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**Do we Stereotype?**

**Turkey keeps Youtube Block**

**Noah gets to  
the Big Screen**

**Using Music in the  
Adult ESL Classroom**

**SourceForge**

# COVER PAGE



In this month we celebrate Holy Week, and as many other religious traditions, it is associated with food. The ILE Post joins the celebration by sharing a recipe to prepare chiverre turnovers. Enjoy it!

Picture taken by Eric Herrera

If you have an awesome picture you think could be the cover of one of The ILE Post editions, send it to [eherrera@utn.ac.cr](mailto: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



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## CONTRIBUTORS:

Marco Araya (ad writer)  
Sandra Argüello (column writer)  
Fernando Céspedes (poem contributor)  
Cindy González  
Ana Ligia Guillén (biography contributor)  
Kristin Lems (article contributor)  
Edwin Murillo (article contributor)  
Xinia Nagygellér (article contributor)  
Verónica Oguilve (news contributor)  
Cindy Rodríguez (vox populi contributor)  
Niki Sims (academic journal article editor)



# EDITORIAL

## Food for Thought

By Eric Herrera (ILE Profesor)



During Holy Week, we commemorate the death and resurrection of Jesus Christ. This celebration is

considered fundamental to the Catholic Church because it is the basis of man's hope for his own resurrection to eternity. However, we have seen how the meaning of Holy Week has drastically changed during the last couple of years to turn this week into a grand national excuse to indulge in leisurely activities: swimming, eating, and drinking.

The beginning of Holy Week on **Palm Sunday** when Christ made His triumphal entrance into Jerusalem has brought to our sight the tourists' exodus to beaches and recreational places. In the past, the solemn festivity of **Maundy Thursday** when Jesus celebrated the Passover with His disciples, known as the Last Supper, as well as **Good Friday** when the crucifixion of Jesus Christ and his death at Calvary took place used to be days for reflection and repentance.

Attending liturgical services was something eagerly expected by hundreds who wished to take part in the processions, the Via Crucis and any other rite that recreates Christ's last days. On the contrary, now a days this kind of activities look half crowded, and lamentably young

people believe them as activities for grandparents and old ones.

In terms of food, people have forgotten about fasting from red meat which is intended as spiritual preparation for an experience of deeper communion with God; therefore, it is not strange to hear people organizing berbecues.

In addition, TV has also turned to a more commercial side. I remember the days when families enjoyed primetime movies as Ben Hur, The Ten Commandments, or Quo Vadis. Nowadays several of these films have been replaced by The Lord of the Rings, Harry Potter and even Twilight.

This new scenario brings with it a couple of negative aspects. First of all, we are losing spirituality. Living in a busy world that supplies us with endless distractions has made us lost that important part of the Costa Rican idiosyncrasy. That spirituality brought us together as a community in which we used to share with and care for our neighbor. On the other hand, the fact that less and less people care about taking part on Holy Week activities makes them lose respect for others.

If you already made your decision to think of Holy Week as a chance for a trip to an exotic beach, or non-stop partying at somebody's rest house, do it, but do not criticize or judge the ones who think differently from you.

## Do we stereotype?

By Verónica Ogulve (ILE Professor)

That was the question that was answered in the "Cross-Cultural Communication" workshop taught by teachers from Centro Cultural Costarricense Norteamericano (CCCN). It was a very well-designed workshop using the experiential cycle theory.

When they asked what a stereotype was, participants were clearly able to define the term beyond expectations and come up with examples of what a stereotype was. That is the first phase of the experimentation cycle: knowing about.

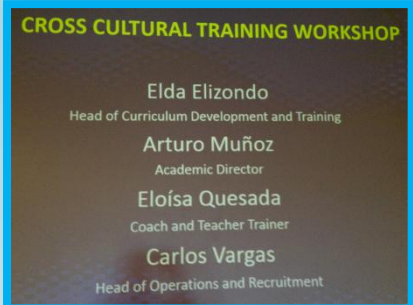
However, doing our best effort to come up with a dictionary definition does not prevent us from stereotyping others and having preconceptions about "the other".

We do not stereotype others because we are evil; we stereotype others because we have been raised within a culture and inherited some of the values and beliefs of that culture. Therefore, the teachers from CCCN took us in a journey of self-analysis, self-discovery and self-assessment.

First, participants had to describe what happened in a video about a black bird fishing. Interestingly, instead of describing facts about the video, there was judgment and interpretation. Participants learned that description and interpretation (putting that extra information of what we see) creates a variety of points of view about the same topic even if the input is the same. This idea was reinforced by implicitly interpreting case scenarios that involved non verbal cross cultural communication issues. We judge based not only on what our eyes can see but based on what we believe happens. The worst part, we do it all the time. Have we ever thought about what "the other" feels or thinks about the stereotypes imposed on them? Participants watched a video narrated by Africans. It dealt with how they are portrayed in Hollywood movies. The average African has guns, shoots from trucks, have an angry face all the time and unfortunately, enjoy killing others. That is what the African medicine undergraduate students commenting in the video see in movies. Is the stereotype true? No. Can we stop that stereotyping massacre? Yes. How do we do so? By eliminating from our speech phrases like "they are" and "we are".



When we come across a cultural experience for the first time, in our minds, we have to go through three steps. First, describe objectively. Second, do not judge based on our interpretations. Third, nicely ask the people involved for an explanation. That would have prevented the participants in the workshop from stating that all Americans were cold, unfriendly, insensitive, hungry for money and self-centered.



(Pictures taken by Eric Herrera)

## Au Pair Program

On 2<sup>nd</sup>, Au Pair representatives visited UTN to promote the Cultural Care Au Pair program. This program is a cultural exchange experience through childcare. For a full year, individuals have opportunity to work, study and travel as an au pair in the USA. Participants become part of a carefully selected American family, and help care for their children all while experiencing real life in the USA. The program is regulated by the U.S. Department of State which offers the only legal way for au pairs to travel to the USA. Au pairs enter the USA on J-1 visas.

