

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
SENADO ACADEMICO
Mayagüez, Puerto Rico

CERTIFICACION NUMERO 80-26

Yo, Gloria A. Viscasillas, Secretaria del Senado Académico del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, CERTIFICO que en la reunión ordinaria del día 22 de diciembre de 1980, este organismo aprobó por unanimidad el PROGRAMA CONDUCTENTE AL GRADO DE MASTER OF ARTS IN TEACHING, del Departamento de Inglés de la Facultad de Artes y Ciencias que se acompaña y se hace formar parte de este documento. Se incluye además el Informe del Comité de Asuntos Académicos.

Y para que así conste, expido y remito la presente a las autoridades universitarias correspondientes bajo el Sello de la Universidad de Puerto Rico, a los ocho días del mes de enero del año de mil novecientos ochenta y uno, en Mayagüez, Puerto Rico.


Gloria A. Viscasillas
Secretaria

Anejos



Universidad de Puerto Rico
Recinto Universitario de Mayagüez
SENADO ACADÉMICO
Mayagüez, Puerto Rico

INFORME

A : Señores miembros del Senado Académico

DE : COMITÉ DE ASUNTOS ACADÉMICOS

ASUNTO: Propuesta del Departamento de Inglés para el Establecimiento de un Programa de Maestría en Artes, en Enseñanza (Master of Arts in Teaching-MAT)

El Comité de Asuntos Académicos examinó la propuesta del Programa de Maestría en Artes, en sus aspectos académicos. El Comité examinó otros documentos relacionados con la propuesta, y tuvo el beneficio del asesoramiento del Departamento de Inglés, especialmente a través de su director y uno de los profesores a cargo de la preparación de la propuesta, quienes ofrecieron información adicional e hicieron aclaraciones sobre algunos aspectos de la propuesta y sus implicaciones. El Comité le dio consideración especial a los siguientes aspectos del Programa:

1. Justificación, especialmente en lo que respecta a demanda.
2. Contenido curricular.
3. Relación con otros programas en la misma área en la Universidad de Puerto Rico y en otras universidades del país.
4. Disponibilidad de recursos para ofrecerlo.

Con respecto a estos asuntos, el Comité llegó a las siguientes conclusiones:

1. Es evidente que en Puerto Rico, en general, y en el área oeste del país en específico, existe una necesidad grande y sentida de profesionales con preparación

Informe Comité de Asuntos Académicos sobre
Propuesta del Departamento de Inglés para el
Establecimiento de un Programa de Maestría en
Artes, en Enseñanza (Master of Arts in Teaching-MAT)

-2-

adecuada para la enseñanza de inglés, en los distintos niveles del sistema educativo. Hay un gran número de profesores dedicados a la enseñanza de este idioma que han señalado su interés en el programa y, asimismo, hay interés de parte de estudiantes que están al presente en el programa de bachillerato. Según informes del Departamento de Inglés, más de 100 personas han informado su propósito de solicitar admisión al programa, de ofrecerse éste.

El Departamento de Instrucción ha considerado esta propuesta en forma muy positiva y ha dado su endoso al ofrecimiento del programa.

2. El currículo propuesto de énfasis al desarrollo del educando, en términos de sus conocimientos sobre la materia, tanto en lo referente a la lingüística como a la literatura. El aspecto pedagógico o de métodos de enseñanza se atiende en forma integrada con la materia en sí. Este es un enfoque que se considera conveniente en un programa de este tipo e imprescindible en esta propuesta en específico.

Los estudiantes obtendrán experiencia docente mediante la participación en actividades de práctica de enseñanza supervisada o, en su lugar, en laboratorios de enseñanza ("teaching laboratories"), diseñados como parte integral de alguno de los cursos.

3. Al presente, en Puerto Rico se ofrecen seis programas de inglés, de nivel graduado, dos de ellos en el Recinto de Río Piedras de la Universidad de Puerto Rico. Ninguno de los seis se ofrece en el área oeste del país.

**Informe Comité de Asuntos Académicos sobre
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Establecimiento de un Programa de Maestría en
Artes, en Enseñanza (Master of Arts in Teaching-MAT)**

-3-

En la mayor parte de los programas existentes se enfatizan los aspectos pedagógicos y de metodología. Uno de los programas del Recinto de Río Piedras es fundamentalmente sobre literatura, y no enfatiza el aspecto de la lingüística aplicada. Es evidente que el programa que se propone es diferente a los otros programas existentes, tanto en lo referente a los cursos a enseñar como al enfoque de los mismos.

4. El Departamento de Inglés cuenta con los recursos humanos y físicos necesarios para iniciar este programa. Asimismo, los recursos bibliotecarios actuales y los que han sido ya ordenados se consideran básicamente adecuados.

En consideración a las observaciones y conclusiones anteriores, el Comité de Asuntos Académicos recomienda al Senado Académico que apruebe la propuesta del Departamento de Inglés para el establecimiento de un Programa de Maestría en Artes, en Enseñanza.

Respetuosamente sometido,

COMITE DE ASUNTOS ACADEMICOS

Elsa Gómez
Elsa Gómez
Presidente

EG/mvh

3 de diciembre de 1980

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
JUNTA ADMINISTRATIVA
Mayagüez, Puerto Rico

CERTIFICACION NUMERO 80-81-402

Yo, Gloria A. Viscasillas, Secretaria de la Junta Administrativa del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, CERTIFICO:

Que en la reunión ordinaria celebrada el día 14 de abril de 1981, este organismo acordó endosar favorablemente el Programa conducente al GRADO DE MASTER OF ARTS IN TEACHING, del Departamento de Inglés de la Facultad de Artes y Ciencias.

Los recursos adicionales necesarios para el ofrecimiento de este programa ascienden a \$24,002. Estos se componen de \$20,844 para una plaza de Catedrático Asociado con doctorado más \$3,158 para cubrir las aportaciones patronales correspondientes. El costo del ofrecimiento de cursos durante el verano se tomaría de la asignación para el programa regular de verano que ofrece el Recinto.

Este programa fue considerado y aprobado por el Senado Académico según consta en la Certificación Número 80-26.

Y para remitir a las autoridades universitarias correspondientes, expido la presente bajo el Sello de la Universidad de Puerto Rico, en la Ciudad de Mayagüez, a los veintitrés días del mes de abril del año de mil novecientos ochenta y uno.


Gloria A. Viscasillas
Secretaria

FOREWORD

The Department of English of the Recinto Universitario de Mayaguez has passed this proposal for a Master of Arts in Teaching degree to meet the commitment that it has to the people of Puerto Rico and to the University of Puerto Rico. The department has long been aware of the criticism that is too often made about university educators, that they are not responsive to the needs of the populace, and also the department is certain that this new program will improve the quality of English instruction on the elementary and secondary levels in the public and private school systems of Puerto Rico.

The goal of this graduate level program is to place well-trained teachers with solid preparations in linguistics, literature and pedagogy into close contact with their peers. These professionals will carry with them knowledge about the latest developments in language learning and about the most recent research techniques. Their enthusiasm and dedication will penetrate all sectors and will advance the teaching profession, thereby benefitting student population and society.

The department made its first studies into the possibility of opening a masters program in 1969-1970, and renewed its suggestion in the Self-Study Report prepared for the Middle States Evaluation in January, 1974. Work on the proposal was begun in earnest in March, 1976, by an Ad Hoc Committee headed by Dr. Madeleine Marshall. This committee was replaced the following year by a departmental Graduate Studies Committee which consulted at length with the Curriculum Committee on course descriptions, and with the department at large on the philosophy and principles.

Special thanks must be given to these committee members: Dr. Francisco Mancourt, Chairman, Dr. Madeleine Marshall, Prof. Joan B. González, Prof. Marta Moreno de Martínez, and Prof. Oswaldo Aymat, for their endless hours of strenuous labor; also to Dean Pablo Rodríguez of the Faculty of Arts and Sciences, Dr. Eneida Rivero, Director of Graduate Studies, Prof. Eugene Francis, Chairman of the Curriculum Committee of the Faculty of Arts and Sciences, Chancellor Salvador Alemañy, and former Chancellor Rafael Pietri Oms who gave us their encouragement and support. Many other people have contributed significantly by providing information, writing letters, and making themselves available to the committee.

Finally, thanks also to Prof. Ferne Galantai, the editor, Prof. Edwin James, Coordinator, Dr. Anthony Hunt, Curriculum Committee chairman, and Mrs. Kathy Over-worked, but always efficient typist, and Mrs. Nydia González, who bears her duress with her usual cheerfulness.

Robert T. Sherwin, Ph.D.
Director, Department of English

October, 1979

TABLE OF CONTENTS

	Page
Foreword	1
INTRODUCTION	1
DESCRIPTION OF THE PROGRAM	3
A. Title and Degree Conferred	3
B. Program Length	4
C. Objectives and Justification of the Program	4
1. General Objectives	4
Objective A	4
Objective B	7
Objective C	11
Objective D	12
Objective E	14
2. Objectives in Relation to Institutional Educational Objectives	15
Section 2.A--Objectives of the University of Puerto Rico	15
General Educational Objectives for the Mayaguez Campus	16
Service to Western Region of Puerto Rico	16
3. Program Objectives in Relation to the Institutional Plan of the UPR	18
4. Opportunities to Offer the MAT Program on Other Campuses in the UPR System	19
5. Employment Opportunities for Graduates of the Program	19
D. Demand for the MAT Program	20
1. Demand from RUM students	21
2. Demand from teachers in the community and geographic region	21
3. Demand from educational, governmental, business and community leaders	21
E. Relationship of the MAT Program to Other Graduate Programs	21
1. Within RUM	21
2. Within the UPR System	22
3. Outside the UPR System	22
Table I. Comparative Table of Masters Programs	25
F. Program Curriculum	26
1. Components	26
Linguistics	26
Literature	27
Language and Pedagogy	27

2. Course Descriptions	2
Table II MAT Program Schema	2
Courses 551-600	2
Oral Communication	30
Contemporary Perspectives in TESL	30
Computer Techniques for the Language Sciences	31
Techniques of Statistics for the Language Sciences	32
Contrastive Grammar	33
Generative Phonology	33
Courses 600-799	34
Research Methods, Writing and Statistics	34
Applied Linguistics Seminar	34
Bilingualism and Language Contact	35
Models for Teaching Literature	-
Psycholinguistics and the Reading Process	36
Topics in Sociolinguistics	37
Topics in Psycholinguistics	37
Studies in American Literature	37
Studies in British Literature	38
Thesis	38
III. ENTRANCE REQUIREMENTS	39
A. Institutional Requirements	
B. Departmental Entrance Requirements	39
1. Academic Preparation	40
a. Degree	40
b. Prerequisites	40
2. Interview	40
3. Diagnostic Examination	40
4. Candidacy	40
IV. TRANSFERS	
1. Within the UPR System	41
2. Outside the UPR System	41
V. ACADEMIC REQUIREMENTS	42
A. Course Work	42
B. Thesis	42
C. Advising	43
D. Retention	44
E. Certification	44
F. Time Limit	

FACULTY (NEEDS AND AVAILABILITY)	41
Table III Distribution of Faculty by Components	47
A. Full-time Faculty Needs and Availability	47
B. Part-time Faculty Needs and Availability	49
C. Effect of MAT Program on Academic Loads	47
D. Advanced Training of Existing Faculty	47
Table IV Faculty on Leave 1978-1979	48
E. Overview of Department Faculty	48
IV. LIBRARY	50
V. PHYSICAL FACILITIES AND EQUIPMENT	51
Classrooms	51
Laboratory Facilities	51
Clinics	51
Specialized Equipment	51
Administrative Offices	52
Table V. Proposed Administrative Offices and Seminar Room G-323	52
VI. ECONOMIC AID TO STUDENTS	52
VII. ADMINISTRATION OF THE PROGRAM	52
VIII. PROGRAM ACCREDITATION	52
IX. ADDITIONAL INFORMATION ABOUT THE PROGRAM	52
A. Ongoing Research	52
B. Teaching Assistantships	52
C. Department of Public Instruction	52
X. PROGRAM EVALUATION	52
XI. INCOME	52
XII. BUDGET	59
APPENDICES	60
A. CEEB Aptitude and Achievement Tests	61
Scaled Score Means and S.D. (P.R. Office): Table A-I, P.R. DPI	61
B. English Program Statistics: Table B-I	62
Table B-II	62
Table B-III	62
Table B-IV	62
C. Letters of Support for the MAT Program	62
D. Certificación Número 78-32	62

- E. Curriculum Vitae of Several Department of English Faculty
- F. Memorandum from Directors of the General Library and Books,
Journals, and Dissertations ordered through the General
Library, RUM
- G. MAI Program Proposed Budget

I. INTRODUCTION

The Master of Arts in Teaching (MAT) program proposed for the Department of English of the University of Puerto Rico at Mayagüez is firmly grounded in contemporary study in linguistics, literature, and pedagogy. The proposed program recognizes that the superior language teacher must be conversant with the latest research in the field of linguistics and its practical application to language teaching. Second, he or she must achieve a mastery of the English language, a mastery which is best achieved and taught through literature, the best writing in the language. Third, the superior teacher must be both familiar with theories of language pedagogy and trained to innovate and modify curricula and materials in response to particular classroom needs. These are the three tightly interrelated areas of which the program is comprised: linguistics, literature, and pedagogy.

Students pursuing the degree will work in all three areas of theory and practical application of that theory, with a view toward improving the teaching of English language and literature in the primary and secondary schools and in colleges of Puerto Rico. While the program is specifically designed to prepare superior English teachers for Puerto Rico, the holder of the MAT degree will have achieved the theoretical sophistication and practical flexibility to teach the language and its literature in the United States as a native or second language or in other countries as a teacher of English as a Second Language.

Traditionally, the language teachers of Puerto Rico have turned to outside resources and expertise in an attempt to solve the language teaching problem in Puerto Rico. The number of college English professors holding mainland graduate degrees in the teaching of English and the great difficulty of finding suitable textbooks for basic college English courses are evidence of the tendency to search elsewhere for resources and expertise. It is basic to this proposal that personnel in the Puerto Rican educational system, with experience and sensitivity to quickly grasp local problems and devise appropriate solutions, will best meet the challenge to improve English instruction on the island.

It is also traditional to encourage teachers seeking advanced degrees to pursue Masters degrees in supervision. Our understanding is rather that excellent, well-trained classroom teachers will provide a positive contribution to the schools of the island by working as teachers with other teachers, sharing their broadened perspective and deepened understanding with their colleagues. Good teachers ought to be trained, improved, and kept in the classroom.

In accordance with these two presuppositions: that the teaching of English in Puerto Rico is a highly specialized field, best understood by those who have worked within the system; and that improved English instruction depends on training the best possible classroom teachers; the emphasis in this proposal is on the practical application of theory in the areas of linguistic research, literature, and pedagogy.

II. DESCRIPTION OF THE PROGRAM

Title and Degree Conferred

The title of this program will be the Master of Arts in Teaching. It leads to the degree of Master of Arts in Teaching (MAT), and is offered at the Mayaguez Campus of the University of Puerto Rico (RUM), to holders of a Bachelor's degree in English equivalent to the BA degree in English offered at RUM. The MAT program does not, in itself, lead to certification in teaching. Students may enter the program without English certification, but they will be encouraged to obtain certification before the degree is granted. The courses required for certification are available at RUM and may be taken as additional credits. The program will be governed by the regulations established for graduate studies at RUM.

