

What roles do Auckland libraries play in the lives of Chinese Immigrants?

By

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Abstract

The aim of this research is to investigate what roles Auckland libraries have played in the lives of Chinese immigrants in New Zealand from the viewpoint of nine Chinese library users who are members of Auckland libraries. The study uses a qualitative methodology by asking open-ended questions of participants through face-to-face interviews. Herlitz and Nygren-Junkin's three-phase model of immigrant adaptation is used as the theoretical framework for this research.

The findings of this research project reveal that Chinese, as one of the largest immigrant user groups, have been active users of Auckland libraries and that Auckland libraries provide a variety of services to Chinese immigrants to meet their diverse needs. It is found that participants' information needs and reasons to use Auckland libraries vary based on the immigrant adaptation phase they belong to. Chinese immigrants' evaluation of Auckland library services, and suggestions for future research are given at the end of the study.

The results of this research will allow Auckland libraries to gain more knowledge about Chinese immigrants, enabling other public libraries in New Zealand to learn of the achievements Auckland libraries have made with immigrant services and potentially improve their own service to immigrant users.

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Chapter 1 Problem Statement

As stated by Carroll (1990, p.1), New Zealand's population is gradually changing from one where those of European background have been the majority of the population to a more diverse make-up. Public libraries in New Zealand are faced with providing services to immigrants from a wide variety of cultural backgrounds. Among these immigrant groups, the wave of Chinese immigrants has remained strong and the number of Chinese residents increased 40.5% from 2001 to 2006 and reached around 147,570 people (QuickStats about Culture and Identity 2006 Census). As Huang says: "In choosing to live and study in New Zealand, Chinese require all kinds of information to survive in their new environment." (2008). Public libraries' wide distribution and comprehensive services have a strong appeal to Chinese immigrants. According to Auckland libraries patron demographic report in August 2011, the number of Chinese users is about 29,990, which is the largest immigrant user group, followed by other Europeans (24,784) and Indians (20,826). This means nearly 20% of Chinese are members of Auckland libraries. As a result, more and more Chinese collections appear on the shelves, Chinese staff members are employed to assist with Chinese users' special needs, and many Chinese cultural activities such as the Chinese Spring Festival Celebration are introduced to local communities. To some extent public libraries help Chinese immigrants to integrate into the new society, maintain their contact with their original culture and heritage, and also provide materials for local people to learn about China and its culture.

Where user studies have been conducted, those have predominantly focused on how public libraries effectively serve immigrants from the perspective of practising librarians

(Listwon & Sen, 2009; Huang, 2008; Jonsson-Lanevska, 2005; Kreicker, 1998); few have looked holistically at what roles public libraries have played in immigrants' lives from the perspective of the immigrants, especially Chinese immigrants. The aim of my study is to fill this gap in the literature through in-depth interviews to find out what impacts Auckland libraries have had on Chinese immigrants' lives in terms of integrating into a new country and how Auckland libraries fulfil their diverse needs. Since "all information behaviour takes place within a context and must therefore be understood as influenced by context" (Case, 2007; Williamson 2005), the research population will cover Chinese library users with diverse background in terms of sex, age and occupation, in order to achieve a more comprehensive understanding of Chinese immigrants and their relationship with Auckland libraries.

My study addresses the following questions:

1. What are the reasons Chinese immigrants use Auckland libraries?
2. How do Auckland libraries solve Chinese immigrants' diverse needs and help them integrate into a new country?
3. What are the different needs of Chinese immigrants in terms of the newly-arrived, well-established, student, older and younger, etc.?
4. How satisfied are Chinese immigrants with the services Auckland libraries provide for them?
5. What roles do Auckland libraries play in the lives of Chinese immigrants?

The resulting research will be of practical value to Auckland libraries, assisting them to

better understand Chinese users and their needs, to enable other public libraries in New Zealand to learn of the achievement Auckland libraries have made on immigrant services and potentially improve their own service to immigrant users.

Chapter 2 Definition of Key Terms

Role: The duty or purpose of a person or group in a particular activity or area of life. Here it refers to Auckland libraries in Chinese immigrants' lives.

Service: All services that Auckland libraries provide for users, including immigrant services.

Needs: This refers to immigrants' particular needs of integrating into a new environment when language and culture are totally different from their home country.

Chinese immigrant: This term includes two types of Chinese immigrant. The first type refers to immigrants who were born in China, received their highest level of education in China and may or may not speak English. The other type refers to that younger generation of Chinese who were born in China, but received their highest level of education in New Zealand and therefore can speak English fluently.

Auckland libraries: In this study this refers to 55 public libraries managed by Auckland Council, especially those who have a high ratio of Chinese population calculated in their residential areas.

Chapter 3 Literature Review

3.1 Functions of public libraries in a multicultural society

Multiculturalism is a new challenge for many countries and there is a problem with how the predominant national identity might become more open and flexible towards minorities, as well as the other way round (Jonsson-Lanevska, 2005). Immigrants are representatives of different cultures, thinking and languages. Their adaptation into the new culture and learning of the new language cannot be achieved at the expense of the immigrants' languages and their native cultures. Jonsson-Lanevska also emphasised that "personal identity must be preserved even if the old habits and customs are supplemented, and exist side by side with, the new ones" (2005).

To achieve this, understanding somebody's position is the first step towards respect and co-operation. In turn, information developed into knowledge gives birth to understanding (Jonsson-Lanevska, 2005). The roles of libraries include educating, informing and bringing people together. Public libraries as educator and informer have been chosen to face this challenge and to play an active part in the development of a multicultural society.

3.2 Factors that influence the public library use of immigrants

Public libraries have a long history of service to immigrants. As described in the library's history: "Among its earliest beneficiaries were recently arrived immigrants, for whom the

Library provided contact with the literature and history of their new country as well as the heritage that these people brought with them” (Buck, 2006). Many studies have been conducted to investigate factors that drive immigrants to use public libraries. Immigrants use public libraries to improve themselves and obtain materials for their children (Burke, 2008) or use public-access computers to remain in contact with family, find jobs, etc. (Buck, 2006). The study conducted by Sherry Su and Charles Conaway on library use by Asian immigrants in the Los Angeles region revealed that the most common reasons for going to the library were to read materials and to borrow books (1993). Burke also identified that the needs of newly arrived immigrants differ from those of established immigrants. New immigrants need information on jobs, housing, literacy/ESL and citizenship, whereas established immigrants’ needs are similar to those of the locally-born patrons (2008).