Cultural exchange is at the root of the au pair program. By becoming part of American family, participants immerse completely in the English language. Host families depend on participants for responsible childcare, and participants rely on each other to make it a truly intercultural experience.



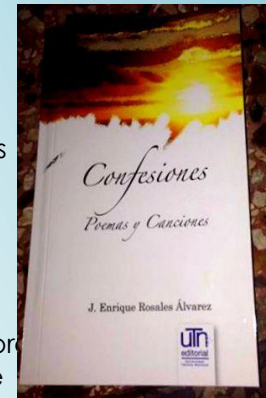
There are several benefits that being an au pair offers: taking classes at an American college, growing in independence, traveling in the USA, learning about American culture, and making a difference in children's lives.

The program requires at least 200 hours of childcare experience to be an au pair. This can include babysitting (including relatives), volunteering or working at a daycare, coaching children's sports, working with a church group, tutoring children or any type of experience working with kids. For more information go to [www.intercultura.com](http://www.intercultura.com) or send an e-mail to [travel@intercultura.com](mailto:travel@intercultura.com).

## Posthumous Tribute

By Eric Herrera (ILE Professor)

UTN Press was pleased to announce that Enrique Rosales's collection, **Confesiones Poemas y Canciones**, was finally released. Enrique Rosales worked as professional soccer referee, English and Spanish teacher in Costa Rica and the US, interpreter and translator, radio announcer and published several articles that were



(2007) national newspapers. He was one of the few teachers who worked for ILE (previously DICSEL in the CUNA) since the beginning, in 2000. With his enthusiasm, charisma, love for life and humor, Enrique touched the lives of many people. He always had something to say and cheer you up when you felt down, a joke, an anecdote, or a comment. During his life he collected a series of poems, songs and thoughts that are worth to read. Lamentably he could not see his book published because he died in an accident in 2008.

On April 10<sup>th</sup>, UTN paid a posthumous tribute to this loved member of UTN community. Family, colleagues, friends and university authorities got together to present his book. Some of the poems included in this book were read, and his wife received the first official sample of his work.

Death leaves a heartache no one can heal, love leaves a memory no one can steal.



## Fire in Valparaiso

Firefighters struggled for several days to contain blazes that killed 12 people, injured 500, destroyed 2,000 homes and forced 10,000 people to flee the densely populated hills surrounding Valparaiso.

Fires they thought were contained 24 hours after they started on Saturday, April 12<sup>th</sup> kicked up again with Sunday afternoon's winds and raged out of control, threatening more neighborhoods.

With no municipal water or fire hydrants to use, and routes to the blazes blocked by narrow streets jammed with abandoned vehicles, fire crews on Monday could do little but watch some neighborhoods burn.

From the sky, 20 helicopters and planes were mobilized to drop water on hotspots, but Chile's national emergency office said the battle was far from won.

The blaze began in a forested ravine next to ramshackle housing on one of Valparaiso's 42 hilltops, and spread quickly.

Hot ash rained down over wooden houses and narrow streets. Electricity failed as the fire grew, turning the night sky orange and reducing neighborhoods on six hilltops to ashes.

Schools were closed on Monday in the city, since some were damaged and others were overflowing with evacuees.

Valparaiso is a picturesque oceanside city of 250,000 people surrounded by hills that form a natural amphitheater.

The compact downtown includes Chile's congress and its second-largest port. But most of the people live in the hills, and the city owes its status as a UNESCO World Heritage Site to their colorful homes, built on slopes so steep that many people commute using staircases and cable cars.



(Information taken from: <http://mwcnews.net/news/americas/39371-chile-wildfire.html>)

Picture taken from: <https://www.flickr.com/photos/carolune/3365512981/lightbox/> (It has CC license)



## PAC wins Presidential Run-off

Political centrist Luis Guillermo Solis has easily won the presidential runoff in Costa Rica, an expected result given that his only rival had stopped campaigning a month earlier because he was so far behind in the polls.



A solid voter turnout in the election on Sunday was a further victory for Solis, as experts had warned that a low turnout would undermine the legitimacy of his government.

"I will not let you down. The people have spoken," Solis said at the end of the long day of voting, according to AFP news agency.

In the run-up to the vote, he had appealed to Costa Ricans to cast ballots and set a goal of getting more than 1 million votes.

Late on Sunday, Costa Rica's Supreme Electoral Tribunal announced that with 93 percent of voting stations reporting Solis had 1,258,715 votes, or 77.9 percent support, Solis easily trounced ruling party candidate Johnny Araya at 22.1 percent.

Araya remained on the ballot even though he suspended his campaign because the country's constitution does not allow for a candidate to drop out.

While the 43.2 percent abstention rate was slightly above the 39.8 percent rate seen the last time a Costa Rican presidential election went to a second round in 2002, authorities said Solis received the highest absolute number of votes for a presidential candidate in the country's history.

"Today the people have spoken, and have chosen their president," said Supreme Electoral Council chief Luis Antonio Sobrado.

(Information taken from:

<http://mwcnews.net/news/americas/39083-solis-wins.html>

Image taken from:

[http://commons.wikimedia.org/wiki/File:Luis\\_Guillermo\\_Solis\\_C3%ADs\\_crop.jpg](http://commons.wikimedia.org/wiki/File:Luis_Guillermo_Solis_C3%ADs_crop.jpg)

## Turkey keeps YouTube block

Turkish authorities defied court orders and reaffirmed a ban on YouTube imposed after the posting of illicit recordings of top secret security talks that was cited by Prime Minister Tayyip Erdogan as part of a "dirty campaign" to topple him.

