# Curriculum and Pedagogy of Transformation: How to Improve EAL Students' Places and Roles

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## Abstract

Traditionally, university students are deemed to be the people who have to take most of the responsibilities for their academic and lived experiences. Teachers and the university set a stage for the students to perform, yet it is the performers' motivation and competency that determines the quality of their performance and experiences. Even though universities in Canada have sought to provide a variety of resources and supports, this perception is still deeply rooted in the mind of the people who are involved in the operation of higher education, especially the students themselves. This ideology is manifested to the greatest extent in the case of international students who speak English as an additional language (EAL) because not only do they experience difficulty in accessing their host community of practice, but also undergo tremendous stress and disappointment as they interpret their places and roles in EAL context to be subordinate. EAL students' low self-efficacy and the institution's denial of funds of knowledge (e.g. writing skills in L1) often cause them to reconstruct subordinate identities which require external supports and internal transformation to alter the status-quo. This paper examines ways to promote both the external supports, from the institution and its members in authority, and internal transformations that can occur within the EAL students themselves based on the supports given.

## Introduction

Traditionally, university students are deemed to be the people who have to take most of the responsibilities for their academic and lived experiences because how they perform determines the outcomes. It is thought that teachers and universities set the stage for students to perform, yet it is the performers' motivation and competency that determines the quality of their performance and experiences. Even though universities in Canada have sought to provide a variety of resources and supports, this perception of "the individual" (Norton, 1995) taking responsibility for learning is still deeply rooted in the minds of the people who are involved in the operation of higher education, especially the students themselves. This ideology is particularly manifested in the case of international students who speak English as an additional language (EAL). EAL students not only experience difficulty in accessing their host community of practice, but also undergo tremendous stress and disappointment as they interpret their places and roles in EAL context to be subordinate. EAL students' low self-efficacy and the institution's denial of funds of knowledge (e.g. writing skills in first language (L1)) often cause them to reconstruct subordinate identities which require external supports and internal transformation to alter the status-quo. However, according to Norton (1995), "the current conceptions of the individual need to be reconceptualized" and "the notion of investment [, which] conceives of the language learner, not as ahistorical or unidimensional, but as having a complex social history and multiple desires" needs to be considered. This paper goes beyond the perception of the individual taking responsibility for learning. It examines ways to promote both the external supports, from the institution and its members in authority, and the internal transformations that can occur within the EAL students themselves based on the supports given.

As a domestic EAL student, I struggled for years after my provincial exams and admission into university. I passed TOEFL and was exempted from taking LPI due to my high score in English 12 (I had a relatively easy English 12 provincial exam). However, taking my first year university writing course made me realize the difference between scoring well on one exam and having a solid English foundation. My professor used the same language, methods and learning materials for everyone in the class and there was no discussion of EAL issues throughout the semester, except for mentioning of the address of the writing centre on campus. Overlooking EAL issues led to my often blaming myself for my incompetence; even I myself was not aware that what I needed was guidance to help me lp me  to help me t as having a complex social histore comfortable accessing themng themial hiMcKiel & Hwang, 2009, p. 139) in order to achieve the success level expected of me. Severe time constraints and unfamiliarity with sources of help due to language barrier and cultural differences caused me to struggle on my own in my undergraduate years. I experienced internal oppression in addition to external oppression and pressure. Other than external pressure, not understanding the meaning of a question, or not being able to express what I think were all causes of internal oppression that affected my educational experiences and made me think that all I could do was studying harder. Beliefs like this not only keep EAL students from seeking support and resources, but also make them vulnerable to more oppression. In order to improve linguistically and adapt culturally, EAL students need further contextualized support in order to keep improving and excel academically rather than just surviving the university. These personal experiences and reasons have driven me to pursue the topic of transformation in order to improve EAL studentsAL studentsasons h in the EAL context.

