

TELOS INITIATIVE REPORT

An Online Course Designed to Prepare Volunteers to "Coach" Adult Latinx Immigrants in Learning English

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In the last several years, there has been an increased interest in using technology to support the teaching and learning of additional languages (Blake, 2011; Garrett, 2009; Liang & Chen, 2012; Sun, 2014). Given the challenges encountered (especially by adult learners) in developing new languages in traditional classroom settings, the promise of online instruction is particularly seductive. As a result there is much enthusiasm about both synchronous and asynchronous online and mobile-assisted language learning.

For a number reasons, there is less enthusiasm for technology-assisted English-language self-instructional approaches from those who have examined the challenges encountered by adult, working-class, Latinx workers in communities around the country. Building on the work of the international forum on *Low Educated Second Language and Literacy Acquisition* (LESLLA) which documents the unique struggles of these adults in traditional language classes,¹ this group points out that both academic ESL programs and computer based instructional approaches-- particularly those focused on grammar and vocabulary --do not meet the everyday needs of working immigrant adults (Valdés, 2016). Many such approaches, moreover, require time, dedication, and access to devices and broadband connections frequently not available to immigrant low-wage workers. Even mobile collaborative language learning environments the design of which might more readily address the situated and communicative needs of minoritized, immigrant, adult learners, may present unexpected difficulties for insecure adult learners in overcoming unwillingness or inability to communicate (Kukulka-Hulme & Viberg (2018).

The project on which we report in this paper focused on using technology, not to teach English to immigrant workers directly, but *to develop the capacity of volunteers* to "coach" and support this special category of English language learners. It was funded by *TELOS* (Technology for Equity in Learning Opportunities), an initiative of the Stanford Graduate School of Education. The guiding assumption underlying *TELOS*' efforts was that technology has the potential to increase access to high quality learning opportunities through the intentional design and study of technologies, learning environments, and policies as well as the collective efforts from multiple stakeholders.

¹ Proceedings are available on the LESLLA website <http://www.leslla.org/>.

The TELOS-Funded Project

The project funded by the TELOS initiative sought to expand the reach of an existing, in-person course (Education 148) in which many undergraduates had enrolled over several years. The primary objective of the effort was to develop an online, credit-bearing course that ideally would be available to all Stanford students who wished to support vulnerable, adult, English-language learners in their acquisition of every-day English.

A second goal of the project was to make available the fully developed course outside of Stanford to other universities and organizations who wish to engage in preparing volunteers to work with adult immigrant English learners.

In this report, we first provide the context for the project including the challenges of designing language teaching programs for adult immigrants. We then describe the theory of change and the details central to overall plan of the original course (Education 148) in order to make clear to the reader the elements that informed the design of the online adaptation for wider dissemination.

Context for the Development of the Original Credit-Bearing Course

Undergraduate service- learning programs focused on underserved populations are an important tradition at Stanford University. Building on this tradition, a university-wide initiative, known as *Cardinal Service*, was established in 2015. Students work to obtain *Cardinal* credits by enrolling in special course and many make a *Cardinal* commitment of sustained public service of three or more quarters to a community, organization, or issue.

Habla el Dia/ Habla la Noche is a student run initiative that has been part of the undergraduate Stanford experience for over a 20-year period. Students who commit to the program engage in "tutoring" custodians in English. While students have generally built warm-relationships with the workers (frequently by practicing their high-school and college Spanish), because they have no background in language teaching, they have drawn exclusively from their experience in studying foreign languages in academic settings and have too often focused on grammar and vocabulary exclusively. Many workers, however, have had limited schooling and found working with students challenging. It was evident, moreover, that their immediate practical needs for developing every-day English were not being met by the *Habla* program.

In response to student requests, Education 148: *Critical Approaches to Teaching and Tutoring English Language Learners*) was developed and made available to all students engaged in working with English learners. In requesting the class, students who led the *Habla* program argued strongly that busy custodians who invested their break times to work on their English deserved the very best instruction that volunteers could provide.