Authorities imposed the ban on Google's video-sharing site on March 27 in the build-up to local elections, after weeks of leaked wiretaps which had emerged online, allegedly uncovering corruption in Erdogan's inner circle. Erdogan emerged from the polls with his popularity largely intact.

Access to Twitter had also been barred until the Constitutional Court that this violated the law.

Erdogan accuses a US-based Islamic cleric of using a network of supporters to orchestrate an internet campaign and a police corruption investigation to

him. The posting that triggered the ban was an illicit audio recording of a meeting of top security officials at the Foreign



Ministry over possible military intervention in Syria. Erdogan condemned the recording as an act of treason.

Erdogan, who has been battling the graft scandal swirling around his government since a police investigation emerged in December, has said the constitutional court decision on Twitter was wrong and should be overturned.



(Information taken from: [http://cyprus-](http://cyprus-mail.com/2014/04/10/turkey-keeps-youtube-block-despite-court-rulings/)

[mail.com/2014/04/10/turkey-keeps-youtube-block-despite-court-rulings/](http://cyprus-mail.com/2014/04/10/turkey-keeps-youtube-block-despite-court-rulings/))



## Noah gets to the big Screen

**DIRECTED BY** Darren Aronofsky

**STARRING** Russell Crowe, Jennifer Connelly, Emma Watson, Logan Lerman

**US 2014 138 mins**

*By Preston Wilder*

What does God want? Why won't He tell us? The silence of God has tormented artists, including filmmakers, for generations. The Biblical story of Noah would seem to be one of those rare occasions where the will of the Almighty was clear: build an Ark, put all the animals inside, survive the great Flood – yet in fact it's not so simple in Darren Aronofsky's Noah, the most intelligent blockbuster of the year so far.

It's true there were no stone giants in the Bible, but Noah can't build the thing himself, and the only



alternative is for God to present the Ark ready-made (which isn't very dramatic), so the film invents stone giants who are also fallen angels and also double as construction workers. And of course the giants are useful in another way too: they repel the hordes of scruffy town'speople who come looking for seats on the Ark when the rain begins to fall.

Noah isn't sure what God wants – the silence of God again! – but increasingly comes to believe that his mission isn't to save humanity, but only the animals. Also on the Ark are his wife Naameh (Jennifer Connelly), three sons including Ham (Logan Lerman), and adopted daughter Ila (Emma Watson), who however is unable to bear children; the original plan is to get wives for the boys, so they can repopulate the world once the Flood is over (nice work if you can get it) – but Noah scuppers that plan, leaving the wives to drown and sailing forth with only Naameh, the sons and a barren girl. Once they die out, that's it. Mankind is over.

Noah is visually spectacular, with the requisite special-effects moments – best bit: desperate people cling to a rock like so many insects, then a big wave comes and wipes them all away – but it's most impressive as a film of ideas. The plot doesn't always compel but God is endlessly fascinating, if only for His silence.

(Information taken from: <http://cyprus-mail.com/2014/04/09/film-review-noah/>)

(Picture taken from: [http://commons.wikimedia.org/wiki/File:Nuremberg\\_chronicles\\_f\\_11r\\_1.png](http://commons.wikimedia.org/wiki/File:Nuremberg_chronicles_f_11r_1.png))



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## Gabriel García Márquez Died

Nobel prize-winning Colombian author Gabriel Garcia Marquez has died in Mexico aged 87, on April 17<sup>th</sup>. One of the best ways to know a little bit about this extraordinary Latin American writer is by his message. Here we include some of his most famous quotes:

"Age has no reality except in the physical world. The essence of a human being is resistant to the passage of time. Our inner lives are eternal, which is to say that our spirits remain as youthful and vigorous as when we were in full bloom. Think of love as a state of grace, not the means to anything, but the alpha and omega. An end in itself."

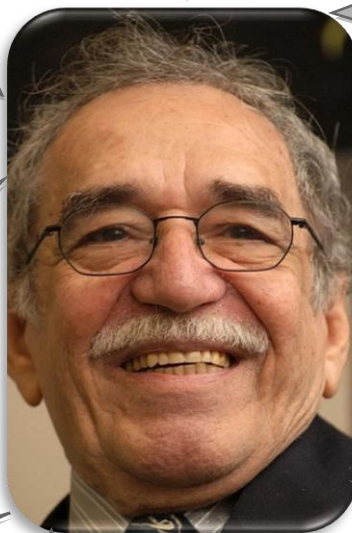
*Love in the Time of Cholera*

"All human beings have three lives: public, private, and secret."

*Gabriel García Márquez: a Life*

"It always amuses me that the biggest praise for my work comes for the imagination, while the truth is that there's not a single line in all my work that does not have a basis in reality. The problem is that Caribbean reality resembles the wildest imagination."

*From The Paris Review Interviews, Gabriel García Márquez, The Art of Fiction No. 69*



"I would not have traded the delights of my suffering for anything in the world."

*Memories of My Melancholy Whores*

"The secret of good old-age is none other than an honest pact with solitude."

*One Hundred Years of Solitude*

"Wisdom comes to us when it can no longer do any good."

*Love in the Time of Cholera*

"Freedom is often the first casualty of war."

*The General in His Labyrinth*

"Age isn't how old you are but how old you feel."

*Memories of My Melancholy Whores*

*GABRIEL*

## ***The Use of Reading as an Effective Language Acquisition Strategy for Adult English Language Learners***

*by Xinia Nagygellér Jiménez (ILE Professor)*



As a receptive skill that presents students with not only vocabulary in context but also idioms, collocations, and grammatical structures, among others, reading can be used as an effective strategy to improve the rate of acquisition in language learners. Nevertheless, this skill is either not always given enough importance or poorly treated in language learning programs. This may be due to the fact that most programs focus on the development of productive skills, that is, speaking and writing, as proof that acquisition and learning have occurred.