Compared with studies which examine library use by the general population, there are similarities and differences in studies that examine library use by immigrants. For instance, both types of studies reveal that sex, race and marital status are not important predictors for library use, whereas educational level and family size are the strongest factors (Burke, 2008). Income, occupation and age are somewhat important. As for differences, studies on immigrants reveal a few barriers that prevent immigrants from using libraries. Confidence in speaking and writing English are influential factors that affect immigrants use of libraries, while cultural unfamiliarity with libraries, mistrust of government agencies, cultural conflicts, lack of cultural sensitivity of library staff and library policies, inconvenient hours and locations are considered reasons that influence

immigrants not to use libraries (Burke, 2008).

3.3 Immigrant services provided by public libraries

Burke stated that much of the literature on immigrant library use is based upon a service model that focuses on what the library is doing or not doing to attract patrons (2008). For instance, collections and programmes in languages other than English, multicultural staff and atmosphere, and being in touch with the community were the main suggestions from the 2007 Oklahoma Library Association Annual Conference to make the library more welcoming and useful (Burke, 2008). These suggestions are commonly adopted by libraries to make the library more appealing by reducing perceived barriers to use and tailoring collections and services to identified needs in the patron community (Burke, 2008). Burke also suggested that public libraries should partner with government agencies such as Immigration Services to solve issues that immigrants might have during the period of integration with a new country (2008). The American Place (TAP) can be considered a successful implementation of this idea (Naficy, 2009). It acts as a communication gateway for newcomers to get familiar with the new environment while it offers the library space to share its cultural activities and photos to greet customers and to build relationships. Naficy says: “Customers are taught how to use the Internet and software technologies to keep in touch with their homelands, apply for jobs, acquire language skills, effectively search for immigration information and forms and apply for the Diversity Visa Lottery” (2009).

Jonsson-Lanevska wrote in her case study that “children are a privileged group, which receives special attention and all possible help from the librarians” (2005). Since having

school-aged children is a strong reason for immigrants to use public libraries (Burke, 2008), providing tailored children's services is another approach which public libraries usually take for their immigrant services. The library service of City Library of Borås in Sweden purchases children's books, newspapers, music and videos from different countries. Cultural activities for children, workshops, music and dance performances are provided on International Culture Day (Jonsson-Lanevska, 2005). Some public libraries also encourage immigrant library staff to conduct children's services in their first language (e.g. Chinese story time, etc.) which are very popular among immigrant parents as they believe it is an effective way for children to learn their language and culture.

Jonsson-Lanevska's study also found that different library services and approaches could be fitted into the different phases of immigrant adaptation to a new country (2005). At the local branch level they have a more individual and even psychological approach which assists immigrants to go through the initial hard period after arriving in a new country and let immigrants recognise the importance and advantage of bilingualism. However at the regional and city level of the public library, the library functions and the librarian's activities are more widely informative and provide immigrants with information about the new country, educational materials, collections of diverse immigrant languages and so on (Jonsson-Lanevska, 2005).

3.4 Chinese immigrants in New Zealand in 21st century

Different from earlier generations of Chinese immigrants, the arrival of new Chinese migrants from the 1980s till now has resulted in radical changes in the community and the contrast in the community's profile between the 19th and 21st centuries is greater than

ever (Encyclopedia of New Zealand, 2009). The new Chinese immigrants usually come from highly developed urban centres inside and outside China. Many have chosen to live in New Zealand because they want a more leisurely lifestyle, new work opportunities or just want to raise their children in a less competitive environment. These Chinese immigrants are generally well-educated professionals or business people with internationally transferable skills. Their desire for recognition and integration with New Zealand society has been much stronger than that of their pioneers of a century ago (Encyclopedia of New Zealand, 2009).

In 1999 New Zealand raised the quota on the number of students from the People's Republic of China (PRC) and the PRC recognised New Zealand as an acceptable education destination. Since then the number of Chinese international students studying in New Zealand has increased dramatically (Asian New Zealand Foundation, 2003; Smith and Rae, 2004, as cited in Ho, Li, Cooper & Holmes, 2007), Chinese students now represent the largest proportion of international students in New Zealand (Ho, Li, Cooper & Holmes, 2007). How to confront the difficulties of surviving in a new country has become an inevitable challenge for these Chinese international students.

3.5 About Auckland Libraries

The term "Auckland Libraries" has only been used since 1 November 2010. It consists of the public libraries of seven former councils in the Auckland region amalgamated into the largest library group in Australasia. Auckland libraries have a large number of free lending collections and a small number of rental collections which include approximately

3.5 million items such as fiction and non-fiction books, sheet music, CDs, DVDs, games, audio books, foreign language and reference materials. Community language collections are in 27 languages which are preserved in branches with a high immigrant residential ratio (Auckland city libraries, 2011). There is free Internet access at all libraries and some even have wireless Internet. The Digital Library includes over 100 databases which provide access to the world's information and downloadable e-audio books. Events and programmes include Wriggle and Rhyme: Active Movement for Early Learning for babies; story times for toddlers; book clubs for teens and adults; guest speakers and author talks; movie nights; school holiday programmes, summer reading programmes, computer learning classes, etc. Services also include multicultural and immigrant services such as employing immigrant staff members to help immigrant library users and providing free ESOL courses from time to time (Auckland Libraries website, 2010). Since the amalgamation of the Auckland local bodies November 2010, library members can request items across the whole Auckland region for free.

3.6 Summary

Review of the literature in this chapter suggests that gaps exist in our knowledge of how immigrants evaluate services provided by public libraries. A large bulk of the literature is written from the perspective of experienced librarians, and studies are needed which investigate the immigrants' experiences of the library services and the librarians' activities from the immigrants' perspective. My study seeks to address the gaps in the research, using the three-phase model of immigrant adaptation from Herlitz (1999) and Nygren-Junkin (1997) as my frame of reference.

Chapter 4 Theoretical Framework

Burke identified in her study that the needs of newly arrived immigrants differ from those of established immigrants (2008). Herlitz (1999) and Nygren-Junkin (1997)'s three-phase model of immigrant adaptation explains how a newcomer goes through three periods of adaptation into a new culture, and immigrants' information needs may vary in the different phases. Correspondingly the reasons to use public libraries and the role of public libraries are different in each phase of immigrants' adaptation.

As stated by Herlitz and Nygren-Junkin, phase one is a positive phase, when an individual forms great expectations of something exotic and wonderful before arriving in the new country. Phase two turns into a critical period, a negative phase full of confusion, when the individual usually tries eagerly to integrate into the new country, but feels isolated, uncertain and depressed, especially while waiting for a visa or residence permit. Phase three is a balancing phase where the individual has successfully completed cultural integration. He or she is now used to everyday life and feels comfortable with the surroundings (1999, as cited by Jonsson-Lanevaska, 2005). Many people adapt to the culture of the host country, but preserve features of their heritage in the personal sphere.