The Challenges of Designing Volunteer Language-Teaching Programs to Support Adult Immigrants

In an ideal world, it would be possible for newly arrived immigrants to be exposed to the societal language in real-life settings and to be involved in frequent interactions with proficient speakers of the language who would engage with them for a variety of purposes-- both work-related and personal. They would live in neighborhoods and communities in which they would interact with such speakers every day. They would work next to them, attend sporting events with them, and spend time with them on weekends. In the real world, however, immigrants frequently have little exposure (outside of their own family networks) to the majority language. Few long-term, proficient speakers of the target language live in the areas where new immigrants

cluster in overcrowded inexpensive housing, carry out menial jobs, and send their children to “undesirable” schools in which the majority of students are also learners of the new language.

Providing the right amount and degree of *exposure* to the destination language, then, becomes one of the primary functions of formal language classes. Classroom language instruction for immigrants and their children, however, involves much more than mere exposure. The outcomes of language instruction for immigrants are established by a variety of mechanisms (e.g., adult immigrant language standards, language proficiency examinations) and are directly and indirectly defined by societal beliefs and expectations, established educational practices, testing and accountability policies, and funding mechanisms). Unfortunately, the challenge facing immigrant-receiving countries in providing formal language instruction is complicated and exacerbated by the instability of our current knowledge about the design of formal language instruction for both newly arrived and established immigrants. There are, moreover, fundamental disagreements about what needs to be acquired by learners of an additional language. Some theorists contend that it is the implicit grammatical system of native speakers that needs to be acquired while other scholars argue it is the ability to use language for real-life communicative purposes that is the goal of language learning.

Language Programs and Adult Learners

Learner characteristics are also a major consideration in the design of formal language programs for adult immigrants. Characteristics such as age of arrival, school attainment, and ability to invest time, energy and money in language tuition, matter a great deal. In the case of adults, the most important distinction to be made in the design of language-teaching programs is that between immigrants who have been educated in their own countries and who have acquired high literacy skills and those who have not. The “success rate” of high education/high literacy learners in most traditional programs is well known in the United States. These are the learners that, whether they begin their instructional journey in survival-focused community-based ESL programs, or in grammar-based classes in adult schools, or in non-credit examination-oriented community college programs, meet the expected learning outcomes of hypothesized by program designers. Because such immigrants have been successful at “doing” school,” they are comfortable studying language as a generic school subject. If their ESL program conceptualizes language as componential, that is, as consisting of building blocks (pronunciation, vocabulary, grammar and meaning (including discourse and pragmatics) that they must learn in bits and pieces following a textbook sequence, they have no difficulty with this orientation. They will learn the bits and pieces as required and do well on language proficiency examinations that test such knowledge. More importantly, because this group of adult learners brings highly developed L1 literacy skills to the acquisition of literacy in a second language, they can they transfer underlying literacy components (Durgunoglu, 2002) to the societal language. These skills will: (1) provide them advantages in the new society, (2) give them additional exposure to the target language from proficient speakers who interact with the in the work-place, and (3) allow them to do well on language proficiency measures including increasingly challenging citizenship tests (McNamara & Shohamy, 2008; Shohamy, 2011; Shohamy, 2013; Hagan-Brun, Mar-Molinero & Stevenson, 2009; Spotti & Avermaet, 2009) that are growing element of national policies in immigrant-receiving countries.

This is not the case for limited education/low literacy adults. These individuals –precisely because of their low literacy skills—struggle in even survival language courses taught by supportive community-organizations. If they are textbook based, assume literacy, and a certain

degree of metalinguistic sophistication in order to make sense of grammatical categories such as tense, grammatical gender, and number and to profit from teachers' grammatical corrections, low literacy students do not do well. The continuing work carried out by the international forum on *Low Educated Second Language and Literacy Acquisition* (LESLLA) argues that current instruction in second languages is not informed by research on this particularly vulnerable group of adult learners.

Low education/low literacy adult learners also struggle in L2 language classes because all instruction is generally being carried out through a language that they do not understand. Lukes (2009), for example, documents the frustration of Latino immigrants in New York City who were not able to understand grammatical explanations and class directions carried out exclusively in English. Over the course of several years, these individuals followed the well documented process of enrolling and dropping out of ESL level 1 multiple times. The assumption that a second language is best learned through the target language itself is deeply ingrained in the language-teaching profession. It is particularly well established in TESOL (the professional group that focuses on English). Within TESOL the superiority of the monolingual "native-speaking" teacher has traditionally been assumed (Phillipson, 1992; Canagarajah, 1999), and English-only practices have been explained by arguing that to the heterogeneity of the learners made the use of students' first languages impractical. In English-speaking countries, moreover, strong ideologies of language, popular attitudes, and educational policies, discourage the use of non-English languages in instruction even as a temporary support for both child and adult learners (Cummins, 2008).

