Non-English-Speaking-Background secondary school fee-paying Asian students living in a host family environment in Christchurch

A research project submitted in partial fulfilment of a Master of Teaching and Learning

At

Christchurch College of Education

2001

Terri Hu McFedries
Table of Contents

Acknowledgements

List of Tables

List of Figures

List of Appendices

Abstract

Statistical overview by the Ministry of Education

Number of international students enrolled in 2001

1 Introduction

2 Method

2.1 Interviews and questionnaires

2.2 The Sample Subjects

2.2.1 School participation

2.2.2 Country of origin of students in 2000

2.2.3 Time spent in New Zealand and time with host families

2.2.4 Age of the participants

3. Results

3.1 Issues related to the living situations with host families

3.1.1 Weekly full board cost

3.1.2 Reasons for changing host families

3.1.3 Meals

3.1.4 Leisure life

3.1.5 Perception of host family care

3.1.6 Electricity use

3.1.7 Adequacy of host family control

3.1.8 Pets

1

8

8

9

9

11

13

13

14

15

17

18

19

22

24

27

28

28
3.2 The level of satisfaction students had in Christchurch
   3.2.1 Personal feelings
   3.2.2 Activities outside school
   3.2.3 Reaction to the decision to study in New Zealand
   3.2.4 Further education
   3.2.5 Destination for tertiary education

4. Discussion

4.1 High cost of weekly full board cost and meals
4.2 Host family care
4.3 Interaction with local people
4.4 Supervision
4.5 The different concerns between girls and boys
4.6 Differences due to host family living situations
4.7 Telephone and computer use
4.8 Guardianship
4.9 Education Value

5. Recommendations

6. Conclusion

7. Supervisors

Bibliography

Appendices
Acknowledgements

I wish to acknowledge the help received from the following people. Without their support and assistance, this report would not have been successfully carried out.

My sincere thanks to the 144 Asian full fee-paying students studying in Christchurch secondary schools who participated in this research. Their cooperation and truthfulness make the findings of this research accountable and valuable. I thank Mrs Margaret Lavery for organising and conducting students’ interviews with me and for her passionate advocacy of fee-paying students.

I am also grateful to have had the cooperation of the ESOL teachers and the Directors of International Students from Aranui High School, Avonside Girls’ High School, Catholic Cathedral College, Christchurch Boys’ High School, Christchurch Girls’ High School, Middleton Grange School, Riccarton High School, Shirley Boys’ High School and St Thomas of Canterbury College who organised and assisted with this research. They had great knowledge of students’ wellbeing and had more concern about the students than anyone else in this industry.

Mrs Rhona Thorpe, my long time friend and colleague, provided helpful feedback by sharing her deep knowledge of multicultural and multilingual awareness. Her understanding of complex situations led to the formulation of many useful ideas. My thanks also to Mrs Jean Lewis, for hours of cooperation in proof reading. Her willingness and encouraging attitude facilitated the completion of this exercise. My special thanks to Dr John Boereboom from the Christchurch College of Education who provided excellent supervision and support throughout the period of the research.

My friends from the Christchurch Contract Bridge Club for their discussions and debates in particular, Mr. Jim McBride, Mrs. Anne Caldwell and Mrs. Ann Sherlock.

My husband John and children, Catherine, Richard and Alison, without whose support and tolerance I would have been unable to complete this project. They shared my passion for the project and provided transport, music and friendship to the international students.
List of Tables

Table 1: The country of origin of Asian PPFS studying in Christchurch compared with the country of origin of students who participated in this survey.

Table 2: Length of stay with host families

Table 3: “It is a good idea to have other students in the host families.”

Table 4: Weekly full boarding fees

Table 5: Reasons for changing host families

Table 6: Intended further study
List of Figures

Figure 1: SFFPS by Region of Origin, 2001 1

Figure 2: SFFPS from the Asian region by country of origin, at July 2000 and 2001 2

Figure 3: SFFPS from China compared with all SFFPS except from China in 1996-2001 2

Figure 4: International Student Numbers enrolled in Australia: Top Source Countries 2000 3

Figure 5: Asian SFFPS formed 80% of Christchurch total SFFPS in 2000 secondary 9

Figure 6: The school and gender of the students who participated in this survey 10

Figure 7: Countries of origin of girls and boys who participated in this survey. 12

Figure 8: The top five countries of origin of SFFPS in Christchurch schools in 2000. 12

Figure 9: Age of the participants and year of their schooling 13

Figure 10: Comparison of boarder numbers in host families between boys and girls 16

Figure 11: Number of times during the week students had breakfast with host families. 19

Figure 12: Number of times during the week students took lunch to school 20

Figure 13: Number of times during the week students had dinner with host families. 20

Figure 14: Comparison of meals taken five times during the week in host families between boys and girls 21

Figure 15: Comparison of meals taken during the week in host family between host families with only one boarder and those with more than one boarder 21
Figure 16: Comparison of meals taken during the week between Asian host families and European host families 22

Figure 17: Host families eating out at restaurants 22

Figure 18: Host families having holidays 23

Figure 19: Comparison of activities with host families between host families with only one boarder and those with more than one boarder 24

Figure 20: Host families helping with homework 25

Figure 21: Host families conversing in English with students 25

Figure 22: Students able to invite friends to their host families 26

Figure 23: Adequacy of host family control 28

Figure 24: Reasons for unhappiness 29

Figure 25: Sources of emotional support 30

Figure 26: Sources of emotional support between boys and girls 30

Figure 27: The reasons for students not doing activities outside school 32

Figure 28: Students approval of being sent to New Zealand to study 32

Figure 29: Tertiary destination 34
List of Appendices

Appendix 1: Copy of letter to International Education Appeal Authority 4
Appendix 2: Extract of letter from International Education Appeal Authority 4
Dated 2nd Nov 2000
Appendix 3: Copy of letter from International Education Appeal Authority 4
Dated 31st May 2000
Appendix 4: The translation of an interview conducted in the Chinese language 8
Appendix 5: Interviewed by an ESOL teacher in the English language 8
Appendix 6: Questionnaire 8
Appendix 7: Comparison of frequency of restaurant meals between host families with one parent and those with two parents. 23
Appendix 8: Comparison of frequency of holidays between host families with one parent and those with two parents. 23
Appendix 9: Comparison involved in activities between host families with one parent and those with two parents. 23
Appendix 10: Comparison of student's leisure life with Asian host families and those with European host families 24
Appendix 11: Comparison of assistance given by host families between boys and girls 26
Appendix 12: Comparison of interaction between host families with one parent and those with two parents 26
Appendix 13: Comparison of assistance to students between host families with only one boarder and those with more than one boarder

Appendix 14: Comparison of frequency of interaction- between host families with only one boarder and those with more than one boarder

Appendix 15: Comparison of electricity use between host families with one parent and those with two parents

Appendix 16: Comparison of reasons for unhappiness between boys and girls

Appendix 17: Comparison of day-to-day life - between host families with only one boarder and those with more than one boarder

Appendix 18: Comparison of reasons for unhappiness between host families with only one boarder and those with more than one boarder

Appendix 19: Comparison of students seeking support between host families with only one boarder and those with more than one boarder

Appendix 20: What the parents of Asian SFFPS have to say.

Appendix 21: Home Stay Meeting Minutes
Non-English-Speaking-Background secondary school fee-paying Asian students living in a host family environment in Christchurch

Abstract

The dramatic increase of foreign fee-paying students benefits our community on one hand, but on the other visible problems of teenage pregnancy, racism, drugs, abuse, indifference as well as invisible problems of loneliness and helplessness arise. The researcher noticed many sad cases through her work experience as a language teacher and as an interpreter for government agencies such as the courts, police, immigration and health over the last 20 years in Christchurch. Local residents lack a realistic understanding of the difficulties encountered by foreign students in adjusting to a new environment, a different culture and a new language.

This study is an investigation of living situations of Non-English-Speaking-Background (NESB) Asian secondary full fee-paying students (SFFPS) boarding with host families in Christchurch. Research was conducted by interviews and questionnaires with secondary school students in Christchurch. Aspects of Asian SFFPS living situations with host families that were investigated include the students’ country of origin, age, size of host families, age group of host families’ children, attitudes of the host families, host families’ leisure life with students, students’ social life, meals with host families and host families level of support.

On the whole, the research suggests that Asian SFFPS boarding with host families lack supervision and support. Interactions between Asian SFFPS and their host families, local students and the local community are infrequent. Many international students lack a congenial learning environment, a decent living environment, a proper provision of welfare support and a good relationship with the host culture and its people. Interactions are important to develop greater communicative competence and more confidence in the use of the English language in order to achieve wellbeing and multicultural linkage with New Zealand society as a foundation for later friendships.

The study concludes with a list of recommendations that might improve the Asian SFFPS living situations. Interventionist strategies for intercultural interaction would need to be introduced to promote more and better intercultural activities. Monitoring and supporting systems by schools, agents, guardians and host families are necessary.
FOREIGN FEE-PAYING STUDENTS IN NEW ZEALAND: TRENDS
A STATISTICAL OVERVIEW
New Zealand Ministry of Education
June 2001

Schools

- The number of FFP students in primary and secondary schools increased by 42.6% between 1999 (5,044) and 2000 (7,191).

- FFP students accounted for almost 1% of the total school population in 2000. They made up 0.2% of the total primary roll and 2.6% of the total secondary roll.

- Early returns for 2001 indicate continued strong growth.

- 86.9% of primary and 91.1% of secondary FFP students were from Asia in 2000. This was despite a drop in numbers in 1997 as a result of the Asian economic downturn.

- While the number of Asian FFP students started to recover in 1999, the increase in 2000 was dramatic; an increase of 47.4% over 1999 numbers, representing 97% (2,092) of the overall increase.

- 30.6% of Asian primary and secondary FFP students were from China, 23% were from Korea and 19.3% were from Japan in 2000.

- Although the numbers are modest, Europe and the Americas have steadily increased as source regions.

- The distribution of FFP students throughout New Zealand is uneven.

- 50% of all FFP students were in the Auckland region in 2000.

- 2000 figures range from 3,607 FFP students in the Auckland region (1.6% of the total regional roll) to 6 in the West Coast Region (0.1% of the total regional roll).

- Two other regions had significant FFP student numbers: Canterbury (1,146, or 1.3% of the total regional roll) and Wellington, (629, or 0.8% of total regional roll).
Although the number is low, Otago’s 462 FFP students represented 1.5% of the total regional roll.

In all regions FFP students as a proportion of the total regional roll was significantly higher in secondary schools than in primary schools.

Primary school participation rates in the FFP student market are low; 11% of schools had FFP students in 2000, and of those more than a third had only one FFP student.

Secondary school participation is higher. Two-thirds of secondary schools had at least one FFP student in 2000. Significantly, half of all FFP students were shared among just 10% of secondary schools.

Schools drawing on the highest socio-economic status communities (decile 10 schools) have significantly more FFP students than those drawing on the lowest socio-economic communities (decile 1 schools).

In decile 1 schools, FFP students made up 0.04% and 0.27% of the roll in primary and secondary schools respectively while in decile 10 schools FFP students made up 0.46% and 3.76% of the primary and secondary rolls respectively in 2000.

Secondary school FFP students are at least twice and sometimes three times as likely as domestic students to study Mathematics, Science, Physics and Chemistry. Comparatively larger proportions also enrol in Economics and Accountancy.

Strong growth is forecast for the school sector.

Assuming current trends are maintained, growth will continue to be dominated by the Auckland region.

It is estimated that by 2005, FFP students will represent between 6 and 9% of the total secondary school roll in the Auckland and Otago regions.

This equates to an addition of between 418 and 1000 students per year to Auckland secondary schools between 2000 and 2005.

In some regions FFP students will still represent a small proportion of the total regional roll. For example in Northland and on the West Coast the proportion of FFP students by 2005 will still be under 1% unless strategies are implemented to change this.
### INTERNATIONAL FORMAL STUDENTS BY SECTOR ENROLLED IN 2001

<table>
<thead>
<tr>
<th>Region</th>
<th>Year 7-15</th>
<th>Tertiary Institutions</th>
<th>Private and Language Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northland Region</td>
<td>100</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>Auckland Region</td>
<td>4623</td>
<td>6507</td>
<td>5039</td>
</tr>
<tr>
<td>Waikato Region</td>
<td>477</td>
<td>1600</td>
<td>325</td>
</tr>
<tr>
<td>Bay of Plenty Region</td>
<td>259</td>
<td>163</td>
<td>481</td>
</tr>
<tr>
<td>Gisborne Region</td>
<td>55</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Hawkes Bay Region</td>
<td>200</td>
<td>162</td>
<td>85</td>
</tr>
<tr>
<td>Taranaki Region</td>
<td>87</td>
<td>49</td>
<td>92</td>
</tr>
<tr>
<td>Manawatu-Wanganui Region</td>
<td>355</td>
<td>709</td>
<td>51</td>
</tr>
<tr>
<td>Wellington Region</td>
<td>701</td>
<td>2120</td>
<td>737</td>
</tr>
<tr>
<td>West Coast Region</td>
<td>55</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Canterbury Region</td>
<td>1061</td>
<td>2110</td>
<td>1179</td>
</tr>
<tr>
<td>Otago Region</td>
<td>508</td>
<td>1119</td>
<td></td>
</tr>
<tr>
<td>Southland Region</td>
<td>247</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Tasman Region</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson Region</td>
<td>143</td>
<td>170</td>
<td>58</td>
</tr>
<tr>
<td>Marlborough Region</td>
<td>64</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Other regions and (Year 6 and under)</td>
<td>1581</td>
<td>1934</td>
<td></td>
</tr>
<tr>
<td>Distance Learning</td>
<td></td>
<td></td>
<td>218</td>
</tr>
<tr>
<td>Total</td>
<td>10,555</td>
<td>15,180</td>
<td>9,991</td>
</tr>
</tbody>
</table>
1. Introduction

International education is an important export industry contributing $1,141 billion into the New Zealand economy in year 2001 – including $254 million to schools, $469 million to tertiary institutions, and $244 million to private and English language schools according to Trade New Zealand. This amount came from three main components: tuition fees, home-stay costs and living expenditure. New Zealand accounts for a small share of the $34 billion, which was 92.6% of the total of the global education market. It is obvious that the supplementary income provided by tuition fees constitutes a very significant addition to school operating income and to the community in general. Since full fee-paying students (FFPS) make an important economic and social contribution to Canterbury economy, the schools and the community should investigate how the needs of these students are being met.

