

Higher Education Student Support Program Expansion: Insights for Teaching and Learning for English-as-an-Additional Language (EAL) Students

Received: 28 October 2023; Revised: 07 February 2024; Published: 17 February 2024

Liza L. S. Choi

Mount Royal University, Canada

Email: lchoi@mtroyal.ca

ORCID: <https://orcid.org/0000-0002-9954-1362>

Nadja Brochu

Mount Royal University, Canada

Email: nbroc164@mtroyal.ca

Abstract:

To support the students of English as an additional language (EAL) at Mount Royal University, a novel program was established in 2009. Initially developed to meet the needs of students in the Bachelor of Nursing program, the support program has now been successfully expanded to the departments of Child Studies and Social Work of the same institution. This study investigates the teaching and learning components of the expanded support program. In this qualitative investigation informed by a hermeneutic approach to phenomenology, interviews with participants reveals five themes, including (a) the importance of understanding student learning needs, (b) educators' previous knowledge and experience, (c) advocating for student learning needs, (d) professional learning and development, and (e) optimizing student experience. This study details the first successful expansion of the EAL Student Support Program to a new faculty or department outside of the original nursing program.

Keywords: EAL, ESL, international, newcomer, higher education, student, educator, support program, nursing, child studies, social work, teaching, learning, caring



1. Introduction

The optimization of teaching and learning in higher education is a dynamic process informed by innovation, collaboration, and reflection (University of Calgary, n.d.). To enrich student learning and experience, educators must be committed to identifying student learning needs through curriculum development and active learner involvement. Many factors must be considered, including professional learning and development, educational leadership, and student empowerment (University of Calgary, 2017). Contemporary considerations such as student diversity must also be recognized (Choi, 2016, 2018, 2019, 2020; Choi & Brochu, 2020; Shirley & Flores, 2018). By supporting culture, diversity, and inclusion, higher education educators have the most potential to “develop leaders who will further cultural understanding and social justice, improve quality of life, and help to secure a prosperous and sustainable future for all” (University of Calgary, 2020, p. 2).

English as an additional language (EAL) students represent a culturally and linguistically diverse subset of the higher education student population. EAL includes “international students, newcomers (with permanent residency status or recent Canadian citizens), and Canadian-born individuals who identify strongly with their family of origin” (Choi, 2023). Educators in a diverse country such as Canada must strive to develop their cultural competence to support students with different learning needs. In addition to the standard challenges posed by higher education, educators must recognize that EAL students are often subject to academic challenges due to linguistic competency in written and spoken English, as well as non-academic challenges due to social isolation and unmet psychosocial needs (Jabeen et al., 2019; Mao, 2021; Mitchell et al., 2017).

To best meet the needs of EAL students at Mount Royal University (MRU) in Calgary, Canada, a novel support program was established in 2009 (Choi, 2016, 2018, 2019, 2020; Choi & Brochu, 2020). This program has been studied extensively over the last ten years, supporting a multifaceted approach to EAL students cognizant of both the academic and non-academic challenges experienced by this population. Through academic support provisions embedded in discipline-specific curricula and psychosocial support provisions intentionally incorporated into the support program design, EAL students are provided with a wide breadth of support best suited to their learning needs. Academic support is offered in a discipline-specific context, incorporating skill-based interventions delivered through workshops, group sessions, and peer-mentorship. Psychosocial or non-academic support provisions include social networking, individualized peer support, and social gatherings. Although the support program was initially developed to support the needs of students in the Bachelor of Nursing program, it has now been successfully expanded to the MRU departments of Child Studies and Social Work (Choi & Brochu, 2021). This expansion occurred in 2021, providing insights into the teaching and learning process underlying this work.

Discipline-specific academic support for EAL student learning as an element to be included in a support program remains elusive. Whereas attempts have been made to address this, there remains a paucity of evidence to address this question directly. A study by Baik et al (2009) demonstrates improved academic success of EAL architecture students supported by a discipline-specific support program (Baik & Greig, 2009). Many studies examining the impact of EAL support programs point towards the importance of social engagement and networking, leading to increased academic



engagement within their learning environment (Fox et al., 2014; Keefe & Shi, 2017). They show the challenge of parsing out these factors independently and demonstrate the inherent interrelatedness of these factors on the academic success of EAL students. It should also be noted that prior studies survey the impact of support programs retrospectively. A defining feature of this study is examining the impact of a support program that purposefully includes elements to enhance the social and academic environment for EAL students. By considering these factors together and not separately, the synergistic impact of this support program addresses the holistic needs of EAL students directly.

