

Creating Communicative Classrooms With Experiential Design

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Abstract: *For years reformers have been recommending that language teaching and learning be viewed as a system of communication, with the ultimate goal being the development of functional ability in learners (Musumeci, 1997). Many U.S. world language teachers continue to focus on grammatical tendencies, using English as the medium of instruction. As a solution to providing secondary world language teachers with more than a method to teach in a communicative manner, this article suggests that they become informed about and familiar with Expeditionary Learning Outward Bound design. By understanding and using the Expeditionary Learning philosophy and design, students and teachers may be able to focus on communication by engaging in experiential learning experiences, investigations, and expeditions, and use the world language during classroom lessons.*

Key words: *communicative competence, communicative language teaching, Expeditionary Learning Outward Bound, experiential learning*

Language: *Relevant to all languages*

Introduction and Overview

Since the 1970s, attempts to reform world language¹ curriculum and instruction in U.S. classrooms so that teachers and students focus on representation of language and language development as essentially meaning-based or communicative in nature instead of on grammar have been unsuccessful for the most part (Canale, 1983; Canale & Swain, 1980; Savignon, 1983, 1997, 2002). Many teachers at the secondary level continue to focus primarily on grammar and translation, and to use English as the medium of instruction when designing curriculum and teaching lessons (Hall, 2004; Rifkin, 2003). As a result, students continue to endure drill and textbook grammar exercises with memorization of verb conjugations and grammar rules, failing to develop an appropriate degree of communicative competence (Canale, 1983; Canale & Swain, 1980; Savignon, 1983, 1997).

In order to integrate communicative language teaching (Berns, 1984, 1990; Finocchiaro & Brumfit, 1983; Nunan, 1991) into classroom lessons, teachers initially can be encouraged to implement communicative activities (Burke, 2005, 2006; Ellis, 1982, 1997). Although Savignon (1983, 1997) does provide a valuable model of a communicative curriculum with the five components that

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she called Language Arts; Language for a Purpose; My Language is Me/Personal Second Language Use; Theater Arts; and Beyond the Classroom, teachers seem to need additional support and guidance on how to facilitate student learning and what their teacher role looks like while using this method (Lee & VanPatten, 1995). In order to incorporate into language teaching a more student-centered approach to learning with the teacher acting as a facilitator or coach, Expeditionary Learning Outward Bound design can be used to guide teachers when planning communicative activities and promoting other methods used by a teacher of communicative language teaching (Burke, 2005, 2006; Campbell, Liebowitz, Mednick, & Rugen, 1998; Cousins, 1998, 2000). Focus on communication in the world language during classroom lessons while using Expeditionary Learning design can have a positive impact on student learning with visible improvement in classroom community, language production, student motivation, and student-to-student interaction (Burke, 2005).

Kumaravadivelu (2003) believes "there is an imperative need to move away from a methods-based pedagogy to a postmethod pedagogy" (p. 42) in the realm of language education. By going beyond methods, he asserts that teachers can overcome limitations posed by methods-based pedagogy. In essence, it seems that Kumaravadivelu discounts past theory, research, and practice, which molds methods-based pedagogy and which has been deeply valued by language teachers for generations. He ultimately does not consider that theory can meet practice in classrooms through field work and critical reflection, particularly through forms of action research and professional development, as seen in my work (Burke, 2005). New theories certainly can be formulated by classroom teachers as a result of their practice, and they are likely to be grounded in established theories of language acquisition, socialization, and pedagogy. Instead of allowing the pendulum to swing to postmethod teaching, postmethod conditions,

or postmethod pedagogy (Kumaravadivelu, 1994, 2001, 2003, 2005), I would rather renew efforts in the field that encourage teachers to implement communicative language teaching methods in world language classrooms by using the Expeditionary Learning philosophy and design (Campbell et al., 1998; Cousins, 1998, 2000).

In the following section, I explain the roots of Expeditionary Learning design. Information about the philosophy, core practices, and design principles that mold Expeditionary Learning schools follows. Then I interpret how the Expeditionary Learning philosophy, design principles, and benchmarks (Expeditionary Learning Outward Bound, 2003) can guide world language teachers to integrate communicative language teaching into classrooms and promote the development of students' communicative competence. Implications are drawn in favor of the pedagogical alliance of Expeditionary Learning and communicative language teaching methods in world language classrooms to develop functional ability in students.

History and Foundation of Expeditionary Learning Outward Bound Design

As shown in Figure 1, Expeditionary Learning Outward Bound design originates from the Outward Bound Europe and Outward Bound USA education models. In 1913, Kurt Hahn designed a school based on Platonic principles. Thomas James, vice dean and professor of educational history in the School of Education at New York University, explains:

A thread running from Plato through Hahn and through Outward Bound is the responsibility of individuals to make their own personal goals constant with social necessity. Not only is the part subordinated to the whole, but the part cannot even understand its own identity, its relations and its responsibility, until it has grasped the nature of the whole. (James, 2000, p. 41)

Hahn also applied the Platonic notion that perfection was harmony and balance when he gave students in his schools experiences that complemented their strengths and weaknesses. Hahn strove “to turn introverts inside out and outside in,” and to create an environment at his schools in which the poor would help “the rich break their ‘enervating sense of privilege’ and the rich to help the poor in building a true ‘aristocracy of talent’” (James, 2000, p. 43).

Hahn had not run or taught in a school previously. His Outward Bound program first took shape, pedagogically, as an educational innovation arising from a secondary school. James (2000) explains that “Outward Bound is more than a set of methods and activities” (p. 33). He says “it represents a core of values, a philosophy of education” (p. 33). The cardinal principle of Outward Bound for Hahn is to “bring together people from different social classes in common pursuits leading to self-discovery and service to others” (p. 34).

