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Language in Motion

A MODEL PROGRAMME OF PARTNERSHIPS
ON CAMPUS AND IN THE COMMUNITY FOR
INTERNATIONAL LEARNING

Language in Motion, a community-engaged learning programme founded at Juniata College, provides a model for institutions of higher education (HEIs) to create partnerships with elementary and secondary schools in order to enhance language and culture learning for all participants. These partnerships develop and nurture the knowledge, skills and attitudes necessary for life, citizenship and employment in an increasingly interconnected world and reinforce teacher efforts to nurture these characteristics in their pupils. The Language in Motion national consortium in the United States can serve as a cost-effective, scalable model for HEIs in other national contexts.

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1. Introduction

International understanding As Madeleine F. Green (2012) has pointed out, “if colleges and universities can produce graduates with the knowledge and the disposition to be global citizens, the world would certainly be a better place.” Kristin M. Lord (2017), President and CEO of the International Research and Exchanges Board, declared, “I see global engagement as a mindset and a way of life that anyone can embrace, even if you never leave the country” (p. 200). What gives institutions of higher education (HEIs) a much better chance of producing graduates with such mindsets is when students enter already primed to develop one and then have opportunities to practice that approach through partnerships on and off campus.

HEIs need partnerships HEIs as well as the educational levels that feed into them (together: kindergarten through the fourth year of an HEI, which is, in the United States, grades K-16) need to expand the knowledge and perspectives of their pupils and students to best prepare them for, as many have said, life, citizenship and work in an increasingly interconnected world. The efficacy of such efforts multiplies if HEIs partner with elementary and secondary schools to help all learners develop their international, intercultural and multilingual competencies through mutual engagement.

Language in Motion Language in Motion (LiM), an award-winning, cost-effective, community-engaged learning programme in languages and cultures, began at Juniata College in 2000 and is now a national consortium. The model builds partnerships within and across educational institutions by successfully capitalising on a previously underused resource: undergraduate international students, heritage speakers and students who have worked or studied abroad and/or who have advanced language proficiencies. These students then partner with teachers, who guide and support them.

LiM facilitates intentional engagement between HEIs, teachers in kindergarten through twelfth grade (K-12) and pupils. Undergraduates train, prepare and then visit K-12 school classrooms to involve pupils in language and culture activities. These high-impact learning experiences provide opportunities for K-16 learners to develop global and intercultural competencies and understand the personal and professional value of higher education, language proficiency and study abroad while meeting the LiM goals.

Language in Motion Consortium Goals			
For HEIs	Provide college students with opportunities to better understand and analyse their own and another language and culture and to hone their personal, professional and presentation skills in real-world settings.		
For K-12 schools	Offer personalised language and culture presentations by college students with knowledge of a second-language or culture who serve as enthusiastic role models.	Enrich and expand world language and culture curricula in K-12 schools, especially those that are isolated, under-resourced and/or primarily homogeneous.	Provide professional development opportunities in language and culture, including conference scholarships, immersion study and workshops.
LiM Consortium	Establish and nurture active, productive, K-16 professional networks and the sharing of international resources.		Develop and support a nationwide consortium.

Consortium goals

Table 1 Language in Motion consortium goals

2. Programme Origins

In the United States, many recognise that security and economic success in a global world depend on a deeper and broader knowledge of world languages and cultures. “[C]ompanies today are increasingly more likely to conduct business in a language other than English. Consequently, a command in multiple languages is a valuable asset for U.S. students and employees—not only in boosting their marketability in the workplace, but in helping them thrive in a global economy” (American Council on the Teaching of Foreign Languages, 2019, p. 3). As Ting-Toomey and Dorjee (2019) have insisted, “in this 21st-century mobile world, the need to master intercultural communication competence is even more pressing” (p. 5). Sadly, the United States comes up drastically short. A 2018 Pew Research Center study showed that the United States lags significantly behind Europe in the study of foreign languages (Devlin, 2018).

