

# Chapter 16

## Hosting International Visitors



As international liaisons for their school authorities, international education administrators arrange for international visitors to come to their school authorities. They are also expected to provide advice on how to properly welcome and receive these guests. This chapter will provide administrators with basic information on hosting international visitors. It will also distinguish between the needs of short-term international visitors (i.e., student groups, teacher study tours, government delegations) and long-term international visitors (i.e., international or exchange students, visiting or exchange teachers).

### The Basics of Hosting

The first questions that an administrator should ask when presented with the possibility of international visitors are:

- Who is coming?
- How long do they plan to stay?
- What do they hope to accomplish?

Successful visits require alignment between the status of the visitor and the people with whom they meet. It also requires alignment between the interests of the visitor and the program that is developed. For example, if the Secretary of Education from Jalisco, Mexico is visiting Alberta, he or she will certainly meet with the Minister of Education in Alberta. While visiting school authorities, international education administrators should arrange for the Secretary to have at least a brief, courtesy meeting with the most senior position in the school authorities, the superintendent. On the other hand, a teacher who is coming to research English as a second language (ESL) programs in Alberta may be more interested in meeting with ESL consultants and ESL teachers. The key is to match visitors with individuals with whom they will have the most in common. That said, almost all visitors enjoy seeing an active school setting.

The length of a visitor's stay will also influence the nature of his or her visit. For example, long-term visitors, or visitors who plan to stay in Alberta for a month or more, will require prolonged support that enhances their ability to function independently in an Alberta context; whereas short-term visitors, or visitors who stay only a few days to a few weeks, depend heavily upon administrators to facilitate their visit. The unique needs of long- and short-term visitors and the necessary supports are explained in greater detail later in the chapter.

## Preparing School Authority Staff

Regardless of the length of the visit, it is important to prepare school authority staff to receive international visitors. Staff should be briefed on who is visiting and what the visitors would like to discuss or accomplish. Staff who will be involved in the visit may appreciate having a short biography for each visitor, as well as information on the education system or organization that the visitors represent. Do not be shy about asking visitors to provide this information in advance of the visit. The more information that can be exchanged prior to meeting, the smoother visits tend to be. It is also recommended that the international education administrator provides school authority staff with information on the relationship between the school authority and the visitors.

## Attending to Details

**Providing information in advance.** It is best to provide guests with some indication of what they can expect when they arrive in Alberta. For example, if it is winter time, they may need to be warned about cold weather, or if a formal function is being organized, they should be encouraged to bring formal attire. It is also helpful for some short-term visitors to know with whom and how many people they will be meeting, so that they can bring information to share and, in some cases, purchase the appropriate number of gifts from their home country. Organizers should also send some background information on Alberta's education system, the school authority and its schools. The following may assist school authorities in providing some of this background information.

- Overview of Alberta's Education System – Kindergarten to Grade 12. See Appendix H: Hosting International Visitors.
- Government of Alberta. Study in Alberta. Alberta School System – Elementary (Primary) and Secondary Education. <http://www.studyinalberta.ca/primary/schoolsystem.aspx>.
- Alberta Education. *Our Students, Our Future*. <http://education.alberta.ca/parents/educationsys/ourstudents.aspx>.

**Preparing information packages.** Because international visitors usually take in a lot of information in a short period of time, it is helpful to provide them with a package of information. Take care not to overload the package. Include only content that is immediately relevant to the visitor and provide Web sites and/or contact information that will enable the visitor to locate additional information.

**Greeting visitors.** Upon arrival, international guests should be greeted in person at the airport. If another organization or party is caring for the guests until they reach your school authority, the receptionist (and the international education administrator) should be expecting them. As greeting rituals vary from culture-to-culture, it is recommended that the administrator investigate the guest's cultural greeting ritual to be aware of how they may be greeted (Chapter 6: Cultural Considerations suggests some cultural-specific reference materials). Where appropriate, school authority staff may also exercise the typical Canadian cultural greeting—a smile and a handshake.

**Presenting gifts.** It is common practice to present guests with gifts, usually at the end of the visit, to thank them for visiting. However, keep in mind that no matter how long your visitors stay, they will have to bring their gifts home with them, usually on an airplane. Therefore, it is best to avoid gifts that are overly heavy, bulky or breakable. In addition, most customs offices prohibit the entry of foreign food products (i.e., fruits, vegetables, meats, cheeses) into their country.

Gifts should also be culturally appropriate. Cultural-specific references are included in the recommended reading list in Chapter 6: Cultural Considerations.

#### What Is a Good Gift?

Good gifts for international visitors are:

- culturally appropriate
- of high quality
- portable
- made in Alberta or Canada
- unique to the school authority, city or community.

## Short-term Visitors (one to three weeks)

### Planning a Program

A program is essentially a schedule for short-term visits.

It outlines:

- who the guests will meet with
- what the meeting will be about; e.g., the topic of discussion
- where and when the meeting will take place
- how long the meeting will be
- key contact information.

#### Planning for Rest

When planning a program for a visitor who has travelled for a prolonged period of time or who has crossed several time zones, do not forget to allocate time for rest. The visitor is likely to be tired from travelling and/or may be suffering the effects of jet lag.

Sometimes programs also outline logistical details such as how the guests will get from point A to point B and where they will stay. A sample program is included in Appendix H: Hosting International Visitors.

As mentioned above, a successful visit requires alignment between guests' objectives and the meetings and/or activities that are planned. Where time permits, administrators may wish to share draft versions of the program with their international guests to ensure that it satisfies their needs and interests. At minimum, administrators should send the program to their guests prior to their departure so that they are able to prepare themselves accordingly.

### Planning Cultural Activities for International Visitors

What do international visitors want to do when they come to Alberta? It can sometimes be difficult to know what individuals from other countries find interesting. Roger Axtell, author of *Do's and Taboos of Hosting International Visitors*, argues that international visitors to the United States enjoy the following activities (many can be extrapolated into a Canadian context as well).

- Attending rodeos or anything having to do with cowboys.
- Seeing local fairs, festivals or parades.
- Touring the community's natural areas or parks.
- Shopping at a local grocery store or farmer's market.
- Attending local sporting events.
- Visiting local museums or theatres.
- Visiting a farm or ranch.

Other ideas include:

- participating in activities that highlight Aboriginal culture
- eating at local, independent restaurants
- attending workshops of local artisans.

