TRU Homestay Program

Host Family Guide

Thompson Rivers University

TRU World
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What is the Homestay Program?

TRU World offers the Homestay Program for international students enrolled at TRU.

- The Homestay Program is designed for students who want to experience daily interaction with a Canadian family.
- The families interviewed are carefully chosen for their interest in other cultures and for their commitment to helping international students adjust to a different cultural environment.
- TRU World staff carefully inspects and selects homestay homes.
- TRU World staff members are committed to assisting homestay students and host families.

Who are the Students?

TRU presently welcomes over 1300 students from more than 70 countries to regular academic programs. Traditionally, our international students have been predominately Asian students due to B.C.’s historically close economic and social ties to Asia. In recent years, TRU’s international student population has increasingly diversified to include students from regions such as Central and South America, the Middle East, and Europe.

Programs

The Homestay Program offers different opportunities for hosting:
- By the semester
- Short-Term Programs

Semester Program

Families hosting students for full semester (approximately 4 months) receive students enrolled in full-time programs at TRU. The fee schedule outlined in this document relates to this arrangement.

Short-Term Programs

TRU receives students for a variety of training or language immersion programs that typically last between three to eight weeks. Many of these programs run in the summer months and are preferable for families who wish to host but have busy schedules during the fall and winter months. Some short-term programs also require hosts for a few weeks during the regular academic year. The fee structure for short-term homestay is outlined in the fee schedule for short term programs.
The Pros and Cons of Hosting

Hosting international students has become popular for many Canadian families and individuals. Indeed, welcoming a foreign student into your life can be an enriching experience. There are innumerable benefits, as well as potential challenges, involved in the process of sharing one’s home with a young person from another culture.

**Benefits**

Our current host families can attest to the rewarding experience of hosting an international student. It provides both opportunities to learn more about another culture and to represent Canada and Canadians on the world stage. Having a young adult live in your home can also create a vibrancy which is gratifying for many.

**Cultural Exchange**

Often families or individuals become hosts for the exposure to other cultures and perspectives.

- Learn about another part of the world
- Understand daily life in another country
- Get to know your international student and their way of life
- Understand how others perceive Canadians, our lifestyle, and our institutions
- Teach your children to appreciate diversity

**Role of the Cultural Ambassador**

Hosting provides an opportunity to represent our country and our culture and give young people from around the world the experience of living in a Canadian family.

- Help a young person to experience our culture
- Represent Canada and Canadians on the world stage
- Showcase our region and its richness
- Explain our language and lifestyle

**Potential challenges**

Although hosting an international student is generally a most rewarding experience, there are certain ramifications that should be considered. Often families that want to host recognize that their own schedules are quite full and that incorporating another individual into their busy routine can create challenges.
**Time**
Host families are expected to welcome students into their regular family life. Busy families are fine; however, it is a good idea to remember that your student’s needs should be considered. They will have expectations to:

- Share dinner, as a family, most nights of the week
- Have casual conversations on a regular basis
- Be included in some family outings
- Spend some time with their hosts on weekends or holidays

**Schedules**
University students in general have intense schedules. Late night activity is not unusual. However, for international students the incidence of late night activity is often increased due to time differences with their home country and their need to be in communication via phone or internet during night time hours. In addition, some international cultures prefer to bathe before bed and students may think it normal to shower rather late at night.

**Culture**
Many hosts initially envision a cultural exchange that is exciting and informative. Although this is usually the case, hosts and students can also experience clashes in culture or lifestyle. These may be due to large or small differences, or merely different styles of communication. Please consult the section *A Crash Course in Culture* later in this document for important information regarding cultural differentiation and some practical strategies to deal with potential conflicts.

**Considerations**
The following provides a check list for families or individuals that want to host an international student.

1. We enjoy meeting and helping people.
2. We are representative of a Canadian family.
3. We speak English in our home at all times.
4. We are interested in other cultures.
5. We could easily welcome a student as a family member into our home and life.
6. We would treat the student the way we would like to have our own children or family members treated if in another country.
7. All members of our home think this is a good idea.
8. We have a guest room that is private, clean and comfortable and meets TRU World’s standards.
9. We are able to provide healthy, varied meals and are willing to accommodate preferences to some degree.
10. Our motivation to host a student is not purely monetary.
Criminal Record Check
All TRU host families are required to complete a criminal record check prior to the placement of a student in their home. Each individual over the age of 19 years that resides in the home must complete a criminal record check. The cost is $35 per person payable to the RCMP. Forms and additional information can be obtained by contacting TRU World or emailing sbedford@tru.ca

Finances and Obligations
A chart of Host Family and Student Expectations can be found in Appendix 1 at the end of this document.

Tip:
Look at the Expectations chart with your student and talk about which expectations are most important or which may be slightly modified.

Rent / Fees
The fee for homestay is $720.00 per month. This money should be paid directly to the host family by the student on a monthly basis. The monthly fee is in order for host families to recover the costs of housing and feeding an additional individual. Many potential hosts assume that hosting a student can be financially profitable. In reality, a host family that adequately provides for their student will profit only modestly.

Tip:
Fees should be paid on the date of the student’s arrival and every month on that date. For example if the student arrives on the 11th, their rent is due every 11th. Be sure to clarify this with the student to avoid an uncomfortable situation.

Fees recognize the cost of:
- Meals and snacks (50% of fees [or $360] toward food expenses)
- Additional hydro / utility payments
- Preparing a comfortable bedroom that meets requirements
- Occasional activities

Family Vacations
Host families are asked not to be absent at the beginning of their student’s stay. Should you decide to go on a short holiday later on, there are a couple of possibilities: invite the student to join the vacation or provision the household for the student to remain home alone.
Vacations with the Student (Voluntary)

If a host family wants to invite a student to join a vacation, it is a good idea to consider and discuss the financial arrangements prior to the final decision. Hosts are responsible to cover the cost of meals; however, if the vacation entails only restaurant meals, they will need to consider the additional costs and discuss with the student these financial implications, perhaps suggesting the possibility of the student contributing to the additional costs. The same principle could be applied to accommodation; students could be asked to contribute to costs over and above the normal expenses at home.

Vacations without the Student

If the host and student agree that it is preferable for the student to remain in the family home and not join the vacation, hosts are responsible to provision the household with food and sundries necessary for the duration the student will be on their own. Again, communication with the student is necessary. For example, ask the student what they are comfortable with or capable of cooking, or provide some previously made meals for them to reheat.

Tip:
Some cultures do not regard frozen meals as adequate. Discuss meals prepared in advance with the student and explain that keeping the food frozen may be necessary to keep food fresh until they are ready to heat it.

Arrangements should also be made for unforeseen expenses. Hosts could leave emergency money, or a contact to obtain funds from, or ask the student to retain receipts for any incidental expenses to be reimbursed. Depending on the maturity or comfort level of the individual student, it may also be a good idea to consider having a friend or neighbour drop by to check on them or visit with them on a regular basis.