This study investigates the teaching and learning component of the support program expanded to the departments of Child Studies and Social Work. The objectives of this study are to understand: (a) the lived experiences of students and faculty members involved in this support program, (b) how the program design enhances the teaching and learning opportunities for students and faculty, (c) how the program involvement affects the professional learning and development of faculty members, and (d) how the program involvement affects student engagement and learning experience.

Three faculty members were interviewed in the Child Studies and Social Work EAL Student Support Program expansion. They were associate professors in the faculties or departments of Nursing, Child Studies, and Social Work. The nursing faculty member interviewed was also the original EAL Nursing Support Program creator and founder, who served as the head program facilitator, providing support and guidance to new faculty involved in this support program expansion.

Accounts of EAL students and student leaders also supported the educator insights and conclusions. Five students from the Department of Child Studies and seven students from the Department of Social Work were interviewed. Among these interviewed students, one Child Studies student and four Social Work students were non-EAL student leaders completing practicum positions within the EAL Student Support Program. Four Child Studies students voluntarily enrolled in the support program, including one senior EAL student mentor and three EAL student mentees. Two EAL Social Work students (mentees) voluntarily enrolled in the support program.

2. Methodology

This study used a qualitative research design guided by a hermeneutic approach to phenomenology to gain insight into participants' lived experiences as students and faculty members involved in this support program. Hermeneutic phenomenology served to document and explore participants' experiences and insights systematically. With a Gadamerian approach to hermeneutic phenomenology (Gadamer, 1977), data collection and analysis were informed by the proper selection of research methodology in line with the study's objectives: (a) identification of pre-understandings or individual biases, which may limit understanding or interpretation; (b) understanding through dialogue with participants; (c) understanding through dialogue with the text; and (d) ensuring trustworthiness through methodological integrity (Fleming & Robb, 2019).

Each interview lasted approximately one hour to gain an understanding of participants' experiences. Interviews were audio recorded and transcribed to identify themes and determine the meaning of the text as a whole. Transcription allowed for ongoing discussion amongst the research team to facilitate



dialogue with the text. Discussion amongst the research team led to identifying and discussing pre-understanding or individual biases that may have limited understanding or interpretation. As this is a new iteration of a series of studies examining the EAL Student Support Program design conducted over the last ten years, identifying and discussing pre-understanding was essential in maintaining methodological integrity. Identifying themes and excerpt selection also allowed for ongoing dialogue with participants to gain an understanding of participants' experiences and ensure methodological integrity. Where applicable, participants' excerpts and/or a summary of identified themes were shared with interested participants to confirm interpretation and understanding.

Two research assistants were hired to support the research process, both of whom were involved in prior works alongside the principal investigator examining the EAL Student Support Program design. The research assistants were trained and experienced in qualitative research methodology, research ethics, literature review, research design, data collection, data analysis, and manuscript preparation. MRU's Human Research Ethics Board provided ethics approval for this study.

3. Results

Interviews with participants revealed five main themes: (a) the importance of understanding student learning needs, (b) educators' previous knowledge and experience, (c) advocating for student learning needs, (d) professional learning and development, and (e) optimizing student experience.

3.1 Understanding student learning needs

Educator interviews revealed the importance of understanding the requirements for student learning by listening to student needs, understanding student barriers, individualizing student approaches, and incorporating student feedback. Faculty recognized it was necessary to understand student learning needs to effectively support students and provide individualized support in areas where students had independently requested assistance to support their growth and development. One participant noted, "I found that it was important to understand the journey of EAL students. If I understood it, then I could enhance it." Similarly, another participant said, "I learned the importance of listening first and things will flow from the beginning."