The number of secondary full fee-paying students (SFFPS) has continued to increase markedly from 7,191 in July 2000 to 11,332 in July 2001. Over 95% of this increase came from the Asian region. Figure 1 shows that Asia was the main source region of SFFPS

Figure 1: SFFPS by Region of Origin, 2001


Since the government eased the entry requirement for students from China from a limited quota to unlimited numbers, Figure 2 shows that there was significant growth in the number of SFFPS from China, making China the largest single source country followed by Korea and Japan and these three were the major source countries in 2000 and 2001.
Figure 2: SFFPS from the Asian region by country of origin, at July 2000 and 2001


In 2001, 9711 Asian SFFPS enrolled, which is 92% of the all SFFPS. Apart from gaining China as a new market, New Zealand’s South East Asia markets have been shrinking since 1996. Local communities should heed this trend otherwise the disappearing market will take many years to build up again as figure 3 shows. Unless we address this, we cannot retain existing markets and we could lose the Chinese and other markets as well in the near future.

Figure 3: SFFPS from China compared with all SFFPS other than from China in 1996-2001.

Figure 4 shows that the top source countries for Australia’s international student population are Singapore, Hong Kong, Malaysia and Indonesia. (Overseas Student Statistics 2000, AEI.) It is significant that Australia is the preferred educational destination for FFPS from these countries, even though costs in Australia are much higher than in New Zealand. Asian FFPS have become an important component for the world market of the student population and the potential for further growth is significant.

Figure 4: International Student Numbers enrolled in Australia: Top Source Countries, 2000

Source: Overseas student statistics 2000, AEI.

Crean (1997) warned that earnings from SFFPS business are at risk. He quoted Shirley Boys’ High School headmaster Mr Laurenson as saying ‘Christchurch will suffer if the foreign student market collapses. The fees from SFFPS cover an area of gross under-funding for teaching English as a second language to new resident students.’ Crean also reported that Hornby High School principal Mr Edmunds said ‘A recent marketing trip to Taiwan had failed. The New Zealand delegation put on an education fair, but no one attended. They have lost interest in New Zealand.’
When international students considering study in New Zealand compared with other western countries: one is the cheaper tuition fees and living costs and the other is getting to know New Zealand culture as a friendly and safe place. Home stays play a very important role for Asian SFFPS while they are here. There are many good host families as well as unsuitable ones. When students are hosted by inappropriate host families, they are often a source of significant distress. This is especially true for the new arrivals. There is no place for them to turn to get help if the agents are not particularly concerned for the students’ welfare, and the emphasis is placed on gaining SFFPS for the schools rather than finding suitable host families for them.

There are many cases where there is conflict between the SFFPS and the providers. It is difficult to advise students seeking help through the legal system locally. Sometimes these students are as young as thirteen and ill equipped to deal with the New Zealand court system. Many are only just starting to experience a new language and a new culture. Their worried parents are just as powerless to help with no channels to access services to improve such situations. An International Education Appeal Authority was set up by the Ministry of Education in 1996, but many SFFPS and their parents are unaware of it. This came out clearly during the discussion at meetings (1999 to 2001) of the Asian Youth Working Party, which were organised by the Christchurch City Council.

These problems can be illustrated by a particular case in relation to a 16 year-old Asian SFFPS female and a dispute involving the school, the agent and the host family. Trouble began on the day of her arrival in New Zealand (Appendix 1). Focussing solely on the host family dispute now, there were three key issues:

- When all the other host families collected their new Chinese boarders students from the school after they arrived from China, she was waiting until midnight when she had to arrange alternative temporary accommodation after no one could tell why her host family had not turned up.

- When the agent took her to the host home the next day, she was shown a bare room with only a bed on uncarpeted floor and no curtains over the windows. She came to New Zealand in midwinter from China’s hot summer. There was no mention by the host family then that they were going to add more furniture, as they said to the enquiry later (Appendix 2).
She decided not to stay with this family. Even though she did not stay there at all, the school deducted four weeks boarding fees from her account. The reason the school gave was that the host family had ‘incurred expense setting up their house for (her) and lost income as a result of her decision not to stay’.

The International Education Appeal Authority (Appendix 3, p2) states ‘there is no formal procedure for commencing a complaint, and the Authority has received very simple letter/faxes from parents of students and from students. In instances where I consider it appropriate I have arranged to interview the students with an interpreter. I should point out however, that the student is expected to endeavour to resolve their complaint with their education provider in the first instance.’ The problems are:

a) Students have no knowledge of this authority;

b) Even a simple letter/fax is not easy for parents of NESB students and their children to write in English;

c) It is difficult for students to endeavour to resolve their complaint with their education provider in the first instance.

Acculturation of NESB students, or changes resulting from first-hand contact with another culture, can be stressful, and problems often arise from differences in language, cultural expectations, physical appearance, and environment (Chataway and Berry, 1989). Most parents of SFFPS have high aspirations for their children and want to know about their academic progress and living situations. However the parents often lack the English language skills to communicate with schools, agents and host families. Consequently it is often hard for overseas parents to know how to help their children academically and socially. Cummins (1998) emphasises that ethnic minority students are disabled or disempowered by schools in very much the same way that their communities are disempowered by interactions with societal institutions.

Unfortunately there are almost no bilingual services available to help NESB parents and students, if they have such problems. Ward warns that ‘Unhappiness over home stays was commonly cited as an area of concern by Asian parents, and students maintained that the most important factor that schools could take into account when arranging home stays was tolerance of different customs.’ (2001, p. 23)
As a foreign student from Taiwan, this researcher came to New Zealand nearly 30 years ago. At that time she studied at Auckland University and stayed with a host family. In those early days host families and foreign students lived together like a family, and the trust and affection between the host family and the student were strong.

Over the last 30 years, the quality of the relationship between the host family and the student has become more variable. This may be a result of factors such as:

1. There is a greater demand for host family accommodation, particularly in those areas close to the popular schools. This demand means that students seeking board do not always have many choices in their selection of a host family.

2. SFFPS are frequently much younger when they first come to a totally different cultural environment. They usually have limited English language skills and this often leads to misunderstandings and greater stress.

3. With the Asian economies generally booming, many Asian SFFPS coming to New Zealand to study are not always academically able students. Their parents can afford to send these students here and often do so to change their environment and to give them the chance to have a new start.

4. Many SFFPS have a large amount of money at their disposal and this makes it very difficult for the host family to control any excesses in their behaviour.

5. It is costly for SFFPS to study in New Zealand. The agents fees for finding schools and visa applications for students is between $3,000 and $5,000. Tuition fees for secondary schools are between $9,000 and $12,000 per year, guardian fees $3,000, boarding fees $8,000 and living expenses $10,000; ie transportation, books, movies, appliances, entertainment, communication and financial services such as car insurance, health insurance. In other words, one student needs about $30,000 per year. The parents have to provide at least $150,000 for a five-year study plan for sending students to New Zealand. Do the students really benefit from this huge investment in education?

In 1999, the Christchurch City Council published "The Voice of Asian Youth" which reported on research conducted in the city. This paper indicated that both SFFPS and Asian migrant youth in the city had disturbing levels of discontent, boredom and loneliness. It also indicated that Asian youth experienced an acute lack of accessible and safe social opportunities in Christchurch. (1999, p. 72)
It is very natural that Chinese students like to relate to other Chinese students and Korean students like to relate to other Korean students, just as domestic students like to relate to other domestic students. Head (1997, p31) explains that ‘Young people are likely to identify with those most similar to them, drawn from the same locality and of similar social class. Peer relationships contribute to the social construction of identity. Identity is about ‘sameness and differences’ so the arena of the close-knit peer group provides an opportunity for the individual to locate oneself. It is in comparison with others of similar age and background that adolescents gain a sense of their individual qualities.’ Making friends with those of a different culture can be difficult for foreign students and local students alike. It is understandable that making friends is not easy and the organisation of a support programme is an important need that is not being addressed in our community.

This research aims to provide information for various organisations, such as schools, Boards of Trustees, host families, agents for fee-paying students, guardians, the Ministry of Education, Community Boards, the City Council, providers of social, health and recreational services and all who benefit from the well being of the SFFPS in local communities. The research is focused on the following five main research questions:

1. What are the nationalities and age groups of students in host family situations?
2. How do students evaluate living with their host families?
3. How does the relationship with a host family differ between girls and boys?
4. Are there any differences in the relationships between NESB students and their host families that are due to the number of host parents (one or two), the number of boarders and whether the host families are Asian or European?
5. Are Asian SFFPS satisfied with educational opportunities in Christchurch?

The findings of the current research should assist relevant organisations in formulating policies, and in setting up programmes to help the students integrate into school and the social environment, thus maximising their potential and contribution to society. Further, this research is to be translated into Chinese and other Asian languages. The conclusions should ensure that Asian SFFPS and their parents are better informed when they choose to study in Christchurch, especially on the role of guardians and host families.
2. Method

2.1 Interviews and questionnaires

The data for this research was collected by face-to-face interviews and questionnaires to NESB Asian SPPFS living with host families.

Interviews

An initial pilot study involving interviews with seven NESB Asian SFFPS from Christchurch schools took place. The purpose of the pilot study was to pre-test questions and investigate issues for inclusion in the later sample questionnaire. The seven were made up of four male and three female students of different ethnicity. Three Chinese students and one from Taiwan were interviewed in the Chinese language by the researcher (The translation of an interview conducted in the Chinese language is in Appendix 4). In addition, a New Zealand ESOL teacher interviewed the three students from Malaysia, Thailand and Korea in English (The transcripts of these interviews are contained in Appendix 5). Students involved in the interview did not have their names recorded. To understand the actual problems of students in the host families, group discussions within these two different groups commenced with open-ended questions.

Questionnaires

Based on a review of the interview responses, the first draft of the questionnaire in English was designed to seek detailed information on the common concerns raised by the students. The draft questionnaire was then rewritten following consultation with the supervisor. A trial run of the questionnaire with male Thai students also led to rewriting questions and reformulating. After production of the second edition of the questionnaire, another trial run with Japanese female students led to further revision. Additional questions were inserted to follow up points of relevance.

The two trials that were conducted with preliminary questionnaires finalised the content and wording of the questions, so that NESB Asian students could grasp the meaning more readily (Appendix 6). Open-ended questions were avoided because the majority of NESB Asian students have difficulty in expressing themselves in written English.
2.2 The sample

2.2.1 School participation

Figure 5 shows that in 2000, there were 766 Asian SFFPS, forming 80% of a total of 955 foreign students studying in Christchurch (School Statistics 2000). All NESB fee-paying Asian students in host family situations in Christchurch were invited to take part in this research. Twenty-four high school principals in Christchurch were sent copies of the questionnaire accompanied by a letter requesting their permission for students to participate in this research. After the schools granted approval, the ESOL teachers of the school were asked to distribute the questionnaire on a voluntary basis to students. The researcher, who is a Chinese native speaker, was available to help in the school where required.

Figure 5: Asian SFFPS formed 80% of Christchurch total SFFPS in 2000.

144 questionnaires were returned, representing students from single sex and co-ed schools, and different areas of Christchurch. This sample represents 21% of total SFFPS who were living with host families (11% of FFPS lived in the school hostels.) Although the sample was small, it contained a cross section of Asian SFFPS studying in Christchurch. Figure 6 summarises that the replies from 87 boys and 57 girls were from Aranui High School, Avonside Girls’ High School, Catholic Cathedral College, Christchurch Boys’ High School, Christchurch Girls’ High School, Middleton Grange School, Riccarton High School, Shirley Boys’ High School and St Thomas of Canterbury College.
The sample of students who responded represents a fair cross section of the total population of Asian SFFPS in Christchurch. There were, however, three groups of Asian SFFPS who did not participate in this survey:

1. Students attending private schools such as Christ’s College, St Margaret’s College, Rangi Ruru Girls’ School, St Andrew’s College and St Bede’s College did not participate in the survey because they boarded in school hostels.

2. Three of the four public schools which have most SFFPS, are Burnside High School, Papanui High School and Hillmorton High School. These schools chose not to participate in this survey. Two Burnside High School girls participated, but it was not arranged through the school.