This three-phase model provides a useful guideline to understanding immigrants' psychological activities at different stages after immigrating to a new country and explains the context which may influence them to use public libraries for information. The model appears to be reasonably suited to problem statement and research questions

in this study as it concerns immigrants and it outlines a potential relationship between immigrants and public libraries in terms of how the latter tend to solve their information needs in different phases.

Chapter 5 Research Methodologies

The following sections will discuss the research process of this study, beginning with a justification for choosing a qualitative methodology rather than quantitative and why to use semi-structured qualitative interviews as a research method, followed by a description of the research population which discusses sampling method, sampling size, selection criteria, and finishes by outlining the limitations of the study.

5.1 Choosing Qualitative over Quantitative Methodology

This research has used a qualitative rather than a quantitative methodology because the central aim is to find out what roles Auckland libraries have played in their lives in terms of satisfying their diverse needs. It is concerned with people's thoughts and opinions in relation to a specific topic or question, which is close to a qualitative research's intention of "attempting to understand the world from the subjects' point of view, to unfold the meaning of people's experiences..." (Kvale, 1996). Qualitative research allows the interviewer to interact with the participants and allows for in-depth probing of issues so as to yield great detail in response (McCullough, n.d.). A quantitative methodology would not be suitable for this research as it is incapable of gathering participants' in-depth explanations of certain experiences and at the same time the research context is ignored.

5.2 Research Method: Semi-Structured Qualitative Interview

Interviewing is a frequently used method in social research and a qualitative interview is a valuable research method for exploring “data on understandings, opinions, what people remember doing, attitudes, feelings...” (ESDS Qualidata, 2007). Out of all qualitative interview types, the semi-structured interview method has been selected as the research method as it is more suitable to this study. Semi-structured interviewing is more flexible than the structured interview as it allows for exploring and probing pre-established questions and scope, although questions tend to be asked in a similar order and format. It is conducted with a fairly open framework which allows for focused, conversational, two-way communication (FAO Corporate Document Repository, 2010). Moreover, the interviewer can control the progress of the interviews according to different circumstances.

5.3 Research Population

The participants of this study have been selected according to purposive sampling which included people of interest and excluded those who do not suit the purpose of the study (Purposive sampling, n.d.). There is no set sample size for qualitative research but generally “they involve around 6-8 people or events due to the large amount of data generated and the complexity of analysing qualitative data. Data from more than 10 people is usually only used to validate the findings identified from the initial 8-10 participants” (Qualitative Research, 2006). Following this guideline, I recruited 9 participants for this study.

There are several selection criteria to be implemented when selecting appropriate participants. Since the aim of the study is to examine what roles Auckland libraries have played in the lives of Chinese immigrants, a Chinese library user with a valid library card is the first criterion for selection. The second criterion is that the participants should represent different categories of social groups, e.g. students, working families, parents, older people, etc. Besides, participants ought to be those “who have a range of characteristics relevant to the research project” (Gorman & Clayton, 2005) and from whom “one can learn a great deal about issues of central importance” (Patton, 2002). To recruit more participants, I also asked for assistance from Chinese library staff via email or recruitment advertisement in recommending prospective participants to me.

5.4 Limitations of Research

This study has been limited to libraries located in East Auckland and regular Chinese library users only. Also it is a single case study giving a snapshot of the library services to Chinese library users. Due to time constraints, the small sampling size means that the findings of the final research would not be able to represent all Chinese immigrants’ opinions.

Chapter 6 Instrumentation

6.1 Interview Questions

In support of the objectives, my study focused on answering the following research questions:

- RQ1: What types of libraries did you use in China before immigrating to New Zealand? How did these experiences shape your expectation of libraries of New Zealand?
- RQ2: What were the reasons for you to use public libraries in New Zealand?
- RQ3: How satisfied are you with the services provided by Auckland libraries, especially those for immigrants?
- RQ4: What barriers, if any, may prevent you from using Auckland libraries?
- RQ5: How do Auckland libraries solve Chinese immigrants' diverse needs and help them to integrate into a new society?
- RQ5: What roles have Auckland libraries played in your life as a Chinese immigrant?

6.2 Data Collection

Research data were collected through in-depth interviews with participants and interview data gathered through note-taking and audio-recording, which then have been transcribed for data analysis. Since all participants including the interviewer are Chinese, interviews were carried out in Mandarin since all Chinese understand it. In-depth interviews are one

of the most common qualitative methods as they are very effective in giving a human face to research problems. The aim of the study is to investigate the influences Auckland libraries have had on Chinese immigrants' lives. In-depth interviews provide a convenient channel for me to gather first-hand users' experiences through conversational communication. Interviews were carried out in a face-to-face format as the interviewer can ask follow-up questions and probe further based on the responses. Furthermore, participants selected the interview time and location for their own convenience, and their responses would not be affected by the views of others (Hesse-Biber & Leavy, 2006) which is the reason why a focus group was not selected for this study. Another reason for choosing face-to-face interviews is that I wished to build rapport with the interviewees for better communication.

6.3 Human Ethics Approvals

Before starting my interviews, I applied for and obtained approval from Victoria University's Human Ethics Committee to proceed with my study. It was to ensure the identities of participants and data collected remained confidential. Pseudonyms were assigned to participants with their approval and used in the study where necessary.

6.4 Methods of Data Analysis

The nine interviews were audio-recorded with the participants' consent. The interviews were then transcribed and participants were given the opportunity to check the accuracy of the transcripts. I then analysed the transcripts using qualitative content analysis. Ways in which qualitative data can be analysed are described as "eclectic" (Creswell, 1994) and

this research used content analysis and coding as the main data analysis tools. Content analysis and coding were carried out by reading through the data obtained, developing categories, making comparisons and contrasts, and seeking common themes that related to my research questions and objectives.

In order to provide a decent analysis of my data, I followed the recommendations given by Creswell (2003) that I read through all the data at first to gain a “broad sense” of what information was there. I then found out the categories and themes emerged. Initial categories came from the interview questions such as “library experiences in China”, “reasons to use Auckland libraries”, while themes included “gaining visa/permanent residence”, “supervising children”, “improving English”, etc. Coding was implemented to identify and label categories and common themes.

At the next stage of data analysis I gathered information and grouped it together to answer the research questions. To increase the validity of my analysis, I also added the data provided by participants which ran counter to my proposed themes, as “discussing contrary information adds to the credibility of an account for a reader” (Creswell, 2003).

Chapter 7 Presentation of Findings

7.1 Characteristics of Respondents

Nine Chinese users of Auckland libraries agreed to participate in interviews for the purpose of this research after visiting five libraries located in the East of Auckland which

have large Chinese collections and a high ratio of Chinese residents living in the area.

7.1.1 Personal background

Eight participants have been New Zealand over ten years, including one for over twenty-one years. One participant has been in New Zealand for only one year. Seven participants are from Mainland China, the other two are from Hong Kong. One participant is male and eight are female.