However, contrary to what that focus implies, reading is a very active skill which involves a lot of brain processes that allow learners to make sense of new information. Besides of working on putting together words and phrases to reach comprehension of complete ideas, reading promotes the transmission of knowledge about culture, discourse patterns that are appropriate in different circumstances in the target language, and the development of inference-making strategies and imagination. Moreover, reading is one

of the main means to transmit knowledge coming from all kinds of disciplines or fields.

Furthermore, as children, most of the acquisition we experience regarding our native language is provided through information in written format, and at school, a lot of time is devoted to developing reading skills so that knowledge can be transmitted in this way. Hence, if the second or foreign language learning process resembles the developmental stages an individual goes through in the acquisition of his first language, as claimed by some scholars like Krashen(1982), and reading skills are usually encouraged and valued in first language situations, it is just appropriate to conclude that such kind of skills is desirable and should be included in the instruction of second or foreign language learners.

In the case of adult English language learners at the college level, the development of reading skills through work on reading strategies is necessary so that they can more steadily and rapidly acquire the vocabulary, structures, and other aspects of the language. It would be the ideal situation to find that these students arrive to the classroom with

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refined reading skills in their own or first language. However, that is not always the case; what is more, many of them present poor reading skills, do not know strategies to aid their understanding of written texts, and do even express a lack of interest in reading. This last situation is somewhat worrying because if they are not constantly exercising this skill, they are not taking advantage of the benefits reading can offer them, especially in the case of acquiring the target language in a more natural and contextualized manner.

Learning a second language is not the same as learning a mother tongue, and research suggests that it is even more complex for adult learners given their special characteristics. Because this kind of students has different goals in learning a second language, special consideration must be made regarding issues at the cognitive, affective, and linguistic level for classroom instruction (CAELA, 2007). Adult language learners have the singular characteristic of being goal-oriented, which means they usually want to learn another language to fulfill a need or demand they have. Bailey (2006) reports that through the answers to an essay prompt, Merrifield was able to identify the four major goals or purposes for learning English of a group of more than one thousand adult immigrant

language learners. Those four goals were (1) to gain access to information and resources to orient themselves in the world, (2) to express ideas and opinions with confidence to be heard and taken into account, (3) to solve problems and make decisions on their own and without mediators, and (4) to learn how to learn and thus be ready to keep up with world changes. Moreover, other motifs for learning a language include the adults' need to continue studies, advance in their career and find new work or business opportunities, help their children in their studies, and be able to interact with native speakers or other users of the language (CAELA, 2007). Given these purposes, it is easy to see that adult language learners benefit more when instruction takes into account their needs and wants, so that they engage better in learning activities that represent some kind of value and immediate gain in order to obtain more from them.

Knowles (1990) describes a set of adult learner characteristics which guide and support adult learning theory. He claims that adult learners are self-directed in their learning, reservoirs of experiences that serve as resources as they learn, and practical and problem solving-oriented learners. In addition, adult learners want to be able to apply what they learn in their lives as soon as they obtain it, and they want to

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understand the reason why something is to be learned.

Another important characteristic of adult learners is their previous learning experience. Many an adult language learner may not be used to current language teaching practices as they may be more used to teacher-centered methodology with little participation on their part. Hence, their participation may be limited at times; especially if they are immersed in a group in which many classmates

are younger or more experienced with the language.

All the reasons and points explained above support the conclusion that reading is a skill that should be developed in second or foreign language learning situations, for its development can bring a good number of benefits to language learners. In the case of adult learners at the university level, by including instruction on reading strategies and exposing them to written texts more frequently, they can develop the skills they lack and improve their rate of language acquisition.

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## Using Music in the Adult ESL Classroom

by Kristin Lems (Professor, National Louis University)



Music can be used in the adult English as a second language (ESL) classroom to create a learning environment; to build listening comprehension, speaking, reading, and writing skills; to increase vocabulary; and to expand cultural knowledge. Neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed (Maess & Koelsch, 2001).

In one study, college students demonstrated improved short-term spatial reasoning ability after listening to Mozart. This was dubbed the "Mozart effect" in the popular press (Rauscher, Shaw, & Ky, 1993).

Adult learners in South Africa, exposed to instrumental music during an intensive English course, showed benefits in language learning (Puhl, 1989). Many educators report success using instrumental music as a warm up and relaxation tool, as a background for other activities, and as the inspiration for writing activities (Eken, 1996).

Most classroom music activities focus on lyrics. Educator Tim Murphey

conducted an analysis of the lyrics of a large corpus of pop songs and found that they have several features that help second- language learners: They contain common, short words and many personal pronouns (94% of the songs had a first person, I, referent and are written at about a fifth-grade level); the language is conversational (imperatives and questions made up 25% of the sentences in the corpus); time and place are usually imprecise (except for some folk ballads); the lyrics are often sung at a slower rate than words are spoken with more pauses between utterances; and there is repetition of vocabulary and structures. These factors allow learners to understand and relate to the songs (Murphey, 1992). A further benefit of pop song lyrics is that their meanings are fluid, and, like poetry, allow for many different interpretations (Moi, 1994). Following are strategies to use with songs.

Pop songs are written to be easily understood and enjoyed. As discussed above, they tend to use high frequency lyrics that have emotional content. This makes them strong candidates for word study or for reinforcing words already learned through written means. If a series of songs is to be used, students can be

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paired and given a song to teach the class.

However, the songs may also have idioms in them that might be difficult to explain, depending on the level of the students. For example, Cat Stevens' rendition of "Morning Has Broken" (1975) may appear initially to be a solid intermediate-level song that practices the present perfect tense. On closer examination, the expression "morning has broken" can be confusing to English language learners and may need to be discussed prior to listening to the song.