Adult learner characteristics intersect in important ways with language teaching program goals. McHugh & Challinor (2011), for example, argue that generic or umbrella language programs designed for initial survival and basic interaction do not meet the needs of individuals who must develop work-place language proficiency. Tarone & Bigelow (2011) agree and point out that SLA theory—in all of its many variations-- has focused only on a narrowly defined type of language learner. Very little is known about low-literacy, adult immigrant students and the ways in which they acquire a second language. Most generic language teaching programs follow what are known as grammatical syllabi, that is, programs of study and instructional plans that present structures and forms in some ordered sequence and assume that L2 acquisition involves the internalization (or the skilled use) of these structures. The sequencing and contextual use of the elements taught are determined to a great degree by the assessment instruments that will be used to measure what is considered by established policies to constitute language proficiency development. The establishment of cost-effective, accessible, and tailored language-teaching programs designed to combine work-focused, tailored language instruction and work skills training for specific workplaces proposed by McHugh & Challinor (2011) are an attractive and important possible solution.

Education 148: A Theory of Change

The theory of change underlying the development of Education 148 (which focused on preparing student volunteers to work with adult Latinx immigrant workers) was based on five fundamental principles:

1. Latinx, low-literacy adult immigrants are intelligent and competent individuals who can be taught to use the world that surrounds them to acquire English as well as to self-assess and monitor their own growth and development.

2. In order to acquire English, adult learners must be engaged as participants in actual language use (Duff, 2010, Duff & Talmy 2011), as opposed to what Rogoff et al. (2003) have termed “assembly-line learning.”
3. Interaction with ordinary speakers of English who serve as language "coaches" can provide learners with access to everyday English.
4. Language "coaching", rather than following a traditional organizational structure² must instead focus on creating opportunities for actual language use in the most fundamental competencies that students require in order to participate in the world the surrounds them and then to develop skills and proficiencies that will ensure their social integration and continued personal progress.
5. Students’ primary language has a strong role in developing a new language and can be used effectively by volunteers to provide access to meaning and to offer instruction in language-learning strategies,

In order to function in the community that surrounds them as well as in the workplace, new immigrants must develop the ability to understand both the oral and the written language that they encounter. For all adult residents, communication involves meeting their everyday needs (e.g., buying goods, finding housing, attending to their health), supporting their children in school, and interacting with their employers and co-workers. In many communities, because of the presence of co-linguals, new immigrants can rely for a long period of time on bilingual individuals who can interpret or translate for them. If they are to make progress, however, they must develop essential receptive competencies in listening and speaking. In order to keep informed, to look out for themselves and their children, they must be able to attend to the language that others use around them. They must also understand the written language that provides them essential information (signs and announcements) or that is found in the multiple information forms that they are required to fill out for various purposes. Additionally, they must acquire a set of interactive skills that will allow them to participate in everyday interactions with monolingual English-speaking individuals. Over time, if they are to make progress, adult immigrants must further develop written language proficiencies so that they further develop their knowledge and skills through training and formal education programs.

Fundamentals of Language Coaching:

The activity of *language coaching* builds on research on the following well-established approaches to second-language instruction.

- English for Specific Purposes Design
- Learner Self-Regulation and Strategy Use Instruction
- Use of L1(Spanish) in Support of L2 (English) Instruction

Because of the importance of each of these elements, in this section, the research supporting their use is discussed in some detail.

² Language classes traditionally follow one of several types of course organizational plans referred to in the field as *syllabi*. Common types of language teaching syllabi are structural, notional, functional, task-based. In general, these syllabi can be classified as either analytical or experiential. High school ESL classes are predominantly analytical and structural in orientation, although attention is given to the four skills of speaking, listening, reading and writing.

English for Specific Purposes Design

The instructional practice known as *English for Specific Purposes (ESP)* is a sub-field of the teaching and learning of English that is particularly concerned with the specific uses of the language to be encountered by learners in different domains. ESP is focused on developing the particular skills and functional abilities that are required by individuals who are seeking to develop English. ESP areas include, for example, English for Occupational Purposes (EOP), English for Medical Purposes (EMP), and English for Vocational Purposes (EVP). In all cases, the content and the aims of ESP courses "focus on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English (Johns, 2013, p. 2).

