

**Japanese Women in New Zealand:
Their experiences and expectations
as regular customers of Auckland Libraries**

by

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Japanese women in New Zealand: Their experiences and expectations as regular customers of Auckland Libraries

(hereafter referred to as 'The MIS Research Project')

being undertaken by

Miyuki Hosoya-Neale

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Master of Information Studies,

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Abstract

Research problem

Numerous suggestions have been made to improve library services for immigrants, especially for their initial stages of settlement. However, long-term residents have different expectations as regular library customers. In New Zealand, so far no researcher has investigated Japanese customers' experiences and expectations regarding their local libraries.

Methodology

Twelve semi-structured interviews were conducted in Japanese, with Japanese women who were selected by criterion sampling. Guided by the principles of phenomenology, this qualitative research describes their experiences and expectations. It also analyses their perceptions based on the theories of acculturation and social learning.

Findings

Most participants feel 'at home' in New Zealand, while maintaining their Japanese cultural values. Generally, how they use libraries now is significantly different from how they did as new users. The factors that motivate or restrict their library use are identified as their 1) traditional views and 2) sense of belonging.

Implications

The suggestions made could be useful in reviewing policies and practices of public libraries. Further study is required for other language communities and this study could be used as a guide. The findings and discussion could be valuable for the practitioners and academics regarding immigrant customers' perceptions.

Keywords

Public libraries, Immigrants, Japanese, New Zealand

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Introduction

Imagine you are travelling in a country where the local people assume you speak their language. Your travel guidebook says that public computers are available at the local library. You successfully arrive there, find a few computers that appear free, but you don't know what you are supposed to do. All the signage is in the local language. Two librarians appear too busy to notice you. They are either engaged in a serious conversation with a local customer, or working on something important with their computer. You feel out of place, as you do not look like the locals. Then a staff member, who looks like you, approaches and greets you in your language. What a relief!

At public libraries in New Zealand, this could be the experience for immigrants who have limited, or no English communication skills. And the relief from the familiar face and language does not often happen. The signage and online catalogues are all written in English and staff members speak fast in English with their customers. These immigrants may feel pressured that they must be competent in English, in order to use the library. Even when they have lived near the library for a long time, they might feel excluded.

Despite this, at a community library where I work, I observe some customers, who appear to be immigrants, have become regular library users, judging from the number of online requested items in various languages. Their competence in English and their experiences of using libraries in their home country could explain this. Possibly also, someone has recommended using libraries and shown them what to do. However, we don't know for sure. There may be other reasons that motivate these users. In fact, we know little about these customers, as they don't always come to talk to us.

Research problem

'Knowing who your customers are' is very important for a library. Matthews (2009, p. 19) declares that 'the library must *earn* the customer by somehow *improving the quality of life* of that customer!' The library needs to 'create *unique* and *compelling* value' for the customers, so they 'keep on coming back' and 'recruit other customers' (Matthews, 2009, p. 19). However, Hernon and Matthews (2011, p. 137) claim that librarians historically have done little to learn about customers' needs and expectations from their perspective.

Public libraries have been 'improving the quality of life' for immigrants, especially for the initial stage of settlement (Cuban, 2007; Dali, 2010). However, previous studies found that the immigrant users' needs are different, depending on the length of time in the new country (Atlestam, Brunnström, & Myhre, 2011; Burke, 2008; Listwon & Sen, 2009). Hoyer (2011) maintains that successful libraries have employed appropriate assessment and re-orient their services to meet their evolving communities' needs.

Study objective

This study aims to gain a better understanding of Japanese customers by listening to their views regarding Auckland Libraries (AL). It focuses on women who are the majority of its Japanese customers and the majority of the Japanese population in New Zealand.

It investigates the factors that motivate or restrict the Japanese women's library use, based on their previous experience as new users, and the current experience as long-term users. It makes suggestions for improving library services by incorporating their ideas into policy and practice.

Research Context

Japanese population in New Zealand

According to the Census 2013 data, approximately 14,000 Japanese people live in New Zealand, which is less than one percent of the total population of approximately 4.2 million. Based on 'the ethnic group profile' (Statistics New Zealand, 2015a), the key facts about the Japanese group are:

- Nearly half of the population (6,720) live in the Auckland region
- The largest age groups are '30-64' (46.3%) and 'under 15' (28.8%)
- The majority are female (62.9%), bilingual (English/Japanese, 64.4%), born overseas (71.9%) and long-term residents (over five years, 69.5%)
- Almost all people aged 30+ identify themselves only as 'Japanese'
- Although they are highly qualified, their median income is significantly lower than other groups. Especially for women i.e. \$11,300 for Japanese, \$16,000 for other Asian groups, \$24,000 for the total New Zealand population.

Auckland Libraries and its Japanese customers

Auckland Libraries (AL) was formed in November 2010, when Auckland Council was established and the public library systems of the seven former councils were amalgamated. Consequently, AL is the largest public library system in Australasia with 55 community libraries in Auckland (Auckland Council, 2015a).

Auckland region has a population of approximately 1.4 million including 6,720 Japanese people (Statistics New Zealand, 2015a). In 2013, Auckland Libraries patron data showed that 2,833 patrons identified themselves as Japanese, out of approximately 493,000 patrons. Among the Japanese patrons, 75% (2,118 patrons) are female (Auckland Libraries Planning and Performance Team, 2013).