Songs should be carefully selected for the adult ESL classroom. Lems (1996) and Poppleton (2001), make the following suggestions:

1. Song lyrics should be clear and loud, not submerged in the instrumental music.
2. The vocabulary load for the song should be appropriate to the

proficiency level. For example, Led Zeppelin's "Stairway to Heaven" (1971)- with its vivid imagery and possibilities for multiple interpretations-might be successful with an advanced-level class. With other learners, however, its fast pace, obscure references, and lack of repetition could prove troublesome, as could the word inversion in lines such as, "There walks a lady we all know."

3. Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent acts or sex, or inappropriate religious allusions.

Griffiee (1990) recommends using short, slow songs for beginning-level students and discusses activities such as creating song word puzzles, drawing a song, or showing related pictures. With higher levels, he suggests using songs that tell stories, moving toward short, fast songs, and finally, longer, fast songs that have fewer high frequency vocabulary items.

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(This article was taken from <http://www.ericdigests.org/2002-3/music.htm>. This website stores public domain material)

## Chiverre Turnovers

Since we celebrate Holy Week during April, and this week is a time to share with family, we want to share this recipe. We hope you enjoy it.

### Ingredients

- √ 3 cups corn flour (masa harina)
- √ 1 teaspoon baking soda
- √ 1 teaspoon vegetable oil
- √ 1/2 cup white vinegar
- √ 1 cup warm milk
- √ A pinch salt
- √ 1 cup vegetable oil
- √ 1/2 cup butter
- √ For the filling:
- √ Chiverre jam
- √ For the glaze:
- √ 1 egg, lightly beaten
- √ 1 teaspoon water



### Preparation

Making the dough: Combine corn dough flour and baking soda in a bowl.

Add 1 cup warm milk, vegetable oil, vinegar, salt and oil stir until dough forms.

Turn the dough out onto a floured board and knead for 1 minute.

### Making the glaze:

Mix beaten egg and 1 teaspoon water in a bowl.

### Making turnovers:

Preheat the oven to 482 F (250 C). Roll dough out 1/8 to 1/4 inch thick.

Cut the dough into circles of 4 – 5 inch diameters.

Brush rounds with water.

Place 2 tablespoon chiverre jam filling on each round.

Fold over and seal by crimping with a fork, making a narrow rim.

Brush turnovers with the glaze.

Butter a baking sheet.

Place turnovers on baking sheet.

Bake turnovers for 12 minutes or until the tops are lightly brown.

Serve warm or cold.

(Information taken from: <http://www.arecetas.com/recipe/empanadas-de-pina-pineapple-turnovers/49463/>)  
 (Picture taken by Eric Herrera)



# Value of the Month

UTN begins Value of the Month campaign. For the month of May, the value is TEAMWORK. This campaign has the objective to permeate school life and, as students and staff live these values, their spiritual, moral, social and cultural development increase.

## TEAMWORK

Teamwork in the work place is important in building morale and increasing productivity and loyalty. A good and efficient team contributes to the success of the organization. Teamwork does not only allow people to cooperate but also to learn together, communicate better, work faster, innovate and help each other solve problems.



## Value of the Month

# TEAM



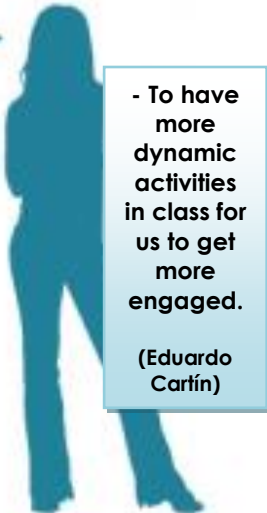
# Together Everyone Achieves More!



# Vox Populi

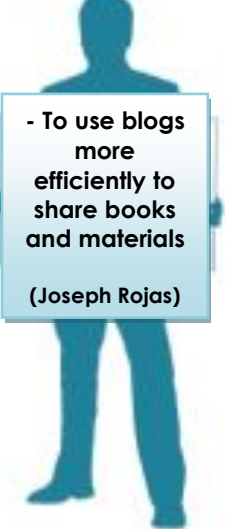
UTN community includes professors, administrative staff and students. Each individual has something to say about everything. In this section, we give the university community the opportunity to express what they feel about different school, country and world issues that in what or another way affect or impact our lives, feelings and opinions. Professor Cindy Rodriguez is in charge of this interesting section. In this issue, we asked ILE students:

## What are some recommendations to learn English?



- To have more dynamic activities in class for us to get more engaged.

(Eduardo Carfín)



- To use blogs more efficiently to share books and materials

(Joseph Rojas)

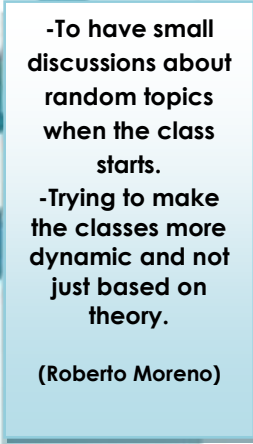
I ❤️ ILE.



-Having extracurricular activities like seminars, round tables, debates, and conferences.

- To have cultural activities more frequently.

(Priscilla Alfaro)

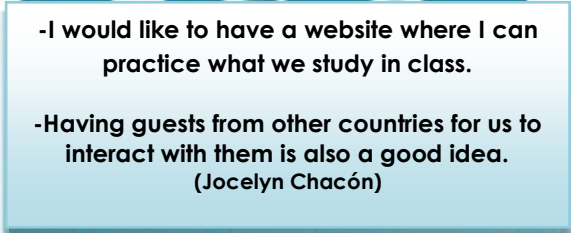


-To have small discussions about random topics when the class starts.

-Trying to make the classes more dynamic and not just based on theory.

(Roberto Moreno)



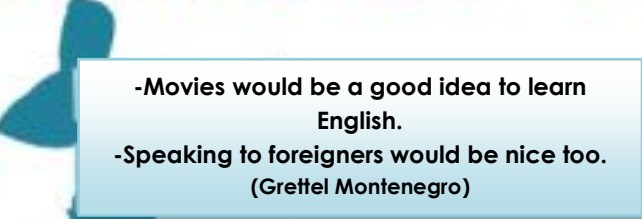


-I would like to have a website where I can practice what we study in class.