The MAT will prepare the student to teach English by offering him or her a superior foundation in the theories of language acquisition, literature and pedagogy, and their application to classroom instruction. Exact course requirements are specified in Section IIF of this proposal. To that end, courses in the program will have a practicum format with the professor serving as model. The student will observe the model teaching and be asked to evaluate, modify and employ the method which the professor demonstrates. The student will study the congruence between curriculum and student characteristics and cognitive styles. From this study he/she will recognize that the character of the target language, the cognitive style of the learners and the personality and style of the teacher determine how the language should be taught.

The MAT program is composed primarily of work in regular courses of study and provides for student participation in research and the preparation of a Master's thesis. Each student in the 600-level courses in Language and Pedagogy will declare and develop a specialization at the elementary, secondary, or college level.

Program Length

All courses in the MAT program are offered once within a three semester period and all required courses are offered once a year. Hence, it is possible for a student to finish the coursework for the degree in one year. The degree must be completed within a period of six years from the date of a student's passing the candidacy exam. It is anticipated that the research and preparation of the thesis will require a minimum of one semester's work in addition to the required coursework, unless a student is able to decide on a research topic during the course "Research Methods," which should be taken early in a student's program.

C. Objectives and Justification of the Program

1. General Objectives. The MAT Program has five general objectives which can be justified as follows:

Objective A: To raise the level of English skills of the Puerto Rican student.

It is generally acknowledged that Puerto Rican elementary and secondary students have not learned sufficient English to meet their academic or occupational needs. Most recently, on January 18, 1979, the Department

of Education released the results of achievement tests in Spanish, Mathematics, and English, given island-wide at the third, sixth, and ninth grade levels. (No English tests were administered to third graders.) Only 3 percent of the sixth grade students and 2 percent of the ninth graders had mastered the English language to grade level (San Juan Star, January 18, 1979.) In light of these statistics there can be little argument with the statement that the English skills of our elementary and secondary school graduates need improvement. As further evidence of this need, the College Entrance Examination Board (CEEB) scores in English as a Second Language for the entire population of high school seniors taking the test from 1967-1977 (see Appendix A) show that there has been a significant drop of 50 points in the ESL Scaled Score Mean during this ten-year period. The Scaled Score Mean for other sections of the test has changed as follows: verbal aptitude (-17), mathematical aptitude (+24), mathematics (+2), and Spanish achievement (-26).

The failure of the students to learn English, while perhaps not as shocking as the paucity of basic skills in their native language, is of undeniable importance in today's world. Educated people around the world need to be able to understand, speak, read, and write in English in order to find employment in such industries as aviation, hotel and travel, petroleum, computers, and electronics. Competence in English is essential for careers in medicine, commerce, and international relations. International conferences and publications in almost all academic areas require the use of English.

In all walks of life and in all areas of academic endeavor we Puerto Ricans readily acknowledge our need for English skills. The Department of Public Instruction, in addition to standard classroom instruction in English beginning in the first grade, has implemented a bilingual program in which bilingual teachers are used in the first to third grades to give students a strong foundation in understanding and speaking English. The Honorable Carlos E. Chardón, Secretary of the Department of Public Instruction, acknowledged in an interview reported in the San Juan Star on July 22, 1978, that these bilingual programs are reaching only a "very negligible" number of the students needing such instruction, approximately 10%. The Department of Public Instruction is experimenting with a total immersion program at Camp Crozier in which a limited number of students live in a totally English speaking environment for a period of time. Special programs such as these, however, cannot solve our problems when the urgent need is for high quality English instruction in the classroom.

Another aspect of our generally acknowledged need for English is seen in the fact that Puerto Rican institutions of higher learning are graduating more students in various fields, including engineering and social work, than can be employed on the island. If our graduates are sufficiently well-trained in all four language skills (listening, speaking, reading, writing), they can be employed here or on the mainland. In the October 23, 1978 issue of The Chronicle of Higher Education, Aaron B. Fuller describes the "Educational Situation of the United States," our closest associate. He writes that the United States

could become a higher education factory for the world, preparing educated employees and technicians in a variety of fields to meet the needs of countries around the world. Given this possibility, according to Fuller the United States should transform its English instruction from just another domestic industry, like laundries and convenience food franchises, into the international source of masters of the English language. Puerto Rico can also help meet the needs of the world for educated bilinguals (English-Spanish), but it must transform its English curriculum and methods of instruction.

Objective B: To increase the supply of exceptionally well-trained English teachers, creating a core of such teachers who will be able to direct other teachers and the system in general toward solutions to our specific problems.

One may speak, read, and write a language without knowing how to teach it, just as one may possess any other skill or body of knowledge and be unable to teach this skill or communicate this knowledge to another person. Furthermore, the theory and practice of teaching a language may be said to demand an unusually sophisticated pedagogical approach, as language teachers must respond sensitively to a large number of variables. These include the native language sophistication of the students, their age, their level of intellectual ability, their personal interests and cultural values, their future plans, and the total curriculum of which English is a part.

Every language teaching situation is unique. Among the factors which define our situation are the following:

1. Puerto Rico has a political link with an English-speaking nation.
2. A large segment of its population lives on the mainland, and many

return to the island, with varying degrees of English skills.

3. Students begin second language instruction in the first grade, a practice which is followed in few other countries of the world.

These and other characteristics of the local milieu suggest that we must not rely on the solutions of others in trying to solve our own problems, however valuable their experience may be. It is most certainly not our intention to undermine general confidence in the qualifications of the English teachers currently working in the public school system of Puerto Rico. Many dedicated men and women have devoted their professional lives to the cause of English teaching and many of these teachers are graduates of our own English Department, so their discredit would be our own. Nevertheless, the public school teachers of English who meet even the minimum qualifications for accreditation, particularly at the primary level, are in a distinct minority. The statistics concerning the numbers and distribution of accredited teachers are revealing.

According to statistics made available about the English program of the Department of Public Instruction (see Appendix B), of 8,668 English teachers teaching in public school classrooms during the 1974-1975 school year, 3,407 or 39.3% held certificates as English teachers. Of these 3,407 certified teachers, 1,078 or 32% were in grades 10-12; 1,260 or 37% were in grades 7-9; 1,000 or 30% were in grades 4-6; and 69 or 1% were in grades 1-3, the initial grades for acquiring a language according to empirical research. Another way to look at these statistics is to say that of the 1,199 English

teachers in grades 10-12, 90% were certified; of the 1,714 teachers in grades 7-9, 74% were certified; of 2,647 in grades 4-6, 38% were certified; of 3,100 in grades 1-3, only .02% were certified. The same statistics for the Mayaguez District show that 98% of English teachers in grades 10-12; 84% in grades 7-9; 38% in grades 4-6; and .01% in grades 1-3 were certified. A breakdown of these statistics for each municipality in the Mayaguez District is also found in Appendix B.

New data were collected for grades 4-6 for the period from January to March, 1977. These more recent statistics show the number of qualified (not necessarily certified) teachers. The qualified teacher is defined as one who has "the academic preparation required and/or good command of English (bilingual teachers included)." Results of this study show that 51% of the English teachers in grades 4-6 and 57% in grades 1-3 are not qualified.

In summary, both sets of statistics reveal the need for more well-trained English teachers. This need is even greater than the statistics show because certification requirements are minimal (12 credits in English, six of which include the basic English 201-202 requirements for graduation) and include no academic preparation in language acquisition and linguistics. The statistics also reveal an unevenness in the distribution of certified teachers biased against the critical years of elementary instruction. This bias can be corrected if key elementary teachers earn the MAT.

Our objective in the MAT program is to offer teachers access to the work of others in the field, access to research methods, and improved general training, thus enhancing their effectiveness and increasing their creative contribution to the larger cause of English instruction in Puerto Rico.

There can be no doubt that in order to improve English teaching in Puerto Rico we need:

1. to build legitimate confidence in our knowledge of our educational situation;
2. to improve our understanding of our students and their cognitive styles;
3. to train teachers who are aware of current developments in such disciplines as linguistic theory, applied linguistics, language curriculum and instruction, and materials production;
4. to place these well-trained teachers in positions from which they can transmit their knowledge to others;
5. to increase both public and professional interest and expertise in the teaching of language at all levels.

To this end the MAT program at RUM will stress theoretical and practical knowledge of language teaching and learning at all levels. It will emphasize training teachers for Puerto Rico who have the knowledge and skills to

- confront the problems of a given language teaching situation experimentally;
- define the student population, its background and needs;
- establish appropriate learning objectives to meet these needs;
- adapt published materials to meet student needs;
- develop original materials when existing materials are inadequate;
- understand basic principles of the psychology of learning;
- evaluate student's learning in order to use the results to program future teaching.

more general level, the well-trained teacher will:

- master two languages and two cultures;
- be aware of the mutual effects of languages in contact;
- be familiar with research concerning the functioning of the bilingual mind;
- understand the powerful effects of cultural attitudes on language learning;
- articulate the aims of his or her approach to language instruction to the public.

Although technical knowledge of research methods, linguistics, and theory of language acquisition are presumably sufficiently universal that individuals with these specialized backgrounds might join our faculty from Puerto Rico, the MAT will rely most heavily on the capabilities of people with intimate knowledge of the Puerto Rican situation, namely, experienced professors, teachers, and supervisors.

Objective C: To provide a basis for cooperative effort between the University of Puerto Rico and the Department of Public Instruction.

Crucial to the improvement of English instruction in Puerto Rico are cooperative effort between the Department of Public Instruction, on the one hand, which has immediate contact with students and expertise in the unique needs and problems of our students, and the University of Puerto Rico, on the other hand, whose professors and library resources provide access to more recent linguistics and language learning theory and practice. The University can also provide much needed resources in research design, implementation, and reporting, and in developing techniques and materials for classroom use.

Presumably such cooperation will be a direct result of various aspects of the MAT program. In the first place, as explained in Sec. XIA, there is the likelihood that the University and the Department of Public Instruction will cooperate in the training of particular teachers for specific positions. Second, research and materials development projects can be undertaken through ongoing research of the MAT program. MAT students would begin such work while at the University and might continue it, or related projects, once employed by the Department of Public Instruction. Third, it is anticipated that the Department of Public Instruction will initiate projects it knows to be important and seek support in manpower, expertise, and library resources from the professors and students in the MAT program. We have stressed the possibility of cooperative work with the Department of Public Instruction because it serves the vast majority of Puerto Rican students and because the University of Puerto Rico might be seen as a continuation of public instruction. Cooperative effort might easily and profitably be established with a private school system or individual private schools.

Objective D: To further improve undergraduate education at RUM by the presence of the graduate program.

The presence of the MAT in the Department of English at RUM will have positive effects on both the basic courses taken by all students to meet the graduation requirements of the institution, and also the upper division courses taken by students from other departments and colleges.

1) The basic English courses in the University must change with the changing needs of incoming students, and professors must be aware of the

ing corpus of research in language acquisition and instruction as reported
urrent journals. The ongoing research of the MAT program will direct
e of the research energies of the department to this need. Some research
jects will be related to the curriculum and methodology of English 001-002
201-202 and will yield results which will lead to improvements in
curriculum and methodology in the courses.

In addition, the Masters program will stimulate the organization and
entation of workshops and lecture series involving professors and
uate students in increasing their knowledge of current theory and practice
the teaching of English.

2) The MAT program will also improve the education of the undergraduate
English major by

- making certain 500 level courses available to the outstanding undergraduate student;
- enabling the excellent undergraduate to continue directly to the Masters degree;
- offering outstanding undergraduates an opportunity to participate in ongoing research programs, giving them experiences otherwise unavailable to them as undergraduates;
- greatly improving the education of the undergraduate English major in the areas of linguistics, language acquisition, literature, and teaching techniques and materials through library resources acquired to support the MAT program;
- contributing to the quality of the undergraduate English major as preparation for teaching and/or as a foundation for graduate work;
- enriching expertise in the areas of psycholinguistics and applied linguistics through the addition of new Ph.D. level professors.

(begin page 14 with Objective E)

Objective E: To increase the fund of theoretical and empirical knowledge of language analysis and language acquisition in the Puerto Rican context.

A fundamental justification for the establishment of a MAT program here, other than accepting the alternative of sending students abroad to study, is the uniqueness of the English teaching-learning situation in Puerto Rico. The experience of our best teachers and supervisors and their collective knowledge of our students' failures and successes in learning English are largely unrecognized pedagogical resource. Unfortunately, few empirical studies have been conducted and little information published about our students.

our situation. Accordingly, an important aspect of the MAT program is to establish a mechanism for research in the teaching and learning of English in Puerto Rico. It is anticipated that the ongoing research integral to the program will be a cooperative effort involving professors and students in the university, teachers and students in our schools. We have the requisite research materials, including academic expertise in language studies, language acquisition, the teaching of literature, and research methods. We have experienced bilingual and bicultural teachers. We have a target population composed of students in both rural and urban environments and in both public and private schools. The MAT program can provide the means for extracting useful results from these raw materials.

In addition to increasing the fund of theoretical and practical knowledge in English instruction in Puerto Rico, the ongoing research will give the graduate student theoretical background and practical experience in planning and conducting a research project so that he or she can develop continuing interest in approaching solutions to problems in the classroom experimentally.

2. Objectives in Relation to Institutional Educational Objectives.

The proposed MAT program in English at RUM, as it serves the needs of Puerto Ricans for improved English skills, falls within the stated purposes of the University of Puerto Rico and of its Mayaguez Campus according to the Law of the Re-organization of the University of Puerto Rico, 1966."

Section 2. --Objectives of the University of Puerto Rico --

A. --The University...in its obligation of service to the people of

Puerto Rico and its adherence to the ideals of an integrally democratic society, has as an essential mission the attainment of the following objectives, which are consubstantial with the fullest freedom of professorship and scientific research:

(1) To transmit and increase learning by means of the sciences and the arts, making it serve the community through the action of its professors, investigators, students, and graduates.

--Official English translation.

can grant a Master's degree in languages according to the statement of Educational Objectives for the Mayaguez Campus.

To satisfy the need in Puerto Rico for well-educated, professionally trained citizens by developing programs of study through the doctoral level in the natural sciences, agriculture, and engineering, and on the master's degree level in economics, humanities, languages, the social sciences, nursing, business administration, and mathematics.

By, the existence of the MAT program at RUM will meet its objective to Western Puerto Rico.

To satisfy the needs of the Western Region of Puerto Rico for education at the college level and to bring the special competence of the University to bear on the solution of the social, economic and other problems of the area.

Although teachers trained in the MAT program will not necessarily stay in Western Region of Puerto Rico, it is anticipated that the majority will find employment here in public schools, in private schools or in certain private enterprises which run English language programs for their employees. The conditions and needs of this particular region are therefore of great importance in determining the need for the MAT program here.

The Western Region of Puerto Rico is defined as the area including the municipalities of Aguada, Aguadilla, Añasco, Cabo Rojo, Hormigueros,

dele, Lajas, Las Marías, Maricao, Mayaguez, Moca, Rincón, Sabana
de, San Germán, and San Sebastián. It is a predominantly rural region
with numerous small towns and one small city, Mayaguez, with a population
of 6,000 (official 1978 population statistics).