National and international need

Hauck (2019) emphasised that “nearly 9 million students (equivalent to 1 in 6), in the United States attend rural schools” where “opportunities

Example of regional need

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[centred on global content] are often not available". In rural, central Pennsylvania, as in many other places, there is a significant need for cost-effective means to enrich K-12 pupils' understanding of language and culture and to model the benefits of higher education. Statistics from a *Washington Post* study show that, in 2017, school district populations in Juniata's area were "extremely undiverse" (Rabinowitz, Emamdjomeh, & Meckler, 2019). Underscoring this regional challenge is the fact that Pennsylvania has not adopted academic standards for world languages (Pennsylvania State Modern Language Association, 2019). Additionally, an average of only 59% of Huntingdon County pupils plan to continue education beyond high school (Pennsylvania Department of Education, 2018), notably lower than the U.S. Department of Labor's 2018 national rate of 69.1%. Consequently, small language programmes across K-16 are struggling or even being cut in such areas.

K-12 need for partnerships

Educators note that many of their pupils have limited experience with people who are different from them linguistically, culturally and/or racially, so these pupils fear or are antagonistic toward such people, resist studying languages and cultures and prefer remaining in the familiar. Teachers are challenged to educate such pupils, whose attitudes can exclude them from later economic opportunities and leave them less able to deal with increasing domestic diversity. One teacher said that "the biggest barrier that ... teachers face is shattering the ethnocentric attitude of many [pupils]." Because teachers want to discourage those reactions and encourage openness to the diversity and delight of the world, they hunger for, as one teacher put it, "access to the world beyond that old building".

Similarly, K-12 teachers in many areas want greater access to each other and to the resources of HEIs. Because many teach in small districts, they lack subject-specific professional development opportunities and are isolated from other language teachers. Sirota (2011) lamented that "isolation is the enemy of improvement and innovation". Swanson and Mason (2018) concluded that "providing [World Language] teachers with the time to engage in professional development and networking" is a necessary effort "if the desire is to build a nation of citizens who are able to engage economically and socially in an increasingly global world" (p. 258). LiM partnerships provide these opportunities.

Needs of HEIs

Like a similar programme from the European context, the Deutsch-Amerikanisches Institut Tübingen Rent an American programme (www.dai-tuebingen.de/projekte/rent-an-american.html), LiM addresses a number of challenges facing HEIs that want to offer reflection on intercultural learning experiences. Farrugia and Sanger (2017) concluded that "studying abroad had unintended benefits in terms of not only developing skills and shifting attitudes, but also opening career pathways and opportunities" (p. 5) and that "reflection on skill development contributes to a higher impact of study abroad experiences on subsequent employment" (p. 19). Jacoby (2013) stressed, "learning doesn't necessarily occur as the result of experience itself, but rather, as a result of reflection designed to achieve specific outcomes". In relation to international students, Fischer (2011) noted, "less-experienced students have a lot to learn about life in the United States". They also benefit from formal activities that encourage them to process their real-time intercultural experiences.

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Through its partnerships, Language in Motion contributes to improving all these measures, providing intentional cultural exchange in communities where such opportunities are often rare. To be successful, community-engaged learning needs to be mutually beneficial for all: “Overall, the literature has recognized reflection and reciprocity as key tenets of [community-based service-learning] (Flower, 2002; Meens, 2014; Mitchell, 2008), forming the basis for the ethical and sustained engagement of higher-education institutions with partner organizations and community stakeholders” (Lee, Curtis, & Curran, 2017, p. 170). From the beginning and as an ongoing process, area teachers have shared their vision for LiM and how a partnership with Juniata can help them meet their own and their pupils’ learning needs.

In the United States, national standards for language learning and social studies set the frameworks in which pupils learn about languages and cultures. The World-Readiness Standards for Learning Languages (National Standards Collaborative Board, 2015) establish five goals: “communication, cultures, connections, comparisons, and communities”. Similarly, the National Council for the Social Studies (2017) asserts that “young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life” (p. 6). Through alignment with these national goals, LiM transforms curricula by connecting across K-16 people who have diverse perspectives and life experiences.

Reciprocal partnerships

National standards for languages and social studies

3. How It Works

LiM mission, vision and components

The Language in Motion Mission		
Language in Motion expands, enriches and energises K-16 language and culture teaching and learning through educational outreach and professional development opportunities.		
The Language in Motion Vision		
By bringing together campus and school partners and by sharing resources across K-16, Language in Motion excites students to learn more about the world and its peoples, improves and enriches language and culture teaching and learning, hones intercultural skills, demonstrates the value of higher education and of studying language and culture and supports networks of educators locally and nationwide.		
The Four Components of Language in Motion		
The Core: Interactive presentations in K-12 classes, given by undergraduates with knowledge of another language and/or culture, to enrich and expand world language and culture curricula.		
An active, productive, professional network of K-16 language and culture educators to maximise valuable international resources, content knowledge and teaching effectiveness.	A resource library of international materials and pedagogical resources for teaching language and culture.	A national consortium of HEIs that offer LiM to their students and communities.