These are just a few suggestions. Ultimately, "visitors are curious and interested in what you, personally, do for entertainment, so don't be afraid to consider your own everyday pastimes and entertainments."

**Note:** Some of the above activities may not be appropriate for all cultures. School authority staff are encouraged to engage in cultural-specific research before selecting an activity. Cultural-specific references are listed in the recommended reading list in Chapter 6: Cultural Considerations.



There are three different categories of short-term visitors. They are high level delegations, teachers or educational professionals, and exchange or international students.



## High Level Delegations

High level delegations are delegations of educational decision makers. They may include government officials, high level bureaucrats and/or members of a school authority's senior administration. Because these delegations often involve Alberta Education and more than one school authority, they require advanced planning. They also tend to be more formal and adhere to protocols more strictly than other delegations. These delegations are usually interested in meeting with other educational decision makers.

## Teachers or Educational Professionals

Teachers or educational professionals generally visit Alberta school authorities with a specific objective in mind. For example, the League of Exchange of Commonwealth Teachers (LECT), an organization based in the United Kingdom, sponsors a group of teachers to conduct study tours on specific topics in other Commonwealth countries.

Past LECT groups have investigated creativity in the classroom, children's rights, and transitions from junior high school to senior high school. These visitors are usually interested in meeting with their Alberta counterparts (i.e., Alberta teachers or school authority staff) as well as with educational specialists. Short-term visits by teachers or educational professionals are generally less formal than those of high level delegations.

### Tips on Protocol for High Level Delegations

- When introducing people, refer to their rank and title.
- Seat the highest ranking guest and the highest ranking host next to one another, near the centre of the table.
- Display flags in the following order:
  - if three flags: country/Canada/Alberta
  - if four flags: Canada/country/Alberta/state or province.
- Display table flags so that they are facing toward the visitor.
- Set out name tags and/or tent cards.

More information about protocol for special events can be found on the Alberta Government's Protocol Office Web page at <http://alberta.ca/home/247.cfm>.



(LECT group visiting from United Kingdom in April 2009)

## Exchange or International Students

Exchange or international students who visit Alberta for a relatively short period of time almost always come as a group; e.g., sometimes as exchange students who are visiting their partner school, sometimes as international students to participate in a summer language and culture program. Generally, these visits include a variety of language and cultural immersion activities. They also provide opportunities for visiting students to learn more about and engage with students of their own age.

## Accommodation and Support

The type of short-term delegation will affect the accommodation in which they stay. High level delegations typically stay in high quality hotels. Generally, teachers and students are billeted with Alberta families or they stay in dormitories or conventional hotels. Because of the short-term nature of their stay, short-term visitors spend the majority of their time in the company of an Alberta host who shows them around, cooks for them or takes them out for meals, and, in some cases, provides the necessary transportation. This kind of support can be labour intensive, but is temporary. Long-term visitors require support for prolonged periods of time, albeit at varying levels of intensity. Preparing for the arrival of long-term visitors and helping them to adjust to life in Alberta requires more planning and a sustained effort.

### Using Interpreters

Sometimes school authorities require translators in order to effectively communicate with international visitors. Speaking through an interpreter is not easy. It requires skill, advance planning and patience. The following tips are provided to help school authority staff work effectively with interpreters.

- Acknowledge the interpreter as a guest.
- “Seat the interpreter between and slightly behind the two principal [communicators]” so that they can see one another and express meaning through body language.
- Ensure the interpreter eats before the group; e.g., if he or she is expected to interpret throughout a meal.
- Speak to your audience and not the interpreter.
- Use short sentences and pause between phrases.
- Shorten speeches or presentations (adding interpretation to a speech or presentation doubles its length).
- Use visual aids wherever possible.
- Learn a few words or short phrases, such as “thank you for visiting,” in the visitor’s native language.

When school authorities use translators for an international visit, they should also consider translating associated written material, such as PowerPoint presentations, fact sheets and business cards, for their visitors.

(From Roger E. Axtell, *Do’s and Taboos of Hosting International Visitors* (New York, NY: Wiley, 1990).

## Follow-up

To effectively cultivate international relationships, international education administrators must follow up with their guests after the visit is over. Regular post-visit contact helps to maintain rapport and build upon the enthusiasm that developed during the visit. The nature of follow-up conversations will vary according to the discussions that took place during the visit; e.g., documents may be shared electronically, contacts may be passed along, future projects may be proposed. At a minimum, school authorities should send their guests a note to thank them for visiting.

## Long-term Visitors (one month or more)

Long-term visitors come to Alberta expecting to function independently. Unlike short-term visitors, they do not expect school authority staff to create a program for their visit or accompany them wherever they need to go. Initially, they will require intensive support as they become familiar with their surroundings and adapt to the new cultural environment (see Chapter 6: Cultural Considerations for more information on cultural adaptation); however, the intensity of this support should diminish over time. The goal of the school authority is to help long-term visitors feel more comfortable and become more capable within an Alberta context.

## Exchange Teachers

Teachers that come to Alberta as part of Alberta Education's teacher exchange program spend a year teaching in their Alberta partner's school and living in their partner's home.

### Helping an Exchange or Visiting Teacher Adjust to Life in Alberta

- Ensure the exchange or visiting teacher has at least one Alberta "buddy."
- Arrange for the school administrator(s) to meet one-on-one with the teacher and introduce him or her to the rest of the school staff.
- Arrange for a school tour.
- Describe the norms and processes that govern discipline, assessment and parental involvement in Alberta schools and classrooms.
- Enroll incoming teachers in the school authority's new teachers' orientation.
- Inform incoming teachers about professional development organizations and opportunities (e.g., regional consortia, ATA specialist councils) and allow them to participate in professional development sessions and activities.
- Identify organizations or people with whom the teacher can speak in his or her native language (where applicable).
- Encourage school principals to schedule regular "check-ins" with exchange or visiting teachers. Ensure that principals can identify symptoms of culture shock (see Chapter 6: Cultural Considerations for more information). A sample questionnaire in Appendix H: Hosting International Visitors may help to guide the first "check-in."
- Encourage incoming teachers to share their culture in the school and classroom. For example, plan to celebrate one of the teachers' national or cultural holidays.
- Take time to explain jargon or "inside" jokes.

Participating Alberta teachers are encouraged to be in touch with their partner well in advance of the exchange to garner information about their destination and brief the incoming exchange teacher on Alberta. They are also encouraged to document useful information about their home (e.g., how to control the thermostat), and their community (e.g., where the nearest grocery store is) for their exchange partner. The Community, Home and School Information form in Appendix H: Hosting International Visitors outlines additional information that the Alberta teacher could share with his or her exchange partner.