Rationale and significance of the study

Firstly, this study 'gives voice to immigrant readers under-represented in the LIS (Library and Information Science) literature' (Dali, 2013a, p. 509). Immigrant customers' preference to communicate in their native language is identified in previous studies (Dali, 2012, 2013b; Machet & Govender, 2012; Nomura & Caidi, 2013; Nutta & Ventura, 2013). Therefore, by utilising my position as a native speaker of Japanese, the study has provided the first opportunity for AL's Japanese customers to express their views freely in their own language. It is also the first user study conducted by a Japanese staff member of AL. It promotes the library to the Japanese community by demonstrating its inclusiveness of hiring Japanese staff members and its willingness to listen to their customers.

Secondly, this study is an 'insider-led work based project' (Costley, Elliott, & Gibbs, 2010, p. 3). The researcher's position as an insider (Japanese community member and AL staff member) could provide a unique perspective that makes a difference to the research (Costley et al., 2010, p. 1). Work based research can provide evidence to influence policy and decision making, and to inform individual practice (Costley et al., 2010). It is timely for AL, as it is currently reviewing its practices for 'community language collection management' and 'multicultural liaison network' (in October 2015).

Definition of key terms

Japanese Language Collection (Japanese collection)

One of AL's community language collections of over 30 languages (Auckland Council, 2015c). The Japanese collection contains approximately 5,000 titles (in October 2015) of books/magazines/DVDs produced for native speakers of Japanese, including Adult Fiction/Non-Fiction, Junior Fiction/Non-Fiction. Among six community libraries that hold a Japanese collection, Central City Library holds the largest (Auckland Council, 2015c).

Japanese customers' needs and expectations

Japanese customers' needs and expectations with regard to AL collection, services and staff. For example, immigrant users' needs identified in previous studies are: quality reading materials in their first language (Atlestam et al., 2011; Dali, 2013a; Listwon & Sen, 2009; Nomura & Caidi, 2013; van der Linden, Bartlett, & Beheshti, 2014), public computer service (Caidi, Allard, & Quirke, 2010; Hoyer, 2011; Listwon & Sen, 2009; van der Linden et al., 2014), bilingual/bicultural staff (Atlestam et al., 2011; Burke, 2008; Wang, 2011).

Regarding customers' expectations, for example, Dali (2013a, p. 512) identifies Russian readers' expectations of a reader advisor e.g. 'a genuine interest in his or her work'. Nomura and Caidi (2013) discuss Japanese mothers' expectation from the library as 'a comfortable and safe place for children'.

Japanese customers/users/patrons/readers

This study follows 'the customer-focused library' approach (Matthews, 2009). However, other terms are also used depending on the context e.g. regular users, patron records.

Immigrants/immigrant customers

Immigrants are people who migrate from one country to another on a permanent basis (Li, 2003, cited in Caidi et al., 2010). While immigrants are commonly regarded as one group in the literature, Caidi et al. (2010, p. 498) emphasise 'the heterogeneity' i.e. their needs and expectations vary significantly depending on various background factors e.g. country of origin, family status, education.

I also acknowledge the term 'immigrant(s)' may have negative connotation (Izuhara & Shibata, 2001; Kawakami, 2009) and AL uses other terms i.e. 'migrant services and support for newcomers' (Auckland Council, 2015d). However, for this study I

still use 'immigrant(s)' as it is used in the previous studies I review. I also follow 'the customer-focused' approach and call them 'immigrant customers' referring to the immigrants who I meet at work (a community library).

Literature review

Due to the small Japanese population in New Zealand, it is understandable that no previous study focused on Japanese users of public libraries. However, they are also recognised as immigrants, adult learners and English language learners. Their experiences in Western countries have been investigated in various disciplines such as psychology, sociology and education. Therefore, this review will firstly identify the theories with regard to acculturation and social learning. Secondly, it will narrow the focus on Japanese women's experiences in Western countries. Finally, immigrant user studies in the LIS literature are reviewed.

Theories of acculturation and social learning

From the psychological perspective, Barry (2010, p. 99) explains that immigrants, or the non-dominant groups and individuals, experience the process of 'acculturation'. They may choose 'acculturation strategies' i.e. 'assimilation' (not maintaining their cultural identity, become absorbed in the dominant culture), 'separation' (valuing their cultural heritage, avoiding the contact with others), 'integration' (while maintaining their cultural heritage, also in daily interaction with other groups) and 'marginalisation' (little possibility or interest in cultural maintenance, often because of exclusion or discrimination). When these are enforced by the dominant group, different terms are used as 'melting pot' (vs assimilation), 'segregation' (vs separation), 'multiculturalism' (vs integration) and 'exclusion' (marginalisation).

The immigrants' choice of acculturation strategies depends on various factors e.g. reason for immigration, personality (Berry, 2010, p. 99). For many years, the goal of acculturation was 'assimilation' to create a culturally homogeneous society.

However, currently most studies found 'integration' as the preferred option. 'Integration' requires non-dominant groups to adopt the basic values of the larger society, simultaneously the dominant group are prepared to adapt national institutions (e.g. schools, hospitals) to accommodate the needs of all groups i.e. multiculturalism (Berry, 2005).

Nevertheless, some studies found 'assimilation' is chosen by refugees and 'separation' is preferred by sojourners (Berry, 2010, p. 99). Recently, Barker (2015) investigated how bicultural identity is formed as an outcome of the acculturation process. Different individuals used different strategies in different settings. They actively evaluated and chose the aspects of host and home cultures, to create a complex mosaic. They developed 'an asymmetry form of biculturalism' which was 'highly selective yet anchored in an immutable home-culture identity' (Barker, 2015, p. 68).