The Region has a good industrial base, but one which even now does not
meet the employment needs of the population. Unemployment in the Mayaguez
District is officially recognized at 12.1% according to statistics provided by
the Statistics Division of the Employment Service, September 1978. Efforts
are being made on various fronts to bring labor-intensive industry to the area.
Department of Public Instruction and CEEB statistics concerning teacher
qualifications and student English achievement substantiate the observation
that rural areas of the island are in greater need of better English instruction
and well-qualified teachers than metropolitan San Juan. In 1976, students
taking the CEEB English as a Second Language Aptitude Test (ESLAT) in the
San Juan Region had a scaled score mean of 466. The average of the five non-
metropolitan regions was 433. The standard score mean for the Mayaguez of
the Western Region was 452, falling between the San Juan and the non-metropolitan
average. These statistics indicate that Mayaguez is a middle ground, a
logical place to begin preventing further erosion and to build for future
excellence. As the MAT program at RUM will draw students from both rural and
urban areas, it will work toward meeting the needs of various educational needs.
In addition to the data provided by the Department of Public Instruction on
teacher qualifications in the Mayaguez District (see Section II.C.1) and Appen-

The need for improved English instruction at the elementary and secondary levels is seen in the English skills of freshmen entering RUM. In 1978, approximately 1,400 entering freshmen were placed according to ESLAT scores in basic remedial English (001-002). Not only did these students lack the reading and writing skills tested in the examination, it was the experience of professors teaching the course that the students' ability to understand and use the spoken language was deficient. Curriculum and methodology, as well as such factors as student-teacher ratios, textbooks, and materials, had an adverse effect on the teaching of the spoken language at elementary and secondary schools. Therefore, it is all the more important to have exceptionally well-trained teachers who can approach teaching and learning problems in the classroom in imaginative and theoretical ways and who have been taught to share their discoveries and solutions with teaching students.

In summary, the MAT at RUM will fulfill the charter of the University of Puerto Rico at Mayaguez in its dedication to serving the needs of the citizens of Puerto Rico, and particularly the Western Region of Puerto Rico.

Program Objectives in Relation to the Institutional Plan of the UPR.

At the time the Graduate Studies Committee prepared this proposal, the Master Plan of the University of Puerto Rico had not been completed. The committee was informed that closer control of existing graduate programs and a detailed analysis of the needs for new programs will be established. This proposal meets the new criteria as outlined in the Master Plan and will

in meeting the educational obligations of the University of Puerto Rico.

4. Opportunities to Offer the MAT Program on Other Campuses in the UPR System.

A similar program or individual courses of the program could be offered at other campuses in the UPR system.

5. Employment Opportunities for Graduates of the Program.

Given its present determination to improve the teaching of English on the island, the Department of Public Instruction will continue to need in the near future, a large number of well-trained English teachers. These teachers may find employment in the regular classroom program, in the bilingual programs, in special classrooms of English-speaking Puerto Rican children who grew up in the United States, or in training or supervisory positions. It is anticipated that some of the students in the MAT Program will already be employed by the Department of Public Instruction at the time they enter and will pursue the Masters degree with specific plans to fill higher-level positions in the Department or to carry out Department-based research projects.

In addition to employment in the public school system, there are opportunities for employment in various private schools and colleges in Puerto Rico. A substantial percentage of the student population of Puerto Rico attends private schools and studies English in an English language curriculum, or as a second language for the usual daily hour.

Private industries in the Managua area, including the Digital Corporation in San Germán, and U.S. governmental employers, including the National

offer primarily oral language English instruction. Our graduates are particularly valuable in such situations in which the teacher or director designs programs to fit the specific needs of the industrial or military student.

Finally, worldwide opportunities for employment with the MAT degree in the teaching of English are almost unlimited. In the United States, the Spanish-English bilingual teacher is of particular value where Puerto Rican, Mexican, and Cuban children and adults, for example, must learn English to have optimal opportunities for a fulfilling life in the United States. The Comprehensive Bilingual Amendments Act of 1973 requires that school systems in many communities with substantial numbers of non-English speaking students provide bilingual instruction in order to provide equal educational opportunity.

The graduates of our program, who will be eligible for certification by the Department of Public Instruction of Puerto Rico, will also be eligible for temporary, if not permanent, teaching certificates in most states of the United States. Through The Linguistic Reporter, TESOL Newsletter, and MLA Job List, and other publications, the Spanish-English bilingual teacher of English with an MAT degree will find notices of teaching opportunities in every country in the world.

Demand for the MAT Program

The need for better public education in English, as shown in island-wide achievement performance test results, is, in fact, a demand for improved teacher education. Teachers and potential teachers recognize the connection, and

Survey conducted by the MAT Committee in the Mayaguez area showed a demand for the program by teachers-in-service, English majors on campus, and others not currently employed in education. The 107 questionnaires returned indicate that there will be an ample number of prospective candidates from which to choose the first entering class in the program.

1. Demand from RUM students: Twenty-four (24.3) percent of the English majors on campus stated that they would pursue an M.A. degree in English if one were offered at RUM. The reasons they gave for wanting to pursue a MAT at RUM are lower comparative cost, easy accessibility to their homes, and the faculty whom they know.

2. Demand from teachers in the community and geographic region: Sixty-four (64.4) percent of the teachers who returned the questionnaire indicated they would pursue an M.A. in English at RUM for the same reasons given by English majors and, in addition, the fact that classes would be offered in the late afternoon, evening, and on Saturdays.

3. Demand from educational, governmental, business and community leaders: Letters from various organizations, as well as Deans from other Colleges on the Mayaguez Campus, demonstrate support for the program. (See Appendix C).

Relationship of the MAT Program to Other Graduate Programs

1. Within RUM: The proposed course of study is different from other graduate programs presently offered on campus in its relative independence. For example, graduate science, engineering and agricultural science programs depend

Some degree on the graduate offerings of other department and colleges. The nature of the English MAT program in itself makes it difficult for graduate course offerings of other departments on this campus to be integrated easily into the program.

The Division of Extension and Services to the Community is the other unit on campus that is concerned with English-language teacher training. The MAT program offered by the Department of English will in no way conflict with that teacher certification program. Instead, it will complement and reinforce it by requiring all MAT students to obtain certification, thereby creating a renewed interest and enhanced respect for the teaching profession.

2. Within the UPR system: The Rfo Piedras Campus offers two moderately related Masters programs. The English Department of the Humanities Faculty awards a Master of Arts in Literature with a focus on British and American literature and English language. This conventional M.A. program graduates students who, according to the program brochure, "now hold teaching positions in colleges and junior colleges in Puerto Rico. Some have gone on to doctoral studies in other universities." The second Masters program on the Rfo Piedras Campus is offered by the College of Education and the focus is on education. The MAT program proposed for RUM does not duplicate or compete in scope, content, or objectives with the Masters programs offered within the UPR system.

3. Outside the UPR system: Three other universities in Puerto Rico offer related Masters degrees: Catholic University, Inter-American University, and New York University.

Catholic University on its Ponce Campus, offers a Masters degree in the Teaching of English as a Second Language (TESL). Offered by the Department of Graduate Studies in Education, the program is concerned with providing

the student with a sound basis in the field of general and specialized education and on the basic premises of educational investigation that would make the student more capable and competent professionally and a better human being.

As regards goals, scope, and in the student population addressed, the proposed MAT Program at the University of Puerto Rico on its Mayaguez Campus, is not a duplication of the educational efforts of Catholic University.

Inter-American University on its San Juan Campus offers Masters degrees in TESOL under the Department of English and Linguistics.

The objective of the TESOL program is

the preparation of English teachers in theoretical and applied linguistics with special emphasis on the English-Spanish contrastive problems that relate to language learning.

Neither content nor scope, does the MAT program proposed for RUM duplicate the educational aims of the programs of Inter-American University.

New York University in San Juan offers two Masters degrees through its Study Abroad Programs, which are, according to the Catalog, "designed to promote both the graduate students' intellectual growth and the capacity for cross-cultural understanding."

The Masters in English Education maintains as its focus that

Successful teaching demands continuing interaction with other professionals and ongoing exposure to new developments in one's field. These are the needs we are trying to serve in our Program in English Education.

The NYU Masters in TESOL is designed to

broaden the knowledge base and experiential base of students and practitioners working with non-native speakers of English. It is intended to meet the needs of pre- and in-service teachers and supervisors at all levels of service: elementary, secondary, adult, and college, as well as the needs of people working in publishing and other related fields.

The courses offered by New York University are given "on demand." The extraordinary broad scope of its objectives and the "on demand" feature of the NYU Study Abroad programs do not duplicate the MAT program at RUM which offers a more definite course of study with more specific goals.

The relationship of the MAT Program to the other Masters programs offered in Puerto Rico are as follows: four institutions offer six programs in English with varying scopes, content and objectives; one degree is given in American and British Literature; four in TESOL; and one in Education.

Other advantages of the MAT Program of location, cost, and class time convenience, are presented in Table I.

COMPARATIVE TABLE OF MASTERS PROGRAMS

Institution	Type of Program	Cost per credit	Number of credits	Time limit	Location	Hours	Transfer of credits
UCM	MAST	\$15.00	30	6	Madison	MS	0
UP	Literature	\$10.00	30	5	Mo. Pacific	MS	0
	PH. D.	\$15.00	40	5	Mo. Pacific	A	0
IAU	PHD	\$60.00	39	5	San Jose	D	0
CUPL	PHD	\$80.00	30	5	Peoria	MS	0
NYU	PHD (L.I.)	\$100.00	24	*	San Jose New York	SSM	*

M-Morning
 A-Afternoon
 E-Evening
 S-Saturday
 Sm-Summer
 **-Not known

Program Curriculum

The courses presented in Table II, are all new, three-credit courses. Those required for the MAT degree are marked with an asterisk.

1. Components

In light of our unique language situation in Puerto Rico and the law of the University of Puerto Rico requiring Spanish language proficiency of all students, graduates of the MAT program will be Spanish-English bilinguals who will, for the most part, be teaching English to native speakers of Spanish during their professional careers. These facts determine that this MAT program is truly bilingual and bi-cultural in both its underlying philosophy and its orientation. All courses use of pertinent linguistic and literary scholarship in Spanish as demanded, thereby strengthening our teacher's bilingual preparation and facility in moving from one language to the other in the classroom.

Linguistics. This component is basic to the program as it gives the student thorough familiarity with current language studies. It is designed to provide competence in pure linguistics (descriptive and transformational) and the ability to exercise that competence in teaching (applied linguistics). In the required courses students are alerted to new developments in the study of languages and language acquisition from both sociological and psychological points of view. Students are expected to demonstrate an understanding of the typology of bilingualism and of the results of language contact.

For effective performance in this area of graduate study, the student must

have taken courses in linguistics and the structure of English, and an introduction to generative-transformational grammar.

Literature. Students are expected to demonstrate modest critical skills and a general familiarity with English and American literary tradition necessary for the successful teaching of literature. The courses offered are designed to give students the methodology needed to teach literature cross-culturally and/or to non-speakers of English. The requirements are not intended to provide in-depth knowledge of literary history, theory, or analysis. Students are rather expected to demonstrate proficiency in the study of literature as a preface to the teaching of literature at the primary and secondary levels.

Language and Pedagogy. Students are required to speak English with native or near-native correctness and fluency. Students may build confidence in speaking through the course in Oral Communication. MAT candidates must also be able to read and write English if they are to teach reading and writing. Prospective students' writing skills are accordingly tested in the entrance examination and monitored and improved in the term papers required in every graduate course. The participatory format of other course offerings will polish both speaking and writing skills.

The language and pedagogy component also provides for study and review of effective methods of teaching those communication skills in accordance with current theories of cognition and language arts and every candidate must present evidence of updated, general TESL methodology. It has been remarked that doctors watch doctors, lawyers watch lawyers defend and prosecute, but

Professors don't watch professors teach; it simply isn't done... Teaching (and teaching) is a subject seldom discussed and never observed." In this program, in contrast to such practice the professors will serve as models in exemplary courses in which observing their teaching and approach are integral to the course.

The courses in language are to be taken early in the program, particularly the course Research Methods, which covers material essential to the student's smooth progress toward the Master of Arts in Teaching degree.

Table II presents a schema of the required and recommended elective courses of the MAT Program divided by components. The 551 to 599 level courses are open to graduate and qualified undergraduate students. The 600 to 799 level courses are reserved to graduate students.

2. Course Descriptions

TABLE II
MAT PROGRAM SCHEMA

551-599 Level	600-799 Level
LINGUISTICS	
Contrastive Grammar Generative Phonology	*Bilingualism and Language Contact Psycholinguistics and the Reading Process Topics in Sociolinguistics Topics in Psycholinguistics
LITERATURE	
	*Models for Teaching Literature Studies in American Literature Studies in English Literature
LANGUAGE AND PEDAGOGY	
Oral Communication Contemporary Perspectives in TESL Computer Techniques for the Language Sciences Techniques of Statistics for the Language Sciences	*Research Methods *Applied Linguistics Seminar
*Thesis	

*Required Courses

Courses 551-600

Oral Communication. A three-hour course open to both graduates and qualified undergraduates which stresses communication theory and speaking techniques, including enunciation, intonation, phrasing, voice projection, and holding audience attention. Varieties of formal oral interpretation are studied and practiced, including drama and poetry reading, public speaking, and debate.

For the English major, whatever his or her professional future, the ability to speak English confidently, distinctly, and correctly, with voice and vocabulary appropriate to an occasion, is of paramount importance. Since teaching is communication, particularly oral communication, the teacher of English is under a special obligation to master the oral skills and methods presented in this course. In particular, exposure to formal interpretation will enable the teacher to make use of debate and dramatic reading, as advanced language-teaching methods. A seminar paper will be required.

Contemporary Perspectives in TESL. A three-hour course open to both graduates and qualified undergraduates. A review of audiolingual theory of second language learning and its foundations and tenets, an introduction to cognitive-code theory as basis for classroom decisions concerning what is taught, methods of presentation, type and amount of practice, and testing. The course will serve as a foundation for work in advanced graduate courses and TESL research.

pective and experienced teachers should be acquainted both with second language teaching methods used prior to the development of audiolingual techniques during World War II, audiolingual theory and methodology and its negative reaction to it, and the new directions taken by cognitive psychologists and transformational-generative linguists. These recent theories are more complex than their predecessors and they focus on the cognitive style of the individual learner in general, and on his or her strategies for acquiring and using language in particular. The contemporary pedagogical emphasis is on internal mental processes of the learner and their relevance to language acquisition, with a view toward developing a notional/functional syllabus whose essential priority assigned to the semantic content. The aim of this syllabus is to select what types of meaning in what precise contexts the learner will need to understand to communicate. The ultimate objective is that learners will know not only how to express different meanings grammatically but also when and where such meanings are appropriate.

The following two courses, Computer Techniques for the Language Sciences and Techniques of Statistics for the Language Sciences, will be offered by the Department of Mathematics. Included here are the descriptions of these courses proposed by the Director of the Mathematics Department (See Appendix A) and Dr. Darell Hajek, Director, Department of Mathematics.

Computer Techniques for the Language Sciences. A three-hour course for both graduates and qualified undergraduates. Prerequisite: Consent of professor.

An introduction to the use of a digital computer with emphasis on the manipulation, processing and statistical evaluation of data structures of the type likely to be encountered in linguistic research.

It is common knowledge that thousands of hours of data processing time are saved by the careful deployment of computer resources. In the field of language study, the researcher who lacks computer skills is severely limited and may be unable to understand much important research just as he or she is unable to perform it. Furthermore, the MAT program's cooperative research objectives require the use of data and retrieval and students trained in their implementation. The assessment of the entire program will itself depend on computer techniques introduced in this course.

Techniques of Statistics for the Language Sciences. A three-hour course open to both graduates and qualified undergraduates. Prerequisite: Consent of program director.

A review of basic statistics and survey of more advanced modern statistical techniques which are of value for understanding and engaging in research in the language sciences.

Linguists, primarily, and language teachers, ultimately, must be able to handle quantitative language data in reasonably sophisticated fashion. Study of language variation, correlation of language use with social variation, and techniques of assessment essential to testing and placement are examples of the statistical requirements of language and pedagogy research and practice.