Table 2 Foundational elements of the Language in Motion model

Semester overview

For Juniata, the semester begins with nine hours of training workshops and reflections for students enrolled for credit or volunteering. Programme information is also sent to potential host teachers. Then students work individually to prepare lesson plans, materials and activities. At the end of the semester, students complete additional reflection assignments.

Critical programme features

Several features set LiM apart as an intercultural partnership:

- **Flexibility:** LiM programmes may offer various levels of commitment for HEIs, presenters and teachers.
- **Inclusion of U.S. students:** K-12 pupils see domestic presenters, unlike international students, as role models.
- **Curricular coordination:** Teachers partner with presenters to define presentation topics; presentation timing reflects both teacher and presenter needs.
- **Presenter preparation:** Individual conferences and group workshops with faculty and teachers ensure quality experiences.

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- **Continuous feedback loops:** Presenters, teachers and pupils provide ongoing feedback through presentation evaluations, the results of which are returned to teachers and presenters for review and further action.
- **Organisation and intentionality:** An administrative structure supports both an ongoing K-16 professional network and also programme communication, curricular development, logistics and assessment.

During the pilot year 2000–01, the programme was all volunteer and understandably small. As the programme model evolved and as further school partnerships were cultivated, the Juniata programme grew (see Table 3). Although participation numbers fluctuate from year to year, in the nearly 20 years of Juniata’s programme, there have been 6,218 presentations, including targeted, on-campus events with faculty partners (for examples, see Benz, Frazier-Yoder, & Roney, 2018). These presentations have represented 104 countries and territories, 66 languages and 11 varieties of English and generated 102,108 student touch points.

Impact

	Pilot Year (2000–01)	Largest Year (2013–14)	Most Recent Years 2017–18 2018–19		Averages (through Spring 2019)
Teachers	8	110	77	51	65.8
College Presenters	13	145	42	59	59.1
K-12 Students	436	4,007	3,566	2,517	2,842
K-12 Schools	6	44	23	24	23.5
Student Touch Points	1,142	8,101	6,056	4,185	5,374.1
Presentations Given	53	475	398	295	327.3

Table 3 *Sample Juniata College Language in Motion presentation statistics (“Presentations Given” counts the number of times a college student worked with a group of K-12 pupils)*

LiM provides personal benefits for presenters. Study abroad returners have eager audiences for their stories. Heritage speakers and international students share their pride in their cultural backgrounds. LiM’s analysis of 2017–2018 presenters’ responses to pre- and post-surveys found that LiM contributes extremely positively to their perceived development of presentation skills, resilience, knowledge of their own and another culture and an ability to view the world from multiple perspectives. Similarly, Victoria Rehr and Kathryn Westcott (2014) found that LiM “appears to be impacting student learning on all cultural competency domains as defined by the American Association of Colleges and Universities (2009), with especially high scores on ‘Perspective Taking,’ ‘Knowledge Application’ and ‘Personal and Social Responsibility’” and that most results are “not significantly different” for U.S. and international presenters (p. 40).

HEI student benefits

HEIs have an additional interest in promoting students’ civic engagement, a concept not common in all countries. Engaging with community while reinforcing one’s own learning comes with a variety of benefits. As George Kuh (2013) noted, service-learning programmes “model the idea

Benefits of community-engaged learning

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that giving something back to the community is an important college outcome, and ... working with community partners is good preparation for citizenship, work, and life.” This is because, as Barbara Jacoby (2015) has pointed out, service-learning “provides opportunities for students to accomplish tasks that meet human and community needs in combination with reflection structured to achieve desired learning outcomes” (p. 4).

While some students may feel reluctant to get involved locally, interacting with communities off campus provides broader exposure to American culture. Notably, community-engaged learning “show[s] positive outcomes associated with ‘cultural awareness, tolerance for diversity, altruistic attitudes, moral development, sensitivity and reasoning, and self-esteem’ (Finley 2012)” (National Task Force on Civic Learning and Democratic Engagement, 2012, p. 60). LiM participation also prepares students for their larger goals. Several have been accepted into the Peace Corps and programmes through which they teach English abroad. Additionally, from 2012 to 2018, 14 of Juniata’s 16 Fulbright winners were LiM presenters.