3.2 Educator's previous knowledge and experience

Educators identified their previous experience, knowledge, and scholarly inquiry in EAL student education as essential factors in facilitating learning experiences and optimizing learning outcomes. Previous experience and knowledge in EAL student education informed individual approaches to teaching, allowing educators to identify and develop relevant teaching strategies to optimize content delivery. Research and scholarly inquiry were vital in supporting existing knowledge, developing a comprehensive understanding of existing literature on a particular topic, and providing new avenues for scholarly investigation. One participant stated, "It has taken many years of reading and research to develop my teaching philosophy." Another participant noted,

Literature identifying barriers to EAL ... student success helped [to] shape my early thinking about truly effective EAL student support. I also think that being in a "caring"



profession has helped me [to] see the whole picture along with continued reflection. ... My interaction with other academics who work in the area of diversity and equity [has] helped me as well.

One participant commented, “Faculty are the ones who know what to teach and to what depth. Faculty are the ones with the knowledge and experience to decide what sort of content needs to be taught. [Educators are] role model[s] [and] content expert[s].” One participant stated,

I [previously] taught at ... [a] multicultural [post-secondary institution]. I taught early childhood education there. ... [I]t was an introduction to walking into classrooms with sometimes 20 different countries represented in the student group. ... It was really a fantastic learning experience for me and sparked an interest in doing research in this area.

Similarly, another participant asserted, “Inquiry into this support program became the cornerstone of my own research career.” Lastly, one participant stated,

I had ... the benefit of ... [teaching] one of our courses to every single first year student, which gave me a view of the [student] landscape, ... [including] who [the students] were ... [and] what their struggles were. ... Instead of seeing one small piece of a first year cohort, I got to see all of those students which was really interesting and ... informative. ... I [now] have a ... research project that I’m the principal investigator on that’s looking at how ... the transfer of learning in the classroom transfers to the practicum or practical setting in the community for those students, ... what their needs are [and] how we might support them better.

3.3 Advocating for student learning needs

Individual interviews revealed the importance of advocating for and developing an infrastructure to support EAL student learning needs. Educators described the importance of recognizing EAL student challenges and supporting the EAL student community in their faculties or departments and within the broader higher education institution. Faculty recognized the need for a support system that best addressed EAL student learning needs, providing individualized and practical support for the EAL student population addressing academic and non-academic needs.

One participant shared, “Advocating for student needs [and] building infrastructure ... helps to support the broader EAL student community at [my post-secondary institution] ... [within my] role as a faculty mentor.”

3.4 Professional learning and development

Faculty mentorship and involvement in the EAL Student Support Program provided educators with a significant opportunity to develop their professional learning and development. Educators learned from EAL students and applied insights and learning from support program involvement back to their classrooms. Educators also learned from one another and recognized the need to share their insights



with other faculty members in their faculties or departments to improve the learning environment for EAL students and provide support to as many students as possible. One participant shared,

I've done a lot of reading this past summer on cultural diversity, anti-racism, anti-bias pedagogy, ... and I think that the EAL program, ... my recent reading, as well as my past work in this area, has brought me to a new place of understanding ... about the fact that we can no longer ... teach and practice without placing culture and diversity more widely at the center of our work. ... And with globalization, and ... people coming from all parts of the world, we have to ... be able to ensure that our curriculum, our learning environments, our programs, align and support all learners. ... I think that the EAL program, working with [faculty in the program], and my personal reading has really impacted me in a significant way. ... I've come to a very different understanding.

3.5 Optimizing student experience

Educators discussed the importance of optimizing student learning experience by creating a supportive learning environment with access to student engagement and leadership opportunities. Faculty helped students to build confidence, growth, and capacity alongside multifaceted personal, academic, and professional growth. Educators described the importance of providing “consistent support, ... guidance, and direction” while offering students “freedom and ... opportunities to take the lead.” It was important for students to feel supported, knowing that educators “were always there, working with them, ... supporting them, and working alongside them.”

Providing EAL students with a safe, non-evaluative learning environment enables them to gain confidence within the support program and springboard into their classes more confidently. Once they find a bit of academic success, EAL students literally “take off,” continuing to build on their earlier successes. As one participant noted, “Maximizing each student’s learning capacity was important”.

For further commentary on these themes, please refer to Appendix A.

4. Discussion

Hermeneutic phenomenology informed a qualitative investigation into the expansion of the MRU EAL Student Support Program to the Child Studies and Social Work departments. The investigation sought to gain insight into the lived experiences of students and faculty members involved in this support program and develop an understanding of how the program design improved and enhanced teaching and learning opportunities for students and faculty.