3. Most of the participating schools invited senior students to take part in this survey. There were only eight junior students who participated, five were Year 9 students and three were Year 10 students.
2.2.2 Country of origin of students in 2000

In 2000 there was a total of 955 studying in Christchurch schools. Of these 766 were Asians. Table 1 lists the country of origin of all Asian SFFPS and the 144 students who participated in this survey in 2000.

Table 1: The country of origin of all Asian SFFPS studying in Christchurch compared with the country of origin of students who participated in this survey in 2000.

<table>
<thead>
<tr>
<th>Nationality</th>
<th>All Students</th>
<th>Total participants</th>
<th>Total male</th>
<th>Male participants</th>
<th>Total female</th>
<th>Female participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHINA</td>
<td>244</td>
<td>79</td>
<td>132</td>
<td>52</td>
<td>112</td>
<td>27</td>
</tr>
<tr>
<td>HONG KONG</td>
<td>20</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>INDIA</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDONESIA</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td></td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>JAPAN</td>
<td>135</td>
<td>20</td>
<td>57</td>
<td>8</td>
<td>78</td>
<td>12</td>
</tr>
<tr>
<td>MACAU</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALAYSIA</td>
<td>24</td>
<td>2</td>
<td>11</td>
<td>13</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MALDIVES</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORTH KOREA</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTH KOREA</td>
<td>176</td>
<td>15</td>
<td>104</td>
<td>11</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>SRI LANKA</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAIWAN</td>
<td>62</td>
<td>7</td>
<td>38</td>
<td>3</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>THAILAND</td>
<td>79</td>
<td>15</td>
<td>51</td>
<td>11</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>VIET NAM</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>766</td>
<td>144</td>
<td>418</td>
<td>87</td>
<td>348</td>
<td>57</td>
</tr>
</tbody>
</table>

The sample is representative of the total percentage of Asian SFFPS. This is explored further in Figures 7 and 8.
Figure 7 shows that 21% (87 males) of Asian FFPS and 16% (57 females) of Asian SFFPS participated in this survey compared with all the Asian SFFPS in Christchurch schools.

Figure 7: Countries of origin of girls and boys who participated in this survey.

In Christchurch, SFFPS from China, South Korea, Japan, Thailand and Taiwan made up 73% of all SFFPS in year 2000. Figure 8 shows that the top five countries of origin of the sample students who participated in this survey are similar to the top five of the total Asian SFFPS studied in Christchurch.

Figure 8: The top five countries of origin of SFFPS in Christchurch schools in 2000
2.2.3 Time spent in New Zealand and time spent with host families

The participants were asked how long they spent in New Zealand and how long they stayed with each host family (Appendix 6, question 5 and 6). Table 2 shows that the average length of time that students had lived in New Zealand is 15 months for boys and 17 months for girls. During this period of time, on average, students changed host family once. The average length of time students stayed with their host families was under eight months.

Table 2: Length of stay with host families

<table>
<thead>
<tr>
<th></th>
<th>Average months in NZ</th>
<th>Average months with current family</th>
<th>Average number of host families stayed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>15</td>
<td>8.5</td>
<td>2</td>
</tr>
<tr>
<td>Girls</td>
<td>17</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

There were eight students who had lived with the same host parents for more than two years. Six of them were boys. Of these eight host families, three had host mothers only and five had host parents. All of these host families were European.

2.2.4 Age of the participants

Figure 9 shows that most of the participants (135 out of 144) were senior school students.

Figure 9: Age of the participants and year of their schooling

![Age distribution chart]

13
3. Results

Difficulties in conducting research on foreign students

It is not easy to conduct research in English because some SFFPS have limited English language skills. The researcher has to use simple words to avoid confusion on the part of the students. For example, “social life” would automatically be associated with adult life styles, drinking in bars, going to nightclubs or having sexual partners. When the researcher was present in the classroom during the conducting of this research, it was really appreciated by the students with laughter in the classroom when Chinese was used as well as English to explain the questionnaire. The atmosphere was good and they felt comfortable to discuss the questionnaire. The classroom was filled with many languages. Overall, by using both English and Chinese to conduct this survey more truth and value was gained compared with other research, which has been done, especially when the majority of SFFPS in this research are Chinese.

Few non-Chinese students asked questions when they did not understand the questionnaire. The reasons for this may be that:

- Their limited English did not enable them to ask questions and therefore they formed a habit of seldom asking questions in the classrooms, even when they really needed to understand.
- They did not like to show that their English was worse than other foreign classmates; therefore they were determined to hide their problems, no matter what.

For these reasons, some students answered the questionnaires very quickly in order to finish before the others. Some of the answers were incomplete or not answered at all. For example, the researcher planned to study the differences between Asian host parents and European host parents but there were insufficient answers to enable the ethnicity of the host parents to be distinguished. Half the students ticked having both host mother and father but only ticked one or none on the question that could identify their race.

One of the questions asked was how many times the host family went for holidays during the year. The subsequent question was how many times they invited the student to go with them. Sometimes students did not understand this. For example, one student ticked that the host family went on holiday once during the year, he then ticked that he had been invited twice. Another student ticked that the host family did not go for holidays but he ticked that he had been with them once.
A Year 12 student used her dictionary to translate “Activities” in Japanese on the questionnaire as ‘vivid action’ (The researcher is able to read Japanese.) and the student ticked the reason for not participating in activities as due to ‘other reasons’. Obviously, if she did not understand the question, she could not give a correct answer.

3.1 Issues related to the living situations with host families
The study investigated a number of issues related to the living situation with the host family. The responses to the questionnaire were made in discrete categories (e.g. Often, sometimes, rarely, never, or strongly agree, agree, neutral, disagree, strongly disagree, or yes, no, sometimes). Responses to the various questions are analysed under general headings in the following results.

The issues investigated were related to:

- Weekly full board cost
- Meals
- Leisure life
- Perception of host family care
- Electricity use
- Adequacy of host family control
- Pets

The study also investigated differences in result responses that were broken down by four groups:

Gender: 87 boys and 57 girls

One and two parent host families
The results were analysed to investigate 108 students who lived with a host family with two parent compared with 34 students who lived with a host mother only. There were no host families with a single father and two students did not answer. The results were analysed to determine the effect of the number of host parents on student responses.
Table 3: “It is a good idea to have other students in the host families.”

<table>
<thead>
<tr>
<th>Host family</th>
<th>Student numbers</th>
<th>Good idea</th>
<th>Not good</th>
<th>Did not know</th>
<th>Did not answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 students lived with other</td>
<td>54 with 1 other student</td>
<td>58</td>
<td>9</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>international students</td>
<td>25 with 2 other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 with 3 other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 with 4 other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 with 5 other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 students boarded alone</td>
<td>41</td>
<td>22</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>17 students did not indicate</td>
<td>17</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>87</td>
<td>17</td>
<td>35</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3 shows that most of the students liked the idea of having another boarder in the host family.

**Asian and European families**

The results were analysed to investigate 33 students with Asian host families and 42 with European host families.

**3.1.1 Weekly full board cost**

Participants were asked their weekly boarding fees with/without meals (Appendix 6, question 11 and 13). Apart from one 19 year old male student who paid $70 weekly for board and dinner, but excluded breakfast and lunch, the remainder of the students paid full board which included three meals a day. There were 12 host families who charged more than the average $160 as the weekly boarding fee. Two European families charged $175 per week and 10 Asian host families charged between $170 and $300. Table 4 summarises the results for all the students who responded that the average board per week was $160.
Table 4: Weekly full boarding fees

<table>
<thead>
<tr>
<th>Amount paid to the host family per week</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>$160</td>
<td>$160</td>
</tr>
<tr>
<td>Minimum</td>
<td>$140</td>
<td>$115</td>
</tr>
<tr>
<td>Maximum</td>
<td>$250</td>
<td>$300</td>
</tr>
</tbody>
</table>

22% of students paid their board directly to the school, 31% paid to the agents, 44% paid their board directly to the host families and 3% did not answer.

The host families who had many boarders also asked higher boarding fees. The research shows that these families provided better living conditions such as good meals, eating out at restaurants and having holidays with their boarder students but they provided less time for the students such as social chatting and homework assistance. Asian host families also asked higher boarding fees to provide Asian food.

3.1.2 Reasons for changing host families

Participants were also asked the reasons for changing host families (Appendix 6, question 6c). Table 5 indicates that food was one of the important reasons that students, particularly boys, wanted to change host families.

Table 5: Reasons for changing host families

<table>
<thead>
<tr>
<th>Reason for wanting to move</th>
<th>Boys %</th>
<th>Girls %</th>
<th>All Students %</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in the host family</td>
<td>22</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>Food</td>
<td>24</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Money</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Loneliness</td>
<td>4</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>44</td>
<td>34</td>
<td>40</td>
</tr>
</tbody>
</table>
3.1.3 Meals

Participants were asked if they were satisfied with meals provided by the host families (Appendix 6, question 16). 51% of students liked the food provided by the host families, 31% of students sometimes liked the food, 12% of students rarely liked the food, and 5% of students never liked the food. All students except one paid full board, which included three meals a day for seven days a week.

Breakfast with host families

Participants were asked how many times during the week before the survey took place, they had breakfast with their host families (Appendix 6, question 14). Figure 11 summarises the results for all students who responded. 61% of students had breakfast five times during the week, 8% of students four times, 8% of students three times, 3% of students twice, 10% of students once, 9% of students never had breakfast and 1% did not answer.

Figure 11: Number of times during the week students had breakfast with host families.

Taking lunch to school

Participants were asked how many times during the week before the survey took place, they took lunch to school (Appendix 6, question 15). Figure 12 shows that 71% of students took lunch to school every day, 11% of students four times, 2% of students three times, 1% of students once, 10% of students never took lunch to school and 2% did not answer.
Figure 12: Number of times during the week students took lunch to school

If students did not take lunch to school, 15% of the host families always gave lunch money, 6% gave money sometimes, 70% of host families never gave money, and 9% did not answer.

Dinner with host families

Participants were asked how many times during the week before the survey took place, they had dinner with their host families (Appendix 6, question 16). Figure 13 indicates that 58% of students had dinner five times during the week, 24% of students four times, 7% of students three times, 2% of students twice, 4% of students once, 2% of students never had dinner with the host families and 3% did not answer (Figure 11).

Figure 13: Number of times during the week students had dinner with host families
Figure 14 shows that more girls than boys had breakfast, took lunch to school and had dinner with their host families five times during the week.

Figure 14: **Comparison of meals taken five times during the week in host families between boys and girls**

![Graph showing comparison of meals taken by boys and girls](image)

Figure 15 summarises the results for all the students who responded. Students living with other boarders had more meals a week with host families, while students who boarded alone had fewer meals a week with the host families. Because of the great difference between girls and boys with two other boarders having meals with host families, it is necessary to break down the results according to gender. Female students had meals most of the time with host families and took lunch to school every day. Male students in this group had three meals a day with their host families less often during the week than any other group. They had dinner one and half times on average during the week with their host families.

Figure 15: **Comparison of meals taken during the week in host family between host families with only one boarder and those with more than one boarder**

![Graph showing comparison of meals taken by different groups](image)
Comparison between Asian host families and European host families: Some students chose to pay more to stay with Asian host families, because of the importance of having familiar food. Figure 16 summarises the results for all the students who responded that students ate three meals a day with Asian host families more often than those with European host families.

Figure 16: Comparison of meals taken during the week between Asian host families and European host families

3.1.4 Leisure life

Eating out at restaurants:
Participants were asked about the number of times their host families ate at restaurants during the month before this survey took place. This period included two weeks school holiday break (Appendix 6, question 18). Figure 17 indicates that 61% of host families never ate out at restaurants, 38% did, and 1% did not answer. 16% students were invited and paid for by the host families.

Figure 17: Host families eating out at restaurants

55 students (38%) of host families ate out
87 students (61%) of host families never ate out
2 students (1%) did not answer.

24 students had never been invited.
31 students (22%) had been invited out by the host families.
22 students (15%) paid for
2 students sometimes paid for
2 students rarely paid for
4 students never paid for
1 student did not answer
Holidays

Participants were asked about the number of times their host families had holidays during the year before September, that this survey took place. This period included two school holiday breaks (Appendix 6, question 19). Figure 18 indicates that 70 host families did not have holidays at all, 72 host families went away for holidays, and two students did not answer. 46 of these 72 host families had invited students for holidays and 25 students went.

Figure 18: Host families having holidays

72 (50%) host families had holidays → 70 (49%) host families never had holidays  → 2 students (1%) did not answer.

21 host families did not invite students.

46 (32%) host families invited students and 25 students went.

Outdoor activities

Participants were asked about outdoor activities which they shared with their host families (Appendix 6, question 20). The results show that 44% of host families shared outdoor activities with students, 54% never shared and 2% did not answer. Of those host families who did not share with the students, 36 students did not want to do so, and 21 students were not invited to do so.

- Difference between host mother families and two parent families

The results were analysed to determine the effect of the number of host parents on student responses. In general, these two groups were very similar. Two parent host families were involved in a few more activities with students than host mother families. They paid for restaurant meals (Appendix 7), invited students for holidays (Appendix 8), shared in outdoor activities (Appendix 9) and were more generous with the use of heaters and showers. This may be because two parent host families were financially better off than mother only host families.
The study also investigated the difference in student responses that related to the numbers of boarders with a host family. Figure 19 summarises that host families who had four or more boarders more often invited students to restaurants and on holidays. They also shared in outdoor activities more often than any other groups. The host families who had three boarders less often shared leisure life with students.