Linguists lament that scholars from other disciplines at times find it

difficult to learn the basic principles of linguistics. Educators in turn complain that the usual introductory linguistics courses do not speak to their needs. Both linguists and educators need to learn the research language they in the end are for their efforts to be mutually useful.

Contrastive Grammar. A three-hour course open to both graduates and qualified undergraduates. The course focuses on the analysis of the descriptive grammars of English and Spanish to determine areas of divergence and similarity. In order to achieve a basis for understanding contrastive grammars, provides a method for evaluating the theories, and for a detailed discussion of the procedures of the contrastive grammars of English and Spanish. Thus the justification of the course in contrastive grammar is found in its explanatory power. Given the general choice of a linguistic theory to serve as basis for contrastive statements is an imperative.

Furthermore, the results of contrastive grammar will be made available to the teacher and language learner as he or she explores the connection between contrastive linguistic theory and what happens in the classrooms, the conversion of this analysis into a form understandable to the non-specialist, and the conversion of the simplified statement into materials that can be used in the classroom. A seminar paper will be required.

Generative Phonology. A three-hour course open to both graduates and qualified undergraduates. The course stresses the development of the unified theory of linguistic structure emphasizing efficiency in phonological description and its integration with the other parts of grammatical description as a system of language universals.

There are two very different approaches to the description of phonology: first, the traditional or autonomous phonemic theory developed by the structural linguist, is fairly well-known by ESL teachers. This approach was still is useful in producing new writing systems, simplifying traditional systems, and in the teaching of languages. It is concerned extensively with problems of transcriptions.

The second, or systematic, phonemic approach developed in transformational generative-grammar fills the descriptive gap left by autonomous phonemic theory. It allows for integration of phonological and grammatical description for a further analysis of the phoneme not possible in autonomous phonemic theory, and for study of linguistic universals. A seminar paper will be required.

Courses 600-799

Research Methods. A three hour graduate course. Research in the area of language study emphasizes techniques and methods used to write formal papers and research reports. The study of current research methods, including collection and statistical evaluation of data, enables the student to make optimum use of language research both within the graduate program and after graduation. The mastery of research methods is fundamental to the design and writing of a thesis.

Applied Linguistics Seminar. A three-hour graduate course. Theory practice and methods related to the teaching/learning process, curriculum planning, materials development, testing and measurement in language and literature at all levels are studied.

In order to achieve excellence in teaching, the language teacher must be conversant with curriculum planning, materials development and testing and measurement in language and literature. Current professional journals, teaching experience, and work in other courses within the program will provide material for exchange of ideas and development of new concepts. A seminar paper will be required.

Bilingualism and Language Contact. A three-hour graduate course. The course will stress a treatment of the linguistic and socio-psychological aspects of bilingualism as well as the sociological aspects of language contact.

Bilingualism is linguistically, psychologically, and culturally a profoundly complex phenomenon. The processes and results of contact between any two languages are explored in a large and growing critical literature. Mastery of the theory and research in the area is of central importance to the language teacher, particularly, but not exclusively, in the Puerto Rican context. A seminar paper will be required.

Models for Teaching Literature. A three hour graduate course. *A detailed* application of texts, literary theory and its place in the classroom, and the establishment of historical context, problems of teaching literature across cultural barriers to non-native speakers of English, and building student interest in literature.

It is too often assumed that a person who has studied literature knows how to teach it. Particular problems arise in the classroom in which the language itself and the social and cultural presuppositions of the literature

become obstacles to instruction, especially in the case of teachers who have learned English as a second language. This course will build the essential bridge between learning about literature and presenting it to a class.

The four units of the proposed syllabus, detailed explication of texts, literary theory and its place in the classroom, establishment of historical context, and problems of teaching literature across cultural barriers to non-native speakers of English, provide students with a practical combination of methods and approaches for the teaching of literature at any level. A seminar paper will be required.

Psycholinguistics and the Reading Process. A three hour graduate course. The course stresses the reading process and measurement of reading skills and comprehension in both native and second languages, degree of transfer of reading skills from native to second language, and current psycholinguistic research in the field of reading.

Understanding of the reading process and reading disabilities in the native language is necessary for the diagnosis of problems and evaluation of student progress in reading in the second language. Intellectual, neurological, sociocultural, and personality factors influence reading skills and comprehension. The teacher must know how native-language reading skills do or do not transfer to the second language in order to evaluate the appropriateness of published reading materials for his or her class; modify or develop reading materials; plan reading activities; and measure the skill and comprehension of his or her students.

Topics in Sociolinguistics. A three hour graduate course. The course addresses the relationship and mutual influence between linguistic structure and behavior and other societal or socio-psychological factors, the linguistic aspects of Caribbean social organization, and the research procedures and methods used in sociolinguistics.

Cultural factors influence language as it is spoken. An understanding of the subtlety of this language-culture correlation is crucial to teaching effectiveness. The process of linguistic change and rules of performance, linguistic behavior as an index to social status, and the larger influence of culture on language are topics implicit in language teaching made explicit by sociolinguistics. A seminar paper will be required.

Topics in Psycholinguistics. A three hour graduate course. The course examines topics in natural language from a linguistic point of view and language behavior from a psychological point of view.

The effective language teacher must be familiar with the psychological processes involved in both first- and second-language acquisition and development, with language as communication, and with language behavior and ability as manifest in different individuals. A seminar paper will be required.

Studies in American Literature. A three hour graduate course. There will be a detailed study of selected authors, themes, or literary movements. Course content will vary from semester to semester.

Our graduate students should have the analytic and synthesizing skills demanded in a graduate literature course, which are closely related to general

astery of the English language, its nuances, and its literary expression.

Basic familiarity with American literary tradition is expected of the beginning

graduate student. This open-content course will offer the student intensive

work in a specific area which truly tests and develops his or her abilities

and provides a variety of graduate literature offerings. The interests of students

and faculty will be considered. A seminar paper will be required. This course

may be taken twice for credit.

Studies in English Literature. A three hour graduate course. There will be an in-depth study of selected authors, themes, or literary movements; course content will vary from semester to semester.

Our graduate students should have the analytic and synthesizing skills developed in a graduate literature course, which are closely related to a genuine mastery of the English language, its nuances, and its literary expression. Basic familiarity with British literary tradition is expected of the beginning graduate student. This open-content course will offer the student intensive work in a specific area which truly tests and develops his or her abilities and provides for a variety of graduate literature offerings. The interests of students and faculty will be considered. A seminar paper will be required. This course may be taken twice for credit.

Thesis. A three to six hour research project to be done under the guidance of the thesis supervisor, assisted by two readers from the department's faculty. The thesis must be a substantial contribution, of either a practical or an empirical nature, to the fund of materials available to language teachers and scholars.

should be carefully related to both scholarship and practical realities.

Writing and defending a valuable thesis demands a constant formal exchange of ideas between the thesis supervisor and the candidate, which is assured by a course offering.

III. ENTRANCE REQUIREMENTS

A. Institutional Requirements

The graduate entrance requirements of the Mayaguez Campus of the University of Puerto Rico, as set forth in the "Certificación Número 78-32 of August 1978" (See Appendix D), will be strictly adhered. Briefly stated, the requirements are:

To be eligible for admission to the graduate school, the candidate must be functionally bilingual in English and Spanish.

A. Requirements

1. have earned a bachelor's degree equivalent to that offered by the University of Puerto Rico;
2. meet the requirements of the particular academic department;
3. fulfill one of the following grade point average requirements:
 - (a) have maintained a minimum grade point average of 2.8, both in general and in the major field; or a minimum grade point average of 2.5 and 3.0 in general and major field, respectively;
 - (b) have passed a minimum of 60 credits in the last four semesters of the B.A., with a grade point average of at least 3.2 in both general and in the major field. (pp. 1-2)

Departmental Entrance Requirements

1. Academic Preparation.

a. Degree. The applicant must hold a bachelor's degree in English equivalent to the bachelor's degree of the Department of English at RUM as approved on 5 December 1978. Other valid degrees will be accepted, but deficiencies, if any, must be removed at RUM.

b. Prerequisites. An applicant must have completed, at RUM or elsewhere, courses in the structure of English and transformational grammar. Reasonable substitutes of these courses offered at RUM will be accepted at the discretion of the Graduate Committee. This work must be completed before taking the candidacy examination.

2. Interview. The applicant will have an interview with the Graduate Committee to discuss his or her professional and academic interests. This is an important first step in the counseling of the prospective student.

3. Diagnostic Examination. The applicant must successfully complete a diagnostic entrance examination prepared by the Graduate Committee testing his or her oral and written fluency in English. In case of failure the student may, in some cases, be asked to take appropriate remedial courses and may retake the examination at a later time.

4. Candidacy. The student must pass the written candidacy examination in applied linguistics and literature before or upon completion of twelve hours of graduate coursework with grades of A or B. The candidacy examination is required evidence that the applicant has the ability and the preparation to do Masters work. The examination, therefore, is not based on the specific first twelve hours of coursework, but will test academic preparation and general knowledge of the field, however obtained. Before taking the candidacy examination, the student should avail him/herself of the sample questions available in the Graduate Studies office. Should the student write an unacceptable candidacy examination, the Graduate Committee may recommend either that the candidate retake the examination after completing an assigned reading list, or discontinue the Masters program altogether.

IV. TRANSFERS

1. Within the UPR system. Students may transfer no more than six (6) credit hours from another institution or institutions within the University of Puerto Rico system. All other pertinent regulations for such transfers are in accordance with University Regulations. It is understood that each student is governed by the regulations in effect at the time he or she becomes a candidate for the Masters degree.
2. Outside the UPR system. Students may transfer no more than six (6) credit hours from institutions outside the University of Puerto Rico system in accord with all pertinent University Regulations for such transfers.

V. ACADEMIC REQUIREMENTS

In order to graduate with a MAT degree in English, the candidate must complete a minimum of thirty-three (33) graduate credits, which include thirty (30) credits of course work and three (3) to six (6) credits of thesis, and meet the following academic requirements.

A. Course Work

All students must take four (4) required courses for a total of twelve (12) credits. The remaining six (6) courses or eighteen (18) credits are taken as free electives or as recommended by the Graduate Studies Committee or the student's advisor.

Required Courses

1. Research Methods
2. Applied Linguistic Seminar
3. Bilingualism and Language Contact
4. Models for Teaching Literature

Electives and Recommended Courses

1. Oral Communication
2. Contemporary Perspectives in Teaching English as a Second Language (TESL)
3. Computer Techniques for the Language Sciences
4. Techniques of Statistics for the Language Sciences
5. Contrastive Grammar
6. Generative Phonology
7. Psycholinguistics and the Reading Process
8. Topics in Sociolinguistics
9. Topics in Psycholinguistics
10. Studies in American Literature
11. Studies in English Literature

The above courses fall into three broad categories as presented in Table 1, the MAT program on page 29: Linguistics, Literature and Pedagogy. Detailed course descriptions are found on pages 26 to 28 of this proposal.

Thesis

The final requirements for graduation are the completion of a three to six credit thesis course, a Masters thesis written on a topic approved by the Graduate Committee and its successful defense. The thesis will be written under the direction of a Thesis Advisor (from the department's graduate faculty) assisted by two Readers (also from the department's graduate faculty). In the case of an interdisciplinary thesis, the student is encouraged to choose another graduate faculty member within the system to be a member of the committee. The thesis course may be repeated, but without additional credit.

Each student is responsible for finding a graduate professor willing to serve as his or her Thesis Advisor. The Thesis Advisor will be responsible for helping the candidate find Readers. The Advisor and readers will constitute a committee which will monitor the progress of the student.

Thesis Proposal. The detailed thesis proposal, submitted in five copies, should include a description of the intended project, the theoretical framework of the study, and a carefully considered preliminary bibliography. The Graduate Studies Committee will prepare a thesis proposal outline to be followed by the candidate. Should the Graduate Committee find the proposal unacceptable, changes or clarification will be suggested. The length of the thesis will be determined by the topic chosen. The candidate must work under close and continued supervision of both Thesis Advisor and Readers.

Thesis Approval. No thesis may be submitted to the Committee which has not been approved, paragraph by paragraph, by the Thesis Supervisor. After the thesis has been approved by the Committee, and has been defended satisfactorily, the candidate will provide one bound copy for the library. (The Graduate Studies Office provides format and details).

C. Advising

By the end of the first nine (9) hours of work in the program, every graduate student will be assigned a committee from among the members of the Graduate Committee of the Department. The student may, if he or she chooses and the professor is willing, select the same advisor as thesis director. The role of the advisor is to counsel the student in the selection of courses, and guide him or her in the use of the Reading List available through the Departmental Graduate Studies office.

D. Retention.

For retention in the program, the student must maintain a B or better average. In accordance with the 1978-79 University of Puerto Rico Graduate Bulletin, (p.42), no more than two C's in graduate courses are acceptable. A student who earns a third C in his or her coursework must repeat the course or take a different course. According to university regulations, a fourth C is grounds for dismissal from the program. Only one incomplete on the student's official transcript is allowed at any given time.

E. Certification.

Although neither previous teaching experience nor certification is required to enter the program, candidates will be encouraged to obtain certification before the MAT degree is conferred.

Time Limit

Without exception, all requirements for the Masters degree must be completed within six years from the time the candidate has successfully completed his or her candidacy examination.

VI. FACULTY (NEEDS AND AVAILABILITY).

During the academic year 1979-80, the Department of English has six professors holding the Ph. D. degree. Four professors who hold the Masters degree are on leave for study to complete their doctorates. No significant increase in the total number of professors will be needed when the MAT Program is initiated because the faculty of English is now following a selective hiring policy to employ specialists to staff the components of the program that are at present understaffed. The distribution of professors who are expected to participate initially in the MAT Program by components appear in the following table.

TABLE III

Distribution of Professors by Components
(Curriculum Vitae in Appendix E)

Component	Language and Pedagogy	Linguistics	Literature
Professors:	Oswaldo Aymat	Francisco Betancourt	Rafael Cancel
	Joan González	*Ross Crow	John Green
	Edith Gutiérrez	James Sullivan	Anthony Hunt
	*Michael Janosov	(to be hired)	Naomi Lockwood
	*Carlos Lugo		Madeleine Marshall
	Thelma Sosa de Torres		Blanca Ocasio
			Robert Sherwin
on leave			

Full-Time Faculty Needs and Availability.

Needs. The Department of English is negotiating the hiring of one professor to complete the staffing of the Linguistics component.

Availability. In the Linguistic component, Dr. Francisco Betancouri, Prof. Ross Crow (completing Ph.D.) and Dr. James Sullivan are qualified to teach sociolinguistics, psycholinguistics and linguistics.

In the Literature component, Drs. Rafael Cancel, John O'Leary, Antoinette M. Marshall, Madeleine Marshall, Robert Sherwin, and Profs. Roberto López (completing Ph. D), Naomi Lockwood and Blanca Ocasio (course work for Ph.D. completed), are available to teach American and/or British literature.

Profs. Edith Gutiérrez and Carlos E. Lugo and Michael Jancsov (completing doctoral programs) are qualified to teach in the Pedagogy Component. Profs. Ewald Aymat, Joan González, and Thelma Sosa de Torres have experience in supervising teachers and teaching assistants and in materials development which are complementary to the teaching of language and pedagogy.

Six other professors hold the Masters degree in English (Aymat, Berlingieri, Chespo, La Coll, Moreno de Martínez and Stryflicker). Six professors hold Masters degrees in Literature (Antonmarchi, Baracane, Lockwood, Murdaugh, Ocasio, and Rodríguez), and in English Education (Lebrón, Muñiz), or related areas such as Reading (Gutiérrez), Communication (Salantó), and Vocational Psychology (González).