-Having guests from other countries for us to interact with them is also a good idea.

(Jocelyn Chacón)



-Movies would be a good idea to learn English.

-Speaking to foreigners would be nice too.

(Grettel Montenegro)



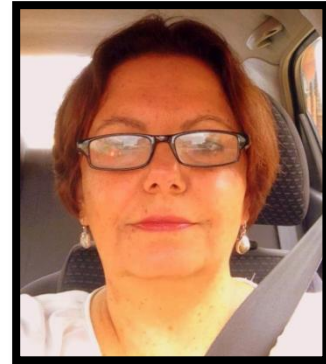
ILE ROCKS

## 60 SECONDS WITH...



We see them walking around the UTN campus. They are always willing to help us when we need information, advice and guidance. UTN academic and administrative staff is an important element of the university. However, people hardly have the chance to meet them. In this section, we will try give you a glance of the other side of all those people who are behind UTN organization and functioning. In this issue, let's meet:

### **Ana Ligia Guillén Ulate:** **UTN Student Affairs Vice Chancellor,** **Psychologist, Poet and** **Home Cooking Enthusiast**



#### **First of all, tell us something about this picture.**

Well I live in Sabanilla, so I drive every day. I spent a long time in my car, and that is why I gave you this picture.

#### **What are your hobbies?**

I love reading, cooking. I am a good listener, so I like chatting and paying attention to what people have to say. I also like writing. I have written some poems.

#### **Best childhood memory?**

I have an uncle who used to work near Turrialba volcano. We used to visit him during school vacations, and I loved to go there and enjoy of nature at the outskirts of the volcano.

#### **Most frequented restaurant and absolute favorite dish?**

I do not go out that much, but when I do it, I like a restaurant called *Mar Adentro*. I love meat in general and sea food too.



#### **Favorite dish:**

Mmmm. I would say barbecue meat, especially beef. Ah and with a glass of wine.

#### **What is always in your fridge?**

In my fridge, you will always find cheese.

#### **Favorite music?**

I listen to classic rock a lot, but I also a trove music fan. In terms of singer I love Fito Paéz.

## 60 SECONDS WITH ...



### Would you class yourself as a day or night person?

Since my daily routine demands me to wake up early, I work so much better during the day. At night, I am usually exhausted.

### What's your idea of the perfect night/day out?

My perfect day would be a family day, to go to the mountains and enjoy of the landscape, and, of course, a glass of good wine.

### Best holiday ever taken? What's your dream trip?

Oh! It was when I traveled to Limón beaches. I had an excellent vacation when I once went to Punta Uva. My dream trip would be to go to Europe. That is really something I would like to do, and I hope to have the chance soon.

### Best book ever read?

I really like *Conversation in the Cathedral* by Peruvian writer and essayist Mario Vargas Llosa.

### Dream house: rural retreat or urban dwelling?

#### Where would it be?

That is a tough question. Even though I would like to live in the country side, I need to be close to the city facilities. Therefore, it should be a combination. Something like a big house with a big yard in the city.

### If the world is ending in 24 hours what would you do?

I would try to meet my family and close relatives, go to the most beautiful place possible and wait for the moment listening to my favorite music.

### What is your greatest fear?

My greatest fear is to get to the last days of my life and do not understand or see the meaning of something I have done.

### Tell me a joke or proverb you remember right now.

"When the going gets tough, the tough get going." (Strong people don't give up when they come across challenges. They just work harder.)

# THE ATTIC OF BERTHA MASON



## Bye García Márquez

“Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.”

The recent death of writer Gabriel García Márquez has left the literary world in mourning. *World* in this case is an accurate word to describe his phenomenon.

Perhaps more than any other writer from our neck of the woods, Márquez captivated readers world-wide with his exotic rendering of the Latin American spirit.

Colorful Macondo lives in the minds of many. The non-ending passion of Florentino Ariza amuses lovers of romance everywhere. His Colonel accompanies others in distress. The literary legacy of Márquez is commonly associated to magic realism, which is more than a way of writing; it is a way of living the contradictions, magic, and realities of Latin America. In the English-speaking world, translator Gregory Rabassa contributed a great deal to the dissemination of Márquez's writings. In fact, Márquez himself said on different occasions that he preferred the English translation of *A Hundred Years of Solitude* to his own original. Whoever dares to doubt the power of literature has most likely not met the great works of fiction and their protagonists.

# THE ATTIC OF BERTHA MASON

## ***Unbowed, Unbent, Unbroken***

*by Fernando Céspedes (ILE Student)*

Fading is my strength, blurred is my sight.  
My hand unyieldingly grasps the sword tight.  
Our banners do not longer stand mighty and proud.  
My brother lay dismembered on the ground.

Blood stains in my sturdy shield.  
Blood stains all around this field.

The wind, sinuous bastard, swirls my hate.  
My enemies, brave warriors, fought despite their fate.  
I look right to see my fallen brothers waiting for me,  
I stare left to see a cloudless sky, honoring thee,  
I look back to see the land we could not defend, waste-lands,  
And I look front to see rightful executioners, swords in hands.

My wounds flowingly bleed, and my hope rapidly flees.  
The clashing steel, hideous screech, echoes in my mind.  
Agonizing war-cries resound, as I already resigned.

My knees tremble, not because of fear, but I won't kneel.  
My heart beats slower; I want to smite with my glorious steel.  
Songs will be sung about the ones who bravely fought.

"Pride, glory, and might to all of us they brought."  
Crows will fly, armors will rust, and kings will die,  
But our memory through time will thrive.  
And here I stand longing for the last kiss of metal; my last fight.

Show me your force; slash me with your might.  
Let them tell the story of the bold men's last breath,  
The only ones glorious in death!