Figure 19: Comparison of activities with host families between host families with only one boarder and those with more than one boarder

The results of host family leisure life involved with student between Asian host families and European host families are very similar (Appendix 10).

3.1.5 Perception of host family care

Participants were asked how much help host families gave with homework, conversing in English and allowing students to invite friends to the host homes (Appendix 6, questions 21, 22 and 23). The participants also responded to a question about the level of host family care (Appendix 6, question 24). 56% of students agreed that host families cared for them. 9% of students disagreed that host families cared for them, 33% were neutral and 2% did not answer.
Homework help

Figure 20 shows that 12% of the host families often helped students with their homework, 33% sometimes helped, 22% rarely helped, and 31% never helped. 2% of students did not answer. Most of the host families who helped students with their homework were the families with children over 15 years of age living at home. It is possible that host families' child (ren) gave assistance with homework.

Figure 20: Host families helping with homework

Conversing in English with students

Figure 21 indicates that 93 host families often conversed in English with students and 21 host families sometimes. Eight host families rarely conversed in English with students. (Four of these eight host families were European parents and the ethnic origin of the other four was not identified.) 19 host families never conversed in English with students. Of these 19 host families, 13 were Asian two parent host families, two were European host mother families and the ethnic origin of the other four was not identified. Three students did not answer.

Figure 21: Host families conversing in English with students
Inviting friends home

Figure 22 shows that 23% of students often invited friends to the home of their host families. 44% of students sometimes invited friends, 23% of students rarely invited friends, 9% of students never invited friends and 1% did not answer.

Figure 22: Students able to invite friends to their host families

- Comparison between boys and girls

With host family care, there was not much difference between girls and boys. Host families helped boys more often than girls with homework, but spoke English to boys less often than to girls (Appendix 11).

- Comparison between host mother families and two parent host families

The results of the investigation summarises that living situations of students in two parent host families and host mother families in general were quite similar. Two parent host families were less concerned about student use of electricity, allowed friends to visit and were more caring toward students. On the other hand, host mother families helped with homework and conversed in English slightly more often than two parent host families (Appendix 12). This may be because the mother of host families took their boarders as companions and had more time with the students than two parents host families.
The analysis of the results from the investigation of host family care shows that the more boarders the host families had, the less support students would get (Appendix 13).

The investigation results of host family support also show that Asian host families gave homework help to students slightly more often than European host families. This may be because the Asian host parent in general had much higher education, particularly those ones from Mainland China who would be able to offer homework help. Both types of families were similar in conversing in English with students (Appendix 14).

3.1.6 Electricity use

Participants were asked about using electricity at host homes (Appendix 6, question 25 and 26). The result indicates that 74% of host families were happy with the use students made of heaters and showers.

Bedroom heaters:

69% of host families were happy for students to use the heater in their rooms. 29% of host families were not happy for students to use the heater in their rooms, and 2% did not answer.

Longer showers:

69% of host families were happy for students to have longer showers, 26% of host families were not happy, and 5% did not answer.

The results show that students who were the only boarder with host families had more freedom to use electricity. Students with host families who had three boarders had more restrictions than any other groups (Appendix 15).
3.1.7 Adequacy of host family control

Participants were asked about the freedom given by their host families (Appendix 6, question 27). Figure 23 summarises that 64% of students agreed that host families gave enough freedom. 5% of students disagreed. 5% of students strongly disagreed, 22% were neutral and 4% did not answer.

Figure 23: Adequacy of host family control

Of this 5% of students (9 students) strongly disagreed that host families gave enough freedom, three students were aged over 17 and four students were aged over 19.

3.1.8 Pets

Participants were asked if they were happy that host families had pets (Appendix 6, question 28). 52 students responded that their host families did not have pets. Of the 91 host families with pets, 25% of their students did not like the pets.
3.2 The level of satisfaction students had in Christchurch

3.2.1 Personal feelings
The study investigated how happy students felt at school (Appendix 6, question 29). The analysis shows that 36% of students were often happy with their school life. 44% of students were sometimes happy, 13% of students were rarely happy, 6% of students were never happy and 1% did not answer.

Participants were also asked how they felt about life outside school hours (Appendix 6, question 30). The result indicates that 4% of students were often bored after school, 39% of students were sometimes bored, 17% of students were rarely bored, 29% of students were never bored, and 1% did not answer.

Students were also asked how happy they were (Appendix 6, question 32). The result shows that 35% of students were happy, 57% of students sometimes felt unhappy. 6% always felt unhappy and 2% did not answer.

From an investigation of the reasons for unhappiness from 93% responses, Figure 24 shows that loneliness was the highest rating at 19%, followed by schoolwork 17%, homesickness 16%, money worries 15%, girl/boy friend worries 9% and unidentified reasons 24%. Of the listed reasons, schoolwork more often concerned girls and loneliness boys. There was noticeable unhappiness among both girls and boys for reasons, which were not specified under ‘other reasons’ in this survey (Appendix 16).

Figure 24: Reasons for unhappiness

□ Homesick
□ School work
□ Money
□ Girl/Boy friend
□ Lonely
□ Other
The study investigated whom students turned to when they needed support. Figure 25 shows that when students felt depressed or had problems, they tended to talk to their friends, followed by their classmates, keeping to themselves then ringing their parents in Asia. Talking to host families was a lower priority. They hardly ever sought help from their school counsellors or ESOL teachers. Guardians rated slightly higher.

Figure 25: Sources of emotional support

Figure 26 shows that both girls and boys tended to talk to their Asian friends when they felt depressed or had problems, followed by talking to Asian classmates or ringing their parents in Asia. 41% of the boys kept worries to themselves.

Figure 26: Sources of emotional support between boys and girls
Comparison between host families with only one boarder and those with more

The study shows that students with host families with three or more boarders were less happy at school and felt bored after school (Appendix 17). They talked on the phone to their parents or friends in Asia when they felt unhappy more often than all other groups of students. They felt lonely more often than other groups (Appendix 18). This may be because these individual boarders had difficulty adapting to a different language and culture. They realized that they would have problems integrating with families who hosted them, so they chose to live with the host families who had more boarders to cater for and less time to share. Such boarders may not have the confidence to cope with the new environment, which makes them diffident in associating with anyone, even with their own boarder friends. They were devastated by the whole social structure.

On the other hand, students in host families with one other boarder felt slightly happier than other groups. It is likely that these two boarders in the same host families were friends in the first place. They would support each other at all times and they could become quite strong within the host family situation. Students who were the only boarder talked to their host families when they felt unhappy, more often than all other groups of students. Students who lived with two other boarders talked to their host families less than all other groups when they felt unhappy. They also kept their worries to themselves more often than all other groups (Appendix 19).

3.2.2 Activities outside school

Participants were asked about involvement in activities outside school (Appendix 6, question 31). The result summarises that 65% of students took part in activities outside school, 33% of students did not take part in activities, and 2% did not answer. Figure 27 shows that transport problems, lack of company to go with and not knowing how to join the activities were the main reasons for not taking part in activities outside school.
Figure 27: The reasons for students not doing activities outside school

- Hard to get there (23%)
- Don't feel comfortable (34%)
- Don't know how to join (14%)
- Don't know how to play (8%)
- Don't have a friend to go with (13%)
- Other reasons

3.2.3 Reaction to the decision to study in New Zealand

Participants were asked whether they were happy about their parents sending them to study in New Zealand (Appendix 6, question 33). Figure 28 shows that 63% of students were happy that their parents sent them to New Zealand to study, 28% of students were neutral. 8% of students disagreed and 1% did not answer.

Figure 28: Students approval of being sent to New Zealand to study

- Strongly Agree (1%)
- Agree (6%)
- Neutral (32%)
- Disagree (28%)
- Strongly disagree (31%)
- Not Answered
8% of students who did not want to come to New Zealand to study, generally stayed in New Zealand for a shorter time, changed host families more often, and were likely to seek help with their homework. They also were more likely to tick the “others” category in identifying their source of their concerns.

3.2.4 Further education

Participants were asked about their intentions for future education (Appendix 6, question 34). Table 6 indicates that 131 students intended to do further study after high school whereas 12 students had no intentions for further study.

Table 6: Intended further study

<table>
<thead>
<tr>
<th>Intended further study</th>
<th>Number of girls</th>
<th>Number of boys</th>
<th>Combined %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52</td>
<td>79</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>Not Answered</td>
<td>1</td>
<td>0</td>
<td>1%</td>
</tr>
</tbody>
</table>

12 students did not intend to carry on further study. This group had the following characteristics:

- Nine of them were from Japan.

- Most had host families with few or no children or small families.

- One student was the only boarder with the host family, eight students were with one other international student and three students were with three other international students.
• Only one female student had been invited out to a restaurant by the host family and been paid for. Seven host families went for holidays and only one family had invited their boarder student.

• Students were less involved in activities with host families.

• Host families less often helped with homework but more often spoke English with students and students rarely invited friends to host families.

• Students were happy with school life and did not feel bored after school.

• Students did not have too many worries apart from schoolwork.

• All these students were satisfied with their host families’ care and with their parents sending them to New Zealand.

3.2.5 Destination for tertiary education

Figure 29 summarises the results that 91% of students who responded to the question about destination for tertiary education. 36% of students intended to do further tertiary study in Christchurch, 64% of students intended to study outside the Christchurch region.

Figure 29: Tertiary destination

- □ Christchurch
- □ New Zealand but not Christchurch
- □ Asian country
- □ Other Western country
4. Discussion

4.1 High cost of weekly full board and meals

Host families ask an average of $160 per week for Asian students who board with them, compared with $120 per week for locals. Even though Asian students pay 30% higher, many Asian students were not satisfied with their living situation. This study indicates that all the students, on average, in New Zealand for period of 16 months are now living with their second host families and 40% of these students are still unhappy.

This research focused on three meals a day during the week of the school term. 61% of students took daily breakfast and 9% never had breakfast at all, 71% of the students took lunch to school daily and 10% never took lunch to school. 58% of the students took five dinners during the week with host families (Page 18 & 19, Fig 11.12 &13). In the weekend there are many Asians in Asian restaurants with their Asian friends. Students who go out for meals not only waste money but also waste time. They are too young for socialising in restaurants and bars.

Food is important for satisfaction in a new culture, particularly for boys. The 17 boys lived with two other boarders in the host families. They ate less than twice during the week with the host families. Instead they spent large amounts of money at restaurants or on takeaway food. They apparently did not benefit from the five dinners, which they had paid for. The host family should reduce the boarding fees or provide some Asian meals, which students would appreciate.

Asian students do not like bread or potatoes. Although it is difficult to provide Asian breakfast, cereals with yoghurt could be acceptable. Good food may be the key to keeping the students in the host families. Asian food is more expensive and takes longer to prepare. Even though Asian host families may charge above the average for weekly board the demand for place in these homes is still high.

One boy paid $250 per week to his host family, which had four other boarders. His host family probably got $1,250 per week for the boarding fees from five of them. One girl paid $200 per week to her host family, which also had four other boarders. The host family very likely received $1,000 from the boarding fees. These host families did not have time to assist
students in their day-to-day life, but they provided good food, holidays, and some restaurant meals, which encouraged students to stay much longer with them.

Female students from Indonesia and Malaysia seem more willing to help in the kitchen. Students from Korea and China are not interested at all in housework, especially the Chinese students who are all from wealthy one-child families. They did not seem to think that they would need to do any housework in New Zealand, let alone be asked to cook for whole families. If host families do not have orientation on culture courses they may conclude wrongly that such students are self centred and lazy.

4.2 Host family care
Even though there was low interaction with host families, 56% of students agreed that host families did care for them. Two thirds of the students being allowed to invite friends to their host family homes may sound quite good but one third of the students were never allowed to do so.

Helping with homework
This research found that the expectation for host families to check students’ homework and help with revision work regularly was low. Only 12% of the host families regularly helped students with their homework. School subjects at senior level are often beyond most parents and host parent’s capabilities. This fact should be noted to all students and their parents if academic support is needed.

Host families that had children aged between 15 to 20 years of age were the group that helped most with homework in this study. All these families had only one, or no more than two children of their own. From the preliminary interview we can conclude that students also felt it would be good if host families had children the same age as the boarders. Families that had two to four children, mainly in primary school, provided the least help with homework.

Speaking English in host homes
66% of host families often conversed in English with students, which not only helped students’ English conversational skills, but also helped students understand western values and attitudes. 34% of the students really miss the real purpose of being here if there is no conversation with the host families, as opposed to the giving of necessary instructions etc.
Electricity use
Students from Asia do feel the cold in Christchurch more than the locals. They feel cold at school, in host family homes and everywhere. Some students doing the questionnaire reacted directly and wrote “There is no heater in my room.” Host families may have concerns about electricity costs and safety, as was mentioned at the Home Stay Meeting. But with inadequate warmth, students cannot work. This research found that three quarters of host families allowed students to use heaters and take longer showers. Willingness to recognise these basic needs should be required of all host families.

Pets
16% of the students indicated they did not like pets but had been placed with host families who had pets. Most Asians live in high-rise apartments where pets are prohibited. If a person is not used to having pets or did not like them, it would be very hard to feel relaxed when cats or dogs are nearby.