Within the context of Vancouver, Canada, Simon Fraser University is renowned for its high intake of international students.  Research data show that anearly 60% of surveyed SFU students speak a non-English language at home" ("Simon Fraser University Engaging the World," n.d.).  According to English as an Additional Language Supports and Services at SFU: Review and Recommendations:

> EAL students interpret admission to SFU as a clear signal that they have already attained a high enough proficiency level to succeed in an English post-secondary milieu, particularly when they come to SFU with strong academic credentials. Students in this circumstance are shocked when subsequently they struggle academically, and feedback from staff indicates it becomes difficult to advise these students that they do not have the language skills to be successful.  Amongst instructors, there lingers the expectation or standard of the native English speaking student in teaching and assessment methods, and many instructors seem to perceive any student who struggles with academic English at SFU as "international" (therein demonstrating what we consider to be a significant misperception on the part of faculty and staff with respect to who our students are). EAL students face significant challenges; they are not a demographically homogeneous group with one set of needs, and the feedback they are given from many sources tells them they should meet our standards, while at the same time from the same sources they receive messages that they do not (2011).

The institution's denial of knowledge can easily cause EAL students to lose self-efficacy and position themselves as being subordinate in this community.  In order to increase the students' self-efficacy and change their perceptions as being subordinate on campus, the institution needs to transform from a place of selection and competition into a family that nurtures students' potential.  The vision for such transformation is the driving force behind this paper, which examines related issues in the context of SFU.  Our education system often does not lack diligent students; it is rather in need of a more comprehensive "advocacy plan that focus(es) on the following elements: raising awareness, providing immediate, long-term and contextualized supports for students, building alliances, and developing a school-wide policy to support students in terms of language and cultural issues" (El-Lahib, George, Pon & Wehbi, 2011, p. 216).  Therefore, this paper will discuss how to raise the awareness of the relevant role-players (the EAL students, TAs and instructors and policy makers) through both a *needs-based* approach and an *asset-based* approach.  A particular model of needs-based approach, the Diagnostic English Language Needs Assessment (DELNA), will be introduced and its application in the context of SFU will be discussed.  In addition, the roles of the re-evaluation of curricula and pedagogies, alliances, trusting and working relationships with the students, and emotional support, will be examined in order to identify the best supports for the EAL population at SFU. Most students in higher education who passed gate-keeping exams such as provincial exams and IELTS/TOEFL have demonstrated their determination and ability to succeed academically.  However, these immigrants and international students still experience challenges and require supports for their success at university.  According to the data provided by Simon Fraser Universityer  their success at university.

> Many SFU students speak English as an additional
> language (EAL).  In fact, nearly 60% of surveyed

SFU students speak a non-English language at home.
People often assume that EAL students are citizens of
foreign countries, but most EAL students at SFU are
Canadian citizens or permanent residents who were
raised in non-English-speaking or multilingual homes.
In fact, only 14% of undergraduates at SFU are
foreign citizens studying in Canada on a student visa.

The demographics of the EAL students at SFU indicate that those whom we need to take into serious consideration are not just a population of citizens from foreign countries, but also those who have taken provincial exams and IELTS/TOEFL, and who have passed the gate-keeping exams and been admitted into the university.  We tend to think that international students are the only people to whom we need to provide extra support.  It is easy to neglect those who have passed the gate-keeping exams because we think that passing those exams means they are linguistically proficient and academically qualified.  Contrarily, however, passing such exams does not guarantee that EAL students will face an environment free of linguistic and cultural challenges during the years they study at SFU.   The implication of the SFU demographics is that we ought to raise the awareness of the instructors, faculty members, policy makers and those who struggle with English language and English language based curricula, so that we can make helping EAL students develop resilience in the face of linguistic and cultural challenges a university-wide practice.  Many EAL students are not aware of the network of opportunities available to them and therefore only focus on personal diligence to achieve success at the university.  Factors such as language barrier and cultural differences can create difficulties for the students to access supports and resources.   Donnely, McKiel and Hwang have pointed out that [other] factors such as severe time constraints, family circumstances, jobs, and financial situations are [also] adjustment difficulties (2009).  These factors too can result in students' being reluctant to access possible resources on campus.  When I was a TA for IELTS, my students rarely asked for writing help; some of them told me that they spent their leisure time cramming for the IELTS exam on their own.  Many students did not know that SFU has Student Learning Commons, Institutional Research and Planning, and International Student Advising and Programs as resources for international students.  A school-wide plan for these students is necessary and must be widely publicized in order to make them realize that "working harder" may not be enough to make up for their lack of proficiency in English and understanding in other courses.  The awareness of the instructors and policy-makers also plays an important role in supporting this group of 'hidden' EAL students.  Not proactively seeking support from the instructor and other available resources hides the challenges and problems of these EAL students from others.  Therefore, the instructors and policy-makers need to be sensitive to the needs of their EAL students so that when these students are in an unequal power relationship and do not know how to use agency to help them get out of a difficult linguistic and academic situation, the instructors and policy-makers can provide support.