In 1920, Hahn opened the Salem School in Germany. After several years of running the school, Hahn wrote the Seven Laws of Salem in 1930 to describe his educational methods:

- First Law: Give the children the opportunity for self-discovery. . . .
- Second Law: Make the children meet with triumph and defeat. . . .
- Third Law: Give the children the opportunity of self-effacement in the common cause. . . .
- Fourth Law: Provide periods of silence. . . .
- Fifth Law: Train the imagination. . . .
- Sixth Law: Make games (i.e., competition) important but not predominant. . . .
- Seventh Law: Free the sons of the wealthy and powerful from the enervating sense of privilege. . . . (James, 2000, pp. 44–47)

In 1933, Hahn opened Gordonstoun, an all-boys school in Scotland that became renowned as one of Britain’s most dis-

FIGURE 1

The Origins of Expeditionary Learning Outward Bound Design

Outward Bound Europe, 1913
Salem School, Germany, 1920
Gordonstoun School, Scotland, 1934
Outward Bound, Wales, 1941
Atlantic College, England, 1962

Outward Bound USA, 1961
The Colorado Outward Bound School, Colorado, U.S., 1961

Expeditionary Learning
 Outward Bound, 1992
Harvard University, Massachusetts, U.S., 1988

tinguished progressive schools (Cousins, 2000).

Outward Bound was founded in the tumultuous waters of the North Sea during World War II to provide young sailors with the experiences and skills necessary to survive at sea (Miner & Boldt, 2002). It was named for the nautical term of a ship’s departure from the certainties of harbor. Outward Bound was a joint effort between British shipping magnate Sir Lawrence Holt and Hahn. In 1941, the first Outward Bound school, located in Aberdovey, Wales, offered courses based on training, service, reflection, and team building (Miner & Boldt, 2002). In 1941, after much experimentation, Hahn started the short course for Outward Bound with the assistance of Sir Holt (Miner & Boldt, 2002). Since Great Britain had faced so many human losses during World War II, Hahn wanted young men to be prepared at sea so they could prevail against adversity (James, 2000). Learning by doing and by challenging what one knows and does not know was how Hahn believed people learned best. It was

through passionate experiences that people could advance in body and mind, he thought.

Outward Bound has adapted itself to different cultures and lost its wartime urgency. In the 1950s, Joshua Miner, a U.S. teacher, taught with Hahn at Gordonstoun for a year (Cousins, 2000). Miner then returned home and helped start Outward Bound USA, based upon the principles of hands-on learning through outdoor adventure. From the establishment of the Colorado Outward Bound School in 1961, Outward Bound gave rise to an entire outdoor education industry in the United States. Miner worked to foster Hahn's ideas of helping people build internal fortitude and confidence through personal achievement in wilderness schools and urban education centers (Miner & Boldt, 2002). He concentrated on developing in the United States the short course that Hahn had created for Outward Bound in Europe. This short course continues today. However, a much more powerful force in U.S. education has been taking place as a result of the influence of Outward Bound.

In 1987, Paul Ylvisaker, former dean of the Harvard Graduate School of Education, helped start a joint project between Outward Bound and Harvard University on experienced-based education. In his keynote speech at the 1987 International Outward Bound Conference in Cooperstown, New York, he asked Outward Bound for "a more articulate and aggressive participation in the educational dialogue" (Ylvisaker, 2000, p. 77). He criticized Outward Bound for not being "audible" or "articulate" enough in the debate over educational reform. He believed the organization "with its philosophy and methods could have a tremendous amount to offer" in the education debate (p. 77).

In the 1990s, Outward Bound launched an urban education initiative to find the best and most replicable models for using the program's philosophy and programming to create and sustain institutional change (Farrell, 2000). In 1992, Greg

Farrell, president and chief executive officer of Expeditionary Learning Outward Bound, along with the New American Schools Development Corporation, provided teachers with the opportunity to think and work on using Outward Bound's ideas to improve the structure, culture, curriculum, and instruction in entire schools. This led to the birth of Expeditionary Learning Outward Bound (Farrell, 2000). Short courses taught by Outward Bound USA in the wilderness have been redesigned in Expeditionary Learning schools in the United States to model Hahn's original long course, which had been established at the Salem and Gordonstoun schools, institutions that included everyday kindergarten through 12th grade schooling. Expeditionary Learning teachers aim to teach reading and writing along with sailing (or other physical activity) and self-confidence. They modify courses to incorporate field work, adventure, and service (Farrell, 2000). Farrell provides examples of practices used by Outward Bound instructors that Expeditionary Learning teachers have adapted in classrooms:

- ~ Picking projects that seem impossible to students and then accomplishing them. . . .
- ~ Joining very high standards with the expectation that everyone is going to succeed and help others succeed. . . .
- ~ Doing a minimum of instruction with a maximum of application. . . .
- ~ Breaking down complex tasks into small steps. . . .
- ~ Working in small groups. . . .
- ~ Modeling what you are trying to teach. . . .
- ~ Changing the context. . . .
- ~ Gradually stepping back and letting the students take charge. . . . (Farrell, 2000, pp. 2-5)

Expeditionary Learning Outward Bound design is dedicated to educational excellence and equal opportunity in U.S. schools.

Expeditionary learning is built around the 10 design principles and five core prac-

tices (Campbell et al., 1998; Cousins, 1998, 2000; Expeditionary Learning Outward Bound, 2003) that guide the teaching and learning at their schools. The principles have been informed by Hahn's Seven Laws of Salem (James, 2000), Ylvisaker's 1987 keynote speech "The Missing Dimension" (Ylvisaker, 2000), and Duckworth's (1996) "*The Having of Wonderful Ideas*" and *Other Essays on Teaching and Learning*. The five core practices of Expeditionary Learning are: active pedagogy, learning expeditions, culture and character, leadership and school improvement, and school structures (Expeditionary Learning Outward Bound, 2003). The philosophy of Expeditionary Learning is as follows:

Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and the construction of knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student. Given fundamental levels of health, safety, and love, all people can and want to learn. We believe Expeditionary Learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it. (Cousins, 1998)²

The 10 Expeditionary Learning design principles as they have been adapted for U.S. schools are:

- ~ The Primacy of Self-Discovery
- ~ The Having of Wonderful Ideas
- ~ The Responsibility for Learning
- ~ Intimacy and Caring
- ~ Success and Failure
- ~ Collaboration and Competition

- ~ Diversity and Inclusivity (also referred to as Inclusion)
- ~ The Natural World
- ~ Solitude and Reflection
- ~ Service and Compassion (Cousins, 1998)

These 10 principles are discussed in more depth in the next section, along with an application of the Expeditionary Learning philosophy and design principles to promote communicative language teaching in world language classrooms.