Alberta participants are also expected to arrange for their exchange partner to have a “buddy” at the school and a “buddy” in the community. A buddy is someone who agrees to answer any questions the exchange teacher might have and helps the exchange teacher and his or her family adjust to life in Alberta. School buddies tend to be other teachers in the school who assist exchange teachers with work-related questions and concerns. Community buddies are often the friends or relatives of Alberta teachers, and assist exchange teachers with questions and concerns about their temporary home and community.

Another network of support for exchange teachers is the Exchange Teachers’ Club—a group of Alberta teachers who have completed an international teacher exchange and want to reciprocate the hospitality they were shown while abroad.

Alberta Education has developed a Web page specifically for incoming exchange teachers (see <http://education.alberta.ca/students/internationaleducation/teacherexchange/incomingteachers.aspx>). It also hosts orientations for exchange teachers. These orientations welcome the exchange teachers to Canada and provide exchange teachers with the opportunity to meet one another. During the orientation, teachers review important health care and tax information. They also learn more about driving and living in Alberta.

While a number of provisions have been put in place to assist incoming exchange teachers, school authorities still have an important role to play in welcoming them. For example, exchange teachers should be included in orientations for new teachers. The *Educator Exchange Program: Administrator’s Handbook* (see Appendix H: Hosting International Visitors) contains a wealth of information on how to prepare for and welcome exchange teachers. While it was written specifically for Alberta’s International Education Exchange Program for Teachers, the information may also be useful for school authority staff and school principals who are welcoming visiting teachers.



••• see Chapter 12: Educator Exchange Programs.

## Visiting Teachers

Alberta Education's Visiting Teacher Program allows teachers from Spain, Japan and China to teach in Alberta school authorities and to help develop Spanish, Japanese or Chinese language programs. Unlike exchange teachers, visiting teachers do not have an Alberta partner. They rely on their employer and colleagues almost entirely for information about Alberta and for assistance in adjusting to their new home. Like exchange teachers, visiting teachers should be paired with a school buddy. It is also important to pair them with a teacher mentor (a teacher who has a similar teaching assignment and who knows the Alberta programs of study). Teacher mentors do not necessarily have to be in the same school as the visiting teachers. They should, however, be available to answer questions about the programs of study and to help visiting teachers develop a network of Spanish, Japanese or Chinese language teachers.



Visiting teachers also often need help in navigating school authority technology. Providing them with a technology contact can help alleviate some of the stress and confusion that teachers experience when, for example, they try to enter grades and submit report cards.



Because visiting teachers do not have a partner, they do not have a home in which to live when they arrive. The hosting school authority is responsible for locating a place for the teacher to live, at least temporarily, and for stocking the residence with the basic necessities so that the teacher can rest for a few days in the residence upon arrival. In the past, school authority staff have also helped visiting teachers to:

- buy their first round of groceries
- open bank accounts
- locate housing
- negotiate leases
- use public transit
- buy cars
- renew their working visas.

International education administrators should also enroll visiting teachers in the orientations that the school authority offers for new teachers. This orientation will complement the orientation provided by Alberta Education, which usually includes:

- an overview of Alberta’s programs of study
- a review of authorized learning and teaching resources
- a discussion about teachers and teaching in Alberta
- a description of the role of parents in the classroom.

## Culture Point

### Scenario

At the beginning of a school day, an Alberta teacher, Mr. Smith, and a newly arrived Chinese visiting teacher, Ms. Luo, are in the staff room, filling up their coffee mugs. Another Alberta teacher, Ms. Richardson, walks in, says good morning and checks her mailbox. “The in-service session next week is mandatory?!” she exclaims, directing her exasperation at Mr. Smith and Ms. Luo. “Man! Report cards due out soon! I can’t believe they would make it mandatory.”

“Yeah, it’s ridiculous. Makes you wonder who is running the show up there.” Mr. Smith and Ms. Richardson smile cynically and shake their heads. They look at Ms. Luo who averts her eyes and focuses on stirring milk into her coffee. Mr. Smith asks her, “do you have to go to this too?”

“Um, yes I will be there,” Ms. Luo replies.

“Well, don’t worry.” Ms. Richardson gives Ms. Luo a conspiratorial smile, “It might be a complete waste of time, but we’ll find a way to keep it amusing.”

Ms. Luo gives Ms. Richardson an uneasy smile and then excuses herself from the staff room.

Ms. Richardson and Mr. Smith look at one another, somewhat confused.

“I don’t think she likes me,” says Ms. Richardson.

Just then Ms. Au, a Canadian teacher and a friend of Ms. Luo, walks in and says good morning.

“Good morning. Hey, can I ask you something about Ms. Luo?” Ms. Richardson goes on to describe the conversation.

### Analysis

If Ms. Au were to analyze the conversation using cultural patterns, she would see that both individual and collective cultural orientations are at play. Because the two Canadian teachers are from an individualist culture, they have no problem criticizing the organization they work for. In Canada, it is relatively common for co-workers to complain to one another about their employer; bonds between employees regularly develop through these conversations. However, Ms. Luo obviously did not feel comfortable engaging in this conversation. Why not?

Because Ms. Luo comes from a collective culture, her personal identity is heavily wrapped up in group association. People from collective cultures do not distinguish themselves from the group in the same way that people from individualist cultures do. Criticizing or mocking the group (or, in this case, school authority staff), therefore, reflects poorly on the individual because he or she is an integral part of that group. In other words, the group’s success or failure is the individual’s success or failure. If Ms. Au explained this to Ms. Richardson, Ms. Richardson may reflect upon her conversation with Ms. Luo quite differently and adjust her behaviour for future interactions.

For more information on individual and collective cultural orientations, see Chapter 6: Cultural Considerations.

## Exchange and International Students

Exchange and international students rely heavily on their custodians (who are often the families with whom they stay), teachers and fellow students for support. Sometimes school authorities are involved in assigning custodianship, sometimes they are not. (For more information on custodianship, visit Chapter 13: International Student Programs and the “Homestay Provision” section on pages 231–246). Regardless, any school authority that is receiving an exchange or international student should ensure that the student is matched with a teacher liaison and student buddy. These designates provide critical support for the student while he or she is at school.