Seven participants can speak English fluently; two participants speak only a few basic words of English and are not very confident holding a conversation with local people.

Retired	2		
Housewife	4		
Professional	2	Male	1
Student	1	Female	8

One retired participant lived in the United States for ten years and was employed as a professor in both China and the USA. The other retired participant used to assist her husband in doing business in Hong Kong. Four housewives used to practised different professions before having children, including a business woman, government officer, university student and primary school teacher. Two professionals interviewed are a kindergarten teacher and clinical psychologist. The last participant is an international student of Auckland University studying Accounting.

The result shows that most participants have lived in New Zealand for a long period of time and possess the language skills to express themselves and communicate with local people. Eight participants note that they hold permanent residency. Since they are

relatively mature immigrants compared with new arrivals who don't have residency, these participants can be categorised as belonging to the balancing phase of the immigrant adaptation model which was mentioned earlier.

7. 1.2 Library experience in China

Eight participants used libraries in China before immigrating to New Zealand. Library types varied from a university library to a public library, corporate library and small neighbourhood library. One participant says she had never used a library before moving to New Zealand.

Public library	5
Academic library	2
Corporate library	1

Three of them had relied on libraries heavily for study or work when they were in China. One participant says the “*library has become part of my life*”. His reading habits formed when he was a child by using the British-style neighbourhood library which was built in a British concession in Shanghai during the Second World War. This participant also says he used an academic library more than the public library when he was in China and America. One housewife used the Guangzhou public library every week where she could learn and practice English with other people, read the latest international newspapers and magazines which were rarely open to the public in other cities in China in the early 90s.

“Guangzhou public library was huge and newly refurbished...you can find all sorts of new materials there...my knowledge about the western countries was gained through using that library, which pushed me to make the decision of immigrating to New Zealand after later on.”

“I used to use the library in our office building to read work-related journals and leisure magazines. All materials are free for staff,” says another respondent who used to work in a government department in Beijing.

For those who did not use a Chinese library very much, one participant explains, *“books in our city public library are old and not many varieties available; we have to pay for borrowing them.”* *“The only reason I went to library was to find resource for my assignments during school terms,”* said the kindergarten teacher. The other three participants replied that they usually went to a public library to study because of its quietness.

When answering the question “what were your expectations of New Zealand libraries”, eight participants replied that they had none. One says: *“I didn’t expect there would be any Chinese books available in their libraries.”* The others indicate that they were not regular library users in China so didn’t plan to use New Zealand libraries very much except for specific reasons such as finding resources for study. Only one participant, who is an international student and also the one who had never used a library before, responded that she planned to use New Zealand public libraries because her friend, who was already in New Zealand, informed her that some public libraries provide free English

study materials for their users.

The library experience of participants interviewed show that most of them had library experience before moving to New Zealand and they understood the basic functions that a library provides the public. Their motivation to use libraries mainly centred on finding materials for study or work, or using the library just for its quiet environment. However, when answering the question of what expectations they had from Auckland public libraries, most of them showed a negative attitude toward using public libraries, which reflects the result of Burke's research that a language barrier is an influential factor which prevents immigrants from using public libraries (2008). Their willingness to use public libraries in New Zealand was very low, as they imagined there was no Chinese collection available.

7.2 Reasons that Chinese immigrants choose to use Auckland libraries

One of the main objectives of this research is to investigate the reasons that Chinese immigrants use Auckland libraries. The following table shows the top five reasons for using Auckland libraries and how satisfied they are with these services:

Chinese collection	9
Children materials (English and Chinese)	6
Library events	4
English materials	2
Others (e.g. faxing, internet)	2

7.2.1 Chinese collection

It is hardly surprising that all participants rate “Chinese collection” as the most common reason to visit Auckland libraries. Most of them didn’t expect to see such a big Chinese collection available in local public libraries and surprise at its diversity and the fact that it was free of charge (*“I never thought there would be so many Chinese books available in public libraries”*). Participants are generally satisfied with the Chinese collection provided by Auckland libraries. Some even think the Chinese collection is much better than those available in public libraries of other countries.

“The variety of Chinese books here are much better and up-to-date than what I have seen in the public libraries of America.” “Chinese is not a majority immigrant group comparing with Italian and Latino, so you won’t see too many Chinese books in their public libraries in comparison with other language books.”

Another participant thinks Auckland libraries have financially invested a lot to buy in new Chinese books.

“You can always find new Chinese books purchased from their new book lists every month.”

One participant mentions Auckland libraries give her the opportunity to read some Chinese books which are prohibited in Mainland China due to political reasons. These books are published and sold in Hong Kong and Taiwan but are not allowed in Mainland China.

“It is always good to know some different perspectives about certain issues and I just like reading this type of books Auckland libraries have brought in.”

The responses below show other perspectives relating to using the Chinese collection:

“I used to subscribe fashion magazines (e.g. Harper Bazaar, Elle) for years in China, but they are sold expensively in Chinese book stores in Auckland. You could imagine how excited I was when I saw them displayed on library shelf and free to borrow for two weeks.”

“I don’t watch local television programmes very much, and for my age it is a bit hard to learn English from beginning, reading Chinese books has become an indispensable part of my casual life in New Zealand.”

“[Name of library]’s Chinese collection is very good, books are new and recently published. Reading has become a new hobby of mine since I moved to Auckland.”

This shows that the Chinese collection has been proved a successful service that Auckland libraries provide for the Chinese community and plays a critical role in attracting Chinese immigrants to Auckland libraries. It has met Chinese immigrants’ diverse needs to some extent and has improved their lives in the new country. Some participants’ answers reveal that they might have basic English to communicate with local people, but are not a passionate audience of local media. Reading Chinese books becomes a substitute for local media.

7.2.2 Children materials (English and Chinese)

Borrowing children’s materials has been rated the second most common reason for Chinese immigrants to use Auckland libraries. Participants who have school-aged children go to Auckland libraries to borrow books recommended by school teachers, or

for the purpose of home education.

“I am keen to borrow children’s books from library rather than buying them, books in the library are too many to choose and you can always request more from other libraries if necessary.”

“Children’s books are well organised under different categories, easy to search.”

Chinese children’s books are also very popular among these parents. In

Jonsson-Lanevska’s case study she observed that “many refugees think their language has not the same status as Swedish and therefore refuse to use it with their children.” (2005).