Relating to 'biculturalism', 'transnationalism' is another important concept (Caidi et al., 2010). George and Fitzgerald (2012) interviewed elderly European immigrants who arrived in New Zealand by boat. For over 40 years they have quietly maintained their cultural identity, while adopting white New Zealander identity, because in the 1950s, the society pressured them to assimilate. These days, it is much easier for immigrants to keep in touch with their home countries, through modern communication technologies, and also for inexpensive telephone calls and airfares (Caidi et al., 2010). For immigrants, the perception of 'home' is also changing, depending on the location of their families and friends (Ralph & Staeheli, 2011).

From the perspective of social learning, immigrants' experience may be described as 'legitimate peripheral participation in a community of practice' (Wenger 1998, cited in Wenger, 2010). Boundaries of a community exist to unite its members with their shared practice. At the boundaries, learning occurs when people interact with another community and develop their competence and experience with unfamiliar practice. 'New members' need to negotiate their identities to be acknowledged as a legitimate participant by the 'old timers'. The community also learn by interacting with new members and with different communities (Wenger, 2010).

In the studies of language learning, Norton and Toohey (2011) highlight that learners have multiple identities, which they negotiate to participate in the target language community. Numerous studies have also identified political and economic issues that restrict or enable learners' participation. Foucault (1980 cited in Norton & Toohey, 2011) describes 'the relationship between knowledge and power and the subtle and complex ways in which power circulates in society'. Norton and Toohey (2011, p. 437) maintain that learners are 'in the struggle for legitimacy and claim the right to speak and be heard'.

Japanese women's experiences

The complexity of acculturation and social learning experience has been documented by Japanese researchers in English-speaking countries. Many are qualitative, interview-based studies. The interview participants are mainly women, due to their large representation in the total population of local Japanese residents in the US (Deguchi, 2006; Kato, 2009; Kawakami, 2012) the UK (Izuhara & Shibata, 2001) and Australia (Takeda, 2013).

In terms of identity, the Japanese women may reject to be called 'immigrants' which suggests a marginalised position in Japan, with its association of labour immigrants to the US and Brazil before the Second World War (Izuhara & Shibata, 2001). Instead, they are identified in various ways, by the researchers and by themselves, as e.g. 'settlers', residents' (Izuhara & Shibata, 2001), 'learners of English' (Kato, 2009; Takeda, 2013). However, the common identities are 'Japanese women', 'mothers' and 'wives (of the dominant group members, or Japanese husbands)'.

These studies highlight Japanese women's experiences of acculturation. Japanese women generally hold positive attitudes towards the West and this motivates their move to Western countries (Kawakami, 2009; Takeda, 2013). For the older women, who settled in 1950s-70s, assimilation is their choice to live happily in the US (Kawakami, 2012) and in the UK (Izuhara & Shibata, 2001). Deguchi (2006) indicates that her interviewees' perceptions were influenced by their position of being a wife of white middle-class Americans.

However, Japanese women often experienced 'downward social mobility' (Takeda, 2013). This shift is expressed as 'from being bilingual in Japan to non-native English speakers in Australia' (Takeda, 2013), 'from an internationalist woman to just another Asian immigrant in the US', 'from motivated, career-oriented women to full-time homemakers' (Kawakami, 2009), 'becoming a student to revisit earlier stages of their career paths' (Okamura & Miller, 2010).

Although these Japanese women decided to escape from the Japanese social system, which emphasises restrictive gender roles and family orientation (Izuhara & Shibata, 2001), they may still choose traditional identities and roles in the host country. Kato (2009) reveals how Japanese women in New York constantly negotiated their traditional roles of Japanese wife and mother, while adopting their new role as Japanese language teacher for their children.

Immigrants and public libraries

In response to the increasingly multicultural communities, numerous studies about immigrant users of public libraries are identified. However, it is difficult to find studies about Japanese users. One study found was by Nomura and Caidi (2013). They examined the case of Japanese-speaking families in Canada regarding their use and perceptions of public libraries. They interviewed 14 Japanese mothers who teach Japanese to their children at home. They also performed a visual analysis on the picture diaries, produced by the participants who drew their ideal library. While the

library was valued as a comfortable and safe place for these families, libraries and librarians played only a marginal role with regard to their heritage language related, and general information related needs (Nomura & Caidi, 2013).

Dali (2010) argues that in North America, public libraries welcome immigrants primarily as 'users' or 'learners' (of English), but not as 'readers'. Their services and programmes to meet newcomers' needs have been limited in two areas; a) 'coping skills' (e.g. language/computer literacy, job search) and b) 'arts and culture' (e.g. cultural events) (Dali, 2010, p. 215). Their needs as 'readers' are not fulfilled, despite the libraries' effort and budget spent for managing multilingual collections (Dali, 2010, p. 216).

As for leisure reading, Ross (2009, p. 638) challenges the libraries' traditional assumptions, 'reading with a purpose' (i.e. reading as learning) and 'only the best' (i.e. libraries know what is beneficial for readers). Ross (2009, p. 654) campaigns that librarians should trust readers and focus on listening to the readers' preferences. This idea has prompted readers' studies, but the immigrant reader study is rare (Dali, 2012, p. 197). Thus, Dali (2012, 2013b) interviewed Russian immigrants and found that leisure reading plays an important role in their acculturation.

The interaction with librarians could assist immigrants to improve the quality of their lives. Dali (2013a, pp. 518-519) maintains that readers' advisory interaction is 'a powerful intercultural encounter', which can 'reduce both uncertainty and anxiety' and 'contribute to the improved adaptation'. Similarly, Westbrook (2015, p. 19) suggests that a reference librarian could take a 'social worker' role, which uses the 'empowerment counselling' model to facilitate individuals making their own life decisions.