If you plan to be away for more than a long weekend, contact an ISA at TRU World to outline the arrangements made for your student.

Student Vacations

Fee Payment

1. If the student is away on vacation for 7 consecutive nights or less, they should pay the normal homestay fee.

2. If the student is away for 8 consecutive nights, or up to 30 nights, they should be refunded 50% of the prorated daily rate per night away.

   For example:
   Monthly payment is $720
   Prorated daily rate is $720 /30 = $24
   Refund is 50% of $24 = $12 per night away.

   If the student is away for 9 nights the refund would be $108
3. If the student is away for more than a month, they may have the option to pack their belongings and move out of the room. TRU suggests a storage fee for luggage of $30 per month.

4. If the student is away for more than a month and wishes to keep his/her room, he/she should pay the 50% prorated daily rate ($12 per day).

**Restaurants**

Host families may enjoy dining out from time to time. If this replaces the normal evening meal, hosts should include the student and assume the cost of their meal. In a special circumstance where a host family may be unable to pay or to invite the student to join a restaurant meal, it is critical to clearly communicate with the student the reason. If, at any time, the student will be expected to pay, there must be an option for the student to remain at home and have a prepared meal provided.

**Transportation**

Hosts should be available to assist students with understanding public transportation options. It is recommended that hosts accompany students on their first bus rides.

- Familiarize them with transit schedules
- Identify bus stops and routes
- Accompany on complicated routes a few times
- Explain how to pay, how to disembark, how to line up etc.

**Automobiles**

Hosts are not responsible to drive students around or to pick them up; however, understanding that the Kamloops transit system may not be as efficient as what some students will be accustomed to, and offering a ride when it is convenient, will be much appreciated.

**Tip:**

Hosts should NEVER lend their car. In the case of an accident, insurance can be extremely complicated.

**Chores**

Students should be treated like a member of the family and it is reasonable to ask them to assist with small daily chores. However, students are adults and have other priorities, such as a rigorous study program and social responsibilities. Students are responsible to clean and maintain their own bedrooms.
Students may be asked to:
- Set or clear the table
- Wash dishes or tidy the kitchen
- Take out the garbage or recycling
- Tidy the bathroom after each use
- Pick up your personal items and keep them in your bedroom

Students should **not** be expected to:
- Baby-sit
- Do heavy cleaning or garden work
- Cook meals unless they offer to do so

Never make arrangements for students to do extra work in exchange for accommodation fees. This could be considered illegal work.

**Religion**

Discussion or sharing of religious practices should be handled with respect for differences. Many host families may regularly attend a worship service and like to invite the student to join them. International students often appreciate this experience from a cultural perspective since the form of worship is often quite different from what they are accustomed to. Host families should bear in mind that if a student accepts an initial invitation to visit their place of worship, this may only be out of curiosity and they should in no way be expected to continue attendance or made to feel as though they should attend.

- If you invite students to attend your worship service, be clear that they may choose to accept or decline without causing offence.
- Be aware that students may choose to attend a religious service as part of their cultural education and should not feel pressured into continued attendance.
- Students should never be asked to participate in any religious worship that makes them uncomfortable.
- Try to ensure that the student is not attending just to be polite as this can lead to stress and an inability to then decline.
- If your religious practice occurs in the home, you may need to explain the practice.

In the same way, students who wish to attend places of worship or follow spiritual practices different from the religious affiliation of their hosts should always be made to feel comfortable with that choice.
Celebrations
Many students choose to live in a homestay for the opportunity to experience and participate in Canadian lifestyle. This includes gaining an understanding of Canadian celebrations and traditions. In cases where the host family does not celebrate a certain occasion, they might make an effort to allow the student to experience it in some way with friends, neighbours, or the larger community. Students will also appreciate hosts’ interest in their cultural celebrations. Encourage them to share these events and traditions with your family.

Preparing for Arrival
Before your student arrives, you will likely want to discuss your upcoming new arrangement amongst family and friends. For families with children it is a good idea to talk to them about cultural differences in a general way or maybe get some books or movies about the student’s country from the library. Older children and other family members might want to spend some time reading or searching on the internet for information about where the student comes from or intercultural interactions in general.

Appendix 4 at the end of this document provides suggestions for reading or websites that may be helpful. TRU’s Host Family Website also provides a link to extensive country profiles http://www.truhost.ca

Household
Members of your household should anticipate and discuss what having an additional person in the household could mean. For example,
  - Will accessibility to the washroom be limited?
  - Will there need to be a revised showering schedule?
  - Will children need to be reminded to clean up after themselves in common areas?
  - Are there areas or items of the home which you will identify as off-limits to the student?
  - What kind of house rules will everyone follow?

Kitchen
Host families usually spend some time organizing prior to a student’s arrival. If the student will be preparing their own breakfast and lunch, some simplification of necessary cooking equipment may be warranted. Providing a small cupboard space for students to store favourite spices, teas, or foods from home may be appropriate.

Bathroom
If the student will be sharing a bathroom with family members, it may be necessary to rearrange bathroom drawers or cupboards to allow them space for personal toiletries. Additional towels may need to be purchased.
**Bedroom**
The student’s bedroom will need to be made ready. They will require:
- A bed with sheets, pillow, and blankets
- A desk and chair (a bookshelf is also nice)
- Closet area and drawers or shelves for clothes
- Adequate lighting to study (a lamp may be needed)

**Tip:**
You may wish to spruce up the room a bit and make it more welcoming. Remember, this is the student’s first impression of hospitality and small personal touches such as flowers or a picture are usually appreciated. Many students bring items from home to personalize their room, but for the first nights some atmosphere is nice.

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**Meeting the First Time**
When your student arrives, he/she will likely be excited, nervous, and tired. It is probably not a good idea to plan any events in the first days. Let the student rest and get used to being in Canada. Try to be at home the first few evenings and make time to get to know your student and to make them feel comfortable in your home. Tell the student about yourself, your interests, and your family and ask them questions about the same. However, if there is a special event you would like to share with the student, give them the option. They may be delighted to join you despite the jet lag.

**Introductions**
- The first few days will be a time of adjustment for your student and your family.
- Spend some time showing the student around and answering questions.
- Ask some questions about their interests and lifestyle.
- Share some information about your family, interests, and lifestyle.

**Gifts**
International students often bring small gifts for their hosts. It is important to show appreciation for any gifts you receive. The gift may be small, or you may already have received such a gift from previous students; however, it is crucial to remember that for each student this journey, and their stay with you, is likely a once in a lifetime experience.

- Students may bring gifts to give to hosts upon arrival or later on.
- Usually gifts are small traditional items from their home country.
- It is important to remember that for students the gift is a sincere gesture of gratitude and respect.
- Be sensitive when referencing gifts given by other students. This could make the student feel they are being compared to others.
**House Rules**

It is critical to establish and clarify any important house rules from the very beginning. Remembering that students may come from very different environments and not assuming what they know or how they usually behave in their own homes is important.