Promoting Communicative Language Teaching With the Expeditionary Learning Outward Bound Design Principles

Teachers can guide students to construct and continually build on past experiences by applying the Expeditionary Learning design principles in the classroom and facilitating learning expeditions, in-depth investigation, and learning experiences. The design principles specifically can guide world language teachers and learners to develop a community of learning in which intellectual independence and critical pedagogy can reign. In order for teachers to enable their students to "draw together personal experience and intellectual growth" (Cousins, 1998)³ and learn, they should promote expeditionary learning in classrooms (Campbell et al., 1998). In order for students to learn, and learn so that they are acquirers of knowledge, so that they own their own learning, teachers have to create an environment and organize classroom activities in which students will be able to take responsibility for their own learning (Cousins, 1998). Students also can become successful learners if teachers recognize students' individual differences and help ignite a passion to learn (Cousins, 1998).

The 10 Expeditionary Learning design principles can guide teachers to use communicative language teaching methods when creating curriculum. Communicative language teaching is an approach to world language teaching grounded in a theory of

intercultural communicative competence where learners are encouraged to engage in communication with one another by their teacher in various contexts (Canale, 1983; Canale & Swain, 1980; Savignon, 1972, 1983, 1997, 2002). In the following descriptions, I explain how I have seen each design principle applied in classroom lessons by teachers and students in order to promote communicative language teaching. The ideas are based on my experience as a high school French teacher, a university methods instructor and supervisor, and a professional development educational consultant.⁴

The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, “grand passions,” and responsibilities in situations that offer adventure and the unexpected. They must have tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A primary job of the educator is to help students overcome their fear and discover they have more in them than they think. (Cousins, 1998)⁵

Students develop their personalities in world language classrooms. Shy students are encouraged to participate by their less-timid peers. Teachers help students overcome their fear of speaking in the world language and allow students to take control of their own learning.

Starting with the beginners, students are asked to participate actively and use the world language they have learned in classes to communicate with one another and the teacher. Beginners need some time, about six to eight weeks, to acquire some vocabulary and expressions, but teachers speak only the world language and encourage students to use what they know at all times.

Students who speak the world language in the classroom discover that they

can communicate in it better than they thought they could. The teacher's and the students' dedication to speaking the world language in the classroom are imperative to the creation of the successful communicative classroom.

“The Having of Wonderful Ideas”

Teach so as to build on children's curiosity about the world by creating learning situations that provide matter to think about, time to experiment, and time to make sense of what is observed. Foster a community where students' and adults' ideas are respected. (Cousins, 1998)⁶

Students are given opportunities in world language classrooms where they experiment with the language. Teachers encourage students to create their own skits from a variety of topics that allow for originality and experimentation with the language. When students suggest a certain game or activity, or find a better way to explain a grammar point, the teacher respects the students and allows them to share their ideas. Teachers give students time to develop their ideas and do not rush through chapters or units to get to a certain point of learning. During improvisation and natural conversation, higher levels of communicative competence develop.

The Responsibility for Learning

Learning is both a personal, individually specific process of discovery and a social activity. Each of us learns within and for ourselves and as a part of a group. Every aspect of a school must encourage children, young people, and adults to become increasingly responsible for directing their own personal and collective learning. (Cousins, 1998)⁷

Active participation is key to a successful learning environment in the world language classroom. Starting with beginners, students evaluate their own progress each

week, are rewarded for effective learning, and are held accountable for inadequate participation. Teachers implement a weekly participation grade and give students a weekly progress report. At the end of the week, students self-evaluate. At the beginning of the following week, the teacher returns the student evaluations with his or her own comments about the student's performance (see Appendix A).

Students interact with teachers who give them responsibility in the classroom and allow them to assume different roles. They enjoy helping one another with problems. Students take pride in their work, and the teacher encourages them to submit high-quality final products of their work.

Students are an important part of making the class whole. The teacher gives students tasks to establish routine in the classroom, such as taking attendance and changing the date on the homework board. Every student feels as if he or she is a vital component of the class.

Teachers also create a classroom where they can be an observer. Students enjoy being the center of attention and getting out of their seats. Skits, student-centered oral exams, presentations, and communicative activities are all ways to allow students to take control of the class and show one another and the teacher what they are learning.

Intimacy and Caring

Learning is fostered best in small groups where there is trust, sustained caring, and mutual respect among all members of the learning community. Keep schools and learning groups small. Be sure there is a caring adult looking after the progress of each child. Arrange for the older students to mentor the younger ones. (Cousins, 1998)⁸

In a world language class, students develop friendships with people that they may never have met otherwise. They often come from a diverse background of aca-

demic ability. Those who continue language study for four years in high school often find some of their closest friends and develop special relationships with their world language teachers. Students like to have a consistent teacher who will guide them through their learning. In world language classrooms, a certain familiarity of environment helps students feel safe. Students develop a personal commitment to participating in their world language classroom.

In the beginning-level classroom, students who use the world language in their homes to communicate with family and friends, or who have had some previous experience with language learning in middle or junior high school, are recognized by the teacher as leaders and are encouraged to care for those students who need extra help. Stronger learners look out for their peers who need more help and encouragement.

Success and Failure

All students must be assured a fair measure of success in learning in order to nurture the confidence and capacity to take risks and rise to increasingly difficult challenges. But it is also important to experience failure, to overcome negative inclinations, to prevail against adversity, and to learn to turn disabilities into opportunities. (Cousins, 1998)⁹

Beginning-level students are informed by the teacher that they may not always be able to get their point across in the world language, and that they may not understand every detail when they read and listen. The teacher can use the first language when explaining how these beginners develop strategies to learn and communicate in the world language. Their communicative competence will develop over time.