Summary of literature review

Traditionally, public libraries have focused mainly on the needs of newcomers. While this is important, immigrants' experience of acculturation is not limited to the first few years in the new country (Dali, 2010). Japanese women, who predominantly represent the Japanese resident population in Western countries, continuously negotiate their multiple identities and actively employ different acculturation strategies in the different stages of their lives. While they have generally positive attitudes towards these countries, previous studies reveal their struggles and issues around language skills, identity and belonging (Takeda, 2013).

From the perspective of 'community of practice', Japanese customers are 'new members' of the public library community in New Zealand and they are developing their competence at the boundaries. Simultaneously, 'old timers' in the local library community, i.e. customers and staff, could learn from the new members. Librarians can act as 'brokers' (Wenger, 2010, p. 127) i.e. a bridge between the Japanese customers and the library. The interactions in readers' advisory and reference services can be empowering for immigrant customers, when they have the control in decision making. In a customer-focused library, Matthews (2009, p. 76) emphasises that 'customers are at the top' and recommends 'immersion in their lives' to address their needs.

Research questions

This study focuses on the Japanese women who use Auckland Libraries (AL) regularly. It aims to gain a better understanding of who they are, their experiences and expectations. Research questions are formulated as:

RQ1: Who are they?

RQ2: What are the characteristics of their experiences of using AL?

RQ3: What are their expectations of AL?

Methodology

General considerations

This study generally replicates an interview-based study reported in Dali (2012, 2013b) which is a 'qualitative exploratory inquiry' about Russian immigrant readers. Dali (2013b, p. 274) maintains 'it is absolutely necessary to replicate this study for other immigrant reading audiences' and provides 'meticulous documentation of the interview process' and 'the interview quality control procedures' (Dali, 2012, p. 201). The participants' reading experiences were explored based on 'the principles of phenomenological inquiry' (Dali, 2012, p. 199).

Phenomenology is appropriate for this study, as the researcher 'has a personal interest' and 'is intimately connected with the phenomenon' (Moustakas, 1994, p. 59). For this study, the phenomenon is 'Japanese women's experience of using AL'. 'Phenomenology is committed to descriptions of experiences' (Moustakas, 1994, p. 58) therefore it is an effective way to communicate the accurate needs and expectations of the Japanese customers.

Firstly, I consulted the method in Creswell (2013, pp. 193-194) which is based on Moustakas's four stages in phenomenology. The first stage is 'epoche' where the researcher's own experience of the phenomenon is described, to set aside their personal experience (Moustakas, 1994). I present this in the next section.

However, I needed to revise the plan of following these linear stages. When the data collection started, analysis and representation started simultaneously. Rather than 'stages', the process I engaged in was 'a data analysis spiral' where a researcher enters with data and exits with a narrative (Creswell, 2013, pp. 182-183) . In the spiral, I read, described, interpreted and reflected, and the circle was repeated.

Therefore, this study may not meet the expectations of Moustakas's transcendental phenomenology, which requires specific structured methods of analysis and report writing (Creswell, 2007, 2013). It also expects 'some discussion about the philosophical presupposition of phenomenology' (Creswell, 2007, p. 59). Moustakas (1994, p. 58) maintains 'phenomenology is committed to descriptions of experiences, not explanations or analysis'.

In contrast, Dali (2012, p. 199) generally follows 'hermeneutic phenomenology', which van Manen (1990, p.4, cited in Creswell, 2007, p. 59) describes as 'oriented towards lived experience (*phenomenology*) and interpreting the texts of life (*hermeneutics*)'. However, Dali's study goes beyond 'purely phenomenological boundaries' to provide 'deeper and more insightful interpretations' (Dali, 2012, p. 199). To prioritise my goal of informing readers about Japanese women's experiences, I employ Dali's approach while incorporating Moustakas's suggestions e.g. self-reflection.

Researcher

I identify myself as a middle-aged Japanese woman, a teacher, a tertiary student and a library assistant. I was born in Japan, studied and worked in Tokyo before coming to live in Auckland 23 years ago. In New Zealand, people may see me as an Asian immigrant, but I don't necessarily identify myself as such. Since I became a permanent resident, a wife of a middle-class New Zealand European man 16 years ago, my social connections have significantly expanded, compared to the time as a single Japanese woman with a work permit.

Previously, I was a young confident customer service professional in tourism. Since my marriage, I wanted a career change and studied to obtain teaching qualifications. I have struggled as a mature ESOL student at university, and as a graduate without a job that matches her high qualifications. When I finished my university study, I

didn't know where I belonged. Also, because I am not a mother, I feel distant from Japanese friends who socialise with other Japanese/non-Japanese mothers through their children's activities.

I started using libraries at Auckland University where I began my undergraduate study in 2001. When I completed a postgraduate degree in 2005, I joined Auckland City Library to gain continuous access to library resources. However, I was not a regular user. I often thought a library was for studying and not so much for leisure reading. I did not have high expectations of the public library resources, in terms of currency and variety. This perception has been changed since 2011 when I started library work. I noticed some customers constantly request new and interesting items. I have also become more aware of a variety of services, programmes, and events that people can learn and enjoy.

I now feel a strong sense of belonging to AL and Auckland community. I am motivated to contribute to the community through my library work, and also through my volunteer work at Lifeline. For seven years as a telephone counsellor, I have been practising, and learning, the skills to listen without judgement, to the voices of people in difficult situations.

Participants

Criteria

This study employs 'criterion sampling' (Patton, cited in Williamson & Johanson, 2013, p. 345) where all the participants 'meet some predetermined criterion of importance'. The criteria for participants are:

- 1) Native speakers of Japanese
- 2) Born in Japan, New Zealand residents for over five years
- 3) Females, aged 30 or older
- 4) Visiting Auckland Libraries at least once a month in 2015

- 5) Have borrowed library items by using their own library cards
- 6) Willing to talk about their experiences of using AL.