- Discuss house rules within the first couple of days.
- English language students may require additional explanation.
- Consider using demonstrations, simple vocabulary, or even translation for specific or important rules.
- Consider putting a few key rules in simple, written English.
- If possible, explain to students why the rules are important for your family.
- If you need assistance explaining the rules to students, please contact an ISA.

**Practical Considerations**

The following sections provide some ideas about what may be rules or information your student will require to understand their new environment.

**Kitchen**

What time are meals?
Can the student help his/herself to food or drink?
Will they need to prepare their own breakfast or lunch?
Where are glasses / dishes / utensils kept?
How does the stove / microwave work?
What is the dish washing procedure?

**Bathroom**

Does the student prefer to shower or bathe?
When is a good time to shower/bathe?
What is your family routine – when is the bathroom usually busy?
What is a reasonable time to stay in the shower?
Tucking the shower curtain into the bathtub
Cleaning or wiping after each use
Where are cleaning supplies kept?
Where can a mop or rags be found?
Where are dirty towels kept?
Are any soaps, or lotions considered communal?

**Bedroom**

Should the bed be made everyday?
Who will launder the sheets? How often?
Should the room always be kept tidy?
Will anyone else in the family enter the student’s room?
What if the student is too cold or too hot?
Laundry
Will the student do their own laundry?
When is a good time/day to do laundry?
Where should dirty clothes be kept prior to laundry day?
Do they know how to operate the machines?

Getting Around
What is the bus route to TRU?
Where is the bus stop?
How long is the bus ride?
What is the bus schedule?
Where is the nearest store to purchase toiletries or personal items?
Where is the nearest park or place to walk?
Where is the nearest post office?

Communications / Electronics
Can the student use the telephone?
How can they dial their country?
How should they pay for long distance calls?
Should they answer the phone?
How should they answer or take messages?
Can they listen to messages on the answering machine?
Can they use the computer?
Is there internet access?
When is a good time to use the computer?
Is there a time limit to computer use?
Can they watch the T.V.?
Do they need special instructions?
Can they use the DVD?
Are there times when they should not use the TV or DVD?
Is there a stereo or radio to listen to music or practice listening skills?

General
Where can they store their suitcase?
Should they always remove their shoes?
Are there any areas of the house that are private?
Are there any items in the house that are off limits?
Are there any rules about pets? (In or out, feeding times etc)
Can their friends visit them at home?
Can friends stay overnight?
Can friends visit in their room?
What time is quiet time?
What time do you wake up? On weekends?
Is there a curfew?
When should they call if they will be late?
How much notice do you require for absences from meals?
Household provisions

It is a good idea to explain to students what is provided and what they will need to provide for themselves. For example:

<table>
<thead>
<tr>
<th>Provided</th>
<th>Not provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilet paper</td>
<td>Shampoo and conditioner</td>
</tr>
<tr>
<td>Laundry detergent</td>
<td>Body wash</td>
</tr>
<tr>
<td>Dish washing detergent</td>
<td>Cosmetic /hygienic items</td>
</tr>
</tbody>
</table>

Cigarettes and Alcohol

- If the student smokes, they may need instruction to smoke outside.
- Students under 19 should not be permitted to consume alcohol.
- If the student is over 19 years old and would like to drink alcohol, they should seek permission from hosts prior to bringing alcohol into the home.

Illegal drugs will not be tolerated in the host family’s home.

International Student Challenges

International students will inevitably face a variety of social and personal challenges living far from home. For some, economic challenges are also a factor. Often families sacrifice greatly to provide their children with a North American education. Other students will not face financial stress, but parental expectations may still be high. These factors can put tremendous pressure on students to succeed.

In addition, similar to their Canadian counterparts, many younger international students find themselves at university, far from parental intervention, and experience independence and freedom for the first time. For these students this is both a liberating and frightening experience. Some will have difficulty balancing their newfound freedom with their academic responsibilities. Often students who experience such difficulties far from home suffer guilt around mistakes they have made, or decisions they made independently without family consensus.

The potential challenges facing international students are a priority and TRU World has organized special supports and services to help students make their time in Kamloops as successful as possible. If you believe your student requires special support please contact their ISA.

A list of ISAs’ language and country specializations, as well as contact numbers can be located in Appendix 3 of this document.
**Culture Shock**

Culture shock is common for anyone who has just left his/her home country and entered an unfamiliar cultural environment. Symptoms include:

- Disorientation and anxiety
- Homesickness
- Depression and withdrawal
- Weight gain or loss
- Difficulty sleeping
- Lack of energy
- Confusion and anger
- Difficulty focusing on studies
- Stress from the unfamiliar freedom from parental supervision
- Guilt from choices made due to this unfamiliar freedom

**Stages of Culture Shock**

- **Honeymoon Phase**: Characterized by a fascination and excitement with the new environment. Differences arouse curiosity.
- **Hostility/Depression Phase**: Marked by dissatisfaction, frustration; a sense of “I hate this place. I want to go home.” Differences begin to intrude, and are rejected. A loss of self-esteem and status may occur and may lead to a need to self-assert in an aggressive way. Confusion and anger can present as a result of misreading cultural cues.
- **Recovery/Humour Phase**: Distinguished by a regaining of balance and humour (e.g., “I did the silliest thing yesterday”). Differences are legitimized and negotiated more successfully. Individuals in this stage might now be discovering favourite places, and setting up routines.
- **Second Crash:** A secondary “down” cycle is common. The individual might have been feeling confident with the new culture but suddenly discovers that he/she is still misreading cultural cues and norms.
- **Comfort Phase:** The individual feels comfortable and normal; socially and linguistically capable; and confident due to having survived the new experiences and environment. “This place feels like home” is a representative encapsulation of this phase.
- **Excitement and Anxiety:** There may be a build-up to returning home, writing exams, and saying goodbye.
- **Re-Entry Shock:** Returning back home can feel like entering a strange environment. “Nobody understands” is a common feeling. The individual has changed, but these changes may not be recognized or accepted. New expectations may not be met.
- **Readjustment Phase:** The individual is getting back to normal in his/her own culture, and becoming more successful at integrating the “new self/culture” as well as appreciating the existing culture.

Almost everyone adjusting to a new cultural milieu will progress through the various stages of culture shock. For some, the periods are more prolonged or challenging than for others. Moreover, students experiencing culture shock are often not aware of the situation.

**Culture Shock and Host Family Relationships**
- The student’s experience of culture shock may affect the way they perceive their host family or new home.
- Because culture shock can affect mood or behaviour, misunderstandings often occur during this time of adjustment.
- Because the experience of culture shock can be emotional, often words or actions can be taken out of context or over reactions can occur.
- It is important to talk to the student and try to understand how they are feeling.
- Remember, all new relationships take time and patience.
- Adjusting to life with a new family member, in addition to the experience of culture shock can be difficult, but it will pass.