Interviews with participants revealed five main themes, which are (a) the importance of understanding student learning needs, (b) educators’ previous knowledge and experience in EAL student education, (c) advocating for student learning needs, (d) recognizing opportunities for professional learning and development through support program facilitation and involvement, and (e) optimizing student experience.

Educator interviews emphasized the significance of understanding student learning needs in developing support program interventions, the importance of individualized student learning objectives



guided by the EAL students. In collaboration with student leaders, educators asked EAL students to share self-identified challenges and areas for improvement to guide workshop topics and inform support program efforts. By being mindful of EAL learning needs, educators developed an intentional program design that best met EAL student needs and addressed ongoing barriers to EAL student success in the Child Studies and Social Work departments. Educators and student leaders continually reviewed and reassessed program efforts to integrate EAL student feedback and ensure that all program efforts were practical and aligned with EAL student needs.

Educators reported previous experience, knowledge, and scholarly inquiry in EAL student education as important factors in facilitating student learning and producing optimal student outcomes. Individual experience and knowledge guided by an educator's academic and professional background informed individual educator approach, whereas previous insights and learnings were applied to facilitating the EAL Student Support Program. Scholarly inquiry and knowledge of the literature on EAL student education were also identified as essential resources that informed program efforts, encouraging a reflexive lens and new interest in scholarly investigations within the context of the support program itself.

Educators advocated for EAL student needs by developing and implementing an infrastructure to support EAL students in the Child Studies and Social Work departments guided by the original EAL Nursing Student Support Program framework. Through this expansion and application to new areas of study, educators recognized the indisputable need for extracurricular EAL student support in these departments to meet the array of academic and non-academic challenges experienced by these students. Interviewees also discussed the need to support current efforts to maintain this new expansion and ensure its continued success in the Child Studies and Social Work departments. Educators recognized the benefit of further expansion to new departments and faculties within the institution to reach a larger group of EAL students and meet broader institutional goals to support equity, diversity, and inclusion on campus.

Through their involvement in the EAL Student Support Program as program facilitators, educators discussed the professional learning and development opportunities that participation in the support program provided them with. In addition to guiding and supporting student learning experience, educators also learned from students and other faculty members involved in the support program. Involvement in the support program allowed educators to enhance their knowledge of EAL student learning needs, which informed their broader teaching philosophy or approach to teaching with insights and applications for ongoing work in other courses and classes. Educators valued this experience and reported enthusiasm for continued involvement and learning.

Educators discussed the importance of facilitating EAL students' and student leaders' learning experiences by creating a supportive learning environment with student engagement and leadership opportunities within the support program. Educators were committed to guiding and supporting students, encouraging independence and capacity building through skill and knowledge development. For student leaders, educators encouraged skill development through various leadership opportunities such as offering workshops, agenda setting, and program co-facilitation. For EAL students, educators



encouraged skill development through academic and non-academic interventions requested by EAL students, such as writing workshops, oral communication support, and social networking opportunities.

5. Conclusion

This investigation details the first successful expansion of the EAL Student Support Program to a new faculty or department beyond the original Bachelor of Nursing program. With the expansion of the support program to the departments of Child Studies and Social Work, interviews with the educators reveal insights into teaching and learning opportunities for educators and students. A possible limitation of this study is the small sample size and the lack of a quantitative approach. An inherent weakness in using a Gadamerian approach is an unintentional bias despite attempts to avoid it.

6. Future Directions

Future inquiries will investigate new expansions of the support program design to faculties and departments outside of Nursing, Child Studies, and Social Work to support the learning needs of broader EAL student communities in post-secondary education.

Declarations and Acknowledgement:

The authors declare no conflict of interest.

The authors thank Emelie Kozak for her role in the literature review, data collection, and data analysis.