In their article, El-Lahib, George, Pon and Wehbi (2011) have reported the collective advocacy campaign they adopted to challenge the systemic barriers and language oppression faced by EAL students.  The authors have pointed out that "EAL students are oppressed as a social group on the basis of language even though they are not a homegenous group…Their social location affects their educational experiences and opportunities" (2011, p. 210-211).  The campaign they described focused on "raising awareness, providing immediate and long-term supports for students, building alliances, and developing a school-wide policy to support students in terms of language issues" (p. 216).  Support needs analysis and comparison of the tactics adopted by

other universities were also included in the campaign.  Several accomplishments became apparent to the authors, and one of them was that "a sense of community was strengthened among those who were involved in this campaign" (p. 219).  Reflecting upon the campaign described in the article, it is apparent that needs analysis is an important tactic because it reveals the needs of the EAL students and therefore makes the support contextualized.  It is good to offer note-taking, exam strategies, academic writing and referencing in workshops, yet generalizing the students' needs often leads to decontextualized supports.  Oftentimes, EAL students are so used to language oppression that they regard it as an inherent part of the learning and exam process (El-Lahib, George, Pon & Wehbi, 2011).  Consequently, they remain silent about their needs, which makes needs analysis particularly important.  Raising the awareness of instructors, faculty members, and policy-makers through the results of needs analysis will make them sensitive to what the EAL students are going through in the midst of students' transition, oppression and struggles.

Nonetheless, according to El-Lahib, George, Pon and Wehbi (2011), "We have to keep in mind the need to retain a balance between student support needs and the need to preserve the integrity and rigour of the program and to respect the academic freedom of professors to establish their own teaching and evaluation schemes" (p. 216).  While this is true, providing supports based on students' needs is not an approach to make accommodations for a small group of EAL students; it is often a must to promote equity for a hidden group of non-proactive EAL students who are oppressed and feel excluded and vulnerable among their peers.  According to Donnelly, McKiel and Hwang (2009), "instructors who acknowledge the barriers and challenges facing EAL students are a great support" (p. 139).  Instructors would benefit from EAL related training in the faculty because this will raise their awareness so that they can in turn take the initiative to incorporate acknowledgement and guidance as an integral part of their pedagogy.  The process of getting to that point at which the EAL students become knowledgeable and comfortable is long and difficult; therefore, trained instructors could shorten this process and guide their students through it by welcoming them to share weaknesses and limitations honestly and openly in order to set realistic expectations and learning goals (Donnelly, McKiel & Hwang, 2009, p. 143). Needs analysis can be used as a tool to achieve this. This would change many EAL students' views on learning and EAL experiences; they would no longer blame themselves and rely upon self-learning to achieve academic success; they would learn to negotiate a place in the classroom and school if their instructors first welcome them to share weaknesses and limitations and guide them through the difficult process of becoming knowledgeable and comfortable.

We should not overestimate the effectiveness of workshops and other similar supports.  Despite the various supports SFU is offering to the EAL students, many of the EAL students remain ignorant about these resources and are reluctant to take actions to improve their academic situations of because of many adjustment difficulties.  According to the data provided by EAL Supports and Services at SFU, "there is disconnection for EAL students between meeting minimum standards and understanding what is required for competency sufficient for academic success" ("English as an Additional Language Supports and Services at SFU: Review and Recommendations," n.d.).  Many EAL students demonstrate an attitude of defeatism and only aim for passing their courses; however, this often leads to missing out on gaining valuable educational experiences and opportunities that pave the way for further career success once they graduate from university.  According to English as an Additional Language Supports and Services at SFU: Review and Recommendation:

> From the point of view of SSP staff and the Associate Vice President, Students, SFU has seemed unprepared to deal with the magnitude of the challenges related to EAL students; no staff training or continuing resources have been allocated; no regular data is collected on the non-homogeneous EAL population; there is little understanding of the full scope of EAL issues, nor a clear idea of the specific issues faced by these students; the university provides only ad hoc efforts to intervene and provide support; and little direct information is collected from students about the challenges they face to academic success. (n.d.)