According to Hyland (2002), reasons for taking an such an approach to language teaching as opposed to the teaching of English for "general" purposes include a rejection of the argument that:

- Core forms need to be controlled before the specific types of genres, discourses and texts that students will need in their work-related, professional or academic lives
- Teaching isolated words, structures, and lexical phrases is effective.

The course developed to support volunteer *language coaching*, then, was designed to support *English for Social and Civic Integration Purposes* and was based on research on the challenges faced by adults in new societies. The targeted Level 1 skills for beginning immigrant learners are shown in the shaded cells presented in Figure 1.

Figure 1: Essential English Language Skills to be Developed for Initial Survival Purposes

Language Skills	Essential for:
Speech-Based	
<ul style="list-style-type: none"> • Receptive---listening 	Understanding ³ : <ul style="list-style-type: none"> • Real world, everyday interactions • Work-related interactions • Public service announcements and information • Broadcast media
<ul style="list-style-type: none"> • Productive-- speaking 	Producing: <ul style="list-style-type: none"> • Work-related communication • School -related communication to support children school • Everyday communication in community settings
Text-Based	
<ul style="list-style-type: none"> • Receptive--reading 	Understanding: <ul style="list-style-type: none"> • Signs and other public information • Children's school-related materials • Information available online
<ul style="list-style-type: none"> • Productive--writing 	Producing: <ul style="list-style-type: none"> • Filling in forms and other documents

Level 2 skills are shown in the shaded cells presented in Figure 3.

³ Examples in this figure are illustrative rather than exhaustive.

Figure 2: Essential English Language Skills to be Developed for Making Progress and Participating in English-language Communities

Language Skills	Essential for:
Speech-Based	
<ul style="list-style-type: none"> • Receptive---listening 	Understanding ⁴ : <ul style="list-style-type: none"> • Interactions carried out in surrounding environments • Media • Training delivered in the workplace required for advancement
<ul style="list-style-type: none"> • Productive-- speaking 	Producing increasingly sophisticated : <ul style="list-style-type: none"> • Work-related communication • School –related communication to support children at school • Everyday communication in community settings
Text-Based	
<ul style="list-style-type: none"> • Receptive--reading 	Understanding: <ul style="list-style-type: none"> • Information available online • Instructional materials used in workplace settings • Brochures and materials relating to work environment and responsibilities
<ul style="list-style-type: none"> • Productive--writing 	Producing: <ul style="list-style-type: none"> • Writing required in everyday living • Writing required in work settings

It is important to emphasize that this approach to language development is different from that of the typical “well balanced language course” (Nation, 2009, p. 1) in which equal time is given to the four language strands, listening, speaking, reading and writing.

Learner Self-Regulation and Strategy Use Instruction.

Essential to the theory of change that informed the original course development was the perspective that beginning Latinx adult immigrants are intelligent and competent individuals who can be taught to self-assess and monitor their growth and development in English. Moreover, our theory also took the perspective that, in order to acquire English, adult immigrants must be engaged as participants in actual language use. What this meant for the design of Education 148, then, was that a key goal was to prepare volunteers to support newcomer adults to take advantage of the English that surrounds them both in their community and in the workplace.

From Education 148 to the Design of an Online Credit-Bearing Course

The TELOS supported online course drew directly from Education 148 and was designed to assist volunteers in developing their ability to structure lessons and activities for adult English language learners so that they could best support these adults' specific goals and needs in the use

⁴ Examples in this figure are also illustrative rather than exhaustive.

of English. Envisioned as a self-paced interactive course, it includes extensive video and audio of immigrant adults who are learning English. It thus prepares students to obtain information about various ways of determining student needs, assessing initial language proficiency, planning speaking, listening, reading and writing lesson, and determining the effectiveness of their practice.

Technology is used to provide video examples of adults at various levels of proficiency and to create virtual pathways for the volunteer to make decisions and mistakes without doing harm to actual adult learners. Student volunteers move through a series of activities to support growth in their understanding of language development by hearing and seeing video of adults at various levels of proficiency. A virtual, online experience (including interaction with a Chatbot) allows them to contextualize their knowledge about levels of proficiency and to gain a deeper understanding of the choices to be made in implementing different pedagogies for different purposes. A simulated experience combined with many available examples of implemented specific pedagogies deepens their understanding of what it means to successfully support vulnerable adults in their learning.