Part-time Faculty Needs and Availability.

There are no plans for part-time faculty in the department.

Effect of MAT Program on Academic Loads

Adjustments in the academic loads of professors will have to be made when they are assigned graduate courses or supervise the writing of Masters theses. The Graduate Studies Coordinator will have a teaching load commensurate with his or her administrative duties. The additional professor hired (see Sec. A) will facilitate these adjustments.

Advanced Training of Existing Faculty

Four faculty members of the Department of English are at present pursuing advanced degrees in the United States as indicated in Table IV.

TABLE IV
FACULTY ON PLANE 1978-1979

Professor	University	Field	Degree	Projected Return
Miss Crow	Univ. of Texas at Austin	Linguistics	Ph.D.	January 1979
Michael Janosov	New York University	Higher Ed.	Ph.D.	August 1979
Roberto López	Univ. of New Mexico	English	Ph.D.	August 1979
Carlos Lugo	Temple Univ.	Bilingual Ed.	D.Ed.	August 1979

Overview of Department Faculty

The English Department staff is experienced in the teaching of the English language and British and American literature at the primary, secondary, and college levels, in public and private institutions. The professors holding doctorates, who have extensive experience in teaching English to non-native speakers, can be counted on to develop the major areas with professional expertise. Many professors holding the Ph.D. degree in either literature or the teaching of English to students of other languages are a particularly valuable resource which may be drawn upon for program development and review and team teaching.

The personal and professional backgrounds of all of the professors of the department are no less a resource to be considered, particularly as they relate to

a high level of linguistic accomplishment and cross-cultural understanding. Six of the professors are adult bilinguals, if this may be defined as having mastered Spanish or English as an adult. Ten may be considered bicultural, if defined as having been exposed to both Spanish and English from an early age. Four may be considered multilingual, having achieved competency in four or more languages. Such accomplishment implies a fundamental grasp of language-learning experience that may be seen as a highly useful prerequisite to language-teaching competence.

The teaching experience of the faculty of the Department of English has by no means been confined to the college level. The members of the Department have first-hand the challenges of primary and secondary language instruction. Eighteen professors have had some primary or secondary teaching experience, either in the United States or in Puerto Rico. The quantity of experience ranges from an extensive 20 years to a modest one year. The collective departmental teaching experience is diverse ranging from working with migrant workers' children in the United States to teaching experience in Latin America, Africa and Asia. The fruit of this wide range of experience is an understanding of the complex requirements made of the language teacher, including creativity and perseverance in difficult circumstances. This collective experience provides a source of wisdom and sympathetic direction to the program.

The importance of this support from the faculty is illustrated in the interest within the department in curriculum development and in the constant review and revision of the department's basic courses. The production of original materials, especially by the professors of 001-002 and 201-202, now includes two Language

Laboratory Manuals, with accompanying audiotapes of twenty-four lessons, two videotaped television productions entitled, "Effective Letter Writing," and the English 201 Source Book. Discussion of the development of a textbook for 201-202 has begun. Because of the present departmental policy on course assignments, which determines that every professor teaches six hours of basic English, such curriculum and materials development is an ongoing task which involves and concerns all professors at all ranks.

Curriculum vitae of professors who will form the nucleus of the first Graduate Committee are included in Appendix E. It is anticipated that this group will be augmented in the future as professors return from study leave and new professors join the faculty.

VII. LIBRARY

For the purpose of the Master of Arts in Teaching program, the resources of the General Library have been enhanced by the acquisition of the two Microbook series, The Library of American Civilization and the Library of English Literature. Both provide microform access to documents of great use for research purposes. The library also subscribes to ERIC (Educational Resources Information Center of the United States Department of Health, Education and Welfare), by means of which reports of all the latest research in the area of education, including ESL, become very quickly available.

The General Library has indicated its full support of the development of the MAT program, which suggests that book and periodical purchases will continue as needed, in the future. The library has allocated \$4,000 in 1970

... of acquiring books and periodicals needed immediately. A number of
... subscription: to journals, requests for back issues, and theses and
... citations that relate to the purpose of the MAT program are on order. All
... requested library resources are essential to the graduate program, and
... al to undergraduates in English and other disciplines, including psychol
... ogy, pedagogy, and linguistics. A list of journals, books, and
... citations being ordered may be found in Appendix F.

VIII. PHYSICAL FACILITIES AND EQUIPMENT

Although the opening of a graduate program will significantly increase the
... offerings of the department no major additions to the physical plant or
... ting equipment inventory will be needed beyond those renovations of the
... artmental offices, that have been already planned and approved.

Classrooms. The graduate courses will be offered after 4:30 p.m. during
... and on Saturday. No changes need be made in the number of classroom
... assigned to the department. Most of the graduate classes will be held
... the new seminar room in G-323 and in room G-324.

Laboratory Facilities. The Language Laboratory (G-325-326) and the Language
... sources Center may be used by MAT students. No formal use is proposed
... time for the Language Laboratory but it will be made available to support
... arch in language acquisition.

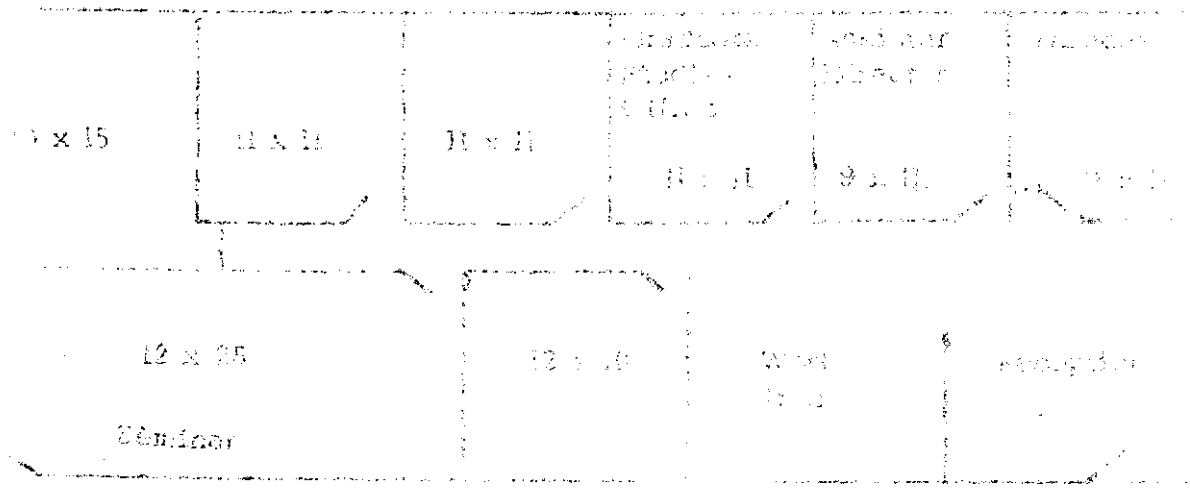
Clinics. No clinics are proposed at this time.

Specialized Equipment. Graduate students should be made aware of the
... search methods and tools, including computers. The Department of Mathe

assigned one course each in computer techniques and statistics for graduate undergraduate students in English. Computer terminals installed in a isolated area within the Department's office space will secure a valuable addition to the Program's equipment resources.

Administrative Offices. Plans for the conversion of G-323 as shown in Figure IV have been approved by the Planning Office, but funds have not yet been assigned to this project. When completed, the conversion will consist of the Department of English for offices, work areas and a seminar room. The Department of English administration will move from its present location to the new office complex in G-323. The Director of the Department, the Assistant Director and secretaries will occupy offices adjacent to a reception area and a Work Area. Four new offices occupy the street side of the building. The Director of the M.A. program will occupy an office adjacent to the Reception Area, arrangements will be made to transfer departmental secretarial staff to the new office complex.

FIGURE IV
PROPOSED ADMINISTRATIVE OFFICES - DEPARTMENT OF ENGLISH
G-323



IX. ECONOMIC AID TO STUDENTS

Economic aid to students in the MAT program is available from two sources: the Department of Public Instruction and the University of Puerto Rico at Mayaguez. Economic aid from the Department of Public Instruction is in the form of study-leave grants which are awarded to regular teachers. A teacher who is granted a study-leave receives a regular monthly salary. Some of the survey respondents indicated that they would study under such grants.

Economic aid from RUM is in the form of

graduate Work-Study programs.

Under these programs students will work in the Department of English and are paid from legislative appropriations made to the University of Puerto Rico.

X. ADMINISTRATION OF THE PROGRAM

All of the English professors teaching in the MAT Program will become members of the Graduate Studies Committee. This Committee will elect its own chairperson who will also serve as the coordinator of the MAT program. The Committee will elect a representative to the Graduate Council. The Director of the Department of English will be an ex officio member of the Committee. The Graduate Studies Committee will be a regular committee of the Department of English. The Director of the Department will help to coordinate MAT Program planning with the Dean of Arts and Sciences and the Director of Graduate Studies.

XI. PROGRAM ACCREDITATION

The MAT Program will be accredited by the Council of Higher Education and the Middle States Association of the Commission of Higher Education, the two bodies which accredit all programs of the University of Puerto Rico. No other professional accrediting agencies exist which could assist in evaluating graduate programs in English

XII. ADDITIONAL INFORMATION ABOUT THE MAT PROGRAM

A. Ongoing Research

The scope of the MAT Program will include ongoing research in the community in the fields of language study and literature and their classroom application. The research will be "ongoing" in the sense that the students and faculty will be aware of completed and current work, the first serving as the basis for the second. This arrangement will provide continuity and avoid repetition in research. In addition, it will provide a foundation upon which each research project will build.

The purpose of the ongoing research program is to lend cohesion and to give continuity to the MAT Program by

1. offering students meaningful experience in conducting and reporting research and in approaching the improvement of language instruction practically and empirically;
2. promoting continuous consultation among faculty members and students on research decisions affecting them;
3. seeking to expand knowledge in the theories; of cognition, applied linguistics, and new theories.
4. expanding and disseminating this knowledge, in the classroom and in professional journals such as TESOL Quarterly, Language Learning,

Language and Education, International Review of Applied Linguistics in Language Teaching, and the Modern Language Journal, the accepted platforms for teaching and research;

5. reviewing, monitoring, and assessing the MAT program, and, when appropriate, discontinuing projects no longer relevant or productive;
6. seeking to develop the trust and cooperative spirit among faculty, students, administrators, and staff that is the basis of excellence in research, and scholarship.

Specific topics for ongoing research will fall into the categories of language and society (sociolinguistics), language and the mind (psycholinguistics), language and literature, contrastive studies, and materials development and pedagogy (applied linguistics). Examples of topics for ongoing research include:

Language and Society (Sociolinguistics): kinesics and crosscultural understanding; attitudes toward English.

Language and the Mind (Psycholinguistics): effects of the study of a second language (English) upon the development of the native language (Spanish); the influences of bilingualism on cognitive growth; cognitive styles and language methodology; personality of bilinguals.

Language and Literature: Cultural filtering in the study and interpretation of foreign (English) literature; approaches and techniques for teaching literature to non-native speakers; literature in the primary ESL classroom; teaching American literature in the public school system; the role of English literature as a substantive material or as enrichment material in the Puerto Rico high school system; social and cultural implications relating to the teaching of literature in the private schools of Puerto Rico; history of materials used in the teaching of British and American Literature to Puerto Rican students; reading skills and reading literature, the question of difference; performing and using translation in the classroom; studies on the home environment and reading development.

Contrastive Studies and Language Variation: English as a source of linguistic change in Puerto Rican Spanish; cognitive awareness of language borrowing; syntactic maturity of bilinguals and monolinguals; aspects of code switching in the discourse of bilinguals; domains of usage in a bilingual community; language choices in a bilingual classroom.

Materials Development and Pedagogy: effective strategies for teaching culture; interaction analysis in the classroom; effectiveness in bilingual teachers in the elementary schools; reduction of the rate of gain after bilingual language proficiency test.

B. Graduate Assistantships

No provisions for graduate assistantships are being made with this proposal and no funding requests are contemplated at this time.

C. Department of Public Instruction.

The establishment of productive cooperative effort between the Department of English of the University of Puerto Rico at Mayaguez and the Department of Public Instruction of the Commonwealth of Puerto Rico is one of the immediate objectives and most important further benefits of the MAT Program. The following mutual advantages are envisioned, and further suggestions from the Department of Public Instruction will be appreciated.

1. developing a continuing research link between the Department of Public Instruction and the Department of English for the planning, implementing, and reporting of results of studies within the university or the public schools;
2. training presently employed Department of Public Instruction personnel for special positions in schools, communities, and regions, from which they would be able to inform other teachers of new theories and their

applications to all levels of English language instruction and assessment;

training Department of Public Instruction personnel in materials development to produce English instructional materials which would meet the specific needs of Puerto Rican students;

training English teachers for all levels of instruction including the bilingual programs initiated by the Department of Public Instruction for students returning from the mainland who need to receive instruction in English as a native language.

XIII. PROGRAM EVALUATION

The MAT Program will be evaluated continuously for its effectiveness in preparation. The knowledge acquired by the students, the skills they acquire, and changes in attitudes will be measured. The demand for the program, retention of students, and any changes in the cost of the program will be measured.

The number and quality of the applicants to the program will provide a demand index of the demand for the MAT. Retention in the program may be measured by the number of semesters in which students are matriculated for the program, and by the number of students who drop out after having advanced to the program. A further item in retention assessment can be provided by the correlation of grades earned in graduate courses with the students' Graduate Examination scores.

The changing cost of the program will be assessed by charting the cost to in proportion to the number of students who have advanced to candidacy the cost of maintaining a desirable professor: student ratio.

Knowledge, skills, and attitudes will be assessed through evaluation of seminar papers required in all graduate courses and the thesis. Comprehension of theoretical principles and development of teaching methods and techniques will be measured through the program in supervised teaching at RUM and through observation of teachers. Further evaluation will be conducted in special seminars, workshops, and classroom projects, all of which are concomitants of the program.

XIV. INCOME

The amount requested in the budget is adequate to begin the MAT Program. However, the potential exists for the MAT Program to generate a moderate amount of income after it is established and the ongoing research program has been developed.

The most promising source of income, and potentially the largest, is the raising of subsidiary or accessory programs. In the past, such funds have been available for training bilingual teachers; for cooperative programs between an institution of higher learning and a public elementary and secondary school; and for equipment needed for teacher training programs.

A variety of other, more modest, sources of income exist. First, once the MAT program is established, donations of books and materials for the General Library and for an educational materials center will be solicited from professors, retired professors and publishing companies. Second, private

tries and business firms in the area could be approached for contributions of scholarship or book fund. Third, there is the possibility that the professors and students in the ongoing research program might provide consulting services to private businesses on university time. The program might then receive income in consulting fees. Fourth, publications from the ongoing research program might generate income which could accrue to the University through the MAT Program.

XV. BUDGET

A two-year budget for the MAT program in the form requested by the Budget Office of the Central Administration of the University of Puerto Rico appears in Appendix G, page 105.

In 1979-80, the total amount spent for salaries of the Department of English was \$463,764.00. The allocation for equipment and supplies was \$2500. The salary amount should increase by less than five percent, the salary mentioned for an additional profesor. The budget for equipment and supplies will increase \$1000.

In terms of hidden expenses of the program, the departmental office which is inadequate, will be moved to G-323 of the Carlos E. Chardón Building. Funds should be made available soon so that this project may be completed and the space needs of the department adequately met.