However Chinese participants interviewed show a completely different attitude towards their mother language. Chinese immigrants wish to teach children Chinese and want to preserve their culture as much as possible. One participant says, *“I want to teach my son how to read and write Chinese. I know it is a bit hard in an English environment, but I have the responsibility to do so.”* Another participant replies, *“it will be a great shame if my children cannot read or write Chinese when they grow up and know little about Chinese culture. Therefore I send them to Chinese language school and select appropriate Chinese children’s books to read.”*

Chinese children’s books provided by Auckland libraries support their needs and are successful, based on the participants’ responses. One mentions: *“[Auckland libraries] are the only place where I can borrow Chinese children’s books. Those sold in Chinese book stores are far more expensive.”* Another participant says: *“my daughter likes the books I choose for her, she can practice what she’s learnt from Chinese language school.”*

Participants' responses show that teaching children their own language and culture is a priority for the parents' home education agenda, and Auckland libraries are treated as an information provider where they can access Chinese educational materials to do so. This intention remains so strong that it is not affected very much by participants' length of stay in New Zealand but becomes a catalyst to them.

7.2.3 Library events

Four participants rate attending "library events" as one of their motivations to use Auckland libraries. Library events here mainly focus on children's programmes such as story time, and other special activities. Most children's programmes are scheduled regularly and are easy for parents to get involved.

"[Name of library] has story time on Tuesdays, singing and dancing classes for kids on Thursdays."

"I like children's programmes provided by [name of library]. The librarians look professional when playing with kids."

"I have made friends with many mothers by attending children's programmes."

The following responses show that participants also enjoy the special activities organised by Auckland libraries:

"The security and safety lesson demonstrated by police staff is very useful for immigrants, helping them avoid many potential dangers in their lives."

"[I] like the school holiday programme provided by library, getting kids to read more books is much better than let them playing computer games at home."

“Chinese moon festival celebration was very successful last year. Library should organise more similar cultural events of different countries for the community. It is good for children to learn their own culture too.”

“[Name of library] provides library tours from time to time, librarian explains to school kids how library works, what books are available, how to issue and check in books etc. I think it is a great programme to get children familiar with library as a good place to go after school.”

For those who do not go to library events their responses show that many of them were not aware when events happened. *“I visit Auckland libraries’ website every day but didn’t notice there were such events going on.”* *“[I] cannot read English so didn’t know about it [...] I probably didn’t notice there were posters in Chinese.”* This shows that there are still some improvements in promotion that could be made to attract more Chinese library users to go to library events.

7.2.4 Adult English materials

Two participants mentioned that they go to Auckland libraries to use the internet and fax services occasionally.

“I went to library to use internet when the home internet access went down last time. There is no internet café near where I live. It is convenient to go to library.”

“[Name of library] is the only place I know which provides faxing service in [name of area].”

7.2.5 Other reasons

Two participants mention they go to Auckland libraries to use internet and faxing services occasionally.

“I went to library to use internet when the home internet access went down last time. There is no internet café near where I live. It is convenient to go to library.”

“[Name of library] is the only place I know which provides faxing service in [name of area].”

7.2.6 Summary

The results show that it is similar with those conclusions from previous studies conducted by other researchers. Borrowing books (especially Chinese books) and children’s books are the main factors which cause them to use public libraries, while borrowing English materials, attending library events and using internet or fax facilities are slightly less important. Although most participants are able to communicate in fluent English which enables them to use Auckland libraries easily, it does not expand their reading options to the same scale as local New Zealanders but they focus on Chinese materials. My results do not show education level and family size play an important role in using public libraries.

7.3 Differences between China’s public library and New Zealand’s public library

The responses below show the differences between China’s public libraries and New Zealand’s public libraries according to participants’ library experience in both countries.

“[Auckland libraries’] books are very new and updated quite often. [I] can request

them across the whole Auckland region.”

“Books in my city’s public library were very old, I didn’t go there very much.”

“Online catalogue is powerful, [I] can check personal information whenever I want and get reminders by email when request is arrived or books are due to return.”

“There was no such service allowing you to request books from other public libraries [in my home city public library].”

“[Auckland libraries’] Staff are friendly and professional, always willing to help, very good customer service.”

“[Auckland libraries’] membership is free to join, procedure is simple.”

“You have to pay to get the membership...books are not open to the public, you tell staff the title and they get it from the shelf for you [in home city public library].”

“[I] like the children’s area in [name of library]. Toys are around and place is safe for children to play round.” [Auckland libraries]

“[There are] many children’s events going on from time to time, such as story time, summer reading programmes. [Auckland libraries] put lots of effort to get children to read more books.”

“[Auckland libraries] are spread over across the region...close to home...very convenient to visit.”

“Except for very big cities, medium to small sized cities in China usually do not have government-funded public libraries, this is very different from New Zealand...public libraries in those cities are more commercialised...do not have formalised management system.”

These positive comments about Auckland libraries can be considered supplementary

reasons that encourage Chinese immigrants to use public libraries. They list strengths that have benefited Chinese immigrants and show Auckland libraries have played a significant role in turning those who didn't visit library very often into regular library users. However what needs to be mentioned here is that since the majority of participants have lived in New Zealand for over ten years, their customer experience of Chinese public libraries date back to 2000 or even earlier, and public library services in China may have changed in the past ten years. Therefore what they say may not represent the current circumstances in public libraries in China.

7.4 How satisfied are Chinese immigrants with services provide by Auckland libraries

When participants were asked: "How satisfied are you with Auckland library services, especially services for Chinese immigrants", participants were generally satisfied with the services, as the following excerpts show:

"Very good. I particularly like the entertainment and leisure magazines the library has bought. They are those I like to read when I was in China."

"I can always find something interesting to read when going to the library."

"I like the services in the library, staff are nice to talk to and environment is good too."

Some participants' answers show a mixed attitude, where they were sometimes happy with the services and at other times were not. The following section outlines the information needs that participants feel have not been met by Auckland libraries, which

reveal different information needs in various social groups.

7.4.1 Chinese Collection

As mentioned in the previous section, Chinese immigrants are generally satisfied with the Chinese collection provided by Auckland libraries. However participants think there are some improvements that could be made:

One participant suggests librarians should pay more attention to older Chinese library users' needs. *“Older Chinese usually do not visit public libraries very much due to the language reason, it would be convenient to have at least one Chinese staff on duty during the week so those older people are able to use library resources more efficiently.”* She also suggests *“introducing books more suitable for older people such as large print Chinese books, or books on health care.”* Another participant wishes to have *“more Chinese children’s books annotated with Pinyin so children can learn Chinese pronunciation while reading.”* *“Library should have at least one copy of Chinese children’s encyclopedia to borrow.”* One participant suggests Auckland libraries to purchase more Chinese children’s DVDs or audio books: *“It would be a lot easier for kids to learn Chinese while watching their favourite children’s programmes or cartoon movies.”*

One participant suggests librarians should introduce more books for working people: *“Chinese books on information technologies they use at work, English learning books, science and technology.”*

7.4.2 Online Catalogue (OPAC)

The following responses show that participants value the online catalogue service provided by Auckland libraries:

“[I] use online catalogue to check personal information and to request books.”