Criterion 1) is important because the interviews will be conducted in Japanese. 2) and 3) are to match the largest groups in the Census 2013 data (Statistics New Zealand, 2015a). Criterion 4) is to select 'regular users' based on the previous survey results. For example, a report by Auckland Council (2012, p. 6) shows that the most common response for the frequency of visits was 'once or twice a month (41%)'.

Criterion 5) is included to select library members who actively use library items e.g. books. This eliminates visitors, tourists, events/programme participants, computer users and non-members. While these customers are important for AL, they are not the focus of this study. Criterion 6) is included to keep the focus of the interview on the library user experience.

Recruiting

Firstly I intended to recruit ten participants following the previous interview-based studies by MIS students (Hinder, 2011; Wang, 2011) but I interviewed twelve to be prepared for someone withdrawing. Although it was difficult to decline the offers from potential participants, I kept the limit to twelve interviews to manage the volume of interview data and also my personal budget for the 'thank you' payments. While there are various arguments against paying participants, it can make a research inclusive (Braun & Clarke, 2013). I appreciate the participants' time and effort given for my research and it is important for me to acknowledge it.

For a recruiting method, a notice in Japanese (Appendix 1) was prepared to be posted beside the Japanese collection area in three libraries (e.g. Central) with AL's approval. An English version (Appendix 2) was also prepared to be posted next to the Japanese version for the consideration of non-Japanese speaking customers. The notices stated that I am a Japanese speaking researcher/interviewer and an AL

staff member and the research was approved by AL and Victoria University of Wellington (VUW) Human Ethics Committee. It also stated that each participant would receive \$20 cash for her time.

Another recruiting method was posting the notice in Japanese on an Auckland-based website nzdaisuki.com. Since 2005, the website in Japanese has been frequently used by Japanese residents in New Zealand and Japan. Its contents include news, everyday life information (e.g. health, education), leisure information (e.g. entertainment, event) and free classified advertisements (NZ Daisuki.com, 2015). My notice was placed under the classified category 'people wanted' along with part-time job vacancies.

This method turned out to be very effective. The notice received 48 views after one hour from the posting and 373 views after 24 hours. Next day, I received emails from eight potential participants and confirmed the first seven people. So I updated the post to inform that the positions had been filled. By this time, I had twelve people in total because I had already confirmed five others i.e. three introduced by my friends (but I had never met) and two library customers I had met briefly. Therefore, my initial plan of posting the notices in three libraries did not eventuate.

Recruiting strangers is recommended to minimise bias (Dali, 2012) and to avoid 'a dual relationship' (Savin-Baden & Major, 2013). So, I did not ask my friends to participate, even though many of them are frequent library users. However, I invited two library customers whom I had met previously, because I had observed them frequently requesting Japanese books. I thought the interview would be a good opportunity to get to know each other better, as a customer and library staff. Although not totally balanced, a variety of participants was achieved in terms of the recruiting methods and where they live. This is summarised in Figure 1.

Figure 1: Participants and recruiting methods

Participants	Recruiting method	Where they live in Auckland
P1	Japanese website	Central/East
P2	Through my friend	South/East
P3	Through my friend	West
P4	Japanese website	North
P5	Japanese website	North
P6	Japanese website	Central/East
P7	Library customer I met	Central/East
P8	Through my friend	North
P9	Japanese website	West
P10	Library customer I met	Central/East
P11	Japanese website	Central
P12	Japanese website	North
Total	Japanese website ...7 Through my friend ...3 Library customer I met ...2	Central, Central/East ...5 South/East ...1 North ...4 West ...2

Ethical considerations

I obtained Auckland Libraries' permission to identify myself as a staff member to the participants, and to identify the library in my final report (Appendix 3). With this permission, and with the documents that show my thorough ethical considerations (Appendixes 1-8), this research project received approval from VUW's Human Ethics Committee. Throughout the research process, I observed the practices for keeping the confidentiality of the participants' identities and their interview data.

Data collection

Interview protocol

The main purpose of this study is to listen to Japanese customers. As a data collection method, the semi-constructed interview was chosen 'to capture the perspectives of participants as far as possible while ensuring the interviewees' focus on issues relevant to the study' (Williamson & Johanson, 2013, p. 361). As well as audio recording, 'an interview protocol' (Creswell, 2013, p. 164) was used.

In developing the interview protocol (Appendix 4), I consulted the interview guides used in Dali (2013b) and Wang (2011). Their goals appeared to be about obtaining what *the researchers* want, whereas my goal is eliciting what *the participants* want to say. Also, from a cultural perspective, I was concerned about asking too many questions of Japanese customers whom I was meeting for the first time. Therefore, I created my own interview protocol by adapting some questions from Dali (2013b). I also limited to seven the number of open-ended questions for the main points.

Firstly, to elicit participants' background information, Dali (2012, 2013b) used 'survey questionnaire' (total 13 pages), which had two pages for demographic data, and the participant completed it before the interview meeting was scheduled. However, to simplify the process, I asked background information questions (BQ1-10) at the beginning of the interview. They were ten short-answer questions adapted from Dali's questionnaire.

The immigrants' English language proficiency and their attitude towards the host culture are important information for analysing their use of acculturation strategies. Therefore, two questions are written by modifying the six-scale questions used in Dali (2012, 2013b). However, asking directly about their English proficiency level could make Japanese people feel uncomfortable (Hyodo, 2012; Kato, 2009; Takeda, 2013). To make it less threatening, I asked specifically about their reading level, not about other aspects e.g. speaking.