Course Content

The course is made up of the following 10 modules:

1. Introduction to becoming a coach
2. Changing lives by supporting language development
3. Adult English learners
4. How to determine your learner's needs
5. Meeting your learner and conducting a needs analysis
6. What makes a good lesson
7. Preparing and delivering good lessons
8. Delivering and adapting lessons
9. Things to remember
10. Thinking deeply about coaching adult English learners
11. Final assessment and evaluating your progress as a language coach

Each of the modules includes required assignments and/or quizzes as well as model lessons, and examples of needs analyses. Because Stanford Cardinal Courses emphasize student reflection on their service-learning activities, the online course also includes a variety of readings on language and inequality and several assignments inviting students to comment on their experience as volunteers with adult English learners.

Course Implementation

The course was originally designed for the Lagunita (Stanford's version of Open edX) and then migrated to CANVAS when Lagunita was retired. The course was implemented for the first time in the Spring 2018-2019 and was taught every quarter until the Spring of the 2020-2021 academic year enrolling a total of 103 undergraduates. Enrollment was capped at 15 students each quarter with the exception of two quarters when enrollment was increased to 19 and 20 to accommodate students repeating the course. A total of 12 students enrolled two or more quarters to complete their Cardinal service-learning commitment.

Course implementation required the identification of adult learners in the community and close supervision of student work and of their interaction with these learners in order to ensure that the course was providing the guidance necessary for supporting language development

appropriately. Initially coaching activities took place at the YMCA in East Palo Alto where learners were identified and recruited personally by the course instructor. Subsequently, close connections were established with several community organizations including a parent organization at a local high school in order to identify individuals who sought to work with volunteers in further developing their English.

For the first three quarters in which the course was implemented, students and learners met in person with their adults and engaged in various activities as suggested by course materials. Students worked through the course independently and uploaded assignments as required. They completed assigned readings and uploaded reflections and comments about their practice, their learners, and the process of coaching recently arrived immigrants. Student- adult interactions were supervised by the course instructor and Cardinal Course Assistants. At the end of each quarter, adult learners received a certificate of completion for their participation.

Beginning in the spring of the 19-20 school year, Stanford shifted to remote learning for all students. The course was adapted, therefore, to take place over Zoom, and adult learners who had access to Chrome books through their children's enrollment were recruited at a local high school. They were provided with instructions on how to connect to the Course Zoom. With very few occasional exceptions, all adult learners were able to log on and connect on a timely basis to interact with student volunteers.

Remote implementation continued until the last quarter that the course was taught. While not initially a part of the original approach to working with adult immigrant learners, the move to Zoom remote learning turned out to be very successful. The entire class initially met for a few minutes at each class session to check-in and to answer any outstanding questions. After the learners signed in, each student coach and their assigned learner worked in breakout rooms. The instructor and course assistance could then circulate to observe, comment on, and support activities.

At the end of each quarter in which the course was implemented, students responded to a Cardinal Course Student Survey. They described what they found valuable in comments such as the following:

Directly working with the learners was an incredibly rewarding experience, and seeing the growth of both my learner and myself throughout the sessions was very valuable.

I enjoy helping Fabiola become more comfortable using English.

I felt that I was making a direct impact in an individual's life, and my time each week was meaningful in that way.

I found it incredibly valuable to work with one person for the whole quarter and see their progress.

I found the relationship that I developed with my learner extremely valuable. The art of focusing on her goal really grounded me, and her energy kept me going. I also found the concept of coaching rather than teaching key. In emphasizing the role of the learner the two-way nature of service.

I found valuable the real-life need my community partner had to learn English, and the incredible guidance I required for my partner to carry out my work effectively.

I learned a lot about what it means to USE language functionally, as opposed to knowing all the grammar or learning language skills in most typical former classes. It was amazing to learn through the lens of someone else's life experiences how language can be really powerful in shaping our interactions and relationships with others in the world.

I really enjoyed working one: with an adult learner. It's not often that I get to interact and work with people outside of the Stanford community so it was a very refreshing change.

I really loved working with Karen and I learned so much about how to coach and learn. I also found our sessions incredibly valuable for building a relationship with my learner. I just I just really enjoyed her company.

