Introduction
The purpose of this qualitative study was to examine seven adult students’ learning about world languages, literacies, and cultures in the World Language and Culture Program (WLCP).

The following research questions guided this study:
1) What did adult students learn in the WLCP?
2) How did adult students learn in the WLCP?

Materials and methods
This study was conducted in a large western land-grant university during the spring semester of 2019. Data sources included 21 interviews, 14 observations with 14 field notes, and 14 artifacts. Data were collected over four months (12 weeks, 2 days per week, an hour per class) during the spring semester of 2019. I employed thematic analysis to make sense of the data and construct themes (Merriam & Tisdell, 2016).

Results
The findings revealed two themes related to the research questions:

<table>
<thead>
<tr>
<th>What students learned?</th>
<th>How students learned?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday language and literacy practices</td>
<td>Independent practice</td>
</tr>
<tr>
<td>(reading, writing, listening, and speaking</td>
<td>Peer collaboration</td>
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<tr>
<td>within contextualized situations merging the</td>
<td>Instructional scaffolding</td>
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<tr>
<td>IAPI curriculum model)</td>
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<tr>
<td>Aspects of cultural practices (e.g., geography,</td>
<td></td>
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<tr>
<td>religion, traditions)</td>
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</table>

Everyday Language and Literacy Practices

<table>
<thead>
<tr>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
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<tbody>
<tr>
<td>letters in words</td>
<td>basic phrases</td>
<td>basic sentences</td>
</tr>
<tr>
<td>words in basic sentences</td>
<td>words to describe actions or emotions</td>
<td>short essays</td>
</tr>
<tr>
<td>and expressions</td>
<td>conversational phrases</td>
<td></td>
</tr>
<tr>
<td>phrases in expressions</td>
<td>colloquial expressions</td>
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</tbody>
</table>

How Participants Learned

<table>
<thead>
<tr>
<th>Individual Practice</th>
<th>Meaningful Interactions with Peer and Instructional Scaffolding</th>
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</thead>
<tbody>
<tr>
<td>read verbalized phrases,</td>
<td>collaborated (e.g., pair-share activities, learning from peers)</td>
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<tr>
<td>rehearsed verb conjugations,</td>
<td>received oral and written feedback,</td>
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<tr>
<td>wrote words, phrases, sentences, essays</td>
<td>received scaffolded instruction (demonstrations and examples)</td>
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<tr>
<td>conducted grammar translations</td>
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<tr>
<td>created an oral dialogue within a situational</td>
<td></td>
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<tr>
<td>context</td>
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</table>

Conclusions
The seven adult students in this study reported that the WLCP played an influential and indispensable role in learning world languages, literacies, and cultures because the target languages were learned from native speakers.

This study sheds light on the central process of adult students’ learning. It reveals that the WLCP involved experiential and contextualized learning under the guidance of natives peaking teachers who brought real-life experiences to the classroom (Paradise & Rogoff, 2009). Rogoff (2014) suggests that students learn best within meaningful contexts where they are able to self-regulate their learning and work closely with their peers.

Further research will capture quantitively experiences and perspectives of participants from different nonformal settings.

Literature cited