Finally, preliminary surveys indicate that federal funding is available for language teacher training programs.

APPENDICES

TABLE 4-1
College Entrance Examination Board Puerto Rico Office
Aptitude and Achievement Tests Scaled Score Means and Standard Deviations

	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
Verbal Aptitude											
Cases	14,800	15,846	16,183	17,850	18,690	19,591	24,639	24,125	26,857	28,901	31,569
Mean	489	486	485	477	472	477	475	477	475	472	498
S.D.	102	103	102	99	101	100	103	97	102	105	107
Math. Aptitude											
Cases	14,800	15,846	16,183	17,850	18,690	19,591	24,639	24,125	26,859	28,901	31,569
Mean	494	491	494	490	485	477	461	483	488	470	496
S.D.	107	107	110	111	113	107	102	104	114	100	118
ESL											
Cases	14,800	15,846	16,183	17,850	18,690	19,591	24,639	24,069	26,835	28,882	31,568
Mean	495	490	479	485	471	456	462	460	441	445	440
S.D.	106	103	104	105	107	102	100	108	110	101	92
Math. Achlev.											
Cases	14,912	15,845	16,220	17,838	18,485	19,563	24,639	24,060	26,835	28,882	31,568
Mean	495	500	485	490	498	476	496	487	501	497	491
S.D.	103	110	98	108	109	95	105	107	112	115	106
Spanish Achlev.											
Cases	14,912	15,845	16,220	17,838	18,485	19,563	24,639	24,060	26,835	28,882	31,568
Mean	493	493	486	480	481	481	477	477	472	467	479
S.D.	101	99	99	98	100	99	103	101	106	103	104

TABLE 8-1
 TOTAL DE MAESTROS QUE ENSEÑAN INGLÉS
 POR REGION EDUCATIVA Y NIVEL
 AÑO ESCOLAR 1974-75

REGION	I-3	4-6	7-9	10-12	TOTAL
	T' a' b'	T' a' b'	T' a' b'	T' a' b'	T' a' b'
Arecibo	560' 9' 551'	308' 62' 246'	181' 43' 138'	95' 86' 9'	1144' 200' 944'
Caguas	420' 3' 417'	276' 73' 203'	133' 98' 35'	86' 80' 5'	915' 254' 661'
Humacao	288' 7' 281'	206' 44' 162'	106' 60' 46'	70' 51' 19'	670' 162' 508'
Mayaguez	469' 6' 463'	375' 87' 288'	124' 104' 20'	88' 86' 2'	1056' 283' 773'
Ponce	479' 13' 466'	494' 181' 313'	405' 282' 123'	276' 219' 57'	1654' 695' 959'
San Juan	892' 31' 861'	988' 553' 435'	765' 673' 92'	584' 556' 28'	3229' 1813' 1416'
	3108' 69' 3039'	2647' 1000' 1647'	1714' 1260' 454'	1199' 1078' 121'	8668' 3407' 5261'

52

T=Total de maestros que enseñan inglés
 a=Total de estos maestros que enseñan inglés y tienen certificado de maestros de inglés
 b=Total de estos maestros que enseñan inglés pero que no tienen certificado de inglés

Fuente de información: Programa de Inglés
 Departamento de Instrucción
 Hato Rey, Puerto Rico

APPENDIX B

TABLE B-II
MAYAGUEZ REGION
Percentage of Teachers Holding a Teacher of English Certificate(1974-75)

District	Grades 1-3			Grades 4-6			Grades 7-9			Grades 10-12		
	a	b	%	a	b	%	a	b	%	a	b	%
Guada	37	0	0%	29	8	28%	10	4	40%	6	6	100%
Guadilla	52	2	4%	28	11	39%	11	11	100%	9	9	100%
Las Casca	40	0	0%	25	4	16%	7	7	100%	4	3	75%
San Roberto	40	1	3%	23	7	30%	7	7	100%	5	5	100%
Formigueros	6	0	0%	7	1	14%	3	3	100%	2	2	100%
Isabela	24	0	0%	28	6	21%	9	9	100%	7	7	100%
Lajas	18	0	0%	15	0	0%	5	4	80%	3	3	100%
Las Marías	30	0	0%	16	0	0%	3	2	67%	2	1	50%
Maricao	12	0	0%	6	0	0%	2	0	0%	2	2	100%
Mayaguez	35	0	0%	19	3	16%	5	4	80%	10	10	100%
Mayaguez	29	0	0%	24	8	33%	16	16	100%	0	0	0%
Mayaguez	37	0	0%	22	7	32%	2	1	50%	11	11	100%
Moca	33	1	3%	31	8	26%	14	10	71%	5	5	100%
Poncón	9	0	0%	9	1	11%	3	3	100%	2	2	100%
San Juan Grande	16	1	2%	18	8	44%	6	6	100%	4	4	100%
San Germán	3	0	0%	33	5	15%	9	9	100%	6	6	100%
San Sebastián	48	1	2%	42	10	24%	12	8	67%	10	10	100%

Note: a=Total number of teachers teaching English in these grades.

b=Total number of these teachers holding a Teacher of English Certificate

%=Percentage of these teachers holding a Teacher of English Certificate.

Source de información: Prog. de Inglés, Departamento de Instrucción, Hato Rey, Puerto Rico.

TABLE B-III
TEACHERS TEACHING ENGLISH IN GRADES 4-6 BY EDUCATIONAL REGION (1977)

REGION	TOTAL NO. OF TEACHERS	TEACHERS WHO QUALIFY*	TEACHERS WHO DO NOT QUALIFY**
San Juan	483	291	192 (26%)
Ponce	349	97	252 (72%)
Mayaguez	336	157	179 (53%)
Arecibo	408	231	177 (43%)
Caguas	301	168	133 (44%)
Humacao	271	151	120 (44%)
	2148	1095 (51%)	1053 (49%)

*Teachers who qualify to teach English because they have the academic preparation required and/or good command of English (bilingual teachers included)

**Teachers who do not qualify because they do not have either the academic preparation required or good command of English

Fuente de Información: Programa de Inglés
Departamento de Instrucción
Agosto 1977

ANNEX B

TABLE B-IV
Shortage of Teachers Qualified to Teach English

*Primary Level: Grades 1-3	
Teachers without certificate to teach English.....	3039
Bilingual Teachers (federally funded) in grades 1-3.....	-1300
Teachers who do not qualify to teach English.....	1739
Students per teacher.....	x 30
Students affected by unqualified teachers.....	52170

At a rate of 30 students per class, 5 classes daily per teacher, the number of students per teacher is.....	150
The number of additional teachers needed to department- alize the primary level $\frac{52170 - 150}{150}$ is.....	<u>346</u>
**Elementary Level: Grades 4-6	
Teachers unqualified to teach English.....	1053
Unqualified teachers with a full English Program ...	338
Unqualified teachers who teach English and all subjects.....	<u>715</u>
	1053
Students affected by Unqualified teachers with a full English program $\frac{338 \times 150 \text{ students per teacher}}{150}$	50700
Students affected by unqualified teachers who teach English and all subjects $\frac{715 \times 30}{30}$ student per teacher ...	21450
Total number of students affected.....	72150

The number of additional teachers needed to depart- mentalize the elementary level $\frac{72150 - 150}{150}$ is.....	<u>481</u>
The Total Number of teachers needed to departmentalize both elementary and primary levels is.....	
	<u>829</u>

*See data for 1974-75.

Fuente de información: Programa de Inglés

**See data for 1977.

Departamento de Instrucción, Hato Rey,
Puerto Rico.

APPENDIX C

LETTERS OF SUPPORT FOR THE MAT PROGRAM

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
HATO REY, PUERTO RICO

November 21, 1980

Dr. Robert T. Sherwin, Director
Department of English
University of Puerto Rico
Mayaguez, Puerto Rico 00708

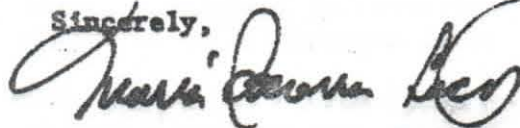
Dear Dr. Sherwin:

Thank you for sending me an updated copy of your proposal for a Master of Arts in Teaching program to be offered on the Mayaguez Campus.

The proposal has been read and analyzed carefully. Your department has prepared a program which will meet its objective of preparing well-educated teachers with firm foundations in linguistics, teaching, and literature. This program stresses the practical application of the latest theories, that will improve certainly the quality of English instruction in our schools.

The Puerto Rico Department of Education will benefit from this program; therefore, we endorse it and look forward to seeing it in operation in the near future.

Sincerely,



María Socorro Lacot, PH.D.
Secretary of Education

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
HATO REY, PUERTO RICO

March 5, 1979

Robert T. Sherwin
Director, English Department
University of Puerto Rico
Mayaguez Campus
Mayaguez, Puerto Rico 00708

Dear Dr. Sherwin:

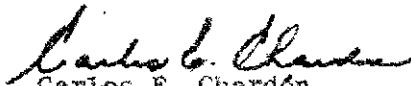
We were pleased to receive the copy of your proposal for a Masters in Arts in Teaching, and have read it with interest.

As I stated previously, I support this proposal and its objectives to provide well educated teachers of English for the Island's public schools, colleges and universities. Practical application of theory in the areas of linguistic research, literature and pedagogy, which this proposal emphasizes, is of utmost importance.

We find that one of the major problems in the teaching of English is exactly what you are intending to remedy through your proposal: the improvement of pedagogy in general, to the point where teachers are knowledgeable in their field, are conscious of their responsibility.

Therefore, I support your proposal for an MA in teaching.

Cordially,


Carlos E. Chardón
Secretary of Education

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
HATO REY, PUERTO RICO

March 16, 1968

Dr. Francisco Betancourt
U.P.R. at Mayaguez
English Department
Mayaguez, Puerto Rico 00708

Dear Dr. Betancourt:

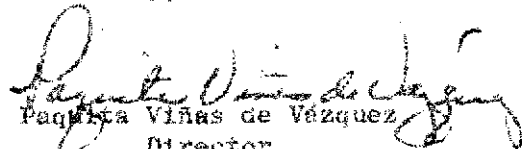
Thank you very much for your letter regarding your suggestion for an adjunct program with our English Program.

I wholeheartedly endorse your proposal. I am sure that with a graduate faculty member observing teachers who are studying and in the field, the teachers, our Program and your instructional endeavors will certainly benefit. This is indeed a creative cooperative effort.

Please let me know if there is any way in which our Program may be of further service. We shall be interested in following the progress of this endeavor.

Again, you have my support and encouragement in the development of this educational venture.

Sincerely,


Paquita Viñas de Vázquez
Director

English Program

UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGUEZ
MAYAGUEZ, PUERTO RICO 00708

SERIA
MEMO

February 6, 1979

Robert T. Sherwin, Director
Department of English
Faculty of Arts and Sciences
University of P. R. at Mayaguez
Mayaguez, Puerto Rico

Dr. Sherwin:

The College of Engineering has been concerned for several years with the serious decline in the quality of written and spoken English among our students. We are especially troubled by this problem because our students use English textbooks extensively in their course work, much of the research in the engineering fields is being published in English, and career opportunities are limited if the candidates do not have a firm hold on English.

We are sure that your MAT program, as you have outlined it to me, will definitely strengthen the teaching of English in the school systems of Puerto Rico and should eventually raise the level of English of our future engineering students.

We realize that there is a direct relationship between the quality of English used by our students and their ability to succeed in the engineering profession, and we endorse your proposal as a means of bettering the quality of our programs.

Sincerely,



Flavio Acarón
Dean

rb

UNIVERSITY OF PUERTO RICO
MAYAGUEZ, PUERTO RICO 00708

MATHEMATICS

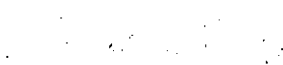
March 19, 1979

Dr. Robert Sherwin
Director
Department of English
U M

Dear Dr. Sherwin:

This is in response to your letter of March 5, 1979 in which you request that we consider two courses for students of the proposed M.A.T. program in English. I have recommended to our Curriculum Committee two 550 level courses, "Statistical techniques for the Language Sciences" and "Computer Techniques for the Language Sciences". I hope that this will be processed quickly so that I can give you some response soon.

Sincerely,


Darrell W. Hajek
Director

jd

P. O. BOX 40
MAYAGUEZ, P. R.

January 22, 1979

Mr. Robert T. Sherwin
Director - Department of English
University of Puerto Rico at Mayaguez
Faculty of Arts and Sciences
Mayaguez, P. R. 00708

Dear Mr. Sherwin :

The Southwestern Industrial Association supports the proposed graduate program in English to be conducted by the University of Puerto Rico at Mayaguez.

We can not stress too strongly the importance of improving the poor quality of spoken and written English displayed by the average high school graduate. This condition places this graduate at a disadvantage when competing for jobs.

The Southwestern Industrial Association would like to see the quality of English instruction improved and the establishment of the Masters Program is definitely a solution.

Cordially,



HECTOR R. CONTRERAS
President
SOUTHWESTERN INDUSTRIAL
ASSOCIATION

/dsr

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
SENADO ACADEMICO
Mayagüez, Puerto Rico

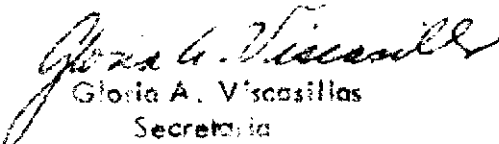
ANEXO D

CERTIFICACION N° MERC 78-72

Yo, Gloria A. Viscosillas, Secretaria del Senado Academico del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, CERTIFICO que en la sesión extraordinaria celebrado el 22 de agosto de 1978 este organismo aprobó por unanimidad las DISPOSICIONES SOBRE LA REGLAMENTACION DE LOS ESTUDIANTES GRADUADOS DEL RECINTO UNIVERSITARIO DE MAYAGUEZ, que aparecen en el anexo que se incluye y que forma parte de este documento, la cual está en vigor a partir del 23 de agosto de 1978. Estas disposiciones aplicarán a todos los estudiantes que ingresen de esa fecha en adelante. Los estudiantes que hayan ingresado con anterioridad a esta fecha, se registrarán por el departamento que consideren que más les beneficie. A partir de mayo de 1982, la reglamentación aplicará a todos los estudiantes graduados por igual.

Se deroga la Certificación Número 70-16 del 20 de mayo de 1970.

Y para que así conste y se ejecute este acuerdo, expido la presente certificación en Mayagüez, Puerto Rico, a los veinticuatro días del mes de agosto del año de mil novecientos setenta y ocho.


Gloria A. Viscosillas
Secretaria

APPENDIX E

CURRICULUM VITAE OF SEVERAL
DEPARTMENT OF ENGLISH FACULTY

CURRICULUM VITAE

Oswaldo Iymat

PERSONAL DATA

Born 1936, Cabo Rojo, Puerto Rico

DEGREES

M.S.Ed., Bilingual Education, 1975. New York University.

Additional Study:

Summer Seminar in bilingual education, curriculum design and revision. New York University, 1976.

Columbia University seminar on TESOL, 1976.

New York University seminar on European sociological systems, 1976.

City University of New York research seminar on educational research techniques (statistics), 1974.

B.A., Political Science, 1971. City College of the City University of New York. Teaching internship included.

Certification and License, Bilingual Instructor, Board of Examiners, New York State Department of Education.

EMPLOYMENT

1977 to present, Instructor in English, University of Puerto Rico/Mayaguez

1976, Instructor in ESL techniques, Department of Education, City University of New York.

1972-1975, Bilingual teacher in New York Public Schools, teaching English and Social Studies at intermediate and high school levels. Researched and coordinated materials used under bilingual programs.