4.3 Interaction

With local people
Asian students come here to learn English language and culture, but they do not always learn how to mix well with local people. Student interaction with local students and communities is very low compared with overseas, research shows. From this research data, 11% of students (six boys and ten girls) had sought support from local students.

However overseas research has focussed on overseas students of all origins and at the tertiary level. There is little research on relationships between Asian students and local students at high school level. Since Asian SFFPS comprise 91.1% of all SFFPS in New Zealand schools, this confirmation of low interaction requires action.

Ward indicated that ‘Students expect and desire contact with their domestic peers, and positive social, psychological, and academic benefits arise from this contact; however, the amount of interaction between international and domestic students is low. Domestic students are largely uninterested in initiating contact with their international peers.’ (2001, p.1) From this research, it is valuable to note that most of the students who had friendships with local
students lived with host families who did not have children at home or had children less than twelve years of age. And the majority of students, (one boy and seven girls), who had made links with local students came from Middleton Grange School, a Christian co-educational school.

With host families
This study shows that students on average stayed less than eight months with their host families. Boys moved out from their first host families more quickly than the girls and took longer than girls to settle. It is a clear indication that the relationships between students and their host families in general were not satisfactory. There is no chance to develop any closer relationships in such a short period of time particularly when host families are unwilling to be involved in social activities with their boarder students.

Host families may consider that it is too expensive to include students in their family activities like restaurant meals, holidays and outings. On the other hand, they could try to be more hospitable by making efforts to provide a wider range of experiences. Allowing students to invite a friend to share special events could be enjoyable for both families and the students.

Conger (1977, p. 120) states that ‘with the onset of adolescence and the accelerated shift away from dependence on the family and toward the peer group as a major source of security and status, conformity, not only in social behaviour, but in appearance and physical skills becomes increasingly emphasized. Like any marginal group concerned about where it currently stands and, even more important, where it is going, the adolescent peer group tends to place greater emphasis upon conformity of its members to group norms, and to be more harshly critical of deviations than groups that are more secure and confident in their social identity.’

In the school environment
Most SFFPS in schools were between the ages of 15 and 19, with 17 years being the most common age. One difficulty for Asians in forming relationships with local students is that Asian students, particularly Chinese and Koreans, are on average over one year older than their classmates. Some Asian students are even high school graduates in their home countries and their only reason for studying in New Zealand high schools is to gain a bursary pass in order to enter university here.
Different values and attitudes can prevent Asian students from mixing well with local students. Havighurst and Dreyer (1975, p. 386) indicate that ‘foreigners brought their ways of doing things from the country of their origin, and as they went through the acculturation process, took on the values and norms of the host society. Since one is unable to divorce himself entirely from his cultural roots, and yet is unable totally to embrace the new culture in which he becomes a member, the state of double cultural orientation creates a “marginal” existence.’ To become secure and confident in their new environment, Asian and other NESB students seek support from each other and always cling in a group.

In the local community
Many students became bored and lonely and although they could learn much of western culture and knowledge from many courses offered locally, it is very expensive to access. SFFPS have to pay ten times or more what locals pay for these courses.

All SFFPS are required to pay for health insurance, but specialised community services for teenagers such as family planning, youth counselling, drug, alcohol and gambling problems and free telephone health line are not available to SFFPS, because they are not New Zealand residents. These services should be extended for all young people to access. Asian youth experience the same problems as local youth and feel excluded from the community. Bilingual services barely exist in New Zealand but are needed urgently for NESB people of all ages.

4.4 Supervision
Most of SFFPS lack supervision. There seems to be very little control by any authority. From the questionnaire, 44% of students paid their boarding fees via schools, 31% via agents and 22% directly to the host families. Therefore, who is responsible for guardianship of students’ social behaviour and for reporting to the parent overseas? The Christchurch Boys’ High School Principal stated that schools had no jurisdiction over students out of school hours (The Mail 2001). Some guardians do not live in Christchurch, and some even do not live in New Zealand. Is it really host families’ responsibility to supervise these young people? A typical case is that of an 18-year-old Chinese youth who died in a car accident in May 2001. His parents, Mr and Mrs Zhao, came to New Zealand to take his ashes home. It was then too
late for them to find out that their son's behaviour had not been supervised adequately (Appendix 20). An added factor in their grieving was that Mr Zhao's parents died one after another a month after the ashes were taken home.

The school had contacted the parents nine times via the agent in Beijing, but the parents received only one letter by fax from the agent. It is very important that schools communicate directly with parents regarding students' well-being in all areas. The schools need to know that parents have received reports. This practice is not new to New Zealand schools. Many schools provide newsletters and school reports for local students to both guardians and parents who work overseas.

Many SFFPS in New Zealand have problems managing their freedom and the money. Students who have left home for the first time and come to this new country, have found suddenly that they have a great deal of money in their control. The money advanced initially by their parents sometimes covered two or three years total expense allowance.

Students have no parental control. In a very short time they develop bad habits. Without supervision and with so much spending power these Asian students become an extravagant new sub-culture in our society. The behaviour of these adolescents then becomes quite unacceptable to the community, the schools and their host families. When Mr and Mrs Zhao closed their dead son's account, they found that NZ$75,000 had been withdrawn during their son's 14 months in Christchurch.

Many Asian students are irresponsible and do not use freedom wisely. For instance, students buy fast sports cars, which are not available to them in their home countries, but are relatively cheap in New Zealand. Because of inadequate driving experience and a lack of knowledge of road rules including driving on the different side of the road from their homeland, the accident rate is very high. To improve the situation, the authorities should require all students holding "Student Permits" to sit a New Zealand driving test, as locals must do.

As Head (1997, p25) indicates that 'with adolescents only seeing part of the picture, they tend to press for the freedoms without recognizing the concomitant responsibilities. Therefore, there is likely to be a struggle between the teenagers pressing for more rights and freedoms and adults being reluctant to concede these.' Students' activities and late nights became a
concern to the host families. One local school circulates “Home-Stay Meeting Minutes” (Appendix 21). Clearly, the host families have concerns about rules and regulations for their boarder students. They also worry that students visit friends in flats and stay where there is no adult supervision.

Blos (1962) describes adolescence as involving a ‘second individuation process’. He argues that ‘The adolescent finds this internalised parental code is not adequate to meet the new demands being placed on the self, for example in coping with the emerging sense of western culture, so this code has to be replaced. The move from this early-foreclosed position to a moratorium, in which a new code is worked out for oneself, is the process as individuation.’ Of these senior SFFPS during this second individuation process many have misused their freedom and many of them are not supervised by anyone.

It is most important for our education providers to consider how to help Asian students find a balance between adapting to western philosophy and keeping their own traditional values. It is very difficult when there is no programme provided in the community for such a process. Head (1997, p 87) indicates that there should be balance between change and continuity, and that a sure identity could only be developed if the adolescent recognized and respected the cultural traditions, so that the personal dynamic worked symbiotically with the social dynamic.

4.5 Differing concerns between girls and boys

The people in the host families were the main reason for girls changing host families. Food was the main reason for boys. Boys had three meals with host families less often than girls. It was harder for boys to settle down than girls when they first arrived, but once settled, they stayed with the same host families longer than girls. Girls were more concerned about schoolwork and boy friends, boys more about loneliness.

Host families spoke a little bit more with girls and helped a little bit less with their homework than they did with boys. More girls were the only boarder in host families than boys. Girls and boys sought similar emotional support from their Asian friends or Asian classmates or their parents in Asia, but boys more often kept their unhappiness to themselves.
4.6 Differences due to host family living situations

There was not much difference in interactions with the students between host families with host parent and host mother and between Asian host families and European host families. Interaction was very low in every aspect, a result that has major implications for the education sector.

Most students would like to have other international students with host families. With one boarder families, interaction with students was better than any other group but the meals were unsatisfactory. Two boarder families were the happiest group. Students had fewer emotional problems. The fewer boarders host families had, the more support students got.

Three boarder families were the least fortunate group. Host families were not involved much with students, placing a lot of restrictions in the house but no restrictions if students were away from the house. Most of the boys in this group kept worries to themselves, and ate dinner less than twice during a week with their host families. The biggest families had four to six boarders. This group provided the best meals and involved students in holidays, restaurant visits and outdoor activities. Despite this, their boarders were not only unhappy at school and with host families but also were bored and lonely after school. They did not relate well with fellow boarders and they were often seeking emotional help from parents in Asia and their Asian friends.

4.7 Telephone and computer use

Teenagers like talking on the telephone and talk for a long time. Asian students are no exception here, even more so during the first two years after they arrive in this new country. Gan (2001 p. 101) warns that ‘the peak time for students to use the telephone is the first two years after they left home. They rang their parents briefly, normally once a week by request, but they frequently had long telephone conversations with classmates and friends at home to chat and share their problems.

This study also shows that students sought emotional support from their parents and friends in Asia by phone as their top choice instead of student councillor. McGrath’ and Butcher (2001)
said that the paternalism and ethnocentricity of many untrained staff lead to the natural consequence of international students seeking support amongst their fellow international students and their co-nationals in particular. They advised that welfare provisions and resources would reduce the numbers of international students leaving New Zealand dissatisfied with the support they received.

During this time, the phone bills are very high, sometimes even reaching a thousand dollars a month." Many students use cell phones to avoid overloading the phone lines at their host families. ESOL teachers, host families, overseas parents and students are aware of huge international toll bills, but there are alternative ways of overseas communication. E-mail is the most efficient and cheapest communication tool among all students no matter east or west. Even though most of the schools do provide E-mail facilities for all students, they do not provide Asian language software for students whose first languages are Asian. Despite their high tuition fees, most of the schools ignore this necessity.

Of Christchurch secondaries, only four schools provide Asian language E-mail facilities for their students. In one of these schools, students do not use E-mails because the software is not user-friendly. School should seek advice from Asian languages advisers who work for the New Zealand Teachers’ Council. Few schools realise the importance of their Asian students having their own language E-mail, either because of the ESOL teachers’ lack of relevant computer knowledge or the school computer technicians’ lack of Asian language experience, the needs have never been met. If students lack computer skills, it would be motivating towards using computers if tuition could be provided at school in their own language.

4.8 Guardianship

Most students were bored after school. The lack of companions, difficulties with English skills, transport and knowledge of the activities made it very hard to be involved in social life. There are no organised programmes for those students to get started. Among the reasons for unhappiness, loneliness was the most frequent reason recorded, followed by schoolwork, homesickness and worrying about money and girl / boy friend relationships. The lack of bilingual and bi-cultural professional services means that nearly all students sought help from their Asian friends or classmates. Many boys kept their worries to themselves.
The first two years in New Zealand, are the hardest for international students; to adjust to different education systems and methods of learning and to cope with a new environment. During this period, the excitement of being abroad to study in a foreign country disappeared very quickly and was followed by the pressures of schoolwork and communicating in English. Every student experienced loneliness and homesickness, especially those who did not have good English language skills. The pressure became greater when there was no progress in their study or when they noticed that other Asian students could converse more fluently in English. Gan (2001, p. 101)

During the interviews (Appendix 4), students indicated that they knew many Asian students who had become involved in gambling at the Casino or TAB. They said that even card games turned into gambling, drinking alcohol, smoking marijuana, buying fast cars, joining gangs, collecting and paying protection money. This behaviour could start shortly after they came to New Zealand, a great problem, which most parents did not know about!

All SFFPS under year 18 need a guardian. Some guardians have done a good job and some have done very little. One of the guardians made random visits to the Casino and other places where his students should not have been. In this way he discouraged the students from visiting these places. Many Asian youths gamble in the Casino. According to New Zealand culture, schools and guardians have no responsibility to monitor such behaviour. Yet the school and the guardian both formed contracts with the parents by asking large fees for their services, the more so if school marketing strategies present pictures of a safe and secure study environment to attract international students to New Zealand. Parents rely totally on the makers of these contracts to fulfil the promises made. In some Asian countries, large fees are a guarantee of high quality.

4.9 Education values

Most students were happy that their parents sent them to New Zealand to study. They were surprised to see that local students were brighter than they thought, so they had to study hard to match the locals. The Ministry of Education (2001) reported that 14% of all secondary students stay on until they are 18 years old. Asians should realise that they are competing with the top 14% of New Zealand students.
Some students came to New Zealand without prior warning. They did not like the English language and did not want to leave their friends at home but their parents gave them no choice. Gan (2001, p.67) warns that ‘some parents are too busy and have no time to guide their child. When the financial resources are available they send their child to study abroad but give no consideration to whether the child has the ability to cope or not. Further more, some parents know that they have a problem child and do not know how to exercise control. Some children even have criminal records. They hope that other people may be able to manage their child’. Such students were not happy to leave home and became unstable in host family situations. In general, these students really felt lost in a strange environment.

Even though 91% of students in the survey planned further study after high school, only 36% of students intended to study at tertiary level in Christchurch. They felt that the money spent in New Zealand was largely wasted. Apart from learning the English language, they did not learn enough in the schools and it was very hard to live with ‘strangers’. They realized that they were too young to be sent to New Zealand and lacked support both in and out of school.

