.

Spring and fall are rather pleasant, with temperatures in the 60s and 70s F (15°C-25°C). Summers are hot and humid, and conditions can get quite unpleasant when the air temperature is near 90°F (32°C) and humidity is high.



Get Around

There are plenty of public transportation options to get around the downtown core of Philadelphia. Buses, trains, and trolleys gather at 30th St. Station and the 69th St. Transportation Center.

Philadelphia is one of America's most walkable cities. This has been taken advantage of and the city is marked extremely well by "Walk! Philadelphia" signs that are placed on each block, sometimes only several feet apart, that guide visitors toward shopping, dining, gallery perusing, cultural enjoyment, local must-sees and public transportation should it need to be taken.

Attractions

Public art

Thanks to Philadelphia's innovative Mural Arts Program, the city has a truly massive amount of art that can



be seen without paying a dime or entering a single building. Originally designed to help stop graffiti and enliven the city's buildings, the Mural Arts Program has led to Philadelphia now having the largest collection of public art in the world, with over 3500 murals completed since its inception.

Historic Sites

Eastern State Penitentiary

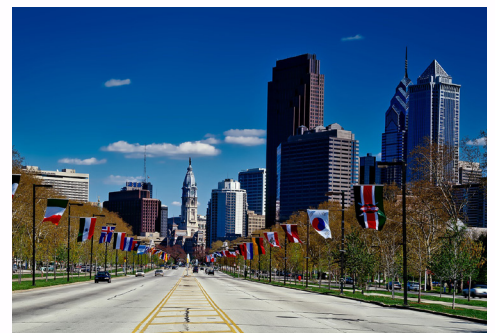
Eastern State Penitentiary, 22nd St and Fairmount Ave. "America's Most Historic Prison." It is also the site of an annual Bastille Day recreation. In October, the notoriously haunted penitentiary is home to one of the city's most popular Halloween attraction: the "Terror Behind the Walls" haunted house.

Edgar Allan Poe National Historic Site

The former home of the famous American author of mystery and the macabre.

Independence National Historic Park

Philadelphia's signature historic site in Old City features the Liberty Bell, Independence Hall, Constitution Hall (home of the Declaration of Independence and Constitution). It also features historic buildings from the city's revolutionary past, approximately 20 of which are open to the public.





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OPEN SOURCE SOFTWARE

What is open source software?

Open source software is software with source code that anyone can inspect, modify, and enhance. “Source code” is the part of software that most computer users don’t ever see; it’s the code computer programmers can manipulate to change how a piece of software—a “program” or “application”—works. Programmers who have access to a computer program’s source code can improve that program by adding features to it or fixing parts that don’t always work correctly.

Doesn’t “open source” just mean something is free of charge?

No. This is a common misconception about what “open source” implies, and the concept’s implications are not only economic.

Open source software programmers can charge money for the open source software they create or to which they contribute. But in some cases, because an open source license might require them to release their source code when they sell software to others, some programmers find that charging users money for software services and support (rather than for the software itself) is more lucrative. This way, their software remains free of charge, and they make money helping others install, use, and troubleshoot it.

While some open source software may be free of charge, skill in programming and troubleshooting open source software can be quite valuable. Many employers specifically seek to hire programmers with experience working on open source software.



Why do people prefer using open source software?

People prefer open source software to proprietary software for a number of reasons, including:

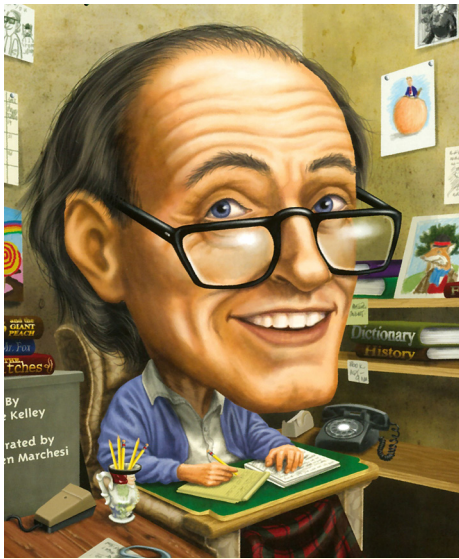
Control. Many people prefer open source software because they have more control over that kind of software. They can examine the code to make sure it’s not doing anything they don’t want it to do, and they can change parts of it they don’t like. Users who aren’t programmers also benefit from open source software, because they can use this software for any purpose they wish—not merely the way someone else thinks they should.

Training. Other people like open source software because it helps them become better programmers. Because open source code is publicly accessible, students can easily study it as they learn to make better software. Students can also share their work with others, inviting comment and critique, as they develop their skills. When people discover mistakes in programs’ source code, they can share those mistakes with others to help them avoid making those same mistakes themselves.

Security. Some people prefer open source software because they consider it more secure and stable than proprietary software. Because anyone can view and modify open source software, someone might spot and correct errors or omissions that a program’s original authors might have missed. And because so many programmers can work on a piece of open source software without asking for permission from original authors, they can fix, update, and upgrade open source software more quickly than they can proprietary software.

Stability. Many users prefer open source software to proprietary software for important, long-term projects. Because programmers publicly distribute the source code for open source software, users relying on that software for critical tasks can be sure their tools won’t disappear or fall into disrepair if their original creators stop working on them. Additionally, open source software tends to both incorporate and operate according to open standards.