Secondly, the main questions (MQ1-7, and sub-questions) were formulated, based on the research questions (RQ1, 2, 3):

- MQ1 When did you become a library member? (Why/How?)
- MQ2 As a new member, how did you use libraries?
- MQ3 How do you use libraries now?
- MQ4 Comparing 2 and 3, are there any changes in the way you use libraries? (How? Why?)
- MQ5 What do you like about being an AL member?
- MQ6 What suggestion/comment would you make to improve AL's services?
 - a) about Japanese collection
 - b) in general
- MQ7 More people are using e-books/e-magazines via AL.
How do you feel about it?
- (8. Any other comments?)

Pilot interview

As recommended (Braun & Clarke, 2013; Dali, 2012, 2013b), I conducted a pilot interview with my trusted Japanese friend who meets the criteria as a participant. This interview (approximately 45 minutes) took place at my home on 15 June 2015. To practice my interview technique, I followed the procedures exactly as I would do with the participants by using the forms and my digital recorders. I used my original interview protocol and checked to see if the questions were clear and the wording was appropriate. I revised it based on her feedback (Appendix 4 is the revised version). I also translated and transcribed the recording, and she checked my transcription for accuracy of the content.

Scheduling the interviews

I communicated with the participants by email in Japanese. When the potential participants emailed me, I checked the criteria again, and asked their preference for the interview i.e. date, time and location. As the days available for me were limited, I used a calendar (Figure 2) to suggest options to the participants and to fill the confirmed appointments. Because the interview process can be draining, it is

advised not to do more than one interview a day (Braun & Clarke, 2013). However, due to the time constraint, I had to do two interviews on some days. Nevertheless, I scheduled to keep these days apart to make time for transcribing and reflection. In doing so, the calendar was useful.

Figure 2: Interview scheduling calendar

SUN	MON	TUE	WED	THU	FRI	SAT
12 July 10-11am P1-Her home 1-2pm P2-Her home	13 July	14 July 10-11am P3-Her home 2-3pm P4-My home	15 W (at work)	16 W	17 W	18 W
19 July 10-11am P5-Her home	20 July 1-2pm P6-Her home	21 July 10-11am P7-My home 2-3pm P8-My home	22 W	23 W	24 W	25 W
26 July 10-11am P9-Her home 1-2pm P10-My home	27 July 1-2pm P11-My home	28 July 2-3pm P12-Café	29 W	30 W	31 W	1 W

Interviews

Twelve interviews took place between 12 July and 28 July 2015. Six interviews were conducted at the participants’ homes, five at my home, and one at a café near the participant’s home. All interviews were conducted in Japanese and cultural practices for politeness were observed as in previous studies (Deguchi, 2006; Hyodo, 2012; Kato, 2009).

The average length of interviews was approximately 50 minutes. The shortest lasted 40 minutes and the two longest interviews for approximately 60 minutes. With the participants’ agreement, all interviews were audio-recorded using two digital recorders simultaneously to ensure the data collection (Dali, 2012, 2013b).

Before recording, at each interview I introduced myself, showed the Japanese version of participant information sheet (Appendix 5, the English version Appendix 6) and explained the issues of confidentiality, anonymity and voluntary participation. Then, the participant signed the participant consent form in Japanese (Appendix 7) and in English (Appendix 8).

By using the interview protocol, first I asked background information questions. This actually helped to establish rapport with the participants (Braun & Clarke, 2013; Savin-Baden & Major, 2013) especially with some personal disclosure (Braun & Clarke, 2013) e.g. my home town in Japan. When the participant responded to a question, I sometimes gave my response e.g. my previous work for *BQ5 Occupation*. For sensitive questions e.g. *BQ7 Proficiency level of reading in English*, I asked carefully and also invited the participants to explain in their own words.

The main questions MQ1-MQ4 asked about their library use in the past and present time. Based on 'a reading timeline' in Dali (2012, p. 200), I prepared my timeline which is a chronological line of immigration, from arrival to present time, with significant events e.g. birth of a child. The timeline was used collaboratively by the participants (to answer questions) and myself (to elicit answers and to take notes). The year 2010 is identified as 'Auckland became a 'super city' i.e. the establishment of AL, which made significant changes in service delivery and possibly influenced the participants' experiences. Appendix 9 shows an example of timeline (transcription page 2).

Data analysis

Transcribing the data

I transcribed the audio recording, usually on the same day of each interview, as I wanted to email a copy to the participant for checking, as soon as possible. As suggested in Dali (2012, 2013b), I listened to the recording in Japanese, translated and transcribed in English simultaneously.

I was conscious of the Japanese participants who are reluctant to read in English. So I kept the transcription within three pages and used simple vocabulary and a 'memo' style of writing. I used the interview protocol as a template to help the participants recall our conversation. I noted some comments at the end. Even though they were not directly linked with my questions, they seemed useful as information for analysis e.g. 'children attend a Japanese supplementary school' (P9).

The participants emailed me to confirm the accuracy of the content. During analysis and report writing, I listened to the recordings again and reviewed the transcripts. I also noted 'the idiomatic structure and the colloquial quality' (Dali, 2012, p. 201) of the Japanese conversation.

Organising the data

I repeatedly read the twelve sets of transcripts and collated the participants' responses. When necessary, I listened to the recordings again and took some notes on the transcripts.

To find answers to my research questions, I created three tables. For RQ1, I entered their responses for each background question BQ1-10. I counted the number of same responses e.g. Married to Japanese ...4. I recorded what I noticed as significant e.g. majority are mothers. Also, I highlighted the factors identified in previous studies e.g. downward mobility P12 customer service → cleaner (Appendix 10).