1972, Bilingual instructor for Xerox Corporation in Brazil.

TEACHING AREAS

Bilingual Education

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

TESOL of Puerto Rico

Association of Bilingual Educators of New York

Instituto de Lexicografía de Puerto Rico

CURRICULUM VITAE

Joan Baker de González

PERSONAL DATA

Born 1940, Milwaukee, WI

DEGREES

M.S., Educational Psychology, 1965. University of Wisconsin (Madison).

Graduate Study in Linguistics, 1962-1963. University of Washington (Seattle).

B.A., English Literature and Linguistics, 1962. Brown University (Providence, RI).

EMPLOYMENT

1973 to present, Instructor and Assistant Professor (1976) of English, University of Puerto Rico/Mayaguez.

1970-1971, ESL teacher for Concentrated Employment Program (Milwaukee, WI).

1965-1968, English and ESL teacher, Washington-Lee High School, Arlington County (Virginia).

1965, English teacher, West Senior High School, Madison (WI).

1963-1965, U.S.O.E. Project #2018 Research Assistant and Project Editor, Department of Educational Psychology, University of Wisconsin (Madison).

1964 Summer, ESL Instructor, U.N.W.R.A. at Siblino, Lebanon (U.S.I.S., Beirut, Lebanon).

1962-1963, TESOL Instructor, Peace Corps Training Program, University of Washington (Seattle).

TEACHING AREAS

Linguistics

English as a Second Language Materials and Methods

PUBLICATIONS

English 001 Language Laboratory Manual. Mayaguez: University of Puerto Rico, 1977 (rev. 1978). Principal author.

English 002 Language Laboratory Manual. Mayaguez: University of Puerto Rico, 1978. Principal author.

Joan Baker de González

Yorkey, R.C.R., Barrutia, A.U., Chamot, L.R. de Diaz, L. Goldman,
J.B. González, R. Henderson, J.W. Ney and W.L. Woolf.
English for International Communication (Intercom). Books 1-6,
Workbooks, Teacher's Edition and Cassettes. New York:
American Book Company, 1977 & 1978.
English for the Office. Mayaguez: University of Puerto Rico, 1976.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES
TESOL International and TESOL Puerto Rico
Alpha Delta Kappa

FELLOWSHIPS, GRANTS, AND AWARDS
Phi Beta Kappa, 1962

CURRICULUM VITAE

Francisco Betancourt

PERSONAL DATA

Born 1928, Arecibo, Puerto Rico

DEGREES

Ph.D., Sociolinguistics, 1976. University of Texas at Austin (Thesis "Language Attitudes and Language Education in Arecibo, Puerto Rico").

M.A., Teaching of English as a Second Language in Colleges and Teachers' Colleges, 1964. New York University.

Courses in general education, 1958. UPR/Río Piedras.

M.A., Education and Spanish, 1956. San José State University.

B.A., French and English, 1955. San José State University.
Primary and Secondary education, Arecibo, Puerto Rico.

EMPLOYMENT

1978 to present, Associate Professor of English, University of Puerto Rico/Mayaguez.

1976-1978, Assistant Professor and Director, Department of English, Colegio Regional (UPR) Aguadilla

1969-1976, Assistant Professor of Languages and Linguistics, Southwestern University (Georgetown, TX).

1969, August-September, Fulbright-Hays Senior Lecturer to Quito, Ecuador (Short-term lectureship in Linguistics and Methods of Teaching F.L.'s.)

1967-1968, Fulbright-Hays Senior Lecturer to Managua, Nicaragua, set up a university program for the preparation of secondary teachers of English as a Foreign Language. Consultant to Ministry of Education of Nicaragua for elaboration of a Secondary/Normal Schools Program.

1965, July-September, Instructor in English as a Second Language with the National Council for International Education, University of Pittsburgh.

1965, Instructor, University of Puerto Rico/Río Piedras.

1963-1965, Instructor in Linguistics, Comparative Linguistics, Composition and ESL, Inter-American University of Puerto Rico.

1961-1963, Lecturer in ESL and Advanced English Grammar. Designed M.A. program for EFL teachers, Southern Illinois University at Carbondale

1957-1959, Teacher of ESL, Spanish Grammar, Composition, and Literature, Arecibo High School.

Francisco Betancourt

TEACHING AREAS

Sociolinguistics
TESOL

PUBLICATIONS

- "Knowledge of Language Issues and Reactions to Spanish Styles in Puerto Rico," Proceedings of the Fourth Symposium of Dialectología del Caribe Hispánico. Hato Rey, P.R.: Inter-American University Press: (unpublished).
- "The Linguistic Variable and Language Contact in the Spanish of Puerto Rico," Papers in Linguistics. Michigan: Papers from the 1978 Linguistic Institute on "Language in the Context of Space, Time, and Society."
- "Nicaragua: New Steps Forward," English Teaching Forum, January/February, 1969.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

Linguistic Society of America (LSA)
Asociación de Linguistas y Filólogos de la América Latina (ALFAL).
Teachers of English to Speakers of Other Languages (TESOL)

FELLOWSHIPS, GRANTS, AND AWARDS

University of Texas Summer Travel Grant to study at the Linguistic Institute, Ann Arbor, 1973.
Elected to Who is Who in Education in the South/Southwest, 1970.
Senior Fulbright-Hays Lecturer to Quito, Ecuador, 1968.
Fulbright-Hays Senior Lecturer to Nicaragua, 1967.
French Ministry of Education Grant to study higher education in France.
Inter-American University of Puerto Rico, study-leave grant, 1960-1961.
Puerto Rico Department of Education Summer Study Tuition Grant, 1959.

CURRICULUM VITAE

Rafael A. Cancel Ortiz

PERSONAL DATA

Born 1940, Mayaguez, P.R.

DEGREES

Ph.D., American Literature and Contemporary Literature, 1973. (Thesis: "Antisymbolization. Samuel Beckett's Trilogy: Molloy, Malone Dies, The Unnamable." University of Southern Louisiana.
M.A., American Literature, 1970. University of Puerto Rico,
B.A., English, 1966. Fordham University and Catholic University/Ponce.

EMPLOYMENT

1968 to present, Auxiliary Instructor, Instructor, Assistant Professor, and Associate Professor of English, University of Puerto Rico Mayaguez.

TEACHING AREAS

Contemporary Literature
Classical Languages and Literature
Literary Research Methods

PUBLICATIONS

- "Modern Science Fiction," Science Fiction Miscellany, Mayaguez; Faculty of Arts and Sciences, RUM. (forthcoming).
- "Individual Conscience vs. Political Tyranny: A Study of Tennyson's Becket," Revista de Letras, XIV (June, 1972).
- "Camus' Le Malentendu: The Riddle of the Sphinx," Revista de Letras, XIV (June, 1972).
- "Male and Female Interrelationship in Toomer's Cane." Negro American Literature Forum, V, no. 1 (Spring, 1971).
- "The Malamud Hero: A Pattern of Misery, Suffering and Regeneration," Revista de Letras, VII (September, 1970).
- "The Plough and the Stars, or Mourning Becomes O'Casey," Atenea, VIII, nos. iii-iv.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

TESOL of Puerto Rico (member-at-large and editor, 1974)
Modern Language Association
College English Association
Puerto Rican Association of University Professors (treasurer, 1974-1976)

CURRICULUM VITAE

Madeleine Forell Marshall

PERSONAL DATA

Born 1946, New York, NY

DEGREES

- Ph.D., Comparative Literature, 1973. New York University (Thesis: "Sentimental Drama in England, France, and Germany: a fresh view of the 'rational choice and moral conduct' components, as reinforced by the theory and practice of natural acting in the eighteenth century.")
- B.A., English, 1966. St. Olaf College (Northfield, Minn.) Additional undergraduate study in religion and history, University of Iowa (Iowa City).

EMPLOYMENT

1973 to present, Assistant and Associate Professor of English, University of Puerto Rico / Mayaguez.

TEACHING AREAS

Eighteenth-Century British Literature
English Drama to 1800
Research Methods: literary history

PUBLICATIONS

- Women and Literature, associate editor, 1774 to present.
- Science Fiction Miscellany, compiler and editor. Mayaguez: Faculty of Arts and Sciences, R.U.M., forthcoming.
- "Millwood and Marwood: fallen women and the moral interest of sentimental tragedy," Mary Wollstonecraft Journal 2, no. 1 (May, 1974).

PROFESSIONAL MEMBERSHIPS AND AWARDS

Modern Language Association
American Comparative Literature Association
American Society for Eighteenth-Century Studies
College English Association

FELLOWSHIPS, GRANTS, AND AWARDS

Founders' Day Award, 1973. New York University.
Dissertation Fellowship, 1969-1970. New York University.
University Fellowship, 1968-1969. New York University.

CURRICULUM VITAE

John M. Green

PERSONAL DATA

Born 1943, Altadena, California

DEGREES

Secondary Teaching Credential, San José (California) State University,
1976.

Ph.D., Literature, 1974. University of California, Santa Cruz.
Major Literature: English. Minor Literature: French.

Dissertation: "World Views and Human Power: The Four Phases of
Chaucer's Knight's Tale."

B.A., M.A., English 1966, 1968. San Francisco State University.
Major: English. Undergraduate Minor: World Literature.

A.A., Orange Coast College, Costa Mesa, California, 1964.

EMPLOYMENT

1979 to present, Assistant Professor, University of Puerto Rico at
Mayaguez.

1977-1979, Professor, Instituto Universitario Pedagógico Experimental,
Barquisimeto, Venezuela.

1976-1977, Professor, Universidad de Carabobo, Valencia, Venezuela.

1976-1977, High School English teacher, Colegio Internacional de
Carabobo, Valencia, Venezuela.

1975-1976, Substitute teacher, Santa Cruz Country, California.

1972-1974, Instructor, University of California, Santa Cruz.

1972-1973, Instructor, Hartnell Junior College, Salinas, California.

1968-1972, Teaching Assistant, UC Santa Cruz.

TEACHING AREAS

Composition

British Literature

FELLOWSHIPS, GRANTS, AND AWARDS

UCSC Fellowship, 1971-72.

Honors on comprehensive M.A. orals in English and American literature,
San Francisco State University.

CURRICULUM VITAE

Anthony Hunt

PERSONAL DATA

Born 1938, Philadelphia, PA

DEGREES

- Ph.D., English 1971. University of New Mexico (Thesis: "Toward a Phenomenological Criticism of Drama: Interaction Process Analysis and Harold Pinter's The Homecoming").
- M.A., English, 1966. University of Hawai (Thesis: Style and Structure in the Novels of Muriel Spark").
- B.S., English, 1960. St. Joseph's College, Pennsylvania.

EMPLOYMENT

- 1972 to present, Assistant and Associate Professor, University of Puerto Rico/Mayaguez.
- 1975-1976, Senior Fulbright-Hays Lecturer in American Literature, University of Wroclaw, Poland.
- 1973, Summer Teaching Exchange, Western Carolina University, Cullowhee, NC
- 1968-1972, Assistant Professor of English (1971-72), Colby College, Waterville, ME; Instructor (1968-71).
- 1966-1968, Teaching Assistant (English and TESOL), University of New Mexico.
- 1963-1965, United States Peace Corps, Nigeria, Teacher Training College (ESL).

TEACHING AREAS

- Twentieth-Century British and American Literature
Poetry as a Genre
Romantic Period in American Literature

PUBLICATIONS

- "Religion and Science Fiction," Science Fiction Miscellany (forthcoming).
- "Another Turn for Hemingway's 'The Revolutionist': Sources and Meanings," Fitzgerald/Hemingway Annual (1977), 119-135.
- "Gary Snyder's 'After Work'," The Explicator XXXII, viii (April 1974).
- Poetry:
- "Word Building," Colby Peguod (Spring 1969).
- "Maine Winter," Maine Poets and Their Poems (Brandon House, 1970).

Anthony Hunt

- "The Acolytes," Colby Oracle (Spring 1970).
- "Keep Away," Ergo (Spring 1972).
- "Composition for William Carlos Williams, Atenea (Spring, 1973)

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

- Modern Language Association
- National Council of Teachers of English
- College English Association (Caribbean Chapter, Treasurer, 1977-78)
- Paper read at Modern Language Association Convention, San Francisco (December 1975), Special Session on the Poetry of William Carlos Williams: "The Dynamics of Composition: the Paintings of Pieter Brueghel the Elder and William Carlos Williams' 'Pictures from Brueghel'."
- Chairman, Special Session on William Carlos Williams, MLA Convention Chicago (December 1977).

FELLOWSHIPS, GRANTS, AND AWARDS

- National Endowment for the Humanities, Summer Seminar, 1978.
- Fulbright-Hays Senior Lectureship, 1975-1976.
- Grant for Summer Research and Writing, UPR/Mayaguez, 1974.
- Grant from Colby College Humanities Research Committee, 1972.

CURRICULUM VITAE

Robert Thomas Sherwin

PERSONAL DATA

Born 1939, Bridgeport, CT

DEGREES

Ph.D., English, 1975. Pennsylvania State University (Thesis: "The Literary Career of Granville Hicks").

M.A., English, 1962. Pennsylvania State University.

B.S.S., English, 1961. Fairfield University (CT).

EMPLOYMENT

1967 to present, Instructor, Assistant Professor, and Associate Professor of English, University of Puerto Rico/Mayaguez.

1964-1967, English teacher, Orville Platt High School, Meriden, Connecticut.

TEACHING AREAS

Early American Literature

Modern American Literature

Modern British Literature

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

Modern Language Association

American Committee for Irish Studies

College English Association, Caribbean Chapter (President, 1975-1976)

TESOL of Puerto Rico

CURRICULUM VITAE

James P. Sullivan

PERSONAL DATA

Born 1944, Boston, MA

DEGREES

Ph.D., Sociolinguistics, 1976. Yeshiva University, New York.
M.A., Sociology, 1975. New School for Social Research, New York.
M.Sc., Psychology, 1972. Yeshiva University, New York.
B.A., Philosophy, 1968. Boston University, Boston, Massachusetts.
Boston University Student Exchange Programme, 1966-67. National
University of Ireland, Co. Cork, Ireland.

EMPLOYMENT

1979 to present, Assistant Professor of English, University of Puerto Rico
at Mayaguez.
1975-1978, Visiting Professor of Social and Political Science, Faculty of
Social Science, Mc Master University, Hamilton, Ontario, Canada.
1968-1974, Social Science Research Fellow, Perkauf School of Social
Science and Humanities, Yeshiva University, New York, N.Y.

TEACHING AREAS

Psycholinguistics
Linguistics

PUBLICATIONS

'Language as Presence: A Study of Ben Jonson's Irish Masque' -- Paper read
before Annual ADS-MLA Meeting, New York, N.Y., December
28, 1978.
'The Validity of Literary Dialect' - To appear in Language and Society,
1980, 8 (2).
'Bilingualism: a Research Bibliography' - In Sociolinguistics Newsletter,
1972, 3 (1), 18-19.
'Language and Silence' - In Agora: Publication of the Irish Student Society
1967, 1 (1), 33-36.

PROFESSIONAL MEMBERSHIPS AND AWARDS

Chairman, McMaster Visiting Lecture Committee
Chairman, Service Course Research and Development Committee
Advisor, Honors Student Programme
Member, Committee on English Language and Speech
Member, Community Speaker's Bureau

Mr. P. Sullivan /

FELLOWSHIPS, GRANTS, AND AWARDS

1966-1967, Exchange Student, National University of Ireland

1967, Scholar's Award, Boston University

1968-1974, Doctoral Fellowship, Yeshiva University

UNIVERSITY OF PUERTO RICO
MAYAGUEZ CAMPUS
LIBRARY
MAYAGUEZ, PUERTO RICO - 00708

January 25, 1979

ADIX F

From:


Miguel Angel Ortiz

To

Dr. Francisco Betancourt,
Director Graduate Studies
Program

The following is a list of the books which
have been ordered to provide essential resources
for the proposed Master of Arts in Teaching
Program of the R. U. M. English Department.