According to Read and Randow (2013), when facing incoming students who need to enhance their academic language ability, one response in Australian and New Zealand institutions has been to introduce post-entry language assessment (PELA). In their article, Read and Randow have reported and analyzed the DELNA program at the University of Auckland, which is a successful example of post-entry language assessment (PELA). DELNA was first designed for EAL students who passed gate-keeping exams, yet still had language proficiency issues in Auckland in the 1990s. Their article "focuses on the ways student and academic staff feedback has led to changes both in the composition and administration of the assessment and the delivery of effective English language programs" (p. 89). In order to resolve the concerns at SFU, PELA can be considered because it is a form of contextualized support that targets responding to the specific needs of the students. The assessment has two phases. The first phase is screening,

which takes place in computer labs on campus and comprises an academic vocabulary test and a speed reading task that serve to exempt proficient students from engaging in further assessment. The second diagnostic phase includes paper-based Listening, Reading and Writing tasks, which are similar to the tasks of English for Academic Purposes. If a student scores roughly equivalent to a band score of 6.5 or below in the International English Language Testing System (IELTS), the student will have an individual consultation with a DELNA language advisor, who reviews the assessment results and discusses with the student available options for academic language enrichment (p. 92). The strengths of the DELNA program include the following: its commitment to promoting the assessment as low-stakes for students; its inclusion of stakeholders; and its online retraining procedures for DELNA raters. However, in light of the positive, student-centred approach of the DELNA program, the test developers need to consider three areas: the grain size, the impact and use of the results, and construct under representation concerns" (Doe, 2014, p. 540). More specifically, according to Jang (as cited in Doe, 2014), "the level of detail in diagnostic feedback influences the degree that language support can be tailored towards the students' specific needs" (p. 540). Therefore, the DELNA program would benefit from more detailed feedback. Moreover, how feedback is communicated to students determines how the students interpret the feedback and then act on it. Therefore, the test developers need to examine how feedback is communicated to the students and let the students have a stronger voice in the overall process. Finally, because the two tasks in the screening process can only reflect a portion of academic literacy, including a broader range of tasks in the screening phase will reduce the likelihood of students being excluded from the diagnosis stage who may in fact need the support" (p. 541). If these limitations can be addressed, the overall quality of the DELNA program can be enhanced in order to meet the needs of the target population.

These strengths and limitations should also be considered if we are to consider the DELNA program in the SFU context. However, we must have clear ideas of the specific issues faced by the EAL students at SFU and consider which aspects of the DELNA program should be implemented, modified, enhanced or discarded. One aspect which I think needs consideration is how the university might advertise the DELNA program, such as in the promotional material for the first-year orientation, which includes rather brief introduction to EAL related supports and services. As an IELTS TA, I have had experiences with many international students who had negative mentality towards taking gate-keeping exams; they viewed these exams as burden, rather than tools to motivate their learning and ensure future academic success. Therefore, in order to avoid causing students' negative mentality towards the DELNA program, we should cast positive light on the program when advertising. The students should be fully informed of its benefits. It should be made clear that "the assessment has never been referred to by DELNA staff as a "test" or an "exam", and the focus has been on the outcome: the language assistance available for those who need it" (Read & Randow, 2013, p. 98). Another reason why advertisement needs special attention is that it affects students' sense of identity. In the IELTS classes I taught, there seemed to be enormous pressure on the EAL students not only because they had to follow different academic plans, but also because they were symbolically 'othered' in the context of the university. The adoption of DELNA program might further complicate this symbolic violence in that the EAL students will end up internalizing the belief that the fact that they are EAL and need to be assessed will cause them to have subordinate identities. The impact on the domestic EAL students may be bigger than the impact on the international EAL students since the domestic EAL students may compare themselves more with local students because of their domestic status. This may cause the domestic EAL students to feel inferior to the local students. In order to reduce the impact of symbolic violence the DELNA program has on the students involved, special attention should be paid when establishing and advertising this program and the students should be constantly asked to provide feedback (Read & Randow, 2013), so that we can further modify and improve the DELNA program. Read and Randow have suggested that "questionnaire should offer the students the chance to comment on DELNA" (p. 93). Thus, the students are given a chance to think critically in order to escape from the symbolic violence that exists within their own minds. Moreover, "respondents are also given the opportunity to provide contact details if they would like to discuss these issues in more depth and are willing to take part in a follow-up interview. A more informal source of feedback is phone calls and emails to the DELNA Office, particularly from students who are upset, angry or confused about the assessment program" (p. 94). Within the context of SFU, there are only two programs, English Language and Culture (ELC) Program and Foundations of Academic Literacy (FAL X99) offered for EAL students. Consequently, there is a relatively limited variety of tactics SFU can adopt to address issues such as those identified by DELNA. We must carefully examine these problems and the DELNA model can be a good starting point.