Connection to institutional mission and priorities

To earn and maintain HEI support, the programme must contribute to its mission and be relevant for the educational priorities of the institution and its partner school districts, which often include global goals. From its inception, LiM has supported the global aspects of Juniata College’s (2019) mission “to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the global community”.

LiM’s status as a signature experiential learning opportunity for Juniata students is strengthened by the 2016 adoption of institutional learning outcomes and a new general education curriculum that includes an interdisciplinary and intercultural focus. Global and local engagement curricular requirements stress the need for students to develop effective interpersonal interaction skills as well as cultural fluency and understanding. Importantly, engagement with diverse others and co-curricular involvement were identified as top differentiating strengths for Juniata in a current institutional strategic planning process.

National awards and recognitions

A featured component of Juniata’s NAFSA Senator Paul Simon Award for Comprehensive Internationalization (2012);

Pennsylvania Council on International Education’s Bringing the World to Pennsylvania: K-16 Collaboration Award (2007);

One of NAFSA’s eight innovative and replicable programmes (2004) and on their Model Program List (2003);

Institute of International Education’s Andrew Heiskell Award for Innovation in International Education (2002);

One of only five grantees supported through and showcased by the Arthur Vining Davis Foundations’ Secondary Education programme that have “significant potential to be [replicated] in various locations across the country”.

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4. Benefits and Outcomes for HEIs and Partners

For K-12 schools and teachers to partner with LiM, they must benefit (for the school perspective of LiM, see Roney, Benz, & Frazier-Yoder, 2018). One major benefit is that LiM is free.

Language teachers, who often feel isolated even within their own buildings, note that LiM presentations are some of the most meaningful opportunities they have to refresh their language facility and engagement with their field: “The relationship we have with Juniata makes us as high school teachers feel that we are partners in education with you.” A 2018 analysis of teacher responses for Juniata LiM from 2011 to 2017 found that 97.3% of all teachers agreed or strongly agreed that LiM enhances their curriculum and should continue or expand in their school district.

K-12 teacher benefits

Through LiM, teachers, whose influences touch generations of pupils,

- learn new content through presentations and professional development opportunities;
- discover new teaching methods, re-evaluate their own classroom strategies or activities, and/or test potential curricular and pedagogical innovations;
- add “true relevance to [their] classroom” (H. Werner, personal communication, October 26, 2017);
- gain excitement, support, validation and greater credibility with their students; and
- sometimes even establish ongoing partnerships with presenters that last for years.

LiM survey data show that pupils become more motivated to improve their language skills, are more likely to continue language studies in high school or college and gain an increased interest in attending college. An analysis of the K-12 pupil evaluation responses from over 1,200 Juniata LiM presentations revealed that over 70% of pupils

K-12 pupil benefits

- wanted to have another experience similar to the presentation seen;
- expanded or deepened their knowledge of the culture described;
- expanded or improved their knowledge of the language presented; and
- increased their interest in travelling abroad (Taylor, Peterson, & Zhao, 2013, p. 6).

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Additionally, teachers report that pupils

- meet young role models who demonstrate that studying other cultures, learning another language and going to college are valuable and attainable goals;
- become more curious and more knowledgeable about world cultures through contact with the presenters;
- shift their perspectives by breaking down stereotypes and misconceptions;
- gain respect and appreciation for others;
- begin to understand and even value diverse perspectives;
- improve their tolerance for ambiguity in language, culture and situations; and
- understand that language proficiency can be incorporated into different fields.

Benefits to schools

LiM helps create integrative school environments in increasingly diverse communities, modelling for participants important intercultural skills that foster understanding. LiM also helps schools find new language teachers and evaluate the possibility of offering new languages.

Professional development for teachers

When funding is available, LiM offers professional development opportunities to educate and inspire teachers. These have included scholarships to attend state, regional and national conferences; summer immersion study abroad for high school teachers at some of Juniata's partner institutions; and local language and culture teaching institutes, the most popular option.

In 2014, LiM was a key partner in the successful grant award to Juniata College from the U.S. Department of Education under the Fulbright-Hays International Education Programs Group Projects Abroad (GPA) programme. Ten educators, five from Juniata and five K-12 teachers from the LiM consortium network across the United States, travelled to Morocco for four weeks of Arabic language instruction and cultural activities. The grant goals included area studies and cultural competency, curriculum development and institutional collaborations. A virtual classroom Moodle site supported by a regional educational service agency enabled participants and interested K-12 teachers to access lectures and resources online. Upon return, all GPA participants presented at LiM's eighth two-day summer Language and Culture Teaching Institute, where teachers shared content, activities and theories.