### Helping an Exchange or International Student Adjust to Life in Alberta

- Ensure the exchange or international student has an Alberta “buddy” and a teacher advisor.
- Arrange for a school tour.
- Identify organizations or people with whom the student can speak in his or her native language (where applicable).
- Encourage teacher advisors to schedule regular “check-ins” with their exchange or international students. Ensure that advisors can identify symptoms of culture shock (see Chapter 6: Cultural Considerations for more information).
- Take time to explain jargon or “inside” jokes.



They welcome the student, give the student a school tour, and help the student locate his or her locker and classes. They also answer questions posed by the incoming student and otherwise help the student to integrate into the school setting.

Some school authorities also give incoming students formal orientations to life and school in Alberta. At the orientation, the international education administrator outlines the expectations of the student and the rules of the school. He or she may also highlight the various school activities in which students can become involved. An important side benefit of orientations is that they give exchange and international students the opportunity to meet one another and form a support group. For more information on orientations, see Chapter 13: International Student Programs.

While in Alberta, exchange and international students stay in various accommodations. Some live with relatives, some with host families and others live in dormitory settings. Of the accommodations that school authorities manage, homestays are by far the most popular.

## Culture Point

### Scenario

Students in a Grade 10 class are divided up into groups of four and asked to conduct a research project, which they will then present to the class. After the projects are completed and presentations made, the teacher asks each student to evaluate the contribution of his or her other group members. The peer evaluations are then submitted to the teacher confidentially.

While reviewing the peer evaluations, Ms. Brown, the teacher, notices that Ignacio, the exchange student, has received very low marks from his peers. The teacher is surprised at the evaluations since Ignacio has been a very diligent worker throughout the semester. She speaks individually to the other members of the group to better understand their evaluations. They complain that Ignacio was difficult to work with because he was never on task and always had to be told what to do. He didn't finish his portion of the research project on time so the group had very little time to put together their final presentation.

When Ms. Brown meets individually with Ignacio to discuss the evaluations, he is embarrassed and surprised at the results. Ignacio perceived the group interactions much differently than the Canadian students did. He agreed that he spent the first 15 to 20 minutes of every group meeting asking his peers about their family, their jobs or what they did the night before, and that he often spoke about his home country and his family, but he did not consider that to be "off-task." Instead, he felt that it was necessary that group members knew the circumstances of one another in order to work together effectively.

He felt he cooperated well with the group. He regularly sought their opinion to ensure that they approved of the progress he was making and that the project would be a coherent whole. Ignacio admitted that his part of the research project was late, but felt that it was because the group did not meet often enough and that he had to wait for a group meeting and group decision before he could complete his portion of the project.

Because, in the end, the project received a relatively high mark, Ignacio cannot understand why, as a group member, he would receive less than that mark. The teacher notes that Ignacio gave all of his counterparts the same mark as the project received.

### Analysis

The conversation with Ms. Brown reveals a lot about Ignacio's cultural values. Ignacio is clearly from a collectivist culture, which values group rapport and consensus. People from collectivist cultures focus more on relationships and less on tasks. To them, it is more important to maintain group harmony and inclusion than to "get the job done." In this scenario, Ignacio's collectivist worldview contrasts with the individualist values of his peers, who clearly value individual accountability, personal choice and self-initiative.

Ms. Brown should explain to Ignacio how his behaviour was perceived by his peers in a Canadian context so that he can adjust his behaviour for future group activities. Awareness should also be raised amongst the Canadian students. For example, Ms. Brown may want to introduce the concept of different cultural orientations and value systems by discussing the concept of group work with the entire class. She may ask students to consider what it was like to work in a group; e.g., did all their group members have the same priorities or work patterns? As a group, they could brainstorm what a "good" group member is and then reflect upon their answers. If necessary, Ms. Brown could ask the class questions like, "Do you think there is universal agreement on what a good group member is? Might culture play a role in how people relate to one another in a group setting? If so, how?" Ultimately, the goal of Ms. Brown should be to raise awareness about different cultural expectations so that they can recognize and bridge these expectations in the future.

For more information on individual and collective cultural orientations, see Chapter 6: Cultural Considerations.





## **Guidelines for the Successful Provision of Homestays in Alberta School Authorities**

Recognizing that:

- many international students come unaccompanied to study in Alberta and would like to stay with a Canadian family during their study period
- international students deserve safe and supportive homestay placements
- successful homestay placements develop as a result of suitable screening and matching, the timely provision of expectations and information, and ongoing monitoring and support by homestay administrators
- to effectively support students throughout their visit and assist them as they transition to life in Alberta, homestay families require key information about the student, the homestay placement process and the international student program (as the case may be), as well as an introduction to intercultural communication
- while staying with Alberta families, international students introduce Albertans to their countries, cultures and ways of living.

When contracting a homestay organization, it is recommended that school authorities:

- conduct research into the quality and viability of the homestay organization
- assign a person to liaise between the homestay organization.

When arranging homestay placements internally, it is recommended that Alberta school authorities:

- are explicit about the roles and responsibilities of incoming students and host families
- integrate and/or develop written protocols and procedures that ensure the safe placement, transfer and removal of incoming students
- provide incoming students and host families with copies of grievance procedures and contact information for the homestay coordinator or liaison
- introduce incoming students and host families to the concepts of intercultural communication and cultural adaptation, and highlight the associated best practices
- liaise regularly with students, host families and schools to identify and address concerns as they arise
- establish a process to evaluate the quality of homestay experiences and use feedback to improve future placements.

**These guidelines should be considered when providing a homestay to international visitors. The remainder of this chapter provides more detailed information on homestay provision.**



## Homestay Provision

This section discusses homestays in greater depth and provides guidance for school authorities interested in offering homestay placements to incoming students.

### What Is a Homestay?

A homestay is when international fee-paying students or exchange students live with an Alberta host family while they study in Alberta. The length of a homestay varies according to the student's study period and can range from a few weeks (for short-term visitors or summer students) to a few years (for students who wish to complete an Alberta High School Diploma).



Because exchange students exchange accommodations (i.e., the incoming student stays with the Alberta partner's family and the Alberta student stays with the international partner's family), they generally do not pay for a homestay.

International students who do not live with relatives or in a dormitory pay for a homestay to be organized by the school authority or by an external organization. They also pay a monthly sum to the homestay family to cover room and board.

The following information will focus on the provision of homestays for international fee-paying students. However, some information, such as how to effectively screen and prepare homestay families, may be applicable to an exchange-based homestay as well.