Apart from university-wide policies, curriculum and pedagogy are another area in which we can make adjustments in order to shed light on second language learning and development. Various efforts have been put into teaching L2 writing as academic writing, which lays the foundation for the study of all other subjects. In a 2015 article, Ruiz-Funes examines "the interplay between second/foreign language (L2/FL) writing and task-based language teaching (TBLT) through the lens of current issues in L2 writing theory and research" (p. 1). She views L2 writing as "a complex, meaning-making, cognitive phenomenon in which multiple factors are at play including the learner, the instructor, the task, and the availability of resources" (p. 2). In other words, EAL students' English proficiency levels and levels of performance are not perceived as the sole causes of differences in L2 writing outcomes. Ruiz-Funes's views align with Norton's (2015) notion of investment, which argues that "the construct of investment seeks to collapses the dichotomies associated with traditional conceptions of learner identity (good/bad,

motivated/unmotivated, anxious/confident, introvert/extrovert) and recognizes that the conditions of power in different learning contexts can position the learners in multiple and often unequal ways, leading to varying learning outcomes" (p. 37). These conditions of power and control drive the outcomes of L2 writing. The interplay between conditions of power and L2 writing outcomes is also manifested in Ruiz-Fune's investigations with two groups of learners of Spanish at the college level who were given tasks of different complexities. Her investigation findings are indicative of an interplay between task complexities and attention to linguistic forms, denying the sole influence of level of proficiency on the writing outcomes (Ruiz-Funes, 2015). This has several implications. Firstly, writing outcomes are related to the degree of cognitive complexity involved in writing tasks. Secondly, as task complexity increased, the learners focused on one aspect of language production at the expense of the others due to limited processing capacity. Thirdly, careful consideration should be taken in the design of tasks in writing in terms of degrees of cognitive and linguistic demands that may impose on learners (p. 15). From a sociocultural perspective, we can infer that it is "the interaction of individual and task" (p. 5) that influences and determines EAL students' writing outcomes and performances in courses. The interaction of individual and task involves both task factors and learner variables in relation to language proficiency level. From Ruiz-Funes's article, we can see that the notion that EAL learners' language proficiency levels alone determine L2 writing outcomes is a fallacy. This fallacy is even pervasive in our discourses and aides the construction of a deficit model of learning and teaching, which maximizes EAL students' defeatism. In order to increase the potential of L2 writing, we need to consider the tasks we choose, or even our curricula and pedagogies because this prevents students from focusing solely on their English language proficiency levels.

In addition to the efforts mentioned above, building alliances is another area that is a central aspect of EAL supports. According to Read and Randow (2013), "the language difficulties the students have identified as being most significant are reported by DELNA staff within the University through the DELNA Reference Group, through presentations at Teaching and Learning Showcases, and at faculty meetings so that staff can adapt their teaching methods accordingly" (p. 104). If SFU is to adopt similar approaches, building alliances will be an indispensable part of the entire process because without the instructors adapting their teaching methods, these approaches would be impossible. According to a recent announcement, "The SFU Faculty of Education is in the process of launching a new initiative to address the needs of EAL students, in the form of the Centre for English Language Learning, Teaching and Research (CELLTR)" ("Upcoming English Learning Centre to assist international students," n.d.). CELLTR will not only organize all the existing services for EAL students and address their needs, but also take responsibility for connecting both EAL students and faculty. In Zamel and Spack's 2004 article, the tensions between the EAL students and faculty often stems from "the faculty focusing too much on the multilingual students' linguistic errors rather than on their academic potential, conflating language use with intellectual ability" (p. 3). They give an example of a professor bringing his EAL student to the writing centre and asking the tutor there to correct her writing because he thinks his student needs serious help with her English. The student is not only nervous, but also frightened. The authors point out that the instructor's views on language, language development, and the role that he plays in his student's development, correlate directly with the student's attitude of defeatism. This story also serves as a mirror for my own and every instructor's perspectives and reactions when we interact with EAL students; not fully understanding and realizing the impact of our attitudes and reactions can damage the students emotionally and result in their inability to negotiate new places and identities in the academic community. As Zamel and Spack point out, we should "get past students' language problems when it comes to evaluating their work and instead focus on how we can contribute to what they know" in order to feel safe to teach them what they do not know