“I visit library’s website everyday, most of time use catalogue to search or request books.”

“Now [we] are able to request books across the whole Auckland region and get reminded by email when books arrive. Great service!”

Seven participants mention they have used the online catalogue and are generally satisfied with this service, although there are still some improvements which could be made. One participant says in the system many Chinese titles still cannot be displayed in Chinese characters and patrons are not able to type in Chinese to search for a particular book. *“Many titles are spelled in Pinyin (the official system to transcribe Chinese characters into the Roman alphabet). I have trouble using it as we use different spelling in Hong Kong.”* *“It would be much easier if we can type Chinese to search for Chinese items.”*

7.4.3 Digital library

Digital library allows users to search article databases, online newspapers, reference books, encyclopedia, eBooks, online exhibitions, photographic collections, eAudio books, music (Digital library website, 2011). Unfortunately, among nine participants only one notes she has used digital library’s children eResources to assist her child with school

project.

“I never heard of those databases until one librarian showed me how to operate it. I then showed to my son. It was very useful.”

7.5 What barrier, if any, may prevent you from using Auckland libraries

Although the interviewed Chinese library users are visiting Auckland libraries regularly, however when asked “if there are any barriers that may prevent you from using Auckland libraries”, they offer their ideas or life experience for this question.

“Chinese are hardworking. They are too busy with work and have no time to go to library.”

“Some Chinese can neither drive nor speak any English. This might be why they do not go to library.”

“Some Chinese immigrants do not pay much attention on enriching their culture lives, do not know how to utilise public libraries to achieve this.”

Based on these, participants suggest that strategies or programmes could be implemented to get more Chinese immigrants involved using Auckland libraries’ services through Chinese book clubs, programmes on assisting immigrants to familiarise the society, etc.

7.6 How do Auckland libraries solve Chinese immigrants’ diverse needs and help them integrate into a new country

The majority of participants agreed that Auckland libraries have helped them to integrate into the new country to some extent:

“I didn’t know any cooking at all before coming to New Zealand...I borrowed a few

Chinese cooking books from public library to learn how to cook...[My] cooking skills are much better now.”

“Me and my husband are building own house at the moment, I borrow lots of building books for him to read...many books on house building, very helpful.”

“I think library provides a way for us to learn about New Zealand, its people and culture. I attended one or two free sessions about Manukau history whatever, interesting.”

“[library]has become part of my life now, a way to gain updated information.”

One participant doesn't think Auckland libraries help him to integrate with the new country but is just a supplementary activity for his life.

“I don't think Auckland libraries play a role to help me to integrate into the new country, although I do visit library a lot to borrow Chinese books...many Chinese they never go to public libraries, they still survive very well...many issues can be solved through internet.”

7.7 What roles do Auckland libraries play in lives of Chinese immigrants

As discussed in an earlier section, public libraries play an important role in a multicultural society with responsibilities for educating, informing and bringing people of different cultural backgrounds together. The responses below show that Auckland libraries have successfully achieved these goals in the lives of Chinese immigrants.

7.7.1 As a regular place to go

Frequency of library use

Every day	2
4-5 days a week	1
2-3 days a week	3
Once a week	2

In contrast to their reluctance to use Auckland libraries before moving to New Zealand, most participants are heavy library users, visiting Auckland libraries quite often according to the table above. This shows that Auckland libraries have changed their earlier expectations about public libraries in an English-speaking country, and using Auckland libraries has become a relatively important activity in their lives in New Zealand.

7.7.2 As a leisure centre

Auckland libraries have enriched Chinese immigrants' new lives in New Zealand.

“English is always a problem for me. I am too old to learn English...[I] do not watch television very much...my husband and I often go to library when my children are gone to work...My husband likes reading political magazines, I like cooking books...Chinese books make our life not so boring”.

“[I] made a few friends when taking daughter to story times...often meet together to discuss education issues.”

“I remember library had Diwali festival last year and invited many Indian people to

dance and demonstrate how to make Indian sweets. My children had a great fun on that day.”

7.7.3 As an information centre

Auckland libraries have assisted Chinese immigrants to resolve issues when integrating into a new country.

“I was told [name of library] have free English learning materials...went to the free English classes couple of times...also borrowed IELTS textbooks to prepare examination.”

“[I]visited library a lot before having my baby. [I]read Chinese pregnancy books for preparation, it was very useful.” “I am building our own house at the moment, so come to library to borrow books on house building.”

7.7.4 As an education centre

“As parent, I wish library to organise more programmes that guide kids to read books...I get my kid to join the summer reading programmes every year.”

“When I have my baby, I want to try that free baby programme [wriggle and rhyme]. It looks a lot of fun and librarians look professional.”

7.7.5 Summary

Compared with their library experience in China, this study finds that Auckland libraries have changed their opinion and attitude towards public libraries. Using Auckland libraries has now become a regular activity in their lives. However it is quite interesting that when asked “do you think Auckland libraries are your information provider of first choice”

surprisingly, all of them say no. One participant explains *“I would go search on internet or ask friends first... it is much quicker than reading books.”* But participants note that they still enjoy reading printed materials even though the internet is widely available. *“I like the feeling of holding a printed book to read in bed and place it wherever I can reach.”*

7.8 Conclusion

This section includes two parts: how Chinese immigrants' information needs fit in with Herlitz and Nygren-Junkin's three-phase model of immigrant adaptation and suggestions for future research.

7.8.1 Chinese immigrants and Herlitz and Nygren-Junkin's immigrant adaptation model

As discussed in an earlier section, the interviewed Chinese immigrants are more likely to be categorised as belonging in the balancing phase of Herlitz and Nygren-Junkin's model, as their psychological activities match what has been described for this phase.

Participants who are at the balancing phase are more independent, proactive and willing to integrate into the new society. They are confident of speaking English, like to communicate with local people and express themselves on certain issues. Their reasons for using Auckland libraries centre on improving themselves, gaining knowledge to accommodate their new life and equip them to be more capable in educating New Zealand-born children. They usually proactively participate in the activities organised by Auckland libraries and efficiently utilise the resources. They usually borrow both English and Chinese materials.

However some participants also show the psychological activities which could be classified between the negative and balancing phases. They usually are not equipped with good English. They are less proactive and dependant on family members or friends who can speak fluent English. They socialise with Chinese in most cases and have difficulty dealing with different cultures. They are less motivated to attend activities and to express themselves. Their reasons for using Auckland libraries centre on borrowing Chinese materials and do not take full advantage of library resources.

The result of my study reveals that Chinese immigrants in different adaptation phases have different information needs which lead them to use different library resources to fulfil their needs. The more they approach the balancing phase, the more diverse their information needs become and closer to the local residents.