For RQ2, I recorded their responses to the main questions MQ1-4, focusing on the categories of 'joining a library', 'library use in early days' and 'library use now'. I also noted 'the changes' identified by the participants and myself. The ideas or statements identified repeatedly were highlighted in seven colours e.g. borrowed picture books. (Appendix 11). Similarly, for RQ3, I recorded their responses to MQ5-7, with my notes (Appendix 12)

Some ideas needed a closer examination, so I created another table by selecting the relevant data. For example, I copied some data from RQ1 and RQ2 tables to create another table to identify the gap between the years of arrival and joining a library, and the reasons for the gap. This table is not included in Appendixes, to avoid the repetition of data.

Interpreting and representing the data

I support phenomenology's commitment to describing authentic experiences (Creswell, 2007, 2013; Denscombe, 2010; Moustakas, 1994). Therefore, in this report, the 'Findings' section focuses on description and does not include my interpretation. However, in 'Discussion' I will explain how I make sense of the findings around the issues identified in the literature. Interpretation is relevant even for a descriptive study (Braun & Clarke, 2013). I am mindful of subjectivity and bias, however, my interpretation as an insider is utilised as an advantage for an 'insider-led work based project' (Costley et al., 2010).

Limitations, biases and strategies to address them

This study is a qualitative research which does not intend to generalise its findings to individuals or places outside of its context (Creswell, 2014, p. 203). It focuses only on Japanese women who are aged 30 and over. Its findings may not be apply to other groups, e.g. other age groups, males and non-members of AL.

Although this study generally replicates Dali (2012, 2013b), it does not focus specifically on leisure reading. Instead, it mainly describes the general experiences of using AL, because of my interest as a staff member. Also, because it was the first time for the participants to express their views about their libraries, I wanted them to talk as freely as possible, instead of being restricted to one topic.

The accuracy of transcription was ensured by 'member checking' (Braun & Clarke, 2013; Creswell, 2013; Savin-Baden & Major, 2013) when I asked the participants to read the transcripts. Translation from Japanese to English might have been enhanced by other methods e.g. having another Japanese person as a translator. However, I decided to do it myself to protect the participants' privacy and also to save time. Kim (2012) and Gawlewicz (2014) questions the migrant researcher's role as an interviewer and a translator. Nevertheless, this issue was mitigated by my personal principle of 'honesty and integrity' (Savin-Baden & Major, 2013) that I practised throughout this research.

I acknowledge the biases based on my position as a Japanese staff member of AL, and my personal background e.g. age, education. However, Creswell (2013) supports that knowing the participants' culture as a strategy for the validation. When interviewing in Japanese, Japanese cultural communication style could be problematic (Deguchi, 2006; Hyodo, 2012), as people tend to be self-critical and downplay their ability (Takeda, 2013). I took this into account in the interviews and data analysis. The problem appeared to be minimised, as I could establish a rapport with each interview participant using my position of being another Japanese woman of similar age.

Methodological merit of this study

Despite these limitations, this study could contribute to the LIS literature and public libraries with 'a rich, thick description' (Creswell, 2014, p. 201) of Japanese women's perceptions, that are not easily accessible to outsiders of the community. Following Dali (2012) as a guide, this methodology section presents a detailed description to enhance the transparency of the process.

'Thick description' also allows readers to make their own decisions regarding transferability (Creswell, 2013). This study may be adapted for the investigation of other immigrant groups. Although this study's generalisability is not expected, its implications could be used to improve library services for immigrant customers in general.

Based on the principles of phenomenology, the 'Findings' and 'Discussion' sections aim to provide 'an accurate, clear and articulate description' (Polkinghorne, cited in Creswell, 2013, p. 227) so that readers can 'feel what it is like to be in the experience'. To enhance this effect, 'significant statements' (Creswell, 2013) are presented.

Finally, as suggested by Moustakas (cited in Creswell, 2013, p. 228), this report concludes with 'a brief creative close' to summarise the value of the knowledge gained from the study, and how I will apply it to my professional-personal context. This researcher's self-reflection is crucial in phenomenology. It enhances the reflexivity (Creswell, 2007, 2013; Savin-Baden & Major, 2013), honesty and integrity of the study (Savin-Baden & Major, 2013).

Findings

RQ1: Who are they?

The twelve participants (P1-P12) all met the criteria listed in the previous section. Their responses to the background information questions BQ1-Q10 are summarised in a table (Appendix 13). This section presents the findings as:

- a) General demographic characteristics – BQ1-4*
- b) Occupation and education –BQ5-6*
- c) Perceptions about reading in English and in Japanese – BQ7-8*
- d) Perceptions about living in New Zealand – BQ9*
- e) Perceptions towards libraries, based on their experiences in Japan – BQ10.*

a) General demographic characteristics

At the time of the interviews, the majority of participants (eight or 67%) had lived in New Zealand for ten years or more. For seven participants, the reason for immigration was marriage to New Zealanders (including two British-born residents). Four women were married to Japanese, and one to a Slovakian. They made their decisions to live in New Zealand as a couple for various reasons e.g. a good place for raising children (P1, P8), a job offer for husband (P12). Eleven participants (92%) are mothers including one who was pregnant.

b) Occupation and education

According to the 2013 Census, 91.7% of Japanese in New Zealand have a formal qualification, 39.5% with bachelor degree or higher (Statistics New Zealand, 2015a). This is reflected in the participants i.e. all had a formal qualification and six (50%) had degree or higher. The Census results also show that 70% of women are part-time workers (Statistics New Zealand, 2015c). Similarly, eight (67%) of the participants were part-time workers in a variety of industries. Working in education was most common i.e. two teachers, one teacher aide and one school administrator.