5. Recommendations

It is alarming that in 2001 while national SFFPS increased 46.8% (3,364 students), Christchurch had only gained 12.5% (129 students) from 955 to 1084. According to a Ministry of Education forecast scenario, in 2005 the average of the total secondary school roll will increase to 10.09% in Otago, 8.76% in Auckland, 6.97% in Southland and 6.19% in Canterbury. Two major issues need to be noticed. If Christchurch provided better services, it could take more students. On the other hand, can the community cope with an even higher proportion of foreign students, as SFFPS in New Zealand are already more in proportion compared with those in the United States, Great Britain and Australia? Ward (2001) warns that the consequences of internationalisation are likely to make a proportionally greater impact on our local schools and communities.

Social isolation and difficulties in developing friendships into the community are of great concern to the Asian SFFPS. Within our communities there is informal, small-scale work
being done by individuals and clubs providing some complementary care and support, but as McGrath' and Butcher (2001) point out that these types of care and support lack cohesion, have no official funding and limited availability of motivated organisers and personnel with relevant training and experience. They also emphasise that increased co-operation and co-ordination to deliver pastoral care services is crucial if New Zealand is to become known as a great destination for international education and if the young people entrusted to our care are to become integrated into and benefit our society rather than provide a temporary boost to the economy.

Recommendations for improving the quality of support for Asian FFPS:

5.1 A hostel should be set up to provide boarding facility for all SFFPS for the first few months after they arrive.

5.2 Host families could take more than one foreign student but each of a different ethnic group e.g. Chinese with Japanese.

5.3 Schools should organise a study group after school each day to provide extra tuition to help students if it is needed.

5.4 School tuckshops should provide Asian style lunch boxes once or twice a week. Host families could adjust the students’ boarding fees to cover the lunch money.

5.5 Schools should provide Asian language software for E-mail and Internet use and provide tuition in computer skills.

5.6 Asian cooking classes for host families should be organised with a certificate of proficiency to be awarded for each dish. Such certificates would give students and their agents a guide as to the suitability of a host family.

5.7 A government agency should be set up to monitor schools, agents, guardians and host families as well as providing support systems.
5.8 There is a need for a large organization manned by multi-lingual personnel to cater for after-school activities such as sports, music, arts and crafts, dances, card games, chess etc. and multi-schools camps, trips and outdoors activities during the term breaks for the foreign students especially. This would provide an environment in which they could feel comfortable to participate and to meet local students, many of whom would also find such an organization attractive.

5.9 A Club House should be set up in the inner city as a safe place under quasi-parental supervision where students could pop in. The Club House would provide a link with the community and the foreign students instead of via schools. (Teachers, already stressed out with their workload, just do not have time to provide this out-of-school support for these students.)

5.10 Government or municipalities must move with urgency to provide bilingual and bi-cultural services to meet students’ needs: youth counselling for drug, alcohol and gambling problems and sex education.

5.11 Christchurch tertiary institutions should develop a marketing and educating strategy focusing on the existing market of SFFPS in Christchurch.

5.12 A special Trust should be established to manage money provided by parents for SFFPS.

5.13 Any person who comes into New Zealand with a ‘Student entry permit’ should sit the usual New Zealand driving licence tests before driving here.

5.14 Guardians should monitor unsuitable places like the Casino, TAB, and nightclubs and give monthly reports of students’ activities to the parents overseas. These should provide summaries from the school, the host family and the guardians’ actual work for that student.

5.15 Overseas parents must receive copies of any correspondence relating to students directly from schools, agents, guardians and host families.
6. Conclusion

This research suggests that poor pastoral care has been provided by one third of host families. The interactions between international students and their host families are very limited. It is essential to implement the recommendations in this conclusion that government, communities, schools, guardians and host families provide a network to deliver pastoral care services and cross-cultural training for all staff involved with international students.

International education providers have failed to deliver the promise of a proper educational environment in the face of students’ needs. McGrath’ and Butcher (2001) advised that the needs of ‘relevant quality learning environment; good living situation; good provision of welfare support for individual students; quality relationship with the host culture during sojourn; good outside of study experiences of Aotearoa New Zealand and its people; success in study. Visibility, accessibility, and genuine ability cross-culturally are important assets when attempting to deliver welfare and support amongst international populations.’

Canterbury had over 4,000 formal foreign fee-paying students (who came in with student visa) from schools, tertiary institutions and English language schools in 2001, yet not one bilingual support service has been provided for these students. Even though the Christchurch City Council is aware of the impact of international students on our local economy and published a research report in Jan 1999, it failed to deliver any provision for the students’ needs. The newly published Code of Practice by the Ministry of Education has less effect to protect students’ rights, unless an easily accessible bilingual support service is provided.

In the year 2001, SFFPS contributed $22 million (the figure does not include GST) to Christchurch. If 687 (67%) of present SFFPS choose to do tertiary study outside Christchurch as this research indicates (p. 40), the three-year loss of income for the tertiary sector in Christchurch would be $67.4 million. ($30.9 million in tuition fees plus $36.5 million in living expenses)

The use of students’ first languages to conduct future research would provide in depth information and thus improve the potential of New Zealand’s export education industry. If New Zealand carries on exporting education based on cheaper costs rather than the quality of the service it will lose quality fee-paying students, as has already happened.
7. Supervision by: Dr. John Boereboom and Dr. Vince Ham

Bibliography


Appendices
Appendix 1: Copy of letter to International Education Appeal Authority dated 2nd May 2000

Ms M Wallace,
International Education Appeal Authority,
Ministry of Education,
Private Box 1666,
Wellington.

Dear Ms Wallace,

re: Complaint in respect of X College and Agent Mrs J

Thank you for your letter of 26th April 2000. I have been requested by Miss C (Study now at Christchurch local high school) and Mrs. C (She returned to China, January 2000) to bring a number of facts to your attention. They consider that both the College and the Agent have told a lot of lies. I have given my apology to Miss C that I could not help them to follow each point to type a full explanation, because I do not have time.

1. X College had no intention of giving the right amount of refund to Mrs C until she had notified them that she was going to the International Education Appeal Authority. They then paid the money owing.

2. The College deducted four weeks accommodation fees from Miss C’s account because the College said that the host family had prepared a room for her. As a matter of fact the room was totally empty, apart from a bed and nothing was mentioned about adding furniture.

   The College quoted (43 Accommodation refunds, 2nd Nov 2000, p.12):
   “The school’s policy clearly states that homestay fees are paid four weeks in advance. Ms B incurred expenses in setting up her house for Miss C, and lost income as a result of Miss C not staying. The school considered it appropriate that she receive the four weeks payable.”

   The Agent quote (25 Homestay, 2nd Nov 2000, p.8):
   “The room that Miss C had was to have had polished floors …so that she (meaning the student) could choose her own furniture.”

3. The first night when they arrived in K, Mrs Ch accompanied Miss C until every student had been collected by their homestay hosts but no one turned up to collect Miss C. Mrs C then decided to take Miss C to her flat, which she had rented for the length of time she stayed in K. What would have happened if her mother had not been there?
The Agent quote (24 Homestay, 2nd Nov 2000, p.8):
"The students arrived in New Zealand on Saturday, the 21st August. They were six hours late .... The homestay parents were waiting for the children at the school when the party arrived. However the B sisters were away for the night and so Miss C was not able to go straight to her homestay."

As an International Youth Club Co-ordinator, I would like to ask few questions.

1. How do international students know of your organisation? Yesterday during an Asian Youth Working Party (organised by the Christchurch City Council) monthly meeting I mentioned a few things in general (student and school not identified) about this case. Among 10 of us (including an immigration officer from Christchurch) only one other person had heard of your organisation.

2. Both Mrs Rhona Thorpe and I have spent five working days to prepare the information for the letter of complaint to your organisation for Mrs C and Miss C. How can overseas students with English as a second language take up a complaint when they have just arrived without much English and no friends?

3. At this moment I am doing a research paper “What are the issues for NESB (Non-English-Speaking-Background) students for interaction into the home stay environment” for a master is degree of Teaching and Learning from Christchurch College of Education. It would be appreciated if you could give me some information for this research:

- What was the reason that prompted the setting up of the International Education Appeal Authority?
- When was it set up?
- How many cases have gone through your organisation?
- What is the objective of the Appeal Authority when cases come before it?
- If a school has a bad record will it continue to have overseas students?
- Does your organisation follow up on cases to see what has been done?

Yours faithfully,

Terri McFedries
Co-ordinator
International Youth Club

cc Asian Youth Working Party
Mrs Rhona Thorpe
Appendix 2: Extract of letter from International Education Appeal Authority

Dated 2\textsuperscript{nd} Nov 2000

This segment from a 25-page document focuses on just the home stay dispute. The dispute arose between Miss C, her mother Mrs C who accompanied her from China to New Zealand in July 1999, and X College, Agent (Mrs J), home stay co-ordinator (Mrs S) and the home stay (B sisters).

Response from School and Agent (p. 6)

Homestay

22. X College said that the flight from China was late and therefore the arrival of the students in K was late. This was the reason the B sisters who were to be Miss C's homestay hosts were not available to meet C in K. The College said that the school's homestay co-ordinator Mrs S had inspected the homestay concerned. Furniture for Miss C's room had been ordered but had not arrived by the time Miss C arrived. The school noted that when it was advised that the homestay at the B sisters home was not acceptable to Mrs C that it had an alternative homestay available for Miss C. However, Mrs C insisted that Miss C stay with a homestay family that one of the other Chinese students was staying with. Mrs C forced this homestay family to take Miss C against the wishes of the school.

23. Mrs J explained that she was not responsible for the homestay arrangements. These were arranged by X College. Mrs J had recorded preferences for homestay accommodation which she had passed on to X College. She had also worked with the school's homestay co-ordinator towards matching each student to the homestays available. She then sent a list of the available homestays to China with provisional
placements. The information given to the Chinese families included names, area, a brief description of the residents, the occupation of the homestay parents and details of family and pets. The families in China then of their own accord altered the allocation and chose a home for their child. Mrs J said that she had expressed concern about some of the changes, including the change made for Miss C. In a fax dated 11 August 1999 Mrs J had suggested three options for Miss C - none of these was the B household. Mrs J said that she had pointed out that the B household was a long way from K and relatively remote. Mrs J said there had also been a problem over the question of which students should stay in her own household. She had intended to take one student but eventually agreed to take two. Mrs C then requested that Miss C stay with her also. Mrs J requested that the three sets of parents involved resolve which two students would stay with her before they arrived. They did and Mrs C withdrew her request.

24. Mrs J said that the students arrived late on Saturday 21 August. Their plane was six hours late and they did not leave A until 5.30 p.m. They eventually arrived in the X at 11.00 p.m. The homestay parents were waiting for the students when the party arrived with the exception of the B sisters who were to accommodate Miss C. Mrs J said that she had arranged for Mrs C and Miss C to stay in a chalet in a friend’s garden.

25. The following day Mrs J took Mrs C and Miss C to meet the B sisters at their cafe. The B sisters gave Mrs J the key to their house and Mrs J said she would take Mrs C and Miss C out to the B home. Mrs J said she knew every inch of the far north roads but for various reasons she drove past the turn off to the B sisters house. Mrs J said that the bathroom and the kitchen of the house were clean but the house was a little untidy. She said the house had magnificent views. The room that Miss C was to have had polished floors with a view but it was not completely set up for Miss C partly because, as Mrs J understood it, the B sisters had said that Miss C could choose her own furniture. Mrs J noted that apart from the difficulties in getting to the house Mrs C also seemed to be
upset by the fact that there was a Maori family living next door. She felt that Mrs C was very tired from her flight and was upset by various matters including the drive to the house and the state of the house. Mrs J said that Mrs C and Miss C remained in the chalet and Miss C did not move to the B sisters' house. Mrs J noted that the B sisters were very upset when told that Miss C would not be coming to live in their house and insisted on being paid the four weeks board in advance that had been promised.

**Accommodation refund** (p. 12)

43. B College noted that the school’s policy clearly states that homestay fees are to be paid four weeks in advance. The B sisters incurred expenses in setting up their house for Miss C and lost income as a result of her decision not to stay. The school considered it appropriate that the B sisters received the four weeks payable. When questioned regarding its documentation of the refund conditions, which applied to the accommodation fees, the school provided a copy of its new documentation in relation to accommodation.

**Evidence from home stay co-ordinator for X College (Mrs S) (p. 14)**

50. Mrs S told me that she was the homestay co-ordinator for X College and had arranged for Miss C to stay with the B sisters. She was familiar with their house both before the B sisters moved in and after. She inspected the house and the room that Miss C was to occupy about 3-4 weeks before Miss C arrived. At that stage the room had the basics but did not have a desk. The B sisters were going to purchase one for her. The B sisters were very much looking forward to meeting Miss C and Mrs S's impression was that they were going to go out of their way to make her feel at home. They were ordering new bedding and curtains for the room and wanted to let Miss C choose some of the items. Mrs S said the B sisters' house was some distance from town but there would be reasonably easy access to town as both sisters travelled in every day. The
sisters were personally known to Mrs S. One of the sisters was a primary school teacher at that time.

51. The date of arrival of the students from China had changed many times and whilst it was unfortunate the sisters had not been available to meet Miss C the day she arrived, other arrangements were made. Mrs S noted that the Chinese students who remained at the school this year had settled in well and greatly enjoyed the school.

**Preliminary Assessment of the complaint by International Education Appeal Authority** (p. 16)

61. I am satisfied that the B home was inspected by the X College Homestay Co-ordinator prior to the arrival of Miss C and that it was deemed by her to be a suitable homestay. The complaint highlights the importance of first impressions and it is indeed unfortunate that the homestay parents were not available to meet Miss C on her arrival in K, and that the house was not in order when Mrs J, Mrs C and Miss C arrived.