Students will learn grammatical concepts that may be difficult at first to understand by negotiating, expressing, and interpreting language during communicative activities. They realize that eventually they

will be able to communicate their ideas if they are willing to keep trying. The students who find it most challenging to learn a language are the most gratified when they find themselves able to communicate in that language.

World language teachers reward students for their active role in the classroom. When performance and participation are excellent, the teacher makes a point to recognize it in the classroom as well as to other students, teachers, and the administration. Teachers also encourage and create a community in which advanced-level students help motivate beginning- and intermediate-level learners to use the world language in the classroom. These advanced learners help inspire the younger students to continue learning the world language for four years in high school and beyond. New students who transfer from another school and have not been learning in a communicative classroom will need extra help from the teacher and other students. Advanced students may need to tutor beginners or those students who want extra help when learning a world language.

Collaboration and Competition

Teach so as to join individual and group development so that the value of friendship, trust, and group endeavor is made to manifest. Encourage students to compete, not against each other, but with their own personal best and with rigorous standards of excellence. (Cousins, 1998)¹⁰

Teachers ensure that students are more successful world language learners by encouraging them to work together. When working on skits, a performance is less successful if only one person is the creator. Working together, all students divide responsibility and cater to group members' strengths and weaknesses. When revising writing assignments, teachers allow students to work cooperatively.

Games such as Pictionary, Hangman, Brainstorm, Outburst, Memory, charades,

scavenger hunts, and Jeopardy conducted in the world language allow learning to be fun and students to be actively involved in communicating. The weekly participation grade is equally effective in motivating students to collaborate. Part of being a successful world language learner is to get other students to participate in the games, skits, paragraph revision, and literature discussions.

A Student of the Week Award can be given for each class, not for receiving the highest percentage in the class that week, but for demonstrating outstanding performance.

Diversity and Inclusivity

Diversity and inclusivity in all groups dramatically increase richness of ideas, creative power, problem-solving ability, and acceptance of others. Encourage students to investigate, value, and draw upon their own different histories, talents, and resources together with those of other communities, and cultures. Keep the schools and learning groups heterogeneous. (Cousins, 1998)¹¹

Teachers encourage students to share their lives with classmates. In order for students to learn in world language classrooms, they need to be willing to share their personal and cultural history. The world language classroom gets personal, and students must respect one another and be willing to understand and appreciate differences among classmates and other cultures. Students of different backgrounds can educate one another while being informed about other cultures.

Starting with beginners, students get used to asking and answering personal questions during communicative activities so that they get to know their classmates while using the world language. During oral exams, which are conducted with the entire class, students speak to one another in front of the class. They can receive support from classmates during the exam, and

they hear one another's progress in their level of proficiency and development of communicative competence.

Teachers provide a setting where students feel safe to engage in conversations in the world language. With beginners, in particular, error and pronunciation correction should occur only at times when the teacher informs students that this will happen. If it is ongoing, students will be afraid to speak and will not try to share their ideas and thoughts.

For advanced-level learners, teachers choose different genres of literature and expose students to a wide array of authors. These students also learn how to express themselves orally and in writing about their own political, moral, and social views in the world language.

The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and reveals the important lessons of recurring cycles and cause and effect. Students learn to become stewards of the earth and of the generations to come. (Cousins, 1998)¹²

Teachers create communicative lessons that involve practical situations that correspond to their students' everyday activities and allow for students to engage in meaningful conversations with their classmates. Teachers use familiar and ordinary objects when presenting new vocabulary to students. Art and music appreciation are a part of the world language curriculum.

Students are exposed to world geography and cultures associated with the language they are learning. Postcards, maps, videos, and pictures can be shared with students so they may develop an interest in traveling abroad one day. Teachers organize field work outings to functions, museums, or cultural organizations in the community to experience the world language firsthand. If funding is available to students of diverse socioeconomic backgrounds, a school trip

to a country where the language is spoken is the most desirable way for students to visit the culture and try to speak their world language.

Solitude and Reflection

Solitude, reflection, and silence replenish our energies and open our minds. Be sure students have time alone to explore their own thoughts, make their own connections, and create their own ideas. Then give them opportunity to exchange their reflections with each other and with adults. (Cousins, 1998)¹³

Students are given opportunities to evaluate their own learning. Again, the weekly participation grade is useful for reflection. Students evaluate their own learning each year and the teacher documents student evaluations.

Teachers allow students time to explore the world language through communicative activities, while writing stories, and when listening to television and radio. Different students notice different aspects of the world language at different times. Students are offered opportunities in the classroom to make their own connections and create their own ideas about how to communicate in the world language.

Teachers reflect on curriculum and work to make it better. Journals are an effective way for students to use the world language, writing and reflecting about their own experiences and examining their own progress.

Service and Compassion

We are a crew, not passengers, and are strengthened by acts of consequential service to others. One of a school's primary functions is to prepare its students with the attitudes and skills to learn from and be of service to others. (Cousins, 1998)¹⁴

World language teachers empower students by giving them more responsibility in

the classroom and enabling them to fully engage in communicative activities using the world language. Students reach higher levels of proficiency and develop communicative competence.

Students learn to respect one another's strengths and weaknesses and create a collaborative classroom. If students continue to study their world language for more than two years at the secondary level, they develop sustained relationships as a result of working cooperatively and sharing personal stories with classmates.

By learning a world language, a U.S. citizen can serve visitors and residents who do not speak English. Learning about the world language culture will prove an invaluable resource when communicating with people from other countries for business, in school, or on vacation.