(p. 6).  In this process, the instructor can show how language and learning are promoted by not drawing conclusions about intellectual ability on the basis of surface features of language, and also build belief in the students' academic potential.  This will not only profoundly influence the EAL students' content of writing and help them to build on what they know, but also empower the instructor to "recognize that language evolves and is acquired in the context of saying something meaningful, that language and meaning are reciprocal and give rise to one another" (p. 6).  Zamel and Spack's (2004) orientation towards asset-based approach of teaching is more fully elaborated in Lubbe and Eloff's article (2004).  In their article, "assets refer on an individual level to the talents, gifts and skills that a person has to offer and on a broader level to the resources, talents and skills within a community" (p. 30).  Even though an asset-based approach is seen as "moving away from the deficit paradigm, toward a paradigm that focuses on the counter constructs, strengths, resources and capacities of people" (p. 29), Lubbe and Eloff have argued that "this approach by no means negates problems or needs, but rather strengthens the resources within a system to establish sustainable intervention" (p. 30).  I would argue that a needs-based approach and asset-based approach complement each other.  Seligman (2002) stated clearly that if we are to understand wellbeing, we also have to understand personal strengths; however, I would also argue that overlooking needs and weaknesses and overemphasizing strengths could result in EAL students' unrealistic sense of self and academic performance.  Both needs-approach and asset-approach can contribute to our investigation of the best way of teaching; an over-reliance on either approach can result in bias.  Therefore, I would argue that Read and Randow's (2013) article which promotes needs-based support does not conflict with Zamel, Spack (2004), or Lubbe and Eloff's (2004) stance.

In the case of SFU, we need to learn both the needs and weaknesses of the EAL students and their strengths in order to have a holistic understanding of their situation and use the understanding as the basis for the development of the best teaching.  As Lubbe and Eloff (2004) have pointed out, "Due to most current standardized instruments being deficit-based, a dynamic process of assessment and intervention seems most valuable. This entails identifying relevant role-players, establishing a trusting and working relationship and maintaining these relationships in the assessment process to receive ongoing input and feedback" (p. 34).  In a community as culturally diverse as SFU, it entails that we need to both meet the needs of the students and to help them develop their strengths.  Making our assessment dynamic before we initiate planning for supports and maintaining constant communication with the students for input and feedback throughout the process could also help us build a community that truly cares about and cultivates the holistic development of the students.  Furthermore, CELLTR can help connect the relevant role-players and maintain this trusting and working relationship with the students.

In addition to these approaches which target at supporting the development of the EAL students, Vygotsky's sociocultural theory application in the classroom further provides insight into our teaching practices and policies in multilingual classrooms.  He refused "the tendency to separate intellect and affect into distinct fields of study, believing that this separation had created the false illusion that thinking is somehow segregated from the fullness of life and from the needs and interests of the thinker" (DiParto & Potter, 2003, p. 318).  The role emotions play in stimulating thoughts and the influence of thoughts on affect and volition are seen by Vygotsky as being central to such functions as motivation, planning and action.  Other than Vygotsky, Zhang and Zhang (2013) have also claimed that positive emotions of both the instructor and students have positive effects on student behavioural and cognitive engagement and critical thinking.