62. Despite the state of the house I accept that the B sisters organised themselves in anticipation of their guest, and that they lost income as a result of Mrs C's decision that Miss C could not stay there. The suitability of accommodation can be a very personal thing and whilst Mrs C's rejection of the B sisters' home must have been very frustrating for those involved in arranging the homestay, equally it was important for Mrs C to feel comfortable about the place that her daughter was to be accommodated. There is nothing before me, however, that would suggest that there was any breach of the Code in terms of the choice of accommodation for Miss C.
Appendix 3: Copy of letter from International Education Appeal Authority

Dated 31st May 2000

31 May 2000

Terri McFedries
Co-ordinator
International Youth Club
PO Box 31-202
CHRISTCHURCH 8083

Dear Ms McFedries

INTERNATIONAL STUDENTS

I refer you to your letter of 2 May 2000, written on behalf of Miss C, in particular to the questions you have asked as International Youth Club Co-ordinator.

I will endeavour to answer your questions as far as possible, but if there is anything you would like to discuss with me further, please feel free to telephone me on (04) 471-1847.

1. How do international students get to know about the International Education Appeal Authority?

I should perhaps explain at the outset that the Code of Practice for the Recruitment Welfare and Support of International students is a voluntary Code of Conduct. Not all education providers are signatories to the Code. The aim of the Code is of course to ensure that education providers who are signatories will adhere to the Code and that reference to the International Education Appeal Authority will be a last resort.

Under the provisions of the Code, education providers are required to tell their students about the International Education Appeal Authority. For your information, I have enclosed pamphlets both about the Code and the Appeal Authority, produced by the Ministry of Education. These pamphlets are distributed to education providers who are signatories to the Code and are also distributed to TRADENZ Posts.

2. How can overseas students with English as a second language take up a complaint when they have just arrived in the country?
I must say I was most concerned to learn that you and Mrs Thorpe had spent five days preparing the information for the letter of complaint to Mrs C and Miss C.

There is no formal procedure for commencing a complaint, and the Authority has received very simple letters/faxes from parents of students and students. In instances where I consider it appropriate I have arranged to interview the student with an interpreter. I should point out however, that the student is expected to endeavour to resolve their complaint with their education provider in the first instance.

3. What was the reason that prompted the setting up of the International Education Appeal Authority?

I understand that the idea of an International Education Appeal Authority arose out of a policy review which took place in the early 1990s following the collapse of some English language schools in Auckland. If you require more detailed information about this, I suggest you contact Robert Stevens at the Ministry of Education in Wellington - telephone (04) 473-5544.

4. When was it set up?

October 1996.

5. How many cases have gone through your organisation?

To date a total of 18 complaints have been made to the Authority, however, a number of these have not been investigated by the Authority because the education providers were not signatories to the Code. **Enclosed** is a summary of complaints presented to the Education New Zealand trust conference last year which may be of interest to you. You will appreciate that a further 8 complaints have been received since then. There has been an increase in the number of complaints in the past 12 months, presumably because the work of the Authority is becoming better known.

6. What is the object of the Appeal Authority, when cases come before it?

The Authority endeavours to investigate the allegations and if the allegations are substantiated and constitute a breach of the Code, recommendations will be made. Recommendations are directed both towards addressing the grievance of the complainant, and suggesting the education provider put in place systems to ensure that such problems do not arise again. The Authority sees the grievance procedure as being an opportunity for education providers to learn about how to improve their services.
7. **If a school has a bad record will it be continued to be reviewed by the Authority?**

Provided a school carries out the recommendations of the Authority, there is no continuing review process and the School will only come to the attention of the Authority again if a further complaint is made.

You may be interested to know that the Ministry of Education is currently redrafting the Code and looking at mechanisms for strengthening it.

I trust this will assist you with your research. I would be very interested in receiving a copy of your paper when it is available.

Yours faithfully

MA Wallace
International Education Appeal Authority
Appendix 4: The translation of an interview conducted in the Chinese language by the researcher

Three Chinese students from China and one from Taiwan were interviewed in the Chinese language by the researcher. The responses were given spontaneously.

Food

1. The food is terrible - I tried to tell the hosts that I and the other two boarder students did not like spaghetti from a tin on every Wednesday night. The hosts either didn’t want to know or didn’t care - they might not have understood what I was trying to tell them and so the bad situation continued.

2. The lunchbox was so awful even the dog wouldn’t want to eat it. We would like to have a Chinese style rice and meat lunch but the host families prepared bread, cheese, peanut butter or jam for the lunch.

3. During the school lunch times, we were all very hungry but did not like the cut lunch provided by our host families so we all made a grab for the Asian lunch boxes some students brought to school.

4. I did not like the bread for breakfast. I asked if I could have cereals with yoghurt. The host mother said it was too expensive.

5. Food was a real problem - host families did not know how to cook Chinese meals - they cooked potatoes and used bread all the time. Sometimes the host family would provide the ingredients for me to cook but I did not know how to cook and I hate cooking. In China, there is only one child in the family. We are ‘treasured’ and have never needed to cook.

6. My host mother was a horrible woman. The third day when I moved in, she asked me to help her to cook Chinese dinner for her family and their guest for Saturday
dinner. I never cooked dinner at home and did not like cooking, but I felt reluctant to say ‘no’ to her. I had to spend all day in the kitchen to prepare the food. I also had to eat the leftovers for the next two days, while they ate fresh cooked food and told me they were not that keen on Chinese food. The following weekend, they asked me to cook again. That was the time I rang the school agent to ask to move out.

**Host family care**

1. The host family took Andy for a holiday; they paid for him and sometimes played sports with him. This did not happen to any of us.

2. Some host families treated boarder students as their clients (and their only source of income) and they did not treat us as members of their families and they did not care about our personal well-being. These families had more than one other international student.

3. The host family’s 17-year-old boy helped me with my homework and this was really appreciated.

4. The host family talked to me all the time and tried to help my English and this was really appreciated.

5. The host family did not really care about me, even when I was sick they did not take any notice.

6. I didn’t like his host family because they had three cats and one dog and I didn’t like animals.
7. My host family had a room for a Japanese girl student in their home for more than two years. As a matter of fact, the girl actually stayed with her boyfriend all the time and her parents still paid full board to this family without knowing the truth. The Japanese girl only came back to collect her mail or when her parent came to visit her.

**Social life**

1. We lacked social activities - dance, parties, etc.

2. We did not have many skills with sport and music so we were not involved in out-of-school activities.

3. We preferred to make friends with Asian students because there was no jealousy involved.

4. The most depressing thing was when a friend lost a girlfriend and he had nobody to talk to so turned to me. I did not know how to sympathise with him. He was drinking alcohol and I knew of no other way to help but to join with him. We drank until 2-3 o’clock in the morning.

5. I avoided seeing the doctor when I felt unwell. It was very difficult to explain the problems I had.

6. Some students started to gamble - TAB or casino - even just ordinary card games turned into gambling. These students may have had financial problems caused by gambling and so they formed a triad situation going to younger Asians and demanding protection money.

7. We started to use marijuana and established girl/boyfriend situations only when we came to New Zealand.
8. We gained a lot of freedom because the host family didn’t care about what we were doing.

9. Some host families had tight control but we were not sure whether it was caring or controlling.

10. It was easy for Asian students to get into Christchurch’s main gambling den. Europeans cannot tell how old we are. It was not so easy to go to a Casino in Australia. There, a Chinese guard stopped me.

11. I would also like to visit the Casino with my friends but every now and again my guardian would go to the Casino to check up on us.

**Electricity use**

1. We were very cold in our rooms - the heaters were only to be on low. My hosts put Sellotape over the controls that I could not turned it up higher to keep me warm.

2. I was not allowed to have a longer shower.

3. We were not allowed to use the telephone or the Internet at the host family. Other students use Internet at school. We would like to use Internet to contact friends in the Chinese language, but school did not have the Asian language software. Some schools had very cheap software, which was not easy to use. We often had to go to the city centre in the evenings to send Chinese E-mails. It was very inconvenient, not only was it expensive, but sometimes we had to wait a long time for the computer to be free. When we finished we had a long wait for a bus. It all took so long and we returned home in the dark and cold.
School life

1. Our parents paid a lot of money and it was a big decision to send us to New Zealand to study. Apart from the benefit of learning English, education, food, living standards and clothing were not as good as at home. We appreciated the opportunity to study in English.

2. The Kiwis were brighter than we thought so we studied very hard. We felt pressure to work harder all the time.

3. When in school some Kiwi students bullied us, even in front of our international student manager or director who did not intervene. We did not tell our agents because some did not really care and others were good but we thought it would be beyond them to solve our problems.

4. We did not have many friends and it was very hard to make friends with young Kiwis. We found their English very hard to follow. The Kiwis perhaps felt we were very wealthy or clever and so they felt jealous of us.
Appendix 5: Interviewed by an ESOL teacher in the English language

It was not so easy only having such a small group and especially when the experiences were so totally positive from the two girls. There was just nothing that they could think of that they felt uncomfortable with. They could speak with home-stay parents, no problem.

To sum up my little group: the girls are so happy and adaptable. They are totally happy with their home-stays and have no criticisms whatsoever and could not even add any comments from other students! It appears that they very rarely discuss home-stay arrangements – and most of Sheleena's classmates are flatting. Jung, on the other hand, is an unhappy person, and has been in 4 or 5 home-stays in as many months!! However he could not express his opinions because of his limited English. I will ask him to speak to a Korean friend of mine and ask her to report back to me in English. It appears, however that the one home-stay that he was happy in- the Guardian moved him- seems strange!!

Description of Themselves:

1. Naughty, happy-go-lucky, hardworking.
2. Happy, outgoing, honest and likes meeting people.
3. Frustrated (although he didn't use that word) He thought he was shy here because of his poor language. At home he didn't think he was shy at all!

Consulted Before Coming:

1. No – Just told they were leaving the next day! (the father did the packing)
2. Yes – Quite well planned together.
3. No – Just told he was leaving with his sister the next day! (their father also did the packing)
Information About Host family – Prior to Arrival

They all knew where they would be staying, address name, telephone number etc but felt that was mainly for their parents' benefit. They didn't feel it was a necessary prerequisite as far as they were concerned. Most host families had been organised through the school.

Expectations:

An adventure, an opportunity to meet people, learn English, and it would be cheaper than any other country.

Reaction From Friends-

Minimal because two didn't even have a chance to let their friends know they were leaving! The two girls were finishing their schools and going on to the next level of schooling so it was easy to say "Goodbye"

Suitable Age to Leave Home

No real opinion in this area. Jung, of course would still rather be back in Korea. He says he didn't like English in Korea – (is this why he was sent over here???)

Family Pets.

1. One girl had 5 cats at home!
2. The other girl had no pets
3. Jung had a Yorkshire terrier, which he was very sad to leave.

They all had no objection to animals in the home, although Jung was a little worried about the larger dog in his host family.
Inclusion In the Family

The girls feel very much part of the family. Jung has difficulty. He thinks his furniture in his room is old - I asked if it was older than the other contents in the house but he couldn't comment on that. One family, he felt didn't like Koreans! - They kept constantly comparing him with a Japanese student they must have had in the past.

Household Duties:

1. Sheleena was already doing a great deal of housework in Malaysia- so she actually has it easier here, but is happy to help in the home.

2. Ming has always insisted her family treat her no different than any other member of the family and is also happy to help.

3. Jung did nothing at home in Korea, can't cook and would be embarrassed to try here. They all commented on the fact that most of their home-stay fathers did help in the home.

Food:

The food is very different but the girls loved everything. Jung finds pasta ok otherwise the rest is very difficult.

Family Size:

It didn't really concern them but they all thought it was probably easier to be in a family of teenagers or at least a home that has had teenagers.
Appendix 6: Questionnaire

A survey for Christchurch secondary school NESB Asian students live with host family

Please answer the following questions by ticking ‘✓’ (tick more than one if necessary) or, writing your answer in the space provided.