World Language Teaching and Learning Benchmarks to Promote Communicative Language Teaching Using Expeditionary Learning Outward Bound Design

Communicative language teaching might be promoted in a meaningful and long-lasting way if world language teachers create lessons using the Expeditionary Learning philosophy, design principles, and benchmarks. At this time, there are no benchmarks written by Expeditionary Learning specifically for world language teaching and learning; therefore, I propose the following benchmarks, using Expeditionary Learning design, to guide teachers when planning a communicative curriculum that promotes active and critical pedagogy in world language classrooms. Planning documents are included (see Appendix B) for guidance in creating communicative classroom using Expeditionary Learning design.

In what follows, I present what I believe is necessary to create communicative classrooms in U.S. secondary schools using Expeditionary Learning design. First, details are provided on what must be considered when planning and implementing communicative curriculum, and then I

present what must be taken into account when revising curricular goals and objectives to model communicative language teaching. Next, I suggest what particular classroom structures are pertinent, what the teacher and student roles should be, how student work can be documented, and how a sense of community can be created. Finally, I describe how world language teachers can promote cultural competence, equity, diversity, and character building by using communicative language teaching and Expeditionary Learning design.

World Language Curriculum

When promoting communicative language teaching using Expeditionary Learning design, teachers plan and implement curriculum with short- and long-term goals. They design a variety of lessons with the main goal being to improve students' communicative competence through experience.

1. Teachers promote communicative competence (discourse, strategic, sociolinguistic, grammatical) during learning experiences. Heavier focus may be on some components and not others during different activities.
2. Teachers need not follow a textbook if materials that are more geared to a communicative curriculum are found. If a textbook is used, teachers do not need to follow it sequentially, nor do they need to cover everything. Textbooks are used only as one of many resources when designing curriculum; authentic materials (bus schedules, maps, travel guides, magazines, newspapers, films, news clips) are crucial to promoting communicative language teaching methods with success. Grammatical competence cannot be the sole focus of lessons.
3. Teachers meet with their colleagues in the world language department frequently—at least once a week—to discuss curriculum. It is not necessary that everyone teach in the exact same manner or be on the same page in the textbook; however, students feel comfortable moving from one class to

the next, one level to the next, due to open communication and collaboration among teachers.

4. Elements of the benchmarks (Expeditionary Learning Outward Bound, 2003) written on effective instructional and assessment practices, reading, writing, arts, math, science, and social studies are integrated into the world language curriculum.
5. Communicative activities promote the development of communicative competence in students. Certain activities may focus on one component more than another at the beginning level. Development of strategic competence is crucial at these beginning levels so students learn how to use the language they know and understand on a daily basis with their peers and teacher. Reverting back to English when students have difficulty communicating only impedes their ability to improve communicative competence in world language classrooms.

During communicative activities, the focus is on promoting communication and grammar is learned implicitly. When introducing the activity, during the activity, and when wrapping up the activity, teachers speak the world language. They give clear directions in that language, model the activity with students before asking students to engage in the activity, and teach students strategies to stay in the world language. Students attempt to use the world language, using what they know. There may be some English use by students in a first-year class during the first several weeks, but it is the teacher's responsibility to remind students to use the world language and get them back on task.

6. Learning experiences, or daily lessons, are designed to promote communicative competence. Communicative activities are a part of these experiences on a daily basis. Suggested communicative activities for beginners in their first

and second years of study are daily questions, interview exercises, skits, dialogues, improvisation, writing tasks, games, presentations, computer chats, blogs, instant messaging, and cultural lessons where communication remains in the world language (see Burke, 2005, for multiple examples).

7. In-depth investigations and learning expeditions¹⁵ (Expeditionary Learning Outward Bound, 2003) can be integrated into the world language curriculum starting in the third year when students are able to communicate in oral and written forms at a more functional level. These students are able to handle more demanding projects, discussion, reading, and writing in the world language.

If world language teachers promote communicative language teaching with Expeditionary Learning design in the first and second years of language study, students should be ready to engage in investigations and expeditions by the third or fourth year. However, the specific year may differ if the teachers do not fully integrate communicative language teaching into the curriculum, or if the language studied possesses a different linguistic system of communication that is unlike English, such as Arabic, Armenian, Chinese, or Russian. Teachers of French, German, Italian, and Spanish who promote communicative language teaching starting from the first year should be able to implement investigations and expeditions by the third or fourth year.

8. Learning expeditions in world language classrooms immerse students in learning the world language while studying culture during the third year and beyond. These expeditions last at least four weeks and may be planned for the entire school year. Content is integrated from math, science, social studies, art, music, literature, and literacy and is embedded in daily learning experiences. National, state, and local world language standards are considered in plan-

ning learning expeditions. During the fourth year of French study, for example, a teacher might create a learning expedition engaging students in content related to the influence of French government on education.

9. Learning expeditions are broken down into several in-depth investigations in world language classrooms. These investigations may be integrated into the curriculum during the first year and beyond. They focus on the teaching and learning of specific content while promoting communicative competence through literacy focus and oral presentations. National, state, and local world language standards also are considered in planning in-depth investigations. In-depth investigations for the expedition on the influence of French government on education, for example, could include studies of French leaders pivotal to educational reform (e.g., Charlemagne, Hippolyte Carnot, Napoleon, Jules Ferry), public vs. private education, religion in public schools, and postsecondary education.
10. In-depth investigations are broken down into several learning experiences or daily lesson plans. Learning experiences for the expedition on the influence of French government on education could include focused study on major contributions of government leaders to education, controversies concerning freedom of religion in schools, and state funding for higher education. Again, focus is on communication in these lessons; however, at times, explicit grammar instruction occurs during learning experiences when the teacher or students determine that they are ready to learn particular rules in order to help negotiate meaning or when that particular form is needed for the students to communicate.¹⁶ Teachers and students communicate in the world language during explicit grammar lessons. In communicative classrooms, grammatical competence is developed by relating

grammar to learners' communicative needs and experiences.¹⁷

11. Formative and summative assessment focuses on promoting students' communicative competence. The Expeditionary Learning benchmark on "designing products and linked projects" (Expeditionary Learning Outward Bound, 2003, pp. 12–13) provides direction when designing assessment for the communicative curriculum. When assessing students during learning expeditions and in-depth investigations, linked projects lead to a final product. Balance between oral and written demonstration of improved communicative competence is the goal. Assessment matches instruction in communicative language teaching taking place in daily learning experiences.
12. The revision process is an integral part of world language instruction. When working on written products and oral performances or presentations, students create multiple drafts. Teacher and peer feedback during the revision process creates a community of collaboration and allows students to produce their best work.

