

Church College of Western Samoa Plans Revised TESL Curriculum

A major curriculum revision to meet the English language needs of both native and non-native speakers English attending the Church College of Western Samoa (sponsored by the Church of Jesus Christ of Latter-day Saints) has been started according to Ronald F. Malan, Language Arts Department Chairman.

Mr. Malan pointed out that the curriculum has, in past years, been greatly influenced by a number of factors: 1) the inexperience of the faculty in teaching English as a second language, 2) the frequent changes of personnel, particularly Mainland teachers, have often caused fluctuations in curriculum philosophy, 3) a basic conflict of need in attempting to provide classes for both native and non-native speakers of English, 4) the need for students to pass examinations required as a feature of the New Zealand syllabus after

which Western Samoa patterns its school system.

A committee was formed to study the problems and write a new curriculum. Members of the committee were first charged to become better acquainted with current methods of TESL which was accomplished via extensive reading, a visit to the educational TV facilities in American Samoa, and by Mr. Malan's trip to the 1967 NCTE Convention in Honolulu.

Curriculum Designed

As a result of their efforts, the committee proposed a one year temporary curriculum for the beginning of the present school year which, according to the New Zealand schedule, started immediately after Christmas Vacation. Mr. Malan reports, "With considerable effort we were able to present a temporary, one year curriculum scheme, for all grade levels which was definitely more ESL-oriented, though far from the efficiency we seek; it was coupled with a skeletal outline of regular and systematic in-service training sessions to support and supplement it.

Programs Implemented

The problem of a curriculum that is efficient for both Samoan and "palagi" students is beginning to be solved through the use of programmed and individualized, continuous progress materials for the palagi. For the Samoans, we are currently establishing a hierarchy of individual concepts to be taught. Once identified, the concepts will be stated as instructional objectives. This painstaking process will take a long time. But when it is finally accomplished, we intend to work toward developing programmed and individualized, continuous progress materials for the Samoan students."