### Why Provide Homestays?

Not all school authorities provide homestays; however, the parents of international students are often comforted by the fact that their sons or daughters will be in the company and care of Canadian families. A homestay family provides for the physical and emotional needs of the student they host. They welcome the student into the home, introduce the student to the community, and look out for the student's mental and physical well-being. In turn, the host family benefits from the presence of the student. The student can teach the family more about his or her country, culture and way of life, thereby enhancing the family's cultural and global awareness. In addition, host families often rediscover their community and province through the eyes of their students, gaining a new appreciation for where they live. When effectively managed, homestays are mutually beneficial.

## Where Do I Start?

School authorities that want to offer incoming students the option of staying in a homestay either contract an independent homestay organization to arrange homestays within their school communities, or arrange for homestays internally.

### **Contracting an independent homestay organization**

If a school authority elects to contract an independent homestay organization, the contracted organization will be responsible for the provision of homestays. In other words, it will recruit and screen families, place students and monitor homestay placements. Although the school authority would not be directly involved in the administration of homestays, it should appoint a representative to liaise with the homestay organization and respond to questions or concerns related to the education of students. Frequent contact with the homestay organization also ensures the school authority is aware of any recurring issues or problems that may affect its international student program.

There are a number of possible homestay organizations that a school authority can work with. When choosing an organization, it is recommended that you consider the following.

- **Services** – What services will the organization provide? Will it advertise for homestay families? Will it facilitate orientations for homestay families? Will it pick up incoming students at the airport?
- **History** – How long has the organization been in business? Who has used their services? What do past clientele have to say about the organization? How do the needs of past and present clientele align with the needs of your school authority?
- **Capacity** – How many homestay families and students can the organization manage? How does this align with the number of students your school authority may need to place? What is the organization's current workload?
- **Risk Management** – What is the process of selecting homestay families? What measures have been put in place to safeguard host families and incoming students? How will the organization respond if something goes wrong? How does this align with the risk-management plans or strategies of the school authority? Has the organization had incidents in the past? What were those incidents and how were they handled?
- **Legalities** – Is the organization legally bonded?
- **Fees** – What will it cost to contract the organization? How much will the organization charge incoming students? How much will host families receive? Are these amounts excessive? Are they sufficient?

### **Arranging for homestays internally**

Providing homestays can be complex and time consuming but it allows a school authority full control over the quality of service. School authorities that arrange their own homestays hire homestay coordinators, who are responsible for recruiting homestay families and administering homestay placements.

The following steps aim to assist school authorities interested in arranging homestays internally. The information may also be useful to organizers of an exchange-based homestay or to school authorities that want to familiarize themselves with the nuances of homestays before entering into an agreement with an independent homestay organization.

### Developing a homestay plan

The following steps are meant to guide school authorities as they consider and develop a plan for homestay provision. The order in which they are taken may vary from school authority to school authority.

#### Defining needs, capacity and budget

The number of homestay placements you can provide will depend on the size of your international student program and the size of your school community; e.g., How many students might you need to place? How many families can you reasonably expect to recruit?

It is difficult to recruit host families if they feel that hosting an international student will be a financial burden. For this reason, incoming students usually pay monthly sums to their host families to cover extra expenses that the families may incur; e.g., additional water and electricity costs, larger grocery bills. The amount provided to host families should align with the cost of living in your city, town or region of the province. To recoup some of the costs associated with administering homestay placements, most school authorities also charge placement and monitoring fees.

#### Homestay Fees

In 2009, international students in Alberta paid \$400 to \$800 per month to their homestay families. School authority placement fees ranged from \$200 to \$750.

Alberta families may also be reluctant to volunteer if they are unsure of what to expect or if they lack confidence in their ability to support the students. The school authority should provide host families with ongoing support and advice. The main cost associated with this support is the salary of the homestay coordinator. However, other costs, such as the development, printing and distribution of host family handbooks and the host family orientation sessions should also be considered.

As you read through the following sections, be cognizant of how each step may affect your budget. For example, managing homestay data may require minimal funds for office supplies or substantial funds for database software. Because the process of administering homestays varies, it is impossible to estimate a one-size-fits-all budget. If you need additional direction or support, you may wish to contact members of Alberta's International Education Advisory Council who arrange homestay placements internally.

## Hiring or appointing a homestay coordinator

Hiring or appointing a homestay coordinator is vital to the success of homestay placements. The coordinator serves as a liaison between students, host families and schools, and manages the short-term and long-term logistics of homestay placements. The coordinator's job description may include the following responsibilities.

- Promoting hosting opportunities to potential host families.
- Recruiting and selecting homestay families.
- Conducting home inspections and interviews with host families.
- Distributing, processing and assisting with host family and student application forms.
- Coordinating the matching process.
- Processing fees.
- Facilitating orientations for students and host families.
- Resolving conflicts and emergencies related to homestays.
- Monitoring homestay placements and managing evaluations.
- Responding to change requests by homestay families and/or students.
- Communicating student arrival dates and special requirements to the school personnel and/or the school authority liaison.

When hiring or appointing a homestay coordinator, it is recommended that the school authority seek applicants who are interculturally competent (see Intercultural Competence: Key Knowledge, Skills and Attitudes in Appendix C: Cultural Considerations) and are:

- familiar with international student programs
- familiar with school and community services available to international students
- diplomatic and able to mediate conflict
- experienced in counselling and interviewing.

## Integrating and/or developing risk-management strategies

Incidents that occur as part of a homestay may have wide-reaching ramifications and affect not only the student and the host family, but also the student's natural parents (and, where applicable, the agent liaising with them) and the Alberta school authority. Incidents can vary in severity from mild student misbehaviour to serious mental or physical health problems.

School authorities should identify protocols that currently exist to ensure the safety and care of Alberta students and incorporate them into their homestay protocols or procedures. Most school authorities have protocols that govern medical illness, travel, student safety concerns, and alcohol and drug abuse. The school authority may not have protocols that account for the unique circumstances of homestays; i.e., protocols that govern the placement of a student in a home. In this case, new protocols must be developed.

The following information may help you develop new protocols or procedures that will mitigate risk in homestay placements.

**Screening students.** To determine the kind of homestay environment the student may require, school authorities collect a wealth of information about the student, including medical information, English proficiency level, willingness to live with animals, interests and special needs. For more information, see the recommended fields for a Student Application Form on page 240. A sample homestay application form for students is available in Appendix H: Hosting International Visitors.