Curricular Goals and Objectives That Promote Communicative Language Teaching

The following section provides a year-by-year explanation of how world language curricula can be designed to promote communicative language teaching in secondary classrooms. These suggestions are based on my experiences as a French teacher, professional development consultant, university methods instructor, and supervisor.

First Year

During the first year of study, students are introduced to the basic skills of a world language. The course provides a foundation of the new language through communicative learning experiences utilizing the skills of reading, writing, listening, and speaking to help students succeed and continue at higher levels of language study.

Students speak the world language with the vocabulary they learn. They write paragraphs of 7 to 10 sentences in length in the world language. They can scan authentic articles to answer questions in the world language. Students can follow what the teacher or another student is saying to them in the world language.

Through participation in activities such as dialogues, skits, and question and answer sessions, students are given opportunities to use the world language in very basic situations. Students demonstrate basic comprehension of spoken and written language and express themselves orally and in writing at the novice level.

Second Year

During the second year of study, students continue to strengthen the skills they developed in their first year of study through communicative learning experiences. The course reemphasizes concepts learned in the first year. The communicative approach is used to improve reading, writing, listening, and speaking skills in the world language to help students succeed and continue at higher levels of language study.

Students work to improve their level of communicative competence. They write multiple-paragraph essays and stories in the world language. Students can comprehend short stories and articles through guided reading and explicit teaching of reading comprehension strategies to use when understanding the texts. They comprehend radio and television clips in the world language that contextualize vocabulary they are learning. Students are able to follow the main ideas and story lines of films that are not subtitled.

Through participation in activities such as dialogues, skits, and question and answer sessions, students are given opportunities to learn to use the world language in a variety of situations. Students demonstrate an improved comprehension of spoken and written language and express themselves better orally and in writing during their second year of world language study.

Third Year

During the third year of study, students continue to expand and strengthen the skills they developed in their previous years of world language study by engaging in communicative learning experiences, in-depth investigations, and learning expeditions. Students improve listening and reading comprehension skills. There is extensive oral work in class to achieve a higher communicative competency. Students enhance their grammatical knowledge and improve their writing skills.

Students work to improve their level of communicative competence. They evaluate grammar in the world language. They read and comprehend literature and write summaries, essays, and stories in the world language. Students give presentations in the world language. Introductory study of art and philosophy also takes place.

Through participation in activities such as dialogues, skits, and question and answer sessions, students are given the opportunity to learn to use the world language in a variety of situations. Students demonstrate more advanced comprehension of spoken and written language and express themselves well orally and in writing in the world language.

Fourth Year and Beyond

During the fourth year of study and beyond, students continue to expand and strengthen the skills they developed in their previous years of study of the world language by engaging in communicative learning experiences, in-depth investigations, and learning expeditions. Students improve listening and reading comprehension skills, participate in extensive oral work in class, add to their grammatical knowledge, and improve their writing skills at a more advanced level. Students improve their level of communicative competence. They evaluate grammar, and they read and comprehend literature in the world language. Students make presentations and communicate effectively in the world language. Students continue to read more advanced

literature and history at this level, and they improve in their writing of summaries and essays. Continuing the study of art and philosophy occurs at this level.

Through participation in activities such as dialogues, skits, and question and answer sessions, students are given the opportunity to learn to use language in a variety of situations. Students demonstrate a highly advanced comprehension of spoken and written language, expressing themselves well in oral and written forms.

Students who wish to continue their world language study in college should be encouraged to inquire at the university or college they wish to attend about earning possible credit because of their achieved proficiency level acquired in high school. Students also can be prepared to take the Advanced Placement exam if they so choose to gain credit for college-level courses.

Structures for Teaching World Language

The following classroom structures are essential in creating communicative classrooms.

1. Classes consist of 25 or fewer students.
2. Classes are not tracked so that the stronger students can guide and mentor the students who need more help and encouragement to learn. Students in world language classes recognize that they are stronger in some areas of language learning and may be weaker in others.
3. Immersion in the world language occurs from the first day of the first class of the first year. Teachers explain the communicative language teaching approach and remind students of the method when necessary (in the first year, the teacher may need to use English during these strategy conversations). First-year students may not be able to use only the world language with one another until they have enough vocabulary, but the teacher asks the students to speak to beginning-level students in the world language during classes and in the hall-

ways. Teachers make the decision of when to set the expectation that students use only the world language when communicating with one another in class. In my experience, students are able to communicate in the world language at the basic level without reverting to English at between six and eight weeks (if meeting every day for 50-minute class periods) of their language learning experience if the teacher uses immersion and promotes only communicative language teaching methods.

4. The grading system communicated to students at the beginning of the year rewards improvement in students' communicative competence. Participation is essential to developing a higher level of communicative competence in world language classrooms; therefore, it weighs equally with other forms of assessment. A model grading system for the communicative language teaching classroom that uses the two-semester and four-quarter schedule follows:

<i>Participation</i> (daily preparation and participation grade, homework, in-class activities)	20%
<i>Quizzes/Tests</i>	20%
<i>Written products</i> (paragraphs, projects)	20%
<i>Oral performances/presentations</i> (dialogues, skits, improvisations, conversational quizzes, and exams)	20%
<i>Final exam/product</i> (1/3 oral and 2/3 written or 1/2 oral and 1/2 written)	20%

Semester 1:

- Quarter 1 = 40%
- Quarter 2 = 40%
- Final = 20%

Semester 2:

- Quarter 3 = 40%
- Quarter 4 = 40%
- Final = 20%

	Daily preparation and participation grade (see Appendix A)
A	Always well-prepared/Always attempts to communicate in world language in and out of class
B	Usually prepared/Occasionally reminded to use world language
C	Not always well-prepared/Frequent reminders to use world language
D	Frequently unprepared/Frequent reminders to use world language
F	Never prepared/Never uses world language

5. Teachers can ask students to sign a communicative contract. For first-year students, I suggest including a version of what appears in Figure 2 as part of the contract. For second-year students and beyond, teachers should consider including the type of language used in Figure 3 as part of the contract.