Among the participants, it is possible to identify their 'downward social mobility' (Takeda, 2013) for example, for P12 (customer service person in Japan, cleaner in New Zealand (NZ)). However, it seems the majority have deliberately chosen the change to prioritise motherhood e.g. P3 (full-time teacher in Japan/NZ, currently part-time teacher aide) and P9 (full-time teacher in Japan/NZ, currently school administration contract work). Some also avoid the stressful work they experienced in Japan e.g. P7 worked long hours as a graphic designer in Japan, currently homemaker in NZ. When the children are older, mothers have started new jobs (P2 massage therapist, P4 animator) or started job searching (P1).

c) Perceptions about reading in English and in Japanese

When asked about their proficiency level of reading in English, most participants tended to downplay their ability, as is expected in Japanese culture (Yamagishi et al., 2012). It would appear as boasting to choose the highest level '6) Very high', therefore no one did. Even with post-graduate diplomas obtained through English-medium universities, P10 and P11 chose '4) Good'. P2 chose her level as '3) Average', despite the fact that she had lived in New Zealand for 20 years with her English-speaking husband while raising three children and obtaining professional qualifications.

The participants gave various observations about their reading habits. At the higher proficiency level, P4, P5 and P11 find it easier to read professional or academic texts or non-fiction books in English, possibly due to their tertiary study experience in English-speaking countries. P9 likes to read novels 'to escape from everyday life' but notices her slowness to read in English. Therefore, she prefers buying her own books from book sales, to avoid the pressure of reading library books before due dates.

The slowness of reading is also due to 'using a dictionary' which was mentioned by P2, P8 and P10. P8, who chose '3) Average', usually skips unfamiliar words, but uses her dictionary to understand the content correctly. P2, who also chose '3)

Average', is a cautious reader and uses her dictionary for the texts relating to her study and work. P10, who was a teacher in Japan, said it is her habit to use a dictionary when reading in English.

Reading in English appears to be a chore for some participants, rather than pleasure reading, as seen in their comments e.g. 'I don't like reading in English' (P7), 'I don't read long texts in English' (P1). For some others, it is 'for work and study' (P5) and 'learning about New Zealand' (P12). For seven participants, leisure reading means reading in Japanese.

d) Perceptions about living in New Zealand

The majority (nine or 75%) feel 'at home' in New Zealand after living in the country for over ten years. Three participants, who responded differently, had lived in New Zealand for six (P4, P10) to eight (P12) years. Both P4 and P12 are married to Japanese and expressed the feeling of isolation i.e. 'working at home, so not socialising much' (P4), 'I miss my family in Japan, especially when I'm feeling unwell' (P12). P10, married to a New Zealander, felt isolated when she had lived in a small rural town for her first two years. Also in this time, her first child was born, so she probably needed extra support. However, after living in Auckland for four years, she now feels more comfortable for various reasons that include borrowing Japanese books from AL.

e) Perceptions towards libraries, based on their experiences in Japan

The majority (nine) have used libraries in Japan, particularly when they were students. P6 and P11 started at a young age, when their parents introduced them to their local libraries. However, it is more common that the libraries were used as a quiet study place rather than a space for children's activities. Five participants used a local library when they were intermediate or high school students, and four used the libraries at their university.

The most common response for non-use was having no time when they were working (six participants) even for the four who used a library as students (P5, P9, P10, P11). Another reason was having no library nearby (P3, P4, P7) or it was too small (P10). The participants still liked reading, even when they were busy with their work. Four (P5, P7, P9, P11) said they bought books.

RQ2: What are the characteristics of their experiences of using AL?

a) Reasons and timing of joining the library

The participants had more than one reason for joining the library. One of the most common reasons was 'to borrow books in English for myself' (six participants or 50%). Four participants (P1, P5, P7, P12) said 'to borrow Japanese books', but more participants might have agreed with them, if Japanese books were more widely available in 1995-6 when they were new to the country. P2 and P3 mentioned that they had no access to Japanese books in Howick and Titirangi Libraries in the legacy library systems in South or West Auckland. Equally important (50%) was 'to borrow children's books' for their children.

Six women (50%) became a member of their local library in their first year of living in Auckland, and two (P1, P9) in their second year. All lived or worked near a library and seven had used public libraries elsewhere in New Zealand (P5, P9 P10), Canada (P4) and Japan (P6, P9, P11, P12).

The circumstances and the reasons for not joining a library are worth highlighting, to help librarians understand non-members. Four participants joined the library after living in Auckland for two to eleven years. During this time, P3 (non-member for two years) was studying full-time, while P2 (non-member for five years) and P8 (non-member for three years) mainly stayed at home with their young children, especially P2 who did not drive then. P7 (non-member for eleven years), who also does not

drive, stayed at home with her two pre-schoolers for five years. In 2010, when her older child was four, she started visiting Mt Albert Library with her children. However, she did not become a member until 2014.

b) How they used as a new member

Generally, the participants are long-term library members in Auckland and P11 is the most experienced user of 25 years. At the time of interview, the period of their memberships are over 15 years (five participants) or between four and nine years (four participants). In contrast, three participants are relatively new to AL i.e. two years (P9), one year (P7) and four months (P5). P9 lived in Wellington for six years and belonged to a library there, before joining AL in 2013. While P9 can be included in the long-term group, P5 and P7 are still new members. However, they frequently used their local libraries as visitors for five years (P5 in Christchurch) or six years (P7 in Auckland). This change 'from visitor to member' will be described later.

When joining a library in Auckland, eight women were already mothers. As new members, five used the library mainly to borrow picture books for their young children, and two (P4, P9) borrowed books, including graphic novels, for their older children. These books are in English, as their local libraries had very limited or no children's books in Japanese.

Storytime was another common reason for their visit, as seven mothers