Roald Dahl (1916-1990)



Largely known as the author of *James and the Giant Peach* (1961) and *Charlie and the Chocolate Factory* (1964), Roald Dahl is also the author of three full-length works for early adolescents. It is of this group of young people that Dahl once said, **"If my books can help children become readers, then I feel I have accomplished something important."**

Dahl's books for adolescents have caught the attention of young people and adults alike. The view of society revealed through his books--his implied **criticism of adults and his contempt for social institutions**--has made his works popular with adolescents.

The variety of audiences that Dahl successfully wrote for throughout his career demonstrates his ability to appeal to specific groups of readers. Ironically, Roald Dahl wrote extensively for adults and children before he attempted to write books for young adults. His writing career began when Cecil Scott Forester interviewed him for the *Saturday Evening Post* and submitted Dahl's fictionalized account of his adventures in the Royal Air Force to the newspaper. In 1943, Dahl wrote his first children's story, *The Gremlins*, for Walt Disney, who wanted to make it into a film. Although it was never produced, Disney later pub-

lished the story, complete with Disney's illustrations.

Dahl's three major works for intermediate readers, *The BFG* (1982), *The Witches* (1983), and *Matilda* (1988) have relatively young protagonists, although the books are written at middle school/junior high reading levels. These books are able to speak to young adolescent readers because the protagonists, in spite of their ages, are at stages in their psychosocial development similar to the readers. Each of the protagonists in Dahl's books for intermediate readers illustrates the capacity of young people to accomplish great things, and to exhibit an independent spirit.

Several occurrences in Dahl's life can be connected to emerging values seen in his literature for adolescents. From very early in life, he was isolated from society because his mother, who was Norwegian, did not feel comfortable in English society after the death of his father. He grew up hearing Norwegian myths and taking annual vacations to Norway, a setting which is significantly reflected in *The Witches*.

Dahl's mother honored his father's wishes and sent their children to English schools, despite the fact that at that time **English schools stressed corporal punishment**, of which Dahl's mother did not approve. Consequently, Dahl was removed from preparatory school when he was severely beaten with a cane after he played a prank.

Later, Dahl attended Repton, a prestigious English private school, where the headmaster was a clergyman who flogged students without mercy. Such schools would later be reflected in *Matilda* through Miss Trunchbull, who is known for her capability to throw students great distances for offenses such as eating liquorice during scripture lessons.

In Dahl's books, with the exception of *Matilda*, **family members are willing to support one another**, even

against the rest of the world. Therefore, not all adults are portrayed negatively, but any that abuse their authority over young people are severely punished. All of these factors that contribute to Dahl's implied criticism of society have generated contradictory responses.

Many people believe that Roald Dahl's sociology may have a positive effect on readers. His view of society appeals to adolescents because it closely reflects their own perspective. First, as one critic suggests, he appeals to their "gut-punching and slapstick sense of humor" as well as their "crude sense of fun and delight in jokey phrases". Second, young adults often experience feelings of rebellion against the adults trying to socialize them, which is reflected by Dahl's overwhelmingly negative portrayal of adults.

Another component of Dahl's philosophy that appeals to early adolescents is the belief that good triumphs, and evil is punished or destroyed. Belief in the destruction or punishment of evil leads to a fourth aspect of Dahl's sociology that appeals to young people: the presence of physical violence as a means of retribution. These elements in Dahl's books reflect many adolescents' perspectives and provide an incentive for young people to read.

Another positive feature of Dahl's works is that they encourage young people through positive presentations of their peers at a time when many are struggling with low self-esteem and looking to peers for their identity.

Roald Dahl's view of society, his contempt for corrupt authority figures, and his distrust of the system have made his works popular with adolescents. An expression of such values in the disguise of fantasy and humor is a rare find and one that young adolescents should be encouraged to make.

“ENGLISH FOR YOU CR” PRESENTS, THE PASSIVE VOICE



The passive voice is a frequent structure in English. It appears in all tenses and focuses on the action rather than the person who does it. Compare:

Active voice: That man stole my wallet. (focuses on “somebody”).

Passive voice: My wallet was stolen (by that man) (focuses on the action).

It is used to indicate that the person who did the action is not important, unknown, or not necessary to mention. It is common in **legal, historical, scientific,** and **journalistic texts** because is more formal. It is composed of the verb “to be” plus a past participle.

Examples:

-This product **was** made in Costa Rica. (past simple)

-My car **is being repaired**. (present continuous)

-She **has been elected** as the new manager. (present perfect)

-The email **will be sent** on Monday. (future).

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<http://www.EnglishforYouCR.com> and www.facebook.com/english.foryoucr

Gravid

Pregnant. Gravid comes from Latin gravidus, equivalent to grav(is) “burdened , loaded,”

EXAMPLE:

She was now gravid with the fourth, and working at weaving another blanket to keep it warm.

Dictionary.com



Burning Man Festival, Nevada

Burning Man is a festival that happens every year at Black Rock Desert in northern Nevada, in the United States. It lasts a week, and it starts on the last Monday in August, and ends on the first Monday in September (which is also Labor Day in the U.S.). The festival is called Burning Man because a large wood sculpture of a man is set on fire on Saturday. The festival has been happening every year since 1990. Many people go to Burning Man; in 2012, over 55,000 people were there. The Black Rock desert is far from any cities or towns, and is very dry, so people who go to Burning Man have to bring their own water, food, and shelter. Many artists choose to show their art at Burning Man. Because the dry lake where the festival happens is so empty, it is like a white canvas.

To know more about this activity, go to: <https://burningman.org>

Information taken from: https://simple.wikipedia.org/wiki/Burning_Man
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