Teaching a World Language (Teacher Role)

World language teachers who promote communicative language teaching using Expeditionary Learning design take on multiple roles in their classes.

1. World language teachers who promote communicative language teaching with Expeditionary Learning design use immersion. They do not speak English or engage students in translation activities. They act as “the shopkeeper, the governess, the secretary, the school-teacher, trained in body and voice to serve” (Kaplan, 1993, p.125). Their role is “part mother, part policeman, part dictionary” (Kaplan, 1993, p.125).
2. World language teachers act as the facilitator or coach during communicative activities. They encourage students to express, interpret, and negotiate in the world language. World language teachers ask students to transform intellectu-

FIGURE 2

Student Work Contract

STUDENT WORK CONTRACT Level I

From the beginning of my (world language) study, I must use as much (world language) as possible when speaking to (teacher's name) and my classmates. When (teacher's name) informs me, I must begin to try to use less and less English in the classroom with other students. If I try to use all the vocabulary we are learning in class, then I will earn a higher participation grade.

I understand all of this and am willing to cooperate.

Signed _____

Date _____

FIGURE 3

Student Work Contract

STUDENT WORK CONTRACT Level II and Beyond

I will use only (world language) within the classroom. As soon as I enter the classroom, I must speak in the (world language) to (teacher's name) and the other students. I must speak only in (world language) to the other students. If I try to use the (world language) I know I will earn a higher participation grade. I am also not allowed to write any English words in my writing. The more (world language) I use in my writing, the higher grade I will earn.

I understand all of this and am willing to cooperate.

Signed _____

Date _____

- ally, take risks, make mistakes, care and not care, and develop sensitivity to the nuances of the world language (Kaplan, 1993).
3. During explicit grammar instruction and when modeling activities or expectations for assessment, the teacher-fronted approach may occur. Teachers may decide to instruct students on grammar features one-on-one, in small groups, or with the whole class. Teachers communicate with their students in the world language even when instruction is more teacher-centered.
 4. Teachers are caring and compassionate about the students. Students are rewarded for their efforts to communicate in the world language even if they are not perfectly grammatically competent.
 5. Strategy talks occur from time to time during the first and second years of study; these may be in English during the first year. Teachers allow students to discuss their own progress in their world language study. Teachers also discuss progress directly with their classes.

Learning a World Language (Student Role)

Students in communicative classrooms come to understand that they play an active role in their own learning and that of their peers.

1. Students take responsibility for their own learning and help one another discover the world language and culture they are studying.
2. Students who have had past experiences in learning the world language are recognized as leaders of the class in the first year of study. They may have studied the language previously in classes, or they may speak the language in their homes or communities.
3. Students work collaboratively with their peers and teacher. They help one another when negotiating, expressing, or interpreting the world language.
4. Students avoid using English and when they see that certain students are speaking English, they encourage them to use the world language.

5. Students who finish assessment tasks earlier than others help their peers when they are done.

Documenting Student Work and Creating Community

In communicative classrooms that use Expeditionary Learning design, student work is carefully documented, and a positive community is created through student collaboration with one another and the teacher.

1. Student work in its best form should be posted in world language classrooms and in school hallways. Students value seeing progress with their classmates and school friends.
2. Portfolios (paper and/or electronic) document student progress in the world language throughout the semester, year, and beyond.
3. Student-centered learning inherently creates a positive community of learners. Student motivation increases and the will to learn the world language progresses.
4. Students should be rewarded when they show camaraderie within the classroom. Instead of allowing them free time when they might revert to English, encourage students to play board games while still using the world language.

Promoting Cultural Competence, Equity, Diversity, and Character Building

The Expeditionary Learning subbenchmark on “culture, equity, diversity, and character” (Expeditionary Learning Outward Bound, 2003, pp. 29) provides excellent guidance for promoting cultural competence, equity, diversity, and character building in world language classrooms. Here are some revisions to suit world language curricula:

1. Teachers use communicative language teaching methods to reach diverse learning styles, allow students to discover their strengths and talents, and help teach persistence and self-discipline.
2. Teachers use authentic assessment (written products, oral performances, and presentations) to build classroom community.

3. Students conduct field work in their community. Teachers organize trips to museums, libraries, organizations, embassies, and countries where students are immersed in the world language beyond the classroom.
4. Teachers design learning experiences, in-depth investigations, and learning expeditions that help students learn about and appreciate other cultures and ask them to take multiple perspectives while improving their communicative competence in the world language.

Implications

The difficult task now is in informing world language educators about the possibility of the alliance of communicative language teaching methods and Expeditionary Learning design. The main goal is for teachers to learn about, experience, and understand how to integrate communicative language teaching methods and Expeditionary Learning design into their curricula, and facilitate learning experiences in which students develop their communicative competence in the world language. In my own research (Burke, 2005), I discovered that teachers were able to understand, experience, and promote communicative language teaching methods during experiential professional development. This was a 10-week learning expedition I created using Expeditionary Learning design to provide opportunities for world language teachers to integrate communicative activities into curriculum through field work, collaboration, reflection, observation, and demonstration (Campbell et al., 1998; Cousins, 1998; Duckworth, 1996, 2001).

The professional development occurred during the school day, in the classrooms of four secondary school Spanish teachers who were teaching their students with my guidance as a researcher-consultant. Evidence emerged in the data analysis that teachers integrated communicative language teaching into the curriculum as a result of participating in on-site professional development. With the support of a researcher-

consultant, the teachers experimented with implementing various communicative language teaching activities, many of which they continued to use months later.