**Screening homestay families.** Homestay coordinators vary in their approach to screening homestay families. Like student applicants, homestay families are generally required to fill out an application that collects information about the home, its occupants and their lifestyle. Often references are also required. For more information, see the recommended fields for a Homestay Family Application Form on page 241. A sample application for potential homestay families is also included in the *Homestay Information Guide* for host families in Appendix H: Hosting International Visitors. Once an application has been submitted and approved, an inspection of the home is usually conducted. See Screening Host Families on page 241 for suggestions about what to look for. In addition, some school authorities require that members of the household over a prescribed age present the school authority with criminal record checks or evidence of security clearance.

**Monitoring.** The homestay coordinator should be in frequent contact with international students and their homestay families. Not only does this create the rapport that is needed for the student and/or the family to feel comfortable reporting concerns or potential problems, it also enables the homestay coordinator to identify and address problems as they arise. To maintain open communication, international students and homestay families should know who to contact to discuss placement issues.

**Protecting personal information.** Because the student and homestay family application forms collect personal data, it is important that they have clauses or declarations referencing Alberta's *Freedom of Information and Protection of Privacy (FOIP) Act* (<http://servicealberta.ca/foip>). Every effort should be made to protect the confidentiality of this information and it should be managed in accordance with FOIP legislation and school authority policies or procedures.

**Working alone and workplace safety.** Part 28 of *Alberta's Occupational Health and Safety Act* identifies working alone as a workplace hazard. Homestay coordinators often travel alone to inspect the residences of potential and current host families and, therefore, should take precautions to ensure their safety on the job. For example, if a homestay coordinator is conducting a home assessment, he or she should provide staff with the necessary information (e.g., visit itinerary, homestay address, host family name) prior to his or her appointment. It may also be worthwhile to define when a homestay coordinator should refuse to enter a residence and when the coordinator should leave the premises immediately.

### Developing data management practices

The effective management of data enhances the homestay provision. When collected over a prolonged period, data can inform homestay protocols, procedures or strategies. For example, keeping data on how potential host families found out about the homestay opportunities can inform the school authority's homestay advertising strategy.

Thorough documentation of the placement process and ongoing monitoring also ensures homestay coordinators are well-positioned to respond to concerns or complaints. This documentation is even more critical if legal proceedings ensue.

It is recommended that the following documentation be kept in either paper or electronic files.

- Homestay family applications.
- Criminal record checks or security clearances of host family members (where applicable).
- Assessments from home visits and family interviews.
- International student applications.
- Agent contact information.
- Matches.
- Orientation attendance.
- E-mails or notes from telephone calls that address homestay problems.
- Records that provide evidence of monitoring by the homestay coordinator.
- Evaluations from students and their parents, agent partners and Alberta host families.

## Identifying and outlining legal responsibilities

Homestay coordinators should be mindful of the legal responsibilities of homestay families. Host families usually want to know: 1) the legal implications of assuming custodianship of the student they are hosting; and 2) whether or not the income they receive from hosting a student is taxable.

### 1. Custodianship

As outlined in Chapter 13: International Student Programs, students who are under the age of 18 in Alberta and “who are not accompanied by a parent or legal guardian must be cared for by a responsible adult in Canada.” This person is known as a “custodian.” For example, the student’s natural parents or legal guardians may assign custodianship to the Canadian homestay parent(s), a school authority representative or local agent by completing and notarizing a custodianship form, like the one provided in Appendix G: International Student Programs. The designate accepts custodianship by completing and notarizing the custodianship form. For further information on the necessary legal arrangements and sample documents, visit the Citizenship and Immigration Canada (CIC) Web site at <http://www.cic.gc.ca/english/study/study-minors.asp>.

The terms “custodian” and “guardian” are often used interchangeably by many individuals. However, the terms are not synonymous to each other and it is important to understand the difference in terminology. A “guardian” is the permanent legal caregiver of a child and includes a minor’s natural parents or individuals who have gained guardianship status through adoption procedures. In order for an individual other than the natural parents to be considered the legal guardian of a child in Alberta, the individual must obtain a legal guardianship order from an Alberta court. A “custodian,” as mentioned earlier, is the temporary legal caregiver of a minor assigned by the child’s parents/guardians. A signed custodianship agreement or form is not sufficient to make that individual the legal guardian.

Custodians have legal permission to act on behalf of and in the best interests of the student during the duration of the student’s studies. They are expected to abide by the same duties of care as a foster parent. More information on these duties can be found on the Foster Care and Kinship Care page of the Alberta Children and Youth Services Web site at <http://www.child.alberta.ca/home/595.cfm>.

## 2. Taxation

School authorities should refrain from advising homestay families on whether the Canada Revenue Agency considers homestay remuneration to be taxable income. Rather, homestay families should seek the advice of a financial advisor or accountant.

### Developing participant handbooks

Providing students and homestay families with a participant handbook can help to clarify what is expected of each party during the placement. Handbooks for students and families can be used as points of reference and, to the extent that the students' legal guardian(s) and host parent(s) sign their handbooks, can also serve as legally binding documents.

When developing a participant guide, you may want to include the following information.

#### *Homestay Family Handbook*

- Roles and responsibilities; e.g., What is expected of the family? What can the family expect of the student?
- Expenses; e.g., What expenses is the family responsible for? What is the student expected to pay for?
- Jet lag.
- Culture, cultural patterns and cultural adaptation (see Chapter 6: Cultural Considerations).
- Vacations; e.g., national and international travel.
- Procedures for conflicts or emergencies.
- School authority contact information.

#### *Homestay Student Handbook*

- Roles and responsibilities; e.g., What is expected of the student? What should the student expect of the host family?
- Expenses; e.g., What expenses is the student responsible for? What is the family expected to pay for?
- Jet lag.
- Culture, cultural patterns and cultural adaptation (see Chapter 6: Cultural Considerations).
- Canadian culture and customs.
- Information about Canada, Alberta and the residing city/town.
- Vacations; e.g., national and international travel.
- Banking.
- Internet and postal services.
- Procedures for conflicts or emergencies.
- School authority contact information.

A sample homestay information guide can be found in Appendix H: Hosting International Visitors. It may also be worthwhile to consult Nancy King and Ken Huff's *Host Family Survival Kit: A Guide for American Host Families*, or conduct key word Internet searches.