# THE ATTIC OF BERTHA MASON

## *The Richness of “Flor de Itabo”*

*by Edwin Murillo (ILE Student)*

Costa Rica is a very famous country because of its nature and traditions, but also because of its food. When it comes to having a delicious food, our Costa Rican culture has it all. Something curious about Costa Rican recipes is that they are prepared with ingredients that are just found here, and for this reason our traditional dishes are unique and incomparable. “Flor de Itabo” is a flower that can be found all over the Costa Rican country. It grows on the top of “Itabo” trunks which have long, spiky, sharp leaves. It blooms at the beginning of March, and for that reason it is a Costa Rican dish eaten during Holy week. Also, “Flor de Itabo is a very rich source of C vitamin, phosphorus and iron. In the past, “Flor de Itabo” trunks were used to make fences.



“Flor de Itabo” is prepared in “Picadillo” or hash. The most common way to prepare this Delicious “picadillo” is by picking out just the white tulips of the flower. It is very important not to add the green tulips because these ones can give a bitter taste to our “picadillo”. Then, the tulips are boiled for 20 minutes to soften them. After this, the tulips are cooked with potatoes cut in in little squares and depending on the person’s taste tuna fish can be added.

The first time I ate “Flor de Itabo” was a different experience. I am accustomed to eat “picadillos” but this Picadillo had something unique. The taste that white tulips give to it is just delicious. The combination of potato, tuna fish and the Itabo’s tulips makes this traditional dish unique and exquisite. It is so delicious to have this “Picadillo” accompanied with tortillas and a hot cup of coffee.

Eating Costa Rican Traditional dishes is unique. “Flor de Itabo” has an exclusive flavor which is not found anywhere else. So, if you have the opportunity to have this meal do it, you will not regret about it.

# LANGUAGE BITS

| SITUATION  | FORMAL  | RELAXED                      | INFORMAL                   |
|--|---|------------------------------|----------------------------|
| <b>A friend really likes reading.</b>  | He peruses a substantial amount of written literature.                  | He reads quite a lot.        | He's a bit of a book worm. |
| <b>You have just finished explaining something. Now you would like to go over the main points.</b> | In conclusion, I would like to reiterate the salient points once again. | Just to summarize...         | In a nutshell...           |
| <b>You tell a friend that something is actually quite serious.</b>                                 | It is a cause for considerable concern.                                 | It's actually quite serious. | It's no laughing matter.   |

(Information taken from Hot English Online Magazine #85, p.54)

## Idiomatic Expressions

One of the most difficult aspects of a language to master is the usage of idiomatic expressions. An idiomatic expression or idiom is a combination of words that has a figurative meaning owing to its common usage. An idiom's figurative meaning is separate from the literal meaning. There are thousands of idioms and they occur frequently in all languages. There are estimated to be at least twenty-five thousand idiomatic expressions in the English language. During the next editions we will show some idiomatic expressions, and we will divide them according to a particular word or topic.

Here there are some idioms that use colors:

| IDIOM                       | MEANING                        | EXAMPLE   |
|-----------------------------|--------------------------------|---|
| <b>green-eyed monster</b>   | jealousy                       | She was consumed by the <b>green-eyed monster</b> and it was affecting her life.          |
| <b>once in a blue moon</b>  | very rarely                    | We only go out for Italian food once in a <b>blue moon</b> .                              |
| <b>in the black</b>         | to be successful or profitable | Our company has <b>been in the black</b> since they began to cut costs.                   |
| <b>(have a) green thumb</b> | be skillful in the garden      | You can tell by her flower garden that Sheila has a <b>green thumb</b> .                  |
| <b>out of the blue</b>      | unexpected                     | I hadn't heard from Jennifer in years, and then she contacted me <b>out of the blue</b> . |

(Idioms taken from: <http://www.espressoenglish.net/10-english-idioms-with-color/>)



# HUMOR



**Patient:** Doctor, I have a pain in my eye whenever I drink tea.

**Doctor:** Take the spoon out of the mug before you drink.



**Question:** What day do eggs hate most?

**Answer:** Fry-day!



**Teacher:** Today, we're going to talk about the tenses. Now, if I say "I am beautiful," which tense is it?

**Student:** Obviously it is the past tense.



Love is one long sweet dream, and marriage is the alarm clock.



A very drunk man comes out of the bar and sees another very drunk man.

He looks up in the sky and says, "Is that the sun or the moon?"

The other drunk man answers, "I don't know. I'm a stranger here myself."



**Teacher:** Why are you late to school?

**Student:** There was a man who lost a hundred dollar bill.

**Teacher:** That's nice. Were you helping him look for it?



**Student:** No, I was standing on it

A teenage girl had been talking on the phone for about half an hour, and then she hung up.

"Wow!," said her father (sarcastically), "That was short. You usually talk for two hours. What happened?"

"Wrong number," replied the girl.





# TECHNOLOGY

## SourceForge

SourceForge is a web-based source code repository. It acts as a centralized location for software developers to control and manage free and open source software development. It was the first to offer this service for free to open source

projects. The website runs a version of SourceForge Enterprise Edition, forked from the last open-source version available. As of March 2014, the SourceForge repository hosts more than 430,000 projects and has more than 3.7 million registered users, although not all are active. The domain sourceforge.net attracted at least 33 million visitors by August 2009 according to a Compete.com survey.

SourceForge offers free access to hosting and tools for developers of free open source software, competing with other providers such as GitHub, RubyForge, Tigris.org, BountySource, Launchpad, BerliOS, JavaForge, GNU Savannah, and Gitorious.

The software in this website is divided into categories such as: Audio & Video, Business & Enterprise, Communications, Development, Home & Education, Games, Graphics, etc.

To learn more about this website and what it offers, go to: <http://sourceforge.net/>.