Contrary to what some scholars in world language education claim, I believe that teachers are capable of using communicative language teaching methods in their classrooms. By using the Expeditionary Learning philosophy, design principles, and the suggested benchmarks I outlined in the previous section for creating a communicative curriculum, teachers may be able to create more opportunities for their students to learn world language through active and critical pedagogy. Future discussion and research should focus on how teachers *can* integrate communicative language teaching into their curricula in a meaningful and long-lasting way.

Notes

1. Instead of second or foreign language, I prefer to use the term world language when referring to the learning and teaching of a language other than English in the United States. Also see Watzke (2003).
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4. This application also can be found in my work (Burke, 2005).
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 15. Please refer to the Expeditionary Learning core practice benchmarks (Expeditionary Learning Outward Bound, 2003) for an in-depth explanation of learning expeditions and in-depth investigations.
 16. See Ellis (1999), Fotos (1994), Lightbown (1998), Lightbown and Spada (1993), and Norris and Ortega (2001).
 17. See Ellis (1997) and Lightbown and Spada (1993).

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APPENDIX A
*Student Self-Evaluation/Weekly Participation Grade**
WEEKLY PARTICIPATION GRADE

CLASS _____ DATE _____ NAME _____

	sometimes			always	
1. Did you finish all your homework?	1	2	3	4	5
2. Did you take notes in class?	1	2	3	4	5
3. Did you speak in (world language) with (teacher's name)?	1	2	3	4	5
4. Did you speak in (world language) with the other students?	1	2	3	4	5
5. Did you actively participate in class activities?	1	2	3	4	5
6. Did you have a good attitude and encourage the other students to participate?	1	2	3	4	5

Comments:

*Although this form is in English, it should be written in the world language that is being studied.

APPENDIX B
Planning Documents
World Language Learning Expedition Planning Document
Five Weeks to a Year
EXPEDITION TOPIC:
GUIDING QUESTIONS: (Two to three overarching questions that shape the expedition)

LEARNING GOALS: ("Big ideas" or major understandings. What do you want your students to remember in 10 years?)

OUTLINE: (1–2 pages, day-by-day skeletal outline of expedition, brief list of events)
Should include the following:

- ~ Kickoff event/immersion experience into expedition
- ~ In-depth investigation topics with breakdown of learning experience topics (day-by-day) and summative assessment for the investigation
- ~ Closure for expedition, usually involving presentation of summative assessment to audience/community

DESCRIPTION: (2–4 pages, summary of learning expedition components listed below)

- ~ Philosophy and goals: includes reasons for integrating the expedition, who the intended audience is, how long it will be, when it will be integrated, and references to content and concepts that are addressed by the expedition
- ~ Brief overview of kickoff event/immersion into expedition and first in-depth investigation
- ~ Brief overview of in-depth investigations
- ~ Brief explanations of:
 - ~ field work, experts, and service to be integrated
 - ~ literacy focus and resources to be used
 - ~ teacher role during expedition
 - ~ student role and accountability during expedition
 - ~ formative and summative assessment for investigations
- ~ Brief overview of closure for expedition, presentation of assessment, and celebration

World Language In-Depth Investigation Planning Document

Approximately 1–3 Weeks

IN-DEPTH INVESTIGATION TOPIC:

GUIDING QUESTIONS: (Two to three overarching questions that shape the focus of the investigation)

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand . . .

Skills and habits

Students will practice and be able to . . .

Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of . . .

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

ANCHOR TEXT(S): (What focal text(s) will you use to carry through the investigation?)

SUMMATIVE ASSESSMENT or PROJECT: (What will students do at the end of the investigation to demonstrate what they learned? What will students write? How will they present their work and to what audience? How will they document the process? What service does it provide to our community?)

FORMATIVE ASSESSMENT or PRODUCTS: (What assessments will be completed for each learning experience to develop the culminating project? What will you and students use to assess learning and how will the quality of work be evaluated?)

FIELD WORK/EXPERTS: (In what field work will you engage students, both on- and offsite? What experts do you want the students to consult with during the investigation [this may not occur for each learning experience]?)

SERVICE: (How will service be an integral part of the expedition? What service will your students take part in during the investigation?)

RESOURCES: (What resources will you need to complete this investigation?)

DISCIPLINE INTEGRATION: (How will you integrate different curricula into the investigation? Are there components of the investigation that lend themselves to one or more disciplines?)

World Language Learning Experience Planning Document
Approximately 2–4 Days

LEARNING EXPERIENCE TOPIC:

GUIDING QUESTION(S):

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand . . .

Skills and habits

Students will practice and be able to . . .

Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of . . .

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

IMMERSION INTO THE EXPERIENCE: (Sparks students' interest and curiosity to learn, also hones in on students' background knowledge of content)

FORMATIVE/SUMMATIVE ASSESSMENT: (Explain product or project that is created by student or group of students and how it is evaluated, i.e., rubric or participation measure)

MINI-LESSON(S): (Explicit instruction of content by teacher, i.e., grammar, vocabulary, literacy strategies, peer editing strategies)

FOCUSED GROUP WORK: (Description of student work and roles)

Accountability measure to be used: (Explanation of student evaluation, i.e., rubric or participation measure)

Teacher role: (Explanation of teacher's actions during group work)

FIELD WORK, EXPERT(S), and/or SERVICE: (Visit to a site for data collection, outside expertise, or service to the school or community)

Resources being used for field work, expert, and/or service: (Materials, expert)

LITERACY FOCUS: (Specific literacy strategies to be addressed, include use of anchor text/s)

Resources being used for literacy strategies: (Materials)

World Language Lesson Planning Document
One Day's Lesson

LESSON TOPIC:

MATERIALS:

PROCEDURE: (Introduction, body, follow-up to next lessons; formative assessment should be noted here)

DIFFERENTIATION: (Accommodations for all learners during lesson)

FORMATIVE ASSESSMENT or PRODUCT for this lesson:

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand . . .

Skills and habits

Students will practice and be able to . . .

Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of . . .

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

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