Typical student responses on the course's embodiment of Stanford Principles on Ethical and Effective Service are presented in Figure 3.

Figure 3: 2020 Student Survey Report

Field	Not at all	Only a little	Some	A lot
Emphasized the importance of humility and serving with a listening/learning attitude.	0%	0%	0%	100%
Encouraged respect, attention to differences and inclusivity in our work with community partners.	0%	0%	7%	93%
Encouraged reciprocity and learning through partnership with community partners.	0%	0%	7%	93%
Provided guidance, information, and context on how best to prepare for a service initiative in order to serve effectively.	0%	0%	0%	100%
Provided information regarding safety and well-being during my service work.	0%	13%	7%	80%
Emphasized the importance to hold ourselves accountable to commitments with community partners and other parties involved.	0%	0%	7%	93%
Provided meaningful opportunities to examine and reflect upon my own attitudes/beliefs around biases, stereotypes and assumptions related to the community.	0%	0%	0%	100%
Incorporated opportunities to evaluate our work with community partners in order to refine our practices and improve the quality of our work.	0%	7%	7%	87%

Adult learners also evaluated their experiences positively and stated that they preferred Zoom interactions to in-person meetings. Zoom allowed for greater flexibility, did not require them to drive across town during high-traffic hours, and made it possible for them to attend from home while keeping an eye on their children. Half of the adult learners elected to continue participating in the program for several quarters.

Given adult learners commitment and interest, we conclude that the effort was successful. Moreover, each quarter had a waiting list of adults requesting services because they had learned about the program from friends and family.

Expanding Course Reach

A second goal of the project was to make available the fully developed course outside of Stanford to other universities and organizations who wish to engage in preparing volunteers to work with adult immigrant English learners. Doing so required migrating the course from Stanford CANVAS to CANVAS FREE FOR TEACHERS and adapting the course for a non-credit use, by eliminating graded assignments and quizzes. It also involved the creation of a not-

for-profit organization, *English Together*, through which the course could be offered to the broader Silicon Valley community outside of Stanford. The mission and vision of the organization are:

Mission

English Together brings together and creates rich connections between ordinary speakers of English and immigrant workers in their communities by preparing volunteers to provide one-on-one "coaching" in workplace English.

Vision

English Together focuses on building community – creating opportunities for people to come together across cultures to share goals and ideas and build trust. Americans of all backgrounds have much to gain especially from getting to know and interacting with immigrant workers whose lives are often led next to, but very distant from, the worlds of the people that they serve. Expanding opportunity for all is a key step in the organization's vision of a better world.

The organization, scheduled to begin its work in January, 2022 will:

- identify immigrant adult workers who need to develop workplace English by partnering with organizations (worker associations, workplaces, nonprofits, unions, parent groups in schools) who support Latinx workers in developing stronger workplace skills.
- work with organizations (colleges, universities, faith organizations, companies) that promote and support community volunteer activities.
- prepare and support community volunteers-using the TELOS funded course described [here](#) so that they can "coach" workplace English effectively.

Need for the Course in the Broader Community

There are currently no organizations in the Silicon Valley area that:

- Bring ordinary Americans who are committed to social justice together with working class immigrants,
- Carry out work in citizen integration and social services of the type established, for example, by Jewish community organizations in cities around the country for many years,
- Build on over 25 years of research on language development and on extensive experience in connecting Stanford University undergraduate volunteers with immigrant communities in East Palo Alto, Redwood City, and San Jose, California.

English Together builds on the work of its founder Guadalupe Valdés, a Stanford professor Emerita who developed the one-on-one coaching approach and the original TELOS-funded course that will be used in the organization's work.

Conclusion

The guiding assumption underlying TELOS' efforts was that technology has the potential to increase access to high quality learning opportunities through the intentional design and study of technologies, learning environments, and policies as well as the collective efforts from multiple stakeholders. The project on which we report in this paper focused on using technology, not to teach English to immigrant workers directly, but *to develop the capacity of volunteers* to "coach" and support this special category of English language learners. The effort was successful in that it met its goals and provided high quality learning opportunities for Stanford undergraduates committed to working with underserved populations. It was also successful in that it found a way to expand the use of a well-designed, effective learning environment outside of Stanford to serve volunteers and Latinx workers for many years to come.

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