References

- Baik, C., & Greig, J. (2009). Improving the academic outcomes of undergraduate ESL students: The case for discipline-based academic skills programs. *Higher Education Research & Development*, 28(4), 401–416. <https://doi.org/10.1080/07294360903067005>
- Choi, L. L. S. (2016). A support program for English as an additional language nursing students. *Journal of Transcultural Nursing*, 27(1), 81–85. <https://doi.org/10.1177/1043659614554014>
- Choi, L. L. S. (2018). Perceived effectiveness of an English-as-an-additional language (EAL) nursing student support program. *Journal of Nursing Education*, 57(11), 641–647. <https://doi.org/10.3928/01484834-20181022-03>
- Choi, L. L. S. (2019). Continued influence of an English-as-an-additional-language nursing student support group. *Journal of Nursing Education*, 58(11), 647–652. <https://doi.org/10.3928/01484834-20191021-06t>
- Choi, L. L. S. (2020). Highlights from an English-as-an-additional-language nursing support program. *Nursing Education Perspectives*, 41(2), 124–125. <https://doi.org/10.1097/01.NEP.0000000000000458>
- Choi, L. L. S., & Brochu, N. (2020). English-as-an-additional-language (EAL) nursing student support group: Student leadership & engagement. *Nursing Education Perspectives*, 43(1), 41–43. <https://doi.org/10.1097/01.NEP.0000000000000746>



- Choi, L. L. S., & Brochu, N. (2021). *Post-secondary English-as-an-additional language nursing student support group framework expansion to new faculties*. [Manuscript submitted for publication].
- Choi, L. L. S. (2023). English as an additional language nursing support: A literature review [Unpublished manuscript]. Department of Education, University of Western Ontario.
- Fleming, V., & Robb, Y. (2019). A critical analysis of articles using a Gadamerian based research method. *Nursing Inquiry*, 26(2), e12283. <https://doi.org/10.1111/nin.12283>
- Fox, J., Cheng, L., & Zumbo, B. D. (2014). Do They Make a Difference? The Impact of English Language Programs on Second Language Students in Canadian Universities. *TESOL Quarterly*, 48(1), 57–85.
- Gadamer, H.-G. (1977). Theory, technology, practice: The task of the science of man. *Social Research*, 44(3), 529–561.
- Jabeen, R., Wang, P., & Cheng, L. (2019). Academic engagement, social integration, and academic socialization: English as an additional language in higher education. *BC Teal Journal*, 4(1), 95–107. <https://doi.org/10.14288/bctj.v4i1.337>
- Keefe, K., & Shi, L. (2017). An EAP Program and Students' Success at a Canadian University. *TESL Canada Journal*, 34(2), 1+. Gale OneFile: CPI.Q.
- Mao, J. (2021). Thriving through uncertainties: The agency and resourcefulness of first-year Chinese English as an additional language writers in a Canadian University. *BC Teal Journal*, 6(1), 78–93. <https://dx.doi.org/10.14288/bctj.v6i1.390>
- Mitchell, C., Del Fabbro, L., & Shaw, J. (2017). The acculturation, language and learning experiences of international nursing students: Implications for nursing education. *Nurse Education Today*, 56, 16–22. <https://doi.org/10.1016/j.nedt.2017.05.019>
- Shirley, M., & Flores, S. M. (2018). The demography of pathways to higher education for critical populations. In M. Gasman & A. Castro Samayoa (Eds.), *Contemporary issues in higher education* (pp. 3–21). Routledge.
- University of Calgary. (n.d.). *Teaching and learning*. <https://www.ucalgary.ca/eyeshigh/progress/teaching-and-learning>
- University of Calgary. (2017). *A developmental framework for teaching expertise in postsecondary education*. http://connections.ucalgaryblogs.ca/files/2017/11/CC3_Teaching-Expertise-Framework-Fall-2017.pdf
- University of Calgary. (2020). *Intercultural capacity framework: A foundation for advancing intercultural capacity*. <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/210/UCalgary%20Intercultural%20Capacity%20Framework.pdf>

About the Authors:

Liza L. S. Choi RN BN MN MBA

Associate Professor, School of Nursing and Midwifery, Faculty of Health, Community and Education
Mount Royal University, 4825 Mount Royal Gate SW, Calgary, Alberta, Canada, T3E 6K6
Email: lchoi@mtroyal.ca
ORCID: <https://orcid.org/0000-0002-9954-1362>
*-corresponding author

Nadja Brochu RN BN

School of Nursing and Midwifery, Faculty of Health, Community and Education, Mount Royal University, 4825 Mount Royal Gate SW, Calgary, Alberta, Canada, T3E 6K6



This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/)
© 2024 All Terrain Publishing

Appendix A (Further participant quotes on the following identified themes)

(a) the importance of understanding student learning needs,

Another participant stated,

Students talked about wanting to work on oral communication. They needed help with writing, organization of essays, and sentence structure. An interesting one was, how do you begin a conversation when you walk into a social gathering?... [Students] were given lots of opportunit[ies] to participate in the decision making [of EAL student workshop topics].