7.8.2 Suggestions for further research

At the time of writing, this research is one of a few studies on immigrant library users to evaluate public library services from their perspective. Due to the time restriction and scope limitation, some areas are not included in this study. The following is offered as suggestions for future research.

7.8.2.1 Conduct study with a wider geographical setting

My study was confined to the libraries located in East Auckland, and libraries that I visit that used to be part of Manukau libraries, whose Chinese service was slightly different from those in other parts of Auckland such as the central city. Since Auckland libraries

were combined last November, many services in different libraries are still being amalgamated, and more changes will occur as the process moves on. Therefore a future study could look into Chinese immigrants in the whole Auckland library system in the amalgamated city which would provide different perspectives of Chinese immigrants towards library services.

7.8.2.2 Conduct study with both library users and non-library users

I didn't recruit non-library users in my study. It would be good to learn their attitude towards Auckland libraries and find out the barriers that prevent them from using libraries. The result would provide a much more comprehensive understanding of Chinese immigrants and their lives in New Zealand, and how they manage to meet to solve their diverse information needs through other channels. And for Auckland libraries, find out what else could be done to attract this group of potential library users.

Student Name: Jiannan Wang

Word Count: 9,214

Appendix A: Interview Questions

What roles do Auckland Libraries play in the lives of Chinese Immigrants?

Introductory Comments

- Thank participant for meeting up with me
- Introduce myself: MIS student, Chinese immigrant, library staff
- Review information sheet and consent form
- Permission to start recording

Part 1: Personal characteristics & context

Tell me about yourself and your experiences of being a library user:

- How long have you been in New Zealand?
- What is your occupation?
- Did you ever go to libraries in China? If yes, what types of libraries?
- What were your expectations of New Zealand libraries?
- If possible, can you tell me what are the main differences between libraries in China and libraries in New Zealand?
- How often do you use public libraries and how long do you usually stay in the library?

Part 2: Use of Auckland libraries' services

Tell me your experiences of using services of Auckland libraries:

- Which services that Auckland libraries provide do you use frequently? And why?
- Which services that Auckland libraries provide for ethnic groups do you like best? And why?
- Are you aware of the digital services that Auckland libraries provide such as online catalogue and databases? Which one do you use and why?
- Do you think Auckland libraries provide useful information services to help you to adapt into this new country, and why?
- Do you go to any activities which are held by Auckland libraries, such as book club, language classes? If yes, can you share your experience with me?
- What are your main reasons of visiting public libraries in New Zealand? For business, education, leisure or others?
- Do you think Auckland libraries' services have effectively met your information needs as

mentioned in previous question?

- Why do you keep coming back to Auckland libraries?
- How satisfied are you with the services provided by Auckland libraries? Do you enjoy the services you are using now?
- What roles do you think Auckland libraries have played in your life as a Chinese immigrant in New Zealand?
- Are there any inconveniences when you use services of Auckland libraries? If yes, how do you wish libraries to improve on these?
- Is there anything important to you as a Chinese immigrant that I have not asked you about? Any comments you wish to add?

Appendix B: Information Sheet (English)

Research on “What roles do Auckland Public Libraries play in the lives of Chinese immigrants”

Information Sheet for Research Participants

I am a graduate student in the Master of Information Studies program at Victoria University of Wellington and I am conducting a study on Chinese Immigrant library users as part of the requirements of my degree. Victoria University requires ethical approval for all research involving human participants. This information sheet aims at providing adequate information of the research to participants before they consent to take part in the study.

Purpose of Study

The aim of my study is to find out what impacts Auckland public libraries have made on Chinese immigrants' lives of adapting into a new country and how public libraries fulfil their diverse needs. Insights gained from different social groups of Chinese library users will help to provide a better understanding of how well Auckland public libraries presently serve Chinese users and highlight what improvements, if any, need to be made to library services.

Participation Criteria

I am keen to interview Chinese library users who meet all of the following criteria:

- Were born in China and can or cannot speak English.
- Are members of Auckland public libraries and have been so for at least six months.
- Do use Auckland public libraries' services on a regular basis.

Research Procedures

If you meet all of the above criteria and would like to participate in my study, I will ask for your written consent to do so. Your actual participation will consist of a single interview with me, conducted face-to-face and lasting approximately 60-90 minutes. This interview will be audio-recorded, transcribed and you will be given the opportunity to check the accuracy of the interview transcript. The interview will be scheduled at a time that suits you and in a location that is mutually convenient and suitable for audio-recording. During the interview, I will ask you to share your views and experiences on a range of topics including:

- Your personal background and experiences of using libraries
- Your experiences of using Auckland libraries
- How to you evaluate Auckland libraries' services for Chinese immigrants
- What roles do Auckland libraries play in your life as a Chinese immigrant

Voluntary Participation

Participation in my study is voluntary and you do not have to answer any questions you find objectionable. You are free to withdraw from the study at any time before the final analysis of data on

October 17, 2011. Any data that you have provided before this date will be destroyed immediately. Withdrawal from the study does not affect the shopping voucher given to you at the time of your interview. (*see Remuneration below*).

Remuneration

Each person who participates in my study will receive a \$20 Westfield Gift Voucher during the interview. This voucher is accepted at most retailers, at all Westfield centres throughout New Zealand.

Confidentiality

The research is confidential and your identity will be kept strictly confidential. You will be assigned a pseudonym and this is the name that will be used in my final report. Anything that is said that could identify you will not be reported. My supervisor and I will be the only persons who have access to the data collected and this will be securely stored, in locked drawers and through the use of password protected files. All data collected will be destroyed within a year of the completion of my project.

Dissemination of Research Findings

A copy of my research paper will be deposited in Victoria University's library. A copy of the report may also be deposited in the University's institutional repository. Results from my research may be published in academic or professional journals or be presented at conferences. A summary of my research finds will also be forwarded to all study participants (in early November of this year) who indicate on their consent forms that they would like a copy.