Best regards.

APPENDIX F

Books, Journals, and Dissertations Ordered Through The General Library, RUM.

- son, Doris and W. Rieber (eds.) 1975. Developmental Psycholinguistics and Communication Disorders. Vol 263. New York: N.Y. Academy of Science.
- ms, Roger D. and Rudolph C. Trofke. 1972. Languages and Cultural University on American Education. New Jersey: Prentice-Hall.
- , James E. 1970. Bilingualism and Languages Contract Anthro, Ling, Psychol, and Socio Aspects. Washington, D.C.: Georgetown School of Language and Linguistics.
- , James E. (ed.) 1970. Report on the Twenty-First Annual Round Table Meeting on Linguistics and Language Studies. Washington, D.C.: Georgetown University Press.
- , 1969. Georgetown Monographs on Language and Linguistics 22. Washington, D.C.: Georgetown University Press.
- , 1969. Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects. Washington, D.C.: Georgetown University Press.
- , Contrastive Linguistics and Its Pedagogical Implications. Washington, D.C.: Georgetown University Press.
- Edward and Rebecca M. Valette. 1972. Modern Language Classroom Techniques, A Handbook. New York: Harcourt Brace Jovanich.
- , 1977. Classrooms Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanich.
- , Harold B. 1966. A Survey of the Teaching of English to Non-English Speakers in the United States. Illinois: National Council of Teachers of English.
- , J.P.B. and S.P. Corder (eds.) 1974. Techniques in Applied Linguistics. London: Oxford University Press.
- , 1973-77. The Edinburgh Course in Applied Linguistics. (4 vols. London: Oxford University Press.

- Wynne, M. 1961. Caribbean Studies. (Back Issue)
- Yan, Howard B. and Robert Politzer. Individualizing Foreign Language Instruction. Mass: Newbury House Publishers.
- Yan, Howard B. (ed.) Individualizing FL Classroom, Mass.: Newbury House Publishers.
- Yan, Howard B. (ed.) Individualizing Foreign Language Teaching. Mass.: Newbury House Publishers.
- Youse-Grillet, Jeanne. 1979. Glossary of Transformational Grammar. Mass.: Newbury House Publishers.
- Yonson, Jonathan. 1976. Psycholinguistic Experiments in Foreign Language Testing. Queensland: University of Queensland Press.
- Yonson, Paul S. 1972. Language Skills in Elementary Education. 2nd. ed. New York: Macmillan
- Zeman, Paul Harry. 1975. Some Phonological Correlates of Code Switching in the English of Puerto Rican Teenagers in N.Y.C.: University of Rochester. (Dissertation).
- Zinsley, F.R. 1971. Cognitive Style as a Variable in the Reading Achievement and Intelligence of Boys.: Temple University. (Dissertation).
- Zobin, Frank. 1979. Statistics for Linguists. Mass.: Newbury House Publishers.
- Zotter, E. (ed.) 1971. Linguistics and Social Anthropology. London: Tavistock.
- Zotter, James L. 1972. English Declarative Tags, Intonation Tags, and Tag Questions. Seattle, Washington: University of Washington Press.
- Zotter, Nicole. 1977. Fonctionnement De La Negation: Etude Psycholinguistique D' un Probleme D' enonciation. The Hague: Mouton
- Zotter, C.J. and R.W. Shuy (eds.) 1973. New Ways of Analyzing Variation in English. Washinton, D.C.: Georgetown University Press.
- Zotter, Helen. 1979. Advanced English Vocabulary. Mass.: Newbury House Publishers.
- Zotter, Wade. 1966. Course in General Linguistics, Ferdinand De Saussure. McGraw Hill.

- Blas, E. 1976. Language and Content: The Acquisition of Fragments. New York: Academic Press.
- Bista, Adelaida 1966. Occupational Preference Among Students at the College of Education, University of Puerto Rico. Columbia University (Dissertation).
- Bauman, Richard and Joel F. Sherzer (eds.) 1975 Exploration in the Ethnography Speaking. New York: Cambridge University Press.
- Bauman, Richard, et. al. Verbal Arts Performance. Rowley: Newbury House Publishers.
- Bach, Roger T. 1976. Sociolinguistics: Goals, Methods and Problems. New York: St. Martin.
- Belyayer, B.V. 1964. The Psychology of Teaching Foreign Languages. New York: Pergamon Press.
- Bender, M.L., R.L. Cooper, and C.A. Ferguson. 1972. Language in Society October (Back Issue)
- Bergstein, I. 1972. Quantum Physics and Ordinary Language. New York: Humanities Press.
- Berney, Tomi Deutsch. 1972 The Effects of Languages Choice on the Task Success of Bilingual Children, Yeshiva University. (Dissertation)
- Berstein, Basil and D. Henderson. 1969 Sociology 3: (Back Issue) of the Journal of Applied Linguistics, Columbia University
- Berstein, Basil. 1971 Class, Codes and Control vol. 1. Theoretical Studies Towards a Sociology of Language. London: Routledge of Kegan Paul, Richard and Paul.
- Berstein, Basil (ed.) 1973. Class, Codes and Control, vol 2. Applied Studies Towards a Sociology of Language. London: Routledge of Kegan Paul, Richard and Paul.
- Berstein, Basil. 1975. Class, Codes and Control: Theoretical Studies Towards a Sociology of Language, vol. 1. rev. ed. London: Routledge of Kegan Paul, Richard and Paul.
- Berstein, Basil. 1975. Class, Codes and Control, vol. 3 London: Routledge of Kegan.
- Belyayer, B.V. 1964. The Psychology of Teaching Foreign Languages. New York: Pergamon Press.
- Bayer, J. and W. Weksel. 1978. Structure and Psychology of Language. The Hague: Mouton
- Bender, M.L., R.L. Cooper, and C.A. Ferguson. 1972. Language in Society October (Back Issue)
- Bergstein, I. 1972. Quantum Physics and Ordinary Language. New York: Humanities Press.

- ston, Derek. 1971. Journal of Linguistics 7. (Back Issue)
- sk, M. and W. S. (eds.) 1974. On Language, Culture and Religion.
In Honor of ...
- st, Rolv M. 1977. Language as a Mean of Social Power: Theoretical
Empirical Explorations of Language Use as Embodied in a Social Matrix.
New York: Humanities Press.
- Stromfield, Leonard. 1933 Language. New York: Holt, Rinehart and Winston.
- Swanthal, Arthur I. 1970. Language and Psychology: Historical Aspects
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UNIVERSITY OF PUERTO RICO AT MAYAGUEZ
FACULTY OF ARTS AND SCIENCES
MAYAGUEZ, PUERTO RICO 00708

APPENDIX G

DEPARTMENT OF ENGLISH

April 23, 1981

TO: MAT Proposal Reader

FROM: *Robert T. Sherwin*
Dr. Robert T. Sherwin
Director, Department of English
Mayaguez Campus

RE: MAT Costs

The projected costs for the implementation of the MAT Program proposed by this department to begin in August, 1981, are as follows:

Associate Professor with Ph.D.	\$20,844.00
Fringe Benefits (15.5%)	3,158.00
	<hr/>
	\$24,002.00

In addition we request funding for a summer school program of three courses at a cost of \$7,816.50. This request, however, will become part of the summer program of the Division of Extension and is not allocated directly to our department.

/ntt

APPENDIX H

**COURSE DESCRIPTIONS APPROVED BY THE
CURRICULUM COMMITTEE OF THE
FACULTY OF ARTS AND SCIENCES**

ENGL 55_. COMUNICACION ORAL. Tres horas crédito. Tres horas de conferencia semanales. Requisito previo: Autorización del Director del Departamento.

Teoría de comunicación y técnicas de oratoria, incluyendo pronunciación, entonación, fraseología, proyección de la voz y captación de la audiencia. Se estudian y practican variedades de interpretación oral formal, incluyendo lectura de drama y poesía, historia, y técnicas de debate.

ENGL 55_. ORAL COMMUNICATION. Three credit hours. Three hours of lecture per week. Prerequisite: Authorization of the Director of the Department.

Communication theory and speaking techniques, including pronunciation, intonation, phrasing, projecting the voice, and holding audience attention. Varieties of formal oral interpretation are studied and practiced, including drama and poetry reading, public speaking, and debate.

ENGL 55_. PERSPECTIVAS CONTEMPORANEAS EN LA ENSEÑANZA DEL INGLÉS COMO SEGUNDO IDIOMA. Tres horas crédito. Tres horas de conferencia semanales. Requisito previo: Autorización del Director del Departamento.

La teoría audiolingüística del aprendizaje de un segundo idioma, sus orígenes y principios, y una introducción a la teoría cognoscitiva como base para decisiones en el salón de clase sobre contenido, métodos de presentación, tipo y cantidad de práctica, y métodos de evaluación.

ENGL 55_. CONTEMPORARY PERSPECTIVES IN TEACHING ENGLISH AS A SECOND LANGUAGE. Three credit hours. Three hours of lecture per week. Prerequisite: Authorization of the Director of the Department.

Audiolingual theory of second language learning, its origins and principles, and an introduction to cognitive-code theory as a basis for classroom decisions concerning content, methods of presentation, type and amount of practice, and testing.

ENGL 55_. GRAMATICA COMPARATIVA. Tres horas crédito. Tres horas de conferencia semanales. Requisito previo: Autorización del Director del Departamento.

El análisis de los gramáticos descriptivos del Inglés y el Español para identificar áreas de divergencia y lograr un entendimiento de los aspectos universales lingüísticos.

ENGL 55_. CONTRASTIVE GRAMMAR. Three credit hours. Three hours of lecture per week. Prerequisite: Authorization of the Director of the Department.

Analysis of the descriptive grammars of English and Spanish to identify areas of divergence and to achieve an understanding of linguistic universals.

ENGL 55_. FONOLOGIA GENERATIVA. Tres horas crédito. Tres horas de conferencia semanales. Requisito previo: Autorización del Director del Departamento.

El desarrollo de la teoría uniforme de estructura lingüística, destacando la eficiencia en la descripción fonológica y su integración con otras partes de la descripción gramatical como sistema de los aspectos universales lingüísticos.

ENGL 55_. GENERATIVE PHONOLOGY. Three credit hours. Three hours of lecture per week. Prerequisite: Authorization of the Director of the Department.

The development of the uniform theory of linguistic structure emphasizing efficiency in phonological description and its integration with the other parts of grammatical description as a system of language universals.

ENGL 6_. METODOS DE INVESTIGACION. Tres horas crédito. Tres horas de seminario-discusión semanales.

Técnicas de investigación en el estudio de idiomas, con énfasis en el inglés.

ENGL 6__ RESEARCH METHODS. Three credit hours. Three hours of
lecture-discussion per week.

Research techniques in language study, with emphasis on
English.

ENGL 6__ SEMINARIO DE LINGÜISTICA APLICADA. Tres horas crédito.
Tres horas de seminario-discusión semanales.

Teoría lingüística y su uso en el salón de clase; planificación
curricular, preparación de materiales, y métodos de evaluación en
lengua y literatura en todos los niveles educativos.

ENGL 6__ APPLIED LINGUISTICS SEMINAR. Three credit hours. Three
hours of seminar-discussion per week.

Linguistic theory as applied to the classroom: curriculum
planning, materials development, testing and measurement in language
and literature at all educational levels.

ENGL 6__ BILINGUISMO Y CONTACTO DE IDIOMAS. Tres horas crédito.
Tres horas de conferencia semanales.

Los aspectos lingüísticos y socio-psicológicos del bilingüismo;
la sociología del contacto de idiomas.

ENGL 6__ BILINGUALISM AND LANGUAGE CONTACT. Three credit hours.
Three hours of lecture per week.

The linguistic and social-psychological aspects of bilingualism;
the sociology of language contact.

ENGL 6__ MODELOS PARA LA ENSEÑANZA DE LITERATURA. Tres horas
crédito. Tres horas de seminario-discusión semanales.

La enseñanza de la literatura en inglés: comentario de textos, teoría literaria y su valor en el salón de clases, ubicación histórica; problemas de la enseñanza de la literatura a parlantes del inglés como segundo idioma.

ENGL 6__. MODELS FOR TEACHING LITERATURE. Three credit hours. Three hours of seminar -discussion per week.

The teaching of English literature: detailed explication of texts, literary theory and its place in the classroom, the establishment of historical context; problems of teaching literature to speakers of English as a second language.

ENGL 6__. PSICOLINGUISTICA Y EL PROCESO DE LA LECTURA. Tres horas crédito. Tres horas de conferencia semanales.

El proceso de la lectura y la medición de las destrezas de lectura y comprensión en un primero y segundo idioma; grado de transferencia de las destrezas de lectura de la lengua nativa a la secundaria; investigación psicolingüística actual en el campo de la lectura.

ENGL 6__. PSYCHOLINGUISTICS AND THE READING PROCESS. Three credit hours. Three hours of lecture per week.

The reading process and the measurement of reading skills and comprehension in native and second languages; degree of transfer of reading skills from native to second language; current psycholinguistic research in the field of reading.

ENGL 6__-6__. TEMAS EN SOCIOLINGUISTICA. Tres horas crédito por semestre. Tres horas de conferencia semanales.

Temas sobre la interrelación de la lingüística y la estructura social. El contenido del curso variará cada semestre.

ENGL 6__-6__. TOPICS IN SOCIOLINGUISTICS. Three credit hours per semester. Three hours of lecture per week.

Topics in the interrelationship of linguistics and social structure. Course content will vary each semester.

ENGL 6__-6__. TEMAS EN PSICOLINGUISTICA. Tres horas crédito por semestre. Tres horas de conferencia semanales.

Temas sobre la relación de la lingüística con los procesos psicológicos del uso del lenguaje. El contenido del curso variará cada semestre.

ENGL 6__-6__. TOPICS IN PSYCHOLINGUISTICS. Three credit hours per semester. Three hours of lecture per week.

Selected topics relating linguistics to the psychological processes involved in language usage. Course content will vary each semester.

ENGL 6__-6__. ESTUDIOS EN LITERATURA NORTEAMERICANA. Tres horas crédito por semestre. Tres horas de conferencia semanales.

Estudio de autores, temas o movimientos de la literatura de los Estados Unidos de Norteamérica. El contenido del curso variará cada semestre.

ENGL 6__-6__. STUDIES IN AMERICAN LITERATURE. Three credit hours per semester. Three hours of lecture per week.

Study of authors, themes, or movements in American literature. Course content will vary each semester.

ENGL 6__-6__. ESTUDIOS EN LITERATURA INGLESA. Tres horas
por semestre. Tres horas de conferencia semanales.

Estudio de autores, temas o movimientos de la literatura
inglesa. El contenido del curso variará cada semestre.

ENGL 6__-6__. STUDIES IN ENGLISH LITERATURE. Three credit hours
semester. Three hours of lecture per week.

Study of authors, themes, or movements in English literature.
Course content will vary each semester.

ENGL 6__. THESIS. Tres a seis horas crédito.

Investigación en las áreas del inglés y de la lingüística
aplicada, y presentación de una tesis.

ENGL 6__. THESIS. Three to six credit hours.

Research in the fields of English language and applied
linguistics, and presentation of a thesis.