Applying their claims to the context of SFU, I argue that the emotions of both EAL students and their instructors should be taken into consideration because the emotions of both parties matter when it comes to maintaining a trusting and working relationship.  The teaching practices of the instructors, or what Denzin would term emotional practices, determine how successful EAL students are in negotiating new places and identities in their academic community.  The students' emotions in turn influence or even shape the teaching practice of the instructor.  The emotional well-being of both parties is a premise for success in the classroom.  While creating a safe and supportive classroom for the EAL students through diverse supports, we must not forget to pay attention to the "socially constructed and political aspects of teachers' affect" (DiParto & Potter, 2003, p. 324) because emotionality in the learning-teaching process is bilateral; teachers who are emotionally exhausted or discouraged will most likely not be able to promote a meaningful classroom for their EAL students.  According to DiParto and Potter, "emotional practices are significantly shaped by the degree of emotional understanding (or misunderstanding) that teachers encounter in relations with colleagues, parents, and administrators" (p. 324).  Therefore, university-wide policy of providing services and supports must also acknowledge the instructors as the object of support in order to ensure the development of the instructors in SFU EAL context.  Their development and well-being will in turn have a positive effect on the students' learning and development.  On the one hand, learning and teaching practices are reinforced "by reciprocity and care" (p. 325).  On the other hand, they are "plagued by misunderstandings or denials, facilitating the construction of negative emotions such as shame and guilt" (p. 325).  We must realize that teaching practices and learning practices are interdependent and therefore a healthy cycle of emotional understanding that involves instructors, students, administrators, and policy makers, etc., must be maintained in order to benefit everyone.

In addition to incorporating supports for SFU instructors' development and emotional well-being, we need to face the importance of EAL TAs and instructors' working conditions because we have a significant number of them at SFU.  In DiParto and Potter's article (2003), a female teacher named Chris experiences burnout and depression as she changes from being a passionate k-12 classroom teacher who truly cares about her students to being a reluctant and exhausted teacher who constantly arranges free reading and video viewing.  Both she and her colleagues fully believed that she alone was responsible for the loss of her old intensity and commitment because she fails to manage her stress well.  She eventually quits her teaching job.  However, two years later after she enters graduate school, she comes to realize that just as her earlier professional success is not solely guided by intellect, her professional crisis cannot be dismissed as exclusively affective.  She starts to realize that the shaping power of her workplace context was informed by its norms of isolation, chronic understaffing, and teachers' prevailing feelings of disempowerment.  She also begins to appreciate teachers' need for integrated support encompassing the emotional, pedagogic, and political aspects of their work. Similarly, as more and more EAL teaching assistants enter into the field of teaching at post-secondary institutions, the need for collegial relationships increases.  At SFU, the fact that we have many EAL TAs and instructors does not allow us to underestimate "the significance of strong collegial networks and administrative support" (p. 330) because many EAL TAs themselves are going through similar situations as the EAL students, and these TAs need close collegial relationships to prepare them to cope effectively with job stress.  Sufficient supports to EAL TAs and instructors from strong collegial networks will be reflected in EAL students' learning; the more supports TAs receive, the more positive and effective their teaching will be.  Thus, we "need to move from an individual, behaviouristic view of teacher stress to a social-cultural conception that acknowledges the importance of workplace traditions, conditions and norms" (DiParto & Potter, 2003, p. 331).  As the number of EAL TAs and their stress levels increase, "research and practice might be usefully informed by a neo-Vygotskian conception of the nature and root causes of such disturbances,

encouraging integrated attention to EAL TAs' thoughts and emotions and to the relationship between teachers' well-being and their students'cherstbeing" (DiParto & Potter, 2003, p. 331).

In conclusion, it is crucial for the institution and its members in authority to transform from a place of competition and selection into a family that nurtures the potential of every EAL student. By raising awareness of the status-quo of the EAL students and the imbalance of power between these students and authorities, it is hoped that the university and its members will come to a consensus that bond them together to pursue immediate, long-term and contextualized supports for students, alliances, and a school-wide policy to support students in terms of language and cultural issues. However, we must also take into account whether or not our supports are contextualized. Since every EAL student has his or her special characteristics, funds of knowledge and potential, random workshops that do not aim to resolve specific cross-cultural issues might not be of great help to our EAL students. Adjustment difficulties could result in the EAL students being reluctant to access resources on campus. It is very likely that the EAL students will not attend these workshops because of these reasons. When considering possible transformations and the addition of supports and services, needs analysis such as the DELNA program can be a good starting point for further research on how to bring transformation to the EAL population at SFU. Asset orientation can serve as a complement, rather than a contradiction if we want to avoid bias. The more contextualized the supports are, the more we can improve EAL students' places and roles on campus. By building a bonded community of practice, we will move toward realizing the promise for our EAL students - building and developing a community that takes responsibility to nurture the potential of our multilingual students.

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