# THIS MONTH IN HISTORY

## IT HAPPENED IN APRIL

|                               |   |
|-------------------------------|---|
| April 3 <sup>rd</sup> , 1882  | American Old West outlaw Jesse James is killed by Robert Ford for a \$5,000 reward. |
| April 5 <sup>th</sup> , 1614  | In Virginia, Native American Pocahontas marries English colonist John Rolfe.        |
| April 7 <sup>th</sup> , 1906  | The Algeciras Conference gives France and Spain control over Morocco.               |
| April 9 <sup>th</sup> , 1953  | TV Guide™ publishes first issue.  |
| April 11 <sup>th</sup> , 1814 | The first abdication of Napoleon; he is exiled to Elba.                             |
| April 13 <sup>th</sup> , 1912 | JC Penney opened his first store in Kemmerer, Wyo.                                  |
| April 16 <sup>th</sup> , 1715 | Queen Anne of England knights Isaac Newton at Trinity College.                      |
| April 19 <sup>th</sup> , 1909 | Joan of Arc receives beatification.   |
| April 25 <sup>th</sup> , 1898 | US declares war on Spain.   |
| April 27 <sup>th</sup> , 1972 | Apollo 16 returns to Earth.   |

## FAMOUS PEOPLE BORN THIS MONTH

| PERSON                  | JOB               | BIRTHDAY                      |
|-------------------------|-------------------|-------------------------------|
| Hans Christian Andersen | Writer            | April 2 <sup>nd</sup> , 1805  |
| Eddie Murphy            | Actor             | April 3 <sup>rd</sup> , 1961  |
| Emma Watson             | Actress           | April 15 <sup>th</sup> , 1990 |
| Kareem Abdul-Jabbar     | Basketball Player | April 16 <sup>th</sup> , 1947 |
| Lenin                   | Politician        | April 22 <sup>nd</sup> , 1870 |
| Al Pacino               | Actor             | April 25 <sup>th</sup> , 1940 |
| Andre Agassi            | Tennis Player     | April 29 <sup>th</sup> , 1970 |

# THIS MONTH IN HISTORY



## Lent

The Teutonic word Lent, which we employ to denote the forty days' fast preceding Easter, originally meant no more than the spring season. Still it has been used from the Anglo-Saxon period to translate the more significant Latin term *quadragesima* (Spanish *cuaresma*), meaning the "forty days", or more literally the "fortieth day". This in turn imitated the Greek name for Lent, *tessarakoste* (fortieth), a word formed on the analogy of Pentecost (*pentekoste*), which last was in use for the Jewish festival before New Testament times. This etymology, as we shall see, is of some little importance in explaining the early developments of the Easter fast. It begins with Ash Wednesday and covers a period of approximately six weeks before Easter Day. The traditional purpose of Lent is the preparation of the believer through prayer, penance, repentance of sins, almsgiving, atonement and self-denial.

The number forty has many Biblical references: the forty days Moses spent on Mount Sinai with God (Exodus 24:18); the forty days and nights Elijah spent walking to Mount Horeb (1 Kings 19:8); the forty days and nights God sent rain in the great flood of Noah (Genesis 7:4); the forty years the Hebrew people wandered in the desert while traveling to the Promised Land (Numbers 14:33).

Fasting during Lent was more severe in ancient times than today. Socrates Scholasticus reports that in some places, all animal products were strictly forbidden, while others will permit fish, others permit fish and fowl, others prohibit fruit and eggs, and still others eat only bread.

In some places, the observant abstained from food for an entire day; others took only one meal each day, while others abstained from all food until mid-afternoon. In most places the practice was to abstain from eating until the evening, when a small meal without vegetables or alcohol was eaten.

In many liturgical Christian denominations, Good Friday, Holy Saturday and Easter Sunday form the Easter Triduum. Lent is a season of grief that necessarily ends with a great celebration of Easter. It is known in Eastern Orthodox circles as the season of "Bright Sadness." It is a season of sorrowful reflection which is punctuated by breaks in the fast on Sundays.

(Information taken from: <http://en.wikipedia.org/wiki/Lent>)

Picture taken from: [http://commons.wikimedia.org/wiki/File:Christ\\_Carrying\\_the\\_Cross\\_1580.jpg](http://commons.wikimedia.org/wiki/File:Christ_Carrying_the_Cross_1580.jpg) / Public Domain)

# PROVERB OF THE MONTH

A proverb is a short saying or sentence that is generally known by many people. The saying usually contains words of wisdom, truth or morality that are based on common sense or practical experience. It is often a description of a basic rule of conduct that all people generally follow or should follow. Proverbs can be found in all languages. To close this month's edition, we want to make you think about this popular Canadian proverb:

**Some pursue happiness, others create it.**

~ Canadian Proverb

## Discovering Pura Vida

Remember if you want to read authentic stories made in UTN-ILE, you can find them in Discovering Pura Vida. The books are series of language learning and culture immersion original stories in English with an interesting way of learning Spanish. They are for kindle readers at the moment, but any PC or tablet can display them, too. Each book is \$3.99.



(Images taken from: Amazon: [http://www.amazon.com/s/ref=nb\\_sb\\_noss\\_1?url=search-alias%3Daps&field\\_keywords=discovering+pura+vida&prefix=discovering+pura%2Caps&rh=i%3Aaps%2Ck%3Adiscovering+pura+vida](http://www.amazon.com/s/ref=nb_sb_noss_1?url=search-alias%3Daps&field_keywords=discovering+pura+vida&prefix=discovering+pura%2Caps&rh=i%3Aaps%2Ck%3Adiscovering+pura+vida))

To buy one of these wonderful titles go to [DISCOVERING PURA VIDA](#)

## International Accreditations at UTN

*by Marco Araya*

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

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

Examinations are based on the Common European Framework of Reference for Languages.

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



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COLLEGE LONDON  
Registered Examination Centre