Yet another participant shared,

Part of my strategy with teaching is ... individualizing learning, ... knowing ... that students learn in different ways. ... I ... use a lot of pictures, ... audio, visual work, [and] try [to] engage students ... on various levels, with the intention that something will stick for each of them. ... They might ... take it up in different ways based on a variety of ... teaching tools that I use.

Finally, a participant noted, “Getting feedback could come in many formats such as online surveys, post-meeting surveys, interviews with study participants, and individual conversations with EAL students, mentors, and faculty.”

(b) previous educator knowledge and experience,

Another participant noted,

Literature identifying barriers to EAL ... student success helped [to] shape my early thinking about truly effective EAL student support. I also think that being in a “caring” profession has helped me [to] see the whole picture along with continued reflection. ... My interaction with other academics who work in the area of diversity and equity [has] helped me as well.

One participant commented, “Faculty are the ones who know what to teach and to what depth. Faculty are the ones with the knowledge and experience to decide what sort of content needs to be taught. [Educators are] role model[s] [and] content expert[s].” One participant stated,

I [previously] taught at ... [a] multicultural [post-secondary institution]. I taught early childhood education there. ... [I]t was an introduction to walking into classrooms with sometimes 20 different countries represented in the student group. ... It was really a fantastic learning experience for me and sparked an interest in doing research in this area.

Similarly, another participant asserted, “Inquiry into this support program became the cornerstone of my own research career.”

Lastly, one participant stated,



I had ... the benefit of ... [teaching] one of our courses to every single first year student, which gave me a view of the [student] landscape, ... [including] who [the students] were ... [and] what their struggles were. ... Instead of seeing one small piece of a first year cohort, I got to see all of those students which was really interesting and ... informative. ... I [now] have a ... research project that I'm the principal investigator on that's looking at how ... the transfer of learning in the classroom transfers to the practicum or practical setting in the community for those students, ... what their needs are [and] how we might support them better.

(c) advocating for student learning needs,

Another participant stated,

The experience was ... strongly positive for the EAL students and we heard that loud and clear from them. ... The numbe[r] [of students enrolled] ... grew [over time] ... The interest is there and the need is there ... [The support program] hits, it meets a need ... We need to ... continue to meet that need.

Another noted,

Being an EAL student myself, I have an immediate connection with the journey of these students. Given my own history of struggling just like other EAL students, I have a deep empathy for this group. As doing the "right thing" is quite central to my value system, this value has driven me to address this issue through the creation of an EAL Student Support Program.

One participant asserted, "[I am] doing what I can to support each EAL student in my capacity and in an innovative way." Another said, "Over the years, it has been a mix of trial and error, some luck, some opportunity and grind that has allowed the EAL student support group to survive and thrive."

(d) professional learning and development, and

Another participant commented,

For me, learning from [other faculty members in the program], ... [performing] a deep dive into the literature, [and] also ... really hearing what the EAL students had to say about what their [own] needs were ... [was] all informative. ... [I was] constantly ... applying that back to the classroom, ... [reflecting on] what have I done to facilitate [EAL student learning] or what could I do to facilitate [EAL student learning]? What do [I] need to share with the rest of the faculty in [my] department about ... what the challenges are and how we might help support learning in a different way.

(e) optimizing student experience.

One participant stated,

The [learning] environment was very vibrant, welcoming.... Right from the very first meeting, the students ... seemed to be so happy to be together. And that was the biggest surprise for me. It was beyond ... language learning and ... opportunities ... [to get]



support with their work. [The students] were really wanting relationship,... connection, ... and that really came through. There was a real environment of ... collegiality and friendship.... And some of them said at the very last meeting, “I can’t wait until we get back to campus in the fall” because they had started to build friendships, so it was ... just a really ... unique kind of learning environment.

Yet another participant noted, “For me, the EAL students themselves enriched each other. Once the group began, it morphed into something else with a life of its own. Students supporting other students was heartening to see.”