1. Sex:  ☐ Male  ☐ Female

2. Age: ________

3. School Year:  ☐ Year 9  ☐ Year 10  ☐ Year 11  ☐ Year 12  ☐ Year 13

4. Nationality: __________________________

5. How long have you been in New Zealand? ______ Year(s) ______ month(s)

6. How many host families have you had? __________________
   a.  ☐ This one only  ☐ two  ☐ three  ☐ four  ☐ five or more
   b. If you have lived with more than one host family, why did you change?
      ☐ The host family asked me to move out.  ☐ I wanted to move out.
   c. I wanted to move out because of the:
      ☐ People in the host family  ☐ food  ☐ money  ☐ loneliness  ☐ other

7. How long have you stayed with your present host family? ______ Year(s) ______ month(s)

8. Are you happy with your present host family? Yes / No / Sometimes

9. How many people live at your host family (not counting you)? __________________
   a. They are:  ☐ Host mother - ☐ Asian  ☐ Other race
      ☐ Host father - ☐ Asian  ☐ Other race
   b. How many host family children live with at your host home? ________________
   c. The children’s ages are: under 12 ______, 12-15 ______, 15-20 ______, 20+ ______
   d. Are other international students living with your host family: Yes / No
      If Yes, how many are there (not counting you)?
      ☐ One  ☐ two  ☐ three  ☐ four or more
10. Do you think it is a good idea to have other international students at your home-stay?
   Yes / No / don’t know

11. How much do you pay for your weekly home-stay?   ☐ Don’t know / NZ$ __________

12. How do you pay for your home-stay?
   ☐ Pay to the school     ☐ pay to the agent     ☐ pay directly to the host family

13. Do the meals at your home-stay include:
   ☐ Breakfast     ☐ lunch     ☐ dinner

14. Last week did you have breakfast at your home-stay?
   ☐ Once     ☐ twice     ☐ three times     ☐ four times     ☐ five times or more

15. Last week did you take lunch to school?
   a. ☐ Once     ☐ twice     ☐ three times     ☐ four times     ☐ five times or more
   b. If you buy lunch at school, did you host family give you lunch money?
      Yes / No / Sometimes

16. Do you like the dinner your host family provides? Often / Sometimes / Rarely / Never

17. How many times did you have dinner with your host family last week?
   ☐ Once     ☐ twice     ☐ three times     ☐ four times     ☐ five times or more

18. Did your host family eat out at restaurants during the last four weeks? Yes / No
   a. If Yes, ☐ Once     ☐ twice     ☐ three times     ☐ four times or more
   b. If yes, did your host family take you with them? Yes / No
   c. If Yes, ☐ Once     ☐ twice     ☐ three times     ☐ four times or more
   d. If Yes, did your host family pay for you? Often / Sometimes / Rarely / Never

19. Did your host family go away for holidays this year? Yes / No
   a. If Yes, how many times did they go away for holidays this year?
      ☐ Once     ☐ twice     ☐ three times     ☐ four times or more
b. If Yes, did they invite you to go with them? Yes / No

☐ Once  ☐ twice  ☐ three times  ☐ four times or more

c. If Yes, did you go with them? Yes / No

If Yes, did you want to go with them? Yes / No / Sometimes

20. Did your host family do outdoor things with you? Yes / No

a. If Yes,  ☐ Shopping  Often / Sometimes / Rarely / Never

☐ Visiting  Often / Sometimes / Rarely / Never

☐ See movies  Often / Sometimes / Rarely / Never

☐ Day trip  Often / Sometimes / Rarely / Never

☐ Other activity  Often / Sometimes / Rarely / Never

b. If No, is it because of:

☐ Host family did not invite me.  ☐ I did not want to go with them.

21. Does your host family help you with your homework? Often / Sometimes / Rarely / Never

22. Does your host family talk with you in English? Often / Sometimes / Rarely / Never

23. Do you invite your friends to your home-stay? Often / Sometimes / Rarely / Never

24. My host family really cares about me.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

25. My host family is happy for me to use the heater in my room. Yes / No

26. My host family is happy for me to have a long shower. Yes / No

27. My host family gives me enough freedom.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
28. Does your host family have pets (e.g. dog, cat or others)? Yes / No

If Yes, do you like their pets?  Often / Sometimes / Rarely / Never

29. Are you happy with your school life in Christchurch? Often / Sometimes / Rarely / Never

30. Do you feel bored if you are not in school? Often / Sometimes / Rarely / Never

31. Do you take part in any sporting or cultural activities outside school hours? Yes / No

If No, is it because of:

- Hard to go to the places (car, bus.)
- Do not feel comfortable with the others
- Do not know how to join in
- Do not know how to play
- Do not have friend to go with
- Other reasons

32. Do you feel unhappy? Often / Sometimes / Rarely / Never

a. If you feel unhappy is it because of:

- Homesick
- School work
- Money
- Girl / Boy friend
- Lonely
- Other

b. Who do you talk to when you feel unhappy?

- Student counsellor
- ESOL teacher
- Classmate (New Zealander/Asian)
- Parents in Asia
- Host parents
- Social friend (New Zealander/Asian)
- Guardian
- keep to myself

33. I am happy that my parents sent me to New Zealand to study.

<table>
<thead>
<tr>
<th>Strongly</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. Do you plan to go to university? Yes / No

If Yes, Where do you plan to do your university study?

- Christchurch
- New Zealand (not Christchurch)
- Asian country
- Western country (not New Zealand)
Appendix 7: Proportion of host families having restaurant meals with students

Appendix 8: Proportion of host families having holidays with students

Appendix 9: Proportion of host families involved in activities with students
Appendix 10: **Comparison of leisure life**

![Graph showing comparison of leisure life between 33 Asian host families and 42 European host families.](image)

Appendix 11: **Comparison of assistance given by host families**

![Graph showing mean rating for assistance given to girls and boys.](image)

Appendix 12: **Proportion of host family interaction with students**

![Graph showing proportion of host family interaction with students.](image)
Appendix 13: Comparison of assistance to students

- 41 Only boarder
- 54 With one other
- 25 With two others
- 7 With 3-5 others

- Gave homework help
- Conversed in English
- Allowed to invite friends

Appendix 14: Comparison of frequency of interaction

- 41 Only boarder
- 54 With one other
- 25 With two others
- 7 With 3-5 others

- Allowed to use heater
- Allowed longer showers

Appendix 15: Comparison of electricity use

- 33 Asian host families
- 42 European host families

- Gave homework help
- Conversed in English
Appendix 16: Comparison of reasons for unhappiness - between boys and girls

---

Appendix 17: Comparison of day-to-day life - between host families with only one boarder and those with more than one boarder

---
Appendix 18: Comparison of reasons for unhappiness between host families with only one boarder and those with more than one boarder

Appendix 19: Comparison of students seeking support between host families with only one boarder and those with more than one boarder
Appendix 20: What the parents of Asian SFFPS have to say

While this research was being done, the researcher had helped interpret for the parents of an 18 year old Chinese FFPS who died in a car accident. This boy came to New Zealand in March last year and studied at a language school for three months then attended a local high school. During his twelve months stay, he spent NZ$75,000 of his parent’s money, which was provided to cover his further education and living expenses in New Zealand. Mr and Mrs Zhao, parents of this only child took their son’s ashes home with a few unanswered questions:

1. New Zealand high school tuition is two hundred times more expensive than in China. They were amazed that in a year their son could spend a huge amount of money without any supervision by the school, the guardian, the host family and the agent. The parents asked why, when all the services fees had been paid by a lump sum and by monthly instalments, they were not informed of their son’s worrying activities until after his death?

2. The school indicated that they had informed the parents about their concerns for the boy through the agent in China, but the parents only got one letter to sign that the son’s car key should be taken away and that he was allowed to drive in safe situations only. The mother had a dream, the night before their son’s accident. She dreamed a car ran off the road and turned over in the mist. She woke up and thought, “My son’s car key has been confiscated - all is well.” She asked why it needed their signature to take the key away from their son but their signature was not required for the key to be returned to him?

3. The boy had stayed with three host families before he died. The first one would not provide Asian food and claimed that the boy should adjust to European food. The second family was an elderly couple. When they went for holidays, they asked the boy to stay with some other families.
4. During his year’s stay, only once a host family took him for a day trip and that was Hanmer Springs. He painted such a wonderful word picture of this to his parents that they insisted on visiting Hanmer Springs during the time they were in Christchurch. (Schools and home-stay do not involve themselves very much with their foreign students. In fact, there are few cheerful events which foreign students could report to their parents overseas.)

5. When the boy went home for Chinese New Year, he told his parent that he was very lonely and lacked friends. He always felt hungry. If he went home late, there was no dinner left for him. He felt he was achieving very little in his New Zealand school, but would lose face if he returned to China. One and a half years away from the Chinese education system, he would not be able to gain entry to any good university at home. The parents realised how hard it was for their son in a foreign country and said if it needed to be he could join the father’s business as a last resort.

6. When the parents went to school to collect the boy’s belongings, the school told the parents that their son had been involved with an Asian gang and had gambled in the casino. The parents said that before their son came to New Zealand, he was a class monitor, student representative and a model student. With tears they asked how the peaceful, safe place they chose for their son’s education could have brought disaster to their son in such short time. The parents asked why they were not contacted directly by the service providers?

7. When there is a major problem or tragedy, what facilities are available to visitors for the provision of cultural and language support?
Appendix 21: HOME STAY MEETING MINUTES

PRESENT: Two teachers and 32 home stays at a high school in Christchurch.

AGENDA: (Home-stays' comments, questions etc in caps and italics)

- RULES AND REGULATIONS
  - Discussion about rules and regulations as signed by the parents as part of the Tuition Contract. Most important point is that home-stays need to check the validity of the whereabouts of the students.

HOW CAN HOME-STAY GET NAMES / NUMBERS OF FRIENDS?

- Keep a list; ring the student on the mobile; AHS does not circulate a home-stay list, but individual families can compile a list informally

PROBLEMS WITH STUDENTS GOING TO VISIT FRIENDS IN FLATS AND STAYING WHERE THERE IS NO ADULT SUPERVISION, STAYING OUT TOO LATE ETC AND DEFYING HOMESTAY'S INSTRUCTION TO BE HOME AT CERTAIN TIMES.

- Open lines of communication needed, but heavy-handedness not necessarily the answer. Refer to the school if problems continue.

CHINESE STUDENTS DON'T MIX WELL; CONCERN AS TO LACK OF WILLINGNESS TO SPEAK ENGLISH. CAN THE SCHOOL ARRANGE BUDDIES?

- This has been tried, but it has to be a two-way exchange from motivated and willing parties. If your student really seems keen for this, please advise the school.
HOW MUCH PREPARATION IS GIVEN TO STUDENTS BEFORE ARRIVAL IN NZ?

- The school will check with each agent as to the preparation time and content given to each student before departure, and aim to improve pre-departure preparation. Main issues covered at school in orientation and first week of ESOL classes. There appears to be a need for more information on social rules, basic NZ law eg smoking, drugs etc, basic home-stay rules eg curfews, laundry, food, the term "help yourself" and so on. Brazilian students arrive reasonably well prepared, but Chinese students in particular have little knowledge of the situation they to which are coming.

- **FOOD**

  - The Brazilian girls are on a diet. Was of some concern, but now most have come off the diet.

  - Some home-stays having a problem finding food their student likes for lunches.

    Suggestions included serving leftovers from the night previous; or putting together a booklet of recipes; others felt they should get used to the types of food that was already served in the family

- **TELEPHONE**

  - A good solution this year for 'hot lines' is to put an extra line in to the home. Need to check the student is aware of all installation costs (this can vary depending on situation of the house) and monthly charges. The student is fully responsible for all payments. Cell phones are also a good solution.
**STUDY/HOMEWORK**

- Students are here for different reasons, so it is important to be clear whether your student is here on an 'experience/English'-type programme (eg. For those Brazilian students who have already completed high school), or a regular academic programme. If it is for academic reasons, all students should be completing homework regularly and doing revision. For those with limited English ability, reading aloud has been a useful way, not only to increase the bond between student and home-stay, but also to increase confidence, pronunciation and comprehension abilities. Some home-stays say the best time for assisting with their student's English is at the tea table.

_HOMESTAYS DIDN'T KNOW ABOUT THE SCHOOL NEWSLETTERS, REPORT EVENINGS ETC._

- It seems there is a major problem with home-stays not getting information about afternoons off, ski trips, report evenings etc. If notices given to students to take home, we will in future include an "acknowledgement of receipt" portion for you to return.

_SOME STUDENTS COMPLAIN THAT THE MAINSTREAM TEACHERS ARE NOT ALWAYS WILLING TO HELP._

- Encourage students to ask teachers after class, or to meet either after school or lunchtime to go over work they don't understand. Students need to come to class prepared, with homework completed etc. They can ask ESOL teacher, who can refer the questions, and determine whether it is an English problem, or a subject-specific problem.
• WEEKEND TRAVEL

- Students travelling without their home-stay family or responsible adult is of concern to the school. A letter of authorisation from the natural parents is required, as well as a filled-out permission form from the home-stay, which indicates all relevant travel details. The school or home-stay cannot take any responsibility for the students when travelling, but can only ensure that they have all the relevant contact details. Students should only travel by public transport, not private cars (especially those driven by students at other schools).

- It is common for Brazilian students to want to travel to Bali or Australia during their stay. Again, written permission required from natural parents, before bookings are arranged. Visas should be organised early, as they do take time.

• GENERAL COMMENTS/QUESTIONS

WHAT HAPPENS IF YOUR STUDENT WANTS TO STAY OVER CHRISTMAS HOLIDAYS?

- If you want the school to arrange another home-stay over this period, please advise Sheryl. Students should be encouraged to undertake some kind of course during this period however, as they may find the period too long and boring otherwise. If you need assistance finding a language school, or other course, please advise Sheryl.
OUR STUDENT LEAVES THE HEATER ON ALL NIGHT, AND IS NOT RESPONSIBLE ABOUT TURNING IT OFF. THERE IS THE WORRY OF FIRE ETC.

Various suggestions were made about this issue:

- tell them about the price of power
- warn them they will have it taken away if they aren't more responsible with it
- use a heater with a timer
- have a night store heater outside room, so they don't need one in their room
- put a hole in the wall with the plug and controls into another room!!

INTERNATIONAL DAY

- We would like to call for volunteers to assist in the preparation of our International Day, to be held September 15th at school. Please phone Sheryl if you are able to assist. Ideally a committee of about six people would be very helpful.