**What Can Host Families Do to Help?**
Hosts who believe a student is struggling with cultural adjustment can assist by:
- Understanding the stages of culture shock as normal.
- Asking students how things are going.
- Using the Culture Shock chart to remind students it is normal and will pass.
- Trying to acknowledge students’ experience in a new environment.
- Encouraging students to talk about home, share photos, play music, or prepare familiar foods.
- Referring them to their ISA (International Student Advisor).
- Suggesting that they consult *The International Student Life Guide* for other avenues of support.
**Language Issues**

Many international students that choose homestay are English language students. Their level of comprehension and fluency can vary widely. However, even students who may seem to have fair English skills can have difficulty with colloquial language. In particular, second-language students will have difficulty with:

- **Idiomatic language:** Common expressions like “as a last resort” or “out of the blue” can cause confusion.

- **Phrasal verbs:** “Take off,” “take in,” “take out,” “take over,” and “take on” are also difficult for second-language learners to master because they hear the first part of the verb and don’t always catch the change in meaning due to the added preposition.

- **Reduced or quick pronunciation** can be challenging to comprehend especially when students have learned “What are you going to do?” and they hear “Whatchagonnado?” or “Did you eat?” becomes “Didjeet?”

**Second-Language Confidence**

Regardless of language levels, many international students lack the confidence to express themselves in English. This may be due to feeling inadequate in regard to pronunciation, accurate vocabulary or grammar. As students become more comfortable, their shyness tends to dissipate to some degree. Encouraging an atmosphere in which students feel comfortable and confident can assist their progress.

- Build confidence by talking about familiar topics the student is interested in.
- Show photos or images to ease the communication gap.
- Show patience and allow students time to formulate their speech.
- Remind them that learning a language can be difficult and that mistakes will be made.
A Crash Course in Culture

The Cultural Iceberg

The metaphor of culture as an iceberg is common to intercultural training and education. The visible part of the iceberg represents all those aspects of culture that can be easily identified such as music, food, clothing, language, and customs—the kinds of things encountered at festivals or by travelling to another country for a vacation. This part of culture might be regarded as surface culture; it appears above the water (see following diagram).

However, what falls below the watermark is often more significant to intercultural interactions. This submerged part of the iceberg can fall under our radar and be inadvertently bumped into, sometimes causing shipwreck.

The iceberg section below the water represents values or deep culture. It is this deep culture that influences the perspectives and behaviours that are visible in surface culture.

The Sea of Culture

Some Perceptions and Values that Differentiate Cultures

When discussing cultural differences, it is often necessary to generalize about the identifiable traits of an entire culture. When using generalizations to discuss culture, it is important to remember that identified traits do not necessarily apply to individuals within a culture, but rather to the cultural codes that surround them. Generalizations regarding culture should be understood as a tool for categorizing and not as a vehicle aimed at
stereotyping. Generalizations can easily become stereotypical when applied to individuals or select groups instead of referring to cultural traits common to a wide percentage of that culture’s members.

Furthermore, all categories used to identify cultural traits exist on a continuum. Very rarely does one culture conform to either extreme of the continuum; rather, it has characteristics within the continuum and simply exhibits stronger tendencies to one attribute or another. In addition, these general cultural traits are often influenced by cultures within cultures. For example, clans or families can have a culture within the larger culture; similarly, work or personal cultures can also create variance for individuals.

**Universalism/Particularism**

Cultures have different values regarding the balance of rules and relationships. In many cultures, the formation and retention of relationships outweigh rules and regulations. This difference in orientation may influence how students perceive collaboration, loyalty, or authority. It may also influence how they prioritize responsibilities. For example, a student from a particularist orientation may repeatedly try to find an exception to a rule. Students from a particularist orientation may also have difficulty adjusting to what they perceive as the “strictness” of universalist orientations to deadlines, requirements, or expectations. For particularists, a particular situation or relationship often takes priority over established standards.

<table>
<thead>
<tr>
<th>Universalism</th>
<th>Particularism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on rules</td>
<td>Focus on relationships</td>
</tr>
<tr>
<td>Consistency of rules</td>
<td>Flexibility of rules</td>
</tr>
<tr>
<td>One truth or reality</td>
<td>Multiple perspectives of reality</td>
</tr>
<tr>
<td>“Get down to business”</td>
<td>“Get to know you”</td>
</tr>
</tbody>
</table>

The following chart adapted from Fons Trompenaars and Charles Hamden-Turner’s research indicates the degree to which universalism is valued in different cultures.

**Canada rating: 93**

<table>
<thead>
<tr>
<th>Country</th>
<th>Rating</th>
<th>Country</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>97</td>
<td>Japan</td>
<td>68</td>
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<td>U.S.A</td>
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<td>Mexico</td>
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<td>Australia</td>
<td>91</td>
<td>India</td>
<td>54</td>
</tr>
<tr>
<td>Netherlands</td>
<td>90</td>
<td>China</td>
<td>47</td>
</tr>
<tr>
<td>Germany</td>
<td>87</td>
<td>Russia</td>
<td>44</td>
</tr>
<tr>
<td>Poland</td>
<td>74</td>
<td>Korea</td>
<td>37</td>
</tr>
<tr>
<td>France</td>
<td>73</td>
<td>Nepal</td>
<td>36</td>
</tr>
</tbody>
</table>
**Individualism/Collectivism**

Some cultures value individualism and independence. In such cultures, individuals are encouraged to seek out their own identity, make their own decisions based on their own values, and be ultimately responsible for themselves. In other cultures, identity is conferred by one’s membership in a group, extended family, clan, or other social organization. In this context, an individual’s contribution to the whole is perceived as more valuable than his or her own desires.

Individualism focuses on independence and freedom; collectivism focuses on group stability and consensus. This orientation may influence a student’s comfort level with independence, speaking up or standing out. Students from a collectivist orientation tend to be less comfortable with asserting themselves and will often opt for the status quo to avoid rocking the boat.

<table>
<thead>
<tr>
<th>Individualism</th>
<th>Collectivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity as individual—“I”</td>
<td>Identity in membership—“We”</td>
</tr>
<tr>
<td>Value independence</td>
<td>Value interdependence</td>
</tr>
<tr>
<td>Freedom</td>
<td>Stability</td>
</tr>
<tr>
<td>Individual initiatives</td>
<td>Consultation and consensus</td>
</tr>
<tr>
<td>Heroes or champions</td>
<td>The whole is credited, no favourites</td>
</tr>
</tbody>
</table>

The following chart is adapted from Geert Hofstede’s website at www.geert-hofstede.com/ It illustrates the degree to which individualism is valued in different cultures.

**Canada Rating: 80**

| United States | 91 | Brazil | 38 |
| Australia | 90 | Mexico | 30 |
| United Kingdom | 89 | Chile | 23 |
| Sweden | 71 | China | 20 |
| Germany | 67 | West Africa | 20 |
| Austria | 55 | Bangladesh | 20 |
| India | 48 | South Korea | 18 |
| Japan | 46 | Pakistan | 14 |
| Russia | 39 | Colombia | 13 |
| Arab World | 38 | Ecuador | 8 |

**Achievement/Ascription**

In some cultures, status is accorded depending on achievement and a person is valued on their own merit. In other cultures, personal achievement may be overridden by ascribed status conferred by age, family, or professional affiliation. This orientation can affect the way students deal with superiors or elders. For many international students respect is
accorded by means other than personal achievement; this can be especially difficult for students whose status has been displaced in Canada. This orientation can also affect a student’s comfort level with the Canadian tendency to use first names. In many cultures, titles confer ascribed status and respect and students may find the lack of these confusing.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Ascription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing</td>
<td>Being</td>
</tr>
<tr>
<td>Respect based on performance and knowledge</td>
<td>Respect based on hierarchy</td>
</tr>
<tr>
<td>Challenges based on technical or functional grounds</td>
<td>Challenges not made by subordinates</td>
</tr>
<tr>
<td>Titles used only when relevant</td>
<td>Extensive use of titles</td>
</tr>
</tbody>
</table>

Examples of cultures which are typically ascription oriented:
China, Japan, Russia, and Spain.

Examples of cultures which are typically achievement oriented:
The United States, Britain, Mexico, Germany.

**Neutral/Affective**
The ways in which individuals express their emotions vary widely between cultures. In some cultures openly expressing emotion is seen as disrespectful or arrogant. Students from cultures that openly emote may be judged as excitable; whereas those from neutral orientations can be mistaken as cold or reserved. Care should be taken not to stereotype students based on their range of expression.

<table>
<thead>
<tr>
<th>Neutral</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cool, self-possessed conduct</td>
<td>Animated, emotional conduct</td>
</tr>
<tr>
<td>signals respect</td>
<td>signals interest</td>
</tr>
<tr>
<td>Don’t reveal thoughts or feelings</td>
<td>Emotions easily revealed</td>
</tr>
<tr>
<td>Physical expressions are often taboo</td>
<td>Physical expressions are common</td>
</tr>
<tr>
<td>Humour relates to understatement</td>
<td>Humour relates to overstatement</td>
</tr>
</tbody>
</table>

Examples of highly neutral cultures: Japan, Britain
Examples of highly affective cultures: China, Mexico, Italy

The neutral/affective differentiation can easily cause intercultural misunderstandings as it is often observable behaviour. Interpreting behaviour involves assigning meaning, usually based on our own cultural background. In cross-cultural situations, it is safer to describe the behaviour rather than interpret it, at least initially. Eventually meaning must be assigned, but taking a moment to describe the behaviour prior to interpreting it can help in avoiding misinterpretations. For example, we see two men yelling on the street and we think “those men are angry” and assign our own interpretation, when in fact, the men are merely excited about a soccer score.
Monochronic / Polychronic

Monochronic and polychromic are terms used to discuss cultural perceptions of time. Canadians tend to be extremely monochronic and are often frustrated by what they perceive as others’ lack of respect and punctuality. In other cultures time is viewed with more flexibility.

<table>
<thead>
<tr>
<th>Monochronic</th>
<th>Polychronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time is measurable</td>
<td>Time is ambiguous</td>
</tr>
<tr>
<td>Schedules are sacred</td>
<td>Schedules are subordinate to relationships</td>
</tr>
<tr>
<td>Appointments are strict</td>
<td>Appointments are approximate</td>
</tr>
<tr>
<td>Preference for making and following plans</td>
<td>Preference for following where relationships lead</td>
</tr>
</tbody>
</table>

Intercultural Communication

Communicating across cultures can be a tricky task. Adopting a communication style that can bridge cultural differences can help to avoid misunderstandings. The use of effective questioning and verification techniques can also be helpful when trying to clarify meaning across cultural divides.

Communication Styles

Many misunderstandings in intercultural interactions are the result of different styles of communicating. Higher context cultures tend to be more indirect in their communicative style. A culture is referred to as high context when all members share a common context. Because context is shared, it is not always necessary for them to be explicit; much communication among members is not stated directly or even verbally. Furthermore, the importance of saving face can influence not only what is said, but how it is said. Direct communicators involved with indirect communicators often misunderstand cues or interpret them from their own orientation.

<table>
<thead>
<tr>
<th>Indirect Communication</th>
<th>Direct Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer</td>
<td>Explicit</td>
</tr>
<tr>
<td>Suggest/Imply</td>
<td>Say what is meant</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>Spoken word is meaning</td>
</tr>
<tr>
<td>Tendency to avoid confrontation</td>
<td>Tell it like it is</td>
</tr>
<tr>
<td>Goal is preserving relationship</td>
<td>Goal is exchange of info</td>
</tr>
<tr>
<td>Saving face is important</td>
<td>Honesty is the best policy</td>
</tr>
</tbody>
</table>
Cultivating the following qualities can assist with successful cross-cultural communication:

- **Patience:** Being willing to accept confusion, frustration, or ambiguity and to try again.
- **Tolerance and Respect:** Being fair and impartial toward differing values.
- **Objectivity:** Trying to weigh perspectives from both sides prior to judgment.
- **Empathy:** Trying to imagine the other’s perspective and anticipate their reaction.

**Questions**

Generally we use two kinds of questions: open and closed. Open questions (also called WH questions) are used to gain more information. Closed questions (also called Yes/No questions) can be used to get affirmation or negation.

For example: Did you eat breakfast? Yes.
- What did you eat? I ate toast and fruit.
- When did you eat? I ate at 7:30.

**Verification Techniques**

In cross cultural communication it can also be useful to develop the habit of verifying and clarifying what others have said. Verifying information can both allow the listener to be certain they have understood a statement correctly and provide the speaker with an additional opportunity to clarify their intended meaning. This can be easily accomplished through rephrasing a comment or asking for additional information. Some examples are:

- **Rephrasing:** “So, what you are saying is…”
  “I see, what you believe is…”
- **Questioning:** “Could you explain what you mean by…”
  “Would you give me an example…”

**Tip:**

International students may inadvertently use the incorrect word or phrase when speaking. It may be the case that they unintentionally say something that seems offensive. It is recommended that you use questioning and verification strategies to clarify the intended meaning before becoming upset.
**Non-Verbal Communication**

Communication styles are complex and involve both verbal and non-verbal cues. Non-verbal communication can involve gestures, expressions, posture, and pauses (or the lack thereof). Research suggests that as much as 80% of communication is non-verbal.

Non-verbal cues vary from culture to culture. For example, some common North American gestures are considered extremely rude in other cultures: pointing with one finger, giving a “V” victory sign, giving a “thumbs up” sign, or giving an “OK” sign.

It is important when dealing with individuals from another culture to remember that the gesture may not have the same meaning in another culture and to try and avoid interpreting gestures from our own cultural orientation.

**Some Common Gestures with a Variety of Cultural Connotations**

<table>
<thead>
<tr>
<th>Gesture</th>
<th>Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising the eyebrows</td>
<td>Smiling</td>
</tr>
<tr>
<td>Surprise</td>
<td>Happiness</td>
</tr>
<tr>
<td>Doubt</td>
<td>Agreement</td>
</tr>
<tr>
<td>Greeting</td>
<td>Uncertainty</td>
</tr>
<tr>
<td>Negation</td>
<td>Embarrassment</td>
</tr>
<tr>
<td>Eye contact</td>
<td>Averting the eyes</td>
</tr>
<tr>
<td>Interest</td>
<td>Respect</td>
</tr>
<tr>
<td>Challenge</td>
<td>Deference</td>
</tr>
<tr>
<td>Aggression</td>
<td>Disinterest</td>
</tr>
<tr>
<td>Impertinence</td>
<td>Dishonesty</td>
</tr>
<tr>
<td>Rudeness</td>
<td>Shyness</td>
</tr>
</tbody>
</table>

**The Pause**

Pauses in conversation, or “silent conversation,” are often misunderstood by low context cultures communicating with high context cultures. In some cultures, silences during conversation are considered valuable for one to consider information prior to formulating a statement or question. Canadians tend to become uncomfortable when there is a pause in the conversation, often assuming the other party has nothing to say or does not understand. Worse, we often rush in and say something to keep the conversation going, not allowing the other party a chance to contribute.

**Tip:**
Tell students it is ok to say “I’m thinking” or “one moment please” to indicate that they are preparing a response. Equally, you can invite them to ask for help if they need it by saying “I don’t know the word…” or “Can you say that in a different way?”
Other Culturally Influenced Concepts

Some other issues that are useful to consider regarding intercultural interactions are:

- **Concepts of personal space:** What proximity creates discomfort, or distrust?
- **Concepts of time:** Is time viewed as linear or cyclical? Is punctuality valued?
- **The nature of change:** Is it viewed positively or negatively? How difficult is individual adaptation?
- **Gender roles:** What is considered appropriate? What values are related to men or women?
- **Views of authority / hierarchy:** How important is deference and respect?
- **Styles of humour:** What is funny, or distasteful?
- **Definitions of success:** When, or how, are people considered successful?

Misunderstandings and Problems

Living with other individuals often presents problems. International students will probably have different perceptions than their hosts due to factors of age and culture. It is important to behave as a family when problems arise. Communication is key to sorting out misunderstandings whether caused by cultural differences, communication difficulties, or other conflicting personal traits. It is important to remember that:

- Problems and conflicts happen in all families.
- Most problems can be solved by talking and understanding what the other person expects or needs.

Communication

If you have a problem or a misunderstanding with your student:

- Talk to them about how you feel.
- Tell them what you need.
- Encourage the student to express their feelings and needs.
- Use questions and verification techniques to facilitate communication.

**Tip:**

Establish good and open communication with the student early on. Ensure them that you expect them to talk to you whenever they feel awkward or upset about a family situation. Leaving things unsaid may lead to a magnification of the issue.

**ISA Support**

ISAs can help if:

- Your efforts to communicate with the student have broken down.
- You need help with translating.
- The problem is cultural.

ISA language capacity, country specialization and contact information can be found in Appendix 5 at the end of this document.
Termination of Homestay

If your student wants to leave the homestay, please refer them to their ISA. If there is a problem, the ISA may be able to help your family with the issue. The student may decide to stay if a solution can be resolved.

If the student wants to leave the homestay:
- The student must give you **30 days** notice.
- You and the student must sign a Termination Notice (*see Appendix 7*) within one week of notice being given.

**For example:**
They want to move out August 13\(^{th}\).
They must tell the family on July 13\(^{th}\).
Both parties must sign a Termination Notice by July 20\(^{th}\) (1 week after notice)

If there are extra days after the normal rent payment date, they should pay the prorated daily rate for each extra day.

**For example:**
Rent is normally paid on the 20th of each month, but they will be leaving on the 31\(^{st}\) of the month. So, they should pay for an extra 11 days.

Prorated daily rate is $720/30 = $24
11 days x $24 = $264
They must pay $264 more

Termination Notice
- A Termination Notice Form can be located in *Appendix 6* at the end of this guide.
- The form must be signed and returned to TRU World for the return of the student’s security deposit.

Security Deposit
- TRU World will return the student’s security deposit ($360) if no money is owed to the host family.
- If money is owed, it will be deducted from the security deposit.
- Money owed could include:
  
  They move without 30 days notice and signed Termination Notice.
  They have outstanding expenses in the home.

If you feel the student has outstanding debts, please provide a detailed description of the nature of the debts to TRU World when the Termination Notice is submitted.
# Appendix 1: Host Family / Student Expectations

## House Rules:
- Clarify your expectations early on.
- If you have some specific rules (for example, no television after 10pm or no visitors after 7pm) then consider putting these rules in writing.
- Be sure students understand any specific rules or preferences, or normally “unspoken” rules in your home. (For example, if a certain chair is reserved for a certain family member.)
- If possible, explain rationale for rules.

## House Rules:
- Each family may have different house rules. Your family should explain these to you.
- You should talk about the house rules with your host family.
- Be sure to understand and respect their expectations.
- If you are not sure what to do, ask questions.

## Food / Meals:
- Tell student what time you expect them for meals.
- Provide breakfast, lunch, dinner, and snacks.
- Provide a variety of foods including adequate proteins, fruits and vegetables.
- Ask if the student has serious dislikes or preferences.
- Be prepared to spend a minimum of 50% of monthly fees on food.
- If you elect to eat one of the three meals in a restaurant. You should pay for the student’s meal.

## Food / Meals:
- Be on time for family meals.
- If you will be late or absent, phone your family in advance.
- If you have allergies or serious dislikes, tell your family.
- Offer to help with small tasks such as setting the table or clean up.

## Respect:
- Respect cultural or religious differences.
- Respect student’s privacy in their room.
- Listen to and ask about additional needs.
- Be truthful. Express concerns or rules in a respectful manner.

## Respect:
- Respect the house rules.
- Respect cultural or religious differences.
- Pay rent on time.
- Be truthful. Express concerns or needs in a respectful way.

## Family Life:
- Treat the student as a member of the family, not as a guest.
- Treat them as you would wish your own children to be treated in another country.
- Include the student in family activities where appropriate.

## Family Life:
- You are expected to behave as a member of the family, not as a guest.
- Try to participate in family activities, both work and play.
- Talk to your family about problems or needs.
<table>
<thead>
<tr>
<th><strong>HOST FAMILY</strong></th>
<th><strong>STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bedroom:</strong></td>
<td><strong>Bedroom:</strong></td>
</tr>
<tr>
<td>- Provide a comfortable, private room with a bed (sheets, blankets, and pillow), closet, dresser / shelves, desk, chair, lamp.</td>
<td>- Students should keep their bedroom clean and wash bedding as needed.</td>
</tr>
<tr>
<td>- Respect the privacy of the student’s bedroom.</td>
<td>- Your host parents are not expected to clean your bedroom.</td>
</tr>
<tr>
<td>- Unless there is an emergency, permission to enter a student’s should be requested.</td>
<td></td>
</tr>
<tr>
<td><strong>Household chores:</strong></td>
<td><strong>Household chores:</strong></td>
</tr>
<tr>
<td>- As a member of the family, students should be expected to help with light household chores such as setting or clearing the table.</td>
<td>- As a member of the family, you should help with the general household work such as you can offer to clear or set the table</td>
</tr>
<tr>
<td>- If students are interested, they may be encouraged to help with other light chores.</td>
<td>- If you are interested, you could help with meal preparation, taking out the garbage or sweeping the floor.</td>
</tr>
<tr>
<td>- Students should not be expected to baby-sit for long periods of time, or engage in heavy cleaning or housework.</td>
<td>- You may help with the children by reading to them or playing with them; however, you should not be expected to baby-sit.</td>
</tr>
<tr>
<td><strong>Language Practice:</strong></td>
<td><strong>Language Practice:</strong></td>
</tr>
<tr>
<td>- Many international students choose to live in Homestay as an opportunity to practice English.</td>
<td>- In order to improve your English, you must practice.</td>
</tr>
<tr>
<td>- Host families can help by conversing with students on a number of topics and helping them build their vocabulary, or by explaining movies, television or other contexts.</td>
<td>- Your homestay is an excellent place to practice English.</td>
</tr>
<tr>
<td>- Be patient and try to remember that lower level English students may need time and assistance to learn basic words and structures.</td>
<td>- Your host family can help you understand how English is spoken in everyday situations and can explain things you don’t understand.</td>
</tr>
<tr>
<td><strong>Cultural Exchange:</strong></td>
<td><strong>Cultural Exchange:</strong></td>
</tr>
<tr>
<td>- As a host family you are the first representative of Canadian culture.</td>
<td>- Many host families choose to host international students as a way to exchange culture.</td>
</tr>
<tr>
<td>- Students will perceive Canada and Canadian customs through your examples.</td>
<td>- They want to learn about your country and culture.</td>
</tr>
<tr>
<td>- As you share your family customs, you may also want to explain other traditions you are aware of.</td>
<td>- When you experience real differences between Canadian culture and your own, it may be interesting to share those differences with your Canadian hosts.</td>
</tr>
<tr>
<td>- It is also useful to ask students how things are done in their culture in order to allow them to express their experience with cultural difference.</td>
<td>- Sharing differences may also help them understand what you are experiencing in Canada.</td>
</tr>
</tbody>
</table>
Appendix 2: Top 5 Lists

Top 5 Things Students Appreciate About Homestay

1. Feeling like a part of a family
2. Joining families in regular activities
3. Learning everyday English
4. Lifelong memories
5. Seeing how Canadians live

Top 5 Things Students Find Difficult About Homestay

1. Food differences and preferences
2. Families that are too busy to spend time with them
3. Not having opportunities to participate in traditional / cultural occasions
4. Feeling unable to express concerns or desires
5. Feeling as though the family’s motivation to host is monetary
## Appendix 3: TRU World Contacts

Baihua Chadwick  
Director, International  
Managing Director, TRU World  
Global Operations  
*bcchadwic@tru.ca*  
250-371-5525

Adrian Conradi  
Associate Director, International  
Student Services & Study Abroad  
*aconradi@tru.ca*  
250-371-5852

### International Student Advisors (ISAs)

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact</th>
<th>Language</th>
<th>Regional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoshie Ozawa</td>
<td><a href="mailto:yozawa@tru.ca">yozawa@tru.ca</a></td>
<td>Japanese</td>
<td>Japan, South East Asia</td>
</tr>
<tr>
<td></td>
<td>250-371-5528</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Supervisor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lolina Koopmans</td>
<td><a href="mailto:lkcoopmans@tru.ca">lkcoopmans@tru.ca</a></td>
<td>Spanish</td>
<td>Australia, New Zealand, Western and Northern Europe, Mexico, USA</td>
</tr>
<tr>
<td></td>
<td>250-371-5832</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric Kim</td>
<td><a href="mailto:ekim@tru.ca">ekim@tru.ca</a></td>
<td>Korean</td>
<td>(Presently technology support, but able to support Korean speakers)</td>
</tr>
<tr>
<td></td>
<td>250-371-5788</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reyna Denison</td>
<td><a href="mailto:rdenison@tru.ca">rdenison@tru.ca</a></td>
<td>Spanish</td>
<td>South America, Africa (including Mauritius)</td>
</tr>
<tr>
<td></td>
<td>250-371-6186</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staffen Liu-Calver</td>
<td><a href="mailto:sluicalver@tru.ca">sluicalver@tru.ca</a></td>
<td>Mandarin</td>
<td>People’s Republic of China: Southern Region, Macau, Hong Kong</td>
</tr>
<tr>
<td></td>
<td>250-371-5792</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teresa Wei</td>
<td><a href="mailto:twei@tru.ca">twei@tru.ca</a></td>
<td>Mandarin</td>
<td>People’s Republic of China: Northern Region, Taiwan</td>
</tr>
<tr>
<td></td>
<td>250-371-5875</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sultan Almajil</td>
<td><a href="mailto:salmajil@tru.ca">salmajil@tru.ca</a></td>
<td>Arabic</td>
<td>Middle East (Saudi Arabia, Iran, Iraq, Egypt, Libya)</td>
</tr>
<tr>
<td></td>
<td>250-828-5183</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amit Goel</td>
<td><a href="mailto:agoel@tru.ca">agoel@tru.ca</a></td>
<td>Hindi, Punjabi,</td>
<td>South Asia (India, Pakistan, Nepal, Burma, Bangladesh, Sri Lanka, Bhutan)</td>
</tr>
<tr>
<td></td>
<td>250-377-6249</td>
<td>Urdu</td>
<td></td>
</tr>
<tr>
<td>Jamshid Mirzabekov</td>
<td><a href="mailto:jmirzabekov@tru.ca">jmirzabekov@tru.ca</a></td>
<td>Russian, Uzbek</td>
<td>Russia, Turkey, Eastern Europe, Central Asia (Uzbekistan, Tajikistan, Kazakhstan)</td>
</tr>
<tr>
<td></td>
<td>250- 852-7672</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: Short-Term Programs

Typical Sample Program Schedules

<table>
<thead>
<tr>
<th>Japanese Groups:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyoto Bunkyo</td>
<td>August</td>
</tr>
<tr>
<td>Bunkyo Gakuin University</td>
<td>Feb/March</td>
</tr>
<tr>
<td>Oberlin University</td>
<td>Sept/Dec</td>
</tr>
<tr>
<td>Toyo University</td>
<td>August</td>
</tr>
<tr>
<td>Osaka Kunei Girls High School</td>
<td>July/Aug</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Korean Groups:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induk Institute of Technology</td>
<td>July</td>
</tr>
<tr>
<td>Korean Nazarene University</td>
<td>August</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chilean Groups:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONADI</td>
<td>July/Aug</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chinese Groups:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOFEA</td>
<td>July/Aug</td>
</tr>
</tbody>
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Typical Range of Short-Term Training Programs at TRU

Kyoto Bunkyo University – Japan
This partnership was established as a result of our sister city agreement with Uji City, Japan. Kyoto Bunkyo has been sending groups to TRU (UCC) since 1992. The program supports their social sciences courses and includes visits to daycare centres and community services in Kamloops.