If you are interested in participating in this research project or would like further information, please contact me or my supervisor. Contact details are listed below:

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Appendix C: Information Sheet (Chinese)

“奥克兰公立图书馆在中国移民生活中的作用”研究项目

给参加研究者的资料页

我是惠灵顿维多利亚大学信息管理专业硕士研究生，硕士论文的课题是研究奥克兰公立图书馆在中国移民生活中所起的作用。这份给参加者的资料页目的在于给参与此次研究项目的人员提供详实的背景信息，帮助他们更好的理解这次研究的性质和目的。

目的

这个研究项目的目的在于调查奥克兰公立图书馆在帮助中国新移民适应新西兰生活的过程中所起的作用，并如何满足他们的各类需求的。来自各个领域阶层的参与者所提供的意见分享将有助于我们更好的评估现阶段奥克兰公立图书馆针对中国移民所提供的服务，以及他们还将如何进一步改进以更好满足中国客户的需求。

参与研究的人员条件

我期望采访符合如下所有条件的中国移民：

- 在中国出生，能或不能熟练讲英文均可。
- 奥克兰公立图书馆的成员并加入 6 个月以上时间。
- 保证定期使用奥克兰公立图书馆的服务。

研究程序

如果您符合上述所有条件，我会要求您填写书面的参加此项研究的同意书。您只需参与一次 60 至 90 分钟的面对面访问。访问过程将被录音，您有权利检查采访过程的书面文字记录的内容。访问的时间要适合双方参与者，选择在一个互相便利并且适合录音的地方。在采访过程中，我将向您询问如下关于您使用奥克兰公立图书馆服务的各种问题：

- 您的个人信息和使用图书馆的经历
- 您的使用奥克兰公立图书馆的个人体验
- 如何评价奥克兰公立图书馆为中国移民所提供的服务
- 谈论奥克兰公立图书馆在中国移民生活中所扮演的角色和起的作用

自愿原则

参与此项研究项目是自愿行为，您可以拒绝回答任何让你感觉不合适的问题。你可以在 2011 年

10月17号前随时退出此项研究。退出后，您提供的任何回答都将被立即销毁。退出研究项目则不要求收回您在接受采访时我所赠与的购物奖券。（*详细请看下面的奖励条款*）。

奖励

每个参与研究项目的人员均获得面值 20 元的 Westfield 购物礼券一张。礼券可以在全新西兰所有 Westfield 购物中心使用。

保密

此项研究项目是保密的，您的个人身份也是被严格保密的。我会给你一个假名，并在最后的研究报告中使用。任何可以判断您身份的信息都不会在报告中出现。只有我和我的导师可以使用收集到的资料，资料都是严格保密的，锁在抽屉里并使用设有密码的文件夹保管。所有资料将在论文完成后一年销毁。

结果

研究报告的副本将会保存在惠灵顿维多利亚大学的图书馆，另一副本则会保存于大学科研档案处。研究的结果可能转载于学术或专业期刊，或发表在学术会议上。根据参与研究的人员的要求，我也会将研究的结果寄送至他们所留下的联络地址。

如果您在此次研究项目感兴趣或者想更好了解详细内容，请联系我或我的导师。联系方式如下：

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Appendix D: Consent Form (English)

CONSENT TO PARTICIPATE IN RESEARCH

What roles do Auckland Public Libraries play in the lives of Chinese immigrants?

I agree to take part in this research project. I have been provided with adequate information relating the nature and objectives of the study. I have understood that information and have been given the opportunity to seek further clarification or explanations.

I consent to procedures associated with being interviewed for this study, including the audio recording and transcription of my interview. I understand that I will be given the opportunity to check the transcript of my interview and to provide feedback to the researcher.

I understand that taking part in this study is voluntary and that I have the rights to withdraw from the study at any time, and to decline to answer any individual questions in the study. I understand that if I withdraw from the research, any data that I have provided will be destroyed.

I understand that any information or opinions I provide will be kept confidential. I understand that when this study is completed, the data collected will be kept for a year, after which it will be destroyed.

I understand that the results of the study may be published in academic or professional journals, or be presented at academic or professional conferences.

I understand that a copy of the research paper will be deposited in Victoria University's Library and another copy may be deposited in the University's institutional repository.

Signature:

Date:

I would like to receive a summary of the research via: *(please tick and provide details)*

Email address: _____

Postal address: _____

Appendix E: Consent Form (Chinese)

“奥克兰公立图书馆在中国移民生活中的作用”研究项目

同意书

我同意参加这一研究项目。研究项目的性质和目标已经完善地提供给了我。我了解这些信息,并
给予机会来咨询更详细的信息和解释。

我同意参与研究项目中所涉及的采访活动,包括将面试录音和访谈记录。我了解我有权利核查面
试的文字记录并给调查人员提供反馈。

我明白参加这个研究项目是自愿的。我有权利随时退出这个研究项目,也有权利拒绝回答任何个
人问题。我明白如果我退出研究项目,所有和我有关的资料将被销毁。

我明白在这一研究项目中,我提供的任何信息和意见都是保密的。我明白当研究项目结束后,
所有收集的资料仅保存一年,一年之后全部销毁。

我明白这一研究项目的结果,或许被刊登于学术或专业期刊,或者在学术或专业大会上被提及。

我明白这一研究项目的副本会保存与惠灵顿维多利亚大学的图书馆,另一副本保存于大学的档
案库。

个人签名:

日期:

我想要了解研究项目的最终结果: (请勾选联系方式和详细联系资料)

电子邮件: _____

邮寄地址: _____

Appendix F: Recruitment Advertisement (Chinese)

招募中国图书馆用户 参与研究调查活动

您是奥克兰公立图书馆的忠实用户吗（加入会员 6 个月以上）？您经常使用公立图书馆的服务项目吗？您是否参与过，或经常参与奥克兰图书馆所组织的文化活动，比如书友会，或者婴儿活动等等？如果您符合上述条件，欢迎您参与我的研究调查，并立即获取一张价值\$10 的 Westfield 商场购物券。

我是惠灵顿维多利亚大学信息管理学院的在读硕士，硕士论文的课题是研究奥克兰公立图书馆在中国移民生活中所起到的作用。研究的目的在于了解奥克兰公立图书馆在帮助中国新移民适应新西兰生活的过程中是如何满足他们的各类需求的。来自各个领域阶层的参与者所提供的意见分享将有助于我们更好的评估现阶段奥克兰公立图书馆针对中国移民所提供的服务，以及他们还将如何进一步改进以更好满足中国客户的需求。

活动过程包括一个 60 分钟的访问，时间地点符合双方的便利和需求，采访过程将会被录音（需经过您的许可）。访谈过程中我会询问你一系列关于您使用奥克兰公立图书馆的个人体会，问题涵盖：

- 您的简单个人信息和使用图书馆的经历
- 您的使用奥克兰公立图书馆的个人体验
- 如何评价奥克兰公立图书馆为中国移民所提供的服务
- 谈论奥克兰公立图书馆在中国移民生活中所扮演的角色和起的作用

您的个人信息将会被严格保密，并以假名的形式出现在我的研究报告中。

每个参与访谈的人员将获得面值 20 元的 Westfield 购物礼券一张。礼券可以在全新西兰所有 Westfield 购物中心使用。

我的研究已经被惠灵顿维多利亚大学的人权道德委员正式通过审核，全程按照委员会的标准执行。如果您想或许更多关于这个研究课题的信息，或者有兴趣参与这项调查，欢迎你随时和我取得联系。

我的联系方式：

王建楠 (Fiona)

手机： 021 1061 228

电子邮件： wjn0356@gmail.com

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