It is recommended that the school authority post an electronic version of their homestay handbooks on a school authority Web site so that current and prospective participants can access this information at all times. School authorities may also choose to send a copy of their *Homestay Student Handbook* to students and their natural parents/legal guardians.

### Providing homestays

The following steps are meant to guide host coordinators as they arrange for and manage homestay placements.

#### Recruiting host families

The recruitment of homestay families depends on the interpersonal skills of homestay coordinators and their ability to establish and maintain close working relationships with host families and students. Word-of-mouth referral from existing homestay families and students is traditionally the most popular means of recruitment. Other recommended recruitment strategies include:

- displaying hosting opportunities information on school and school authority Web sites
- displaying hosting opportunities information on school bulletin boards
- inserting homestay information into existing school authority or community newsletters
- holding information sessions for prospective host families and inviting past participants to share their experiences
- advertising in newspapers, on radio stations and on television.

The number of host families needed may differ from year-to-year, depending on the number of international students who have applied and their needs. However, it is highly recommended to recruit more homestay families than required to compensate for periods when hosts are unavailable or when students need to be withdrawn from a home and placed in another.

## Developing applications

Families and students who are interested in participating in a homestay should complete an application form and submit it to the homestay coordinator. International students and/or parents who are limited in their English skills may choose to employ the services of an agent in their home country, who can translate, interpret and help them complete the application form. If students and their parents use the services of an agent, the homestay coordinator should provide the agent with information about the placement process and thoroughly explain all protocols and procedures.

When designing application forms, ensure that the student application form and the homestay family's application form have the same fields. This will ensure efficient matching. Below are some fields that could be incorporated into the application forms.

### Student Application Form

<ul style="list-style-type: none"><li>• First and last name</li><li>• English or preferred name (if applicable)</li><li>• Parent(s)/guardian(s) first and last name(s)</li><li>• Home/mailling address</li><li>• Home telephone number</li><li>• Parent(s)/guardian(s) work telephone number(s)</li><li>• Parent(s)/guardian(s) cell phone number(s)</li><li>• Parent(s)/guardian(s) e-mail address(es)</li><li>• Nationality</li><li>• Language(s) spoken</li><li>• Date of birth</li><li>• Gender</li><li>• Age</li><li>• Dietary restrictions and needs</li><li>• Medical conditions</li><li>• Allergies</li><li>• Smoking habits</li><li>• Religious beliefs and needs</li><li>• Willingness to live with pets</li><li>• Name of Alberta school (if known)</li></ul>	<ul style="list-style-type: none"><li>• Arrival and return dates (if known)</li><li>• Hobbies/interests</li><li>• Past study abroad experience (if applicable)</li><li>• Colour photographs of student</li><li>• Letter outlining student's goal during time in Alberta/Canada</li><li>• References</li><li>• Clause stating that any changes to the information provided in the application (including criminal convictions, physical and mental health, etc.) that occur prior to and after placement will be reported to the homestay coordinator</li><li>• Student signature</li><li>• Parent(s)/guardian(s) signature(s)</li><li>• Agent information (if applicable)</li><li>• Agent signature (if applicable)</li></ul>
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Some of the above information may already be collected in the international student or exchange student application form. In these cases, it may not need to be collected again. A sample homestay application form for students can be found in Appendix H: Hosting International Visitors.

## Homestay Family Application Form

<ul style="list-style-type: none"><li>• First and last name</li><li>• Home/mailling address</li><li>• Home telephone</li><li>• E-mail address</li><li>• Occupation</li><li>• Work telephone</li><li>• Cell phone number</li><li>• Spouse's first and last name</li><li>• Spouse's e-mail address</li><li>• Spouse's occupation</li><li>• Spouse's work telephone</li><li>• Spouse's cell phone number</li><li>• Information of all occupants in the household (including name, gender, age, occupation, relationship)</li><li>• Type of household; e.g., house, apartment, condo, duplex</li><li>• List of pets</li><li>• Smoking habits</li><li>• Religious beliefs</li><li>• Language(s) spoken in household</li><li>• Hosting availability (When? For how long?)</li><li>• Number of students able to accommodate</li><li>• Gender and age of student(s) willing to accommodate</li></ul>	<ul style="list-style-type: none"><li>• Hobbies/interests</li><li>• Other commitments and the hours they demand</li><li>• Previous homestay placements (When? With which organization? How many students hosted in total and at any given time? Age, nationality, gender of hosted students?)</li><li>• Colour photographs of family and home</li><li>• Statement of interest</li><li>• References</li><li>• Criminal Record Check for all household occupants over the age of 18</li><li>• Child Welfare Record Check</li><li>• Disclosure of mental/physical illness of all household occupants</li><li>• Clause stating that any changes to the information provided in the application (including criminal convictions, physical and mental health, etc.) that occur prior to and during the placement will be reported to the homestay coordinator</li><li>• Signature(s)</li></ul>
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A sample host family application is included in the *Homestay Information Guide* for host families in Appendix H: Hosting International Visitors.

When developing application forms, also refer to and abide by any school authority protocols and standards.

### Screening host families

When the information provided in the homestay family application form appears promising, homestay coordinators usually follow up by interviewing the host family and inspecting the home. Visiting the homes of homestay families allows the coordinator to better gauge the family and household, and to obtain information that may not otherwise be captured in the application form.

When conducting a home inspection, the coordinator may consider the following.

- Is the household tidy/clean?
- Is the household located in a safe neighbourhood?
- What is the proximity of the home to the school? (The maximum recommended commute is 30 minutes.)
- Does the student have his or her own bedroom?
- Does the student's room include the necessary furnishings such as a bed, desk and storage space?
- Is the level of English in the household amenable to English language learning? Does the family have experience interacting with individuals who speak English as a second or third language?
- Is the family culturally aware? What previous cross-cultural experience do they have?
- What is the family's motivation to host a student? (e.g., Does the family view the homestay as an opportunity for cultural exchange or a means of profit?)
- Are there any unusual behaviours that may make the student feel uncomfortable or unsafe?
- If there are any pets in the home, are they aggressive or intimidating?

When assessing these criteria, it is critical to remember that a host family and their home is meant to be a “home away from home” for the incoming student. Students should be placed with caring families who are willing to help the student develop his or her English language proficiency and learn about Alberta's and Canada's cultures.



Once a host family has been approved, some school authorities or homestay providers require the family to sign an agreement, which outlines the responsibilities of each partner. A sample agreement is included in the *Homestay Information Guide* for host families in Appendix H: Hosting International Visitors.