5. Flexible Programme Structure and the National Consortium

With encouragement from The Arthur Vining Davis Foundations, the LiM national consortium was established in 2006 to identify fundamental programme components and encourage innovation from distinct academic cultures with regional and local differences. Consortium partner institutions provide valuable opportunities for their students while creating a cost-effective programme that promotes greater teacher effectiveness as well as improved K-16 student learning. They also build stronger relationships with their communities and schools, gain information that leads to better placements for education students and collaboratively share scarce teaching and learning resources.

Expanding outreach through partnerships

Since the inception of the consortium, members from these states have included:

- Iowa: Iowa State and Loras
- Missouri: Park
- New Hampshire: Dartmouth
- New Jersey: Drew
- New York: Vassar
- Oregon: George Fox, Lewis & Clark, Linfield, Pacific and Willamette
- Pennsylvania: Bryn Mawr, Juniata, Lebanon Valley, Mercyhurst and Westminster
- Rhode Island: Johnson & Wales
- South Carolina: Furman
- Vermont: Middlebury
- Virginia: Old Dominion
- Washington: Puget Sound

Each partner implements the LiM concept in a way that suits the unique community, staffing and programmatic needs at each institution (see Table 4). The programme type dictates its costs, which may include transportation, programming, culturally specific presentation materials, a percentage of a faculty or staff member's salary and/or student employees.

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Place	HEI Type	Campus Connection	Course Integration
Rural	Small, Medium or Large	Civic Engagement or Community Service	Credit-bearing course
Suburban	Public or private	World Languages & Cultures (or one language only)	Required as part of a course and/or campus learning community
Urban	Liberal arts colleges to research universities	Intercultural Affairs/Diversity Office	Volunteer activity with or without transcript notation
		International or Study Abroad Office	Paid campus fellowship
		Faculty partnerships	Alternative break trip
		Student-led	
HEI Presenters	Selectivity	Level of Engagement	Relationship with Teachers
Study-abroad returners	All students with relevant experience	Required number of presentations by course level	Teachers request presenters: short-term connection
International students	Course registrants	Minimum number of volunteer presentations required	Teacher/presenter pairing for a semester
Language learners	Application required; participants selected	Unlimited	Teacher plus pupils for single, on-campus event
Heritage speakers	Limited number of volunteers		Teacher professional development
Faculty/staff			

Table 4 Options in a flexible programme model in a U.S. context (an earlier version appeared in Roney and Mullins, 2016)

Consortium membership

Consortium members affirm LiM's mission, vision and goals (see Table 2 above). They also request use of the Language in Motion name and agree to a set of expectations, as detailed in the *Language in Motion Program Handbook*. Some partner institutions continue their robust programmes, which develop and adapt as conditions change to meet new needs or take advantage of new opportunities. Unfortunately, because of the challenges discussed below, some partners have withdrawn or put their programmes on hiatus, not, however, because of the LiM model.

6. Challenges

Establishing partnerships between HEIs and K-12 schools is sometimes challenging because K-12 administrators or teachers are reluctant to participate. Other major implementation challenges include programme logistics and communication. Additionally, schools have heightened security measures that require presenter background checks and limit building access. LiM ameliorates these by cultivating teacher relationships, developing protocols and creating contingency plans.

Implementation challenges

Some programmes struggle because of competing institutional priorities, resource allocation, other expectations of faculty, a failure to think creatively about alternative solutions or programme structures or a lack of support for intercultural and community-engaged learning.

Lack of institutional support

Although funding is everyone's biggest challenge, funding can come from professional organisation or foundation grants, corporate or government support and institutional budgets.

Funding challenges

7. International Potential

Not all world regions place the same weight on intercultural components of internationalisation (Marinoni, 2019, p. 33). However, Deardorff (2017) has urged HEIs and high schools to connect through community-engaged learning, as "global competence is increasing in prominence at multiple levels of education" around the world. While the Language in Motion partnership model requires special consideration in other national settings, it serves as an example of how institutions of higher education can leverage internal and external resources to enhance the educational experiences of students at all levels so that they can competently engage with the world.

National and institutional contexts

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