Osaka Kunei – Japan
Osaka Kunei is a private girl’s school that has developed innovative language programs including sending students abroad for English immersion and cultural exchange. Students are typically young women under 20 years of age.

Korea Nazarene University - Korea
Korea Nazarene University provides higher education -- teacher training, business and management training, liberal arts education, and religious education -- based on democratic ideals and Christian principles. It strives to produce Christian leaders capable of faithful, dedicated service to this nation and mankind overall, as well as qualified Christian ministers for the Korea National District Church of the Nazarene.
CONADI: Indigenous Tourism Professionals – Chile
Through the active involvement of Indigenous representatives, CONADI (The National Corporation for Indigenous Development) was established in 1993 to acknowledge the indigenous population in Chile. Students are typically indigenous Chileans studying tourism and English language upgrading at TRU in order to develop indigenous tourism initiatives within their communities in Chile. This program is delivered in collaboration with the Kamloops Indian Band.

SOFEA: Chinese Ministry of Education - China
TRU has provided professional training for teachers of many school districts in China. In collaboration with the local school district, the Department of Education, the ESAL Department, and TRU World, Chinese teachers are exposed to both theoretical and practical elements of teaching and English language upgrading.

Fee Schedule for Short-Term Programs

Because short-term homestay durations vary, fees are not calculated monthly as they are for students in semester programs. The short-term payment calculation is equivalent to approximately $25.00 per day.
Appendix 4: Print and Web Resources

The following resources can assist in providing further depth into the field of intercultural interactions. All of these selections can be found at the TRU library. Community members can obtain a “community card” from the circulation desk.


Web Based References

TRU World’s Host Family Website
www.truhost.ca

Intercultural Sites

Geert Hofstede Cultural Dimensions
www.geert-hofstede.com

Comprehensive site covers Hofstede’s theories and their practical applications. Comparisons of host and home culture and etiquette summaries for many countries.

Intercultural Press
www.interculturalpress.com

This publisher’s website offers the latest reviews and books of intercultural interest. Online purchases are available.

Country and Cultural Information Sites

Citizenship and Immigration Canada
www.cp-pc.ca/english

Interesting site for general facts about many countries. Includes pages on family life, education, communication, arts and literature and more.

Foreign Affairs and International Trade Canada
Appendix 5: Termination Notice Form

TERMINATION NOTICE: HOMESTAY

I ________________________, Student No. ________________, will be leaving
(student name)
Your residence on ______________________________
(Date Moving Out)

THANK YOU FOR YOUR HOSPITALITY

Student Signature ___________________________________________ Date

To be eligible for a refund of the security deposit, the student must:

1. Complete this form and submit it to the host family at least 30 days before he/she moves out
   (verbal notice followed by this written notice within one week is acceptable);
2. pay all outstanding accounts;
3. ask host family to acknowledge this notice by signing below;
4. return the completed form to the International Education office immediately.
5. Refund cheque will be ready for pick up in the International Education office 4 to 6 weeks after
   the student has moved out.

Please complete, check off where applicable and comment if necessary.

________ I acknowledge this notice.

________ needs to reimburse me for the following outstanding expenses*:

$______ for ______________________________

$______ for ______________________________

(if amount is unknown, please estimate & contact ISA with actual amount when known)

I am available to host another student:  Yes □ _______________(date available)  No □

Comments:

Host Family Name (please print) ___________________________________________ Date

Host Family Signature ___________________________________________ International Student Advisor Signature

*1. Please give one of the International Student Advisors a call if you are not sure about this.
2. If you have to wait to find out the exact amount (e.g. telephone bill), estimate the amount for
   now.
3. Once your student has settled the outstanding expenses with you, please let us know so that we
   can release the cheque to the student.
4. We advise that you ask your student to use a telephone card once he/she has given you notice.
Appendix 6: Homestay Family Evaluation

HOMESTAY EVALUATION
(to be completed by Host Family)
PRIVATE & CONFIDENTIAL

Please return the completed questionnaire to: TRU World, Box 3010
Kamloops, BC V2C 5N3
or fax to: (250) 828-5140

Host Name: ____________________________ Student Name: ____________________________

Telephone No: _________________________ Date: ____________________________

Please answer the questions by circling the number and/or commenting in the spaces provided:

1. strongly disagree/very bad /never
2. disagree/bad/sometimes
3. it is OK/average
4. agree/quite good/often
5. strongly agree/excellent/all the time

1. We received some information about our student before he/she moved in with us. That information was helpful. ( 1, 2, 3, 4, 5 )
What other information would you like to have received?

2. Our hosting experience was generally pleasant. ( 1, 2, 3, 4, 5 )

3. Our student was polite and respectful. ( 1, 2, 3, 4, 5 )

4. We communicated well with our student. ( 1, 2, 3, 4, 5 )

5. Our student often asked us questions about English language and Canadian culture. ( 1, 2, 3, 4, 5 )

6. Our student seemed to be comfortable and happy in our home. ( 1, 2, 3, 4, 5 )

7. Our student interacted well with our family members. ( 1, 2, 3, 4, 5 )

8. Our student paid rent on time. ( 1, 2, 3, 4, 5 )
9. We often did things together with our student. For example:

- Eating meals (1, 2, 3, 4, 5)
- Sightseeing (1, 2, 3, 4, 5)
- Hiking (1, 2, 3, 4, 5)
- Shopping (1, 2, 3, 4, 5)
- Watching TV (1, 2, 3, 4, 5)
- Helping around the house (1, 2, 3, 4, 5)

10. Our student enjoyed the food we provided (1, 2, 3, 4, 5)

A typical breakfast included_____________________________________
A typical lunch included________________________________________
A typical dinner included________________________________________

11. Do you have any house rules? if yes, please list them. ___________________________
________________________________________
________________________________________
________________________________________
________________________________________

12. Would you recommend the homestay program to your friends and neighbours?
Yes _____ No _____ Why ________________________________

13. What do you like the most about hosting international students?
________________________________________
________________________________________
________________________________________
________________________________________

14. What did you find difficult about hosting?
________________________________________
________________________________________
________________________________________
________________________________________

15. What can TRU do to improve the homestay program?
________________________________________
________________________________________
________________________________________
________________________________________

16. How long did your student stay with you: From: ___________ To: ___________

17. Would you like to host another student? Yes:_______ No:_______

18. Other comments: (please feel free to attach another sheet of paper if necessary)
________________________________________