### Matching and placing students

Homestay placements are most successful when the expectations, behaviours and needs of the student align with those of the homestay family. Careful matching is critical to the subsequent success of the homestay.

The criteria by which homestay coordinators match students and families can vary. However, as alluded to in the application process, it is relatively common to match students and families based on the following criteria:

- medical issues/allergies
- smoking habits
- religious beliefs and needs
- dietary restrictions or needs
- partiality to pets
- duration of stay
- student's gender and age
- language(s) spoken in the household
- hobbies and interests.



Other factors that may influence placement include the following.

- Whether the host family is currently hosting (or will be hosting) other international students.

Placing one student per family household is the ideal practice for maximizing cultural exchange and language learning. However, finding quality homestay families can be challenging at times and the homestay coordinator may need to resort to multiple student placements per household. Hosting more than one student can be beneficial as it allows the coordinator to maximize the use of quality families while providing students with a “friend” at home who can relate to the challenges of adjusting and integrating into life in Alberta.

- If the household speaks a language other than English.

Many international students come to Alberta to improve their English language proficiency. These students should be encouraged and given the opportunity to practise their English on a daily basis. This requires that the host family communicates predominantly in English.

Once a suitable match is made, the student should be sent information on the proposed homestay family and vice versa. If the student and the host family accept the match, the coordinator may want to encourage the two parties to interact via telephone, e-mail or mail before the student arrives. Contact prior to the student's arrival allows the homestay family to establish rapport with the student and ideally with the student's parent(s)/legal guardian(s) as well. It also eases the anxiety of both parties and can assist with the student's transition to Alberta.

## Hosting orientation sessions

Orientation sessions are vital to successful homestay placements. At orientation sessions, the homestay coordinator can relay and clarify information about stakeholders' roles and responsibilities, as well as address any questions and/or concerns. Orientation sessions should be compulsory for all participants and attendance should be documented in their respective files.

- Orientation sessions for host families

Homestays rely on the participation of host families. It is important that families fully understand the school authority's expectations and that the coordinator prepares them to be good hosts. When developing an orientation session for homestay families, you may wish to do the following.

- Discuss culture, cultural patterns and the process of cultural adaptation (see Chapter 6: Cultural Considerations).
- Review and discuss the *Host Family Handbook*.
- Review common incidents and consider how they may have been prevented and/or how they could be solved. (For ideas, contact members of Alberta's International Education Advisory Council. The Homestay in North America Web site at <http://www.homestayguide.com/homestay/index.htm> also contains some useful information on common misperceptions of North American families.)

It may also be worthwhile to invite past and/or current homestay families to share their experiences and network with families who are new to hosting.

- Orientation sessions for incoming students

Facilitating an orientation session for international students upon their arrival allows students to meet the homestay coordinator in person, as well as discuss topics that will help them adjust to their new homes, schools and communities. A welcome orientation session for students may include:

- discussions of culture, cultural patterns and the process of cultural adaptation (see Chapter 6: Cultural Considerations)
- a review of common incidents and how they may be prevented and/or resolved (For ideas, contact members of Alberta's International Education Advisory Council. The Homestay in North America Web site at <http://www.homestayguide.com/homestay/index.htm> also contains some useful information on common misperceptions of North American families.)
- a review of the *Homestay Student Handbook*.

It may also be useful to invite international students who have or are currently staying in a homestay to share their experiences.

- Monitoring

Ongoing monitoring is key to successful homestay placements. It enables staff to identify and manage potential risks before they escalate into larger problems. It also builds rapport between the coordinator and host families. Some monitoring techniques include:

- regular telephone calls to homestay students and families
- home visits to ensure that quality standards are still being met after the initial placement
- contact with school personnel for feedback on their interactions with the homestay students and families
- functions for participating students and families.

While most matches are successful, sometimes a student and his or her host family struggle to find common ground. In these cases, the homestay coordinator is encouraged to counsel the student and family on the underlying issue rather than to immediately move the student to a new home. Often the issue is due to cultural differences or communication styles. A new placement may need to be considered if differences cannot be resolved or safety is an issue.

- Evaluating

Evaluations highlight what is going well in homestay placements and what may need improvement. The following are some methods of evaluating homestays.

**Holding pre-departure or debriefing sessions with students.** Conducting a pre-departure or debriefing session with students is as important as conducting an orientation session. The pre-departure session prepares students to return home and also serves as an opportunity for students to voice their opinions on their homestay experience. A pre-departure session may include:

- discussion of the cultural reintegration process; e.g., “reverse culture shock”
- preparations for departure; e.g., transcripts, packing, cleaning up at the homestay, flight information, airport drop-off
- evaluation of placement process and homestay experience.

**Interviewing or distributing questionnaires to students or host families.**

A sample exit survey is provided in Appendix H: Hosting International Visitors.

**Creating focus groups and documenting the discussions.** When an issue continues to come up and you need to significantly alter a protocol or procedure, it may be worthwhile to bring previous host families together to talk about their common experiences and suggest solutions.

Homestays are truly unique. In no other way can students develop the intimate connections that come from living with and belonging to a Canadian family. Similarly, they present Canadian families with the unique opportunity to travel to another part of the world without ever leaving home.

**You may find the following sections in this handbook helpful:**

- Chapter 6: Cultural Considerations
- Chapter 13: International Student Programs
- Chapter 18: Support Organizations and What They Offer – Alberta’s International Education Advisory Council
- Appendix G: Custodian Declaration Form
- Appendix H:
  - Overview of Alberta’s Education System – Kindergarten to Grade 12
  - Sample program: Itinerary for German Delegation
  - Community, Home and School Information
  - *Educator Exchange Program: Administrator’s Handbook* (Alberta Education)
  - Exchange Teacher’s Questionnaire and Principal’s Questionnaire (Alberta Education)
  - Sample Homestay Application Form for Students
  - Sample Homestay Guide for Host Families (*Homestay Information Guide*)
  - Sample Homestay Agreement (*Homestay Information Guide*)
  - Sample Homestay Guide for Students (*Student Manual Reference Guide*)
  - Sample Student Exit Survey

## Endnotes

1. Roger E. Axtell, *Do's and Taboos of Hosting International Visitors* (New York, NY: Wiley, 1990), p. 39.
2. Ibid., p. 43.
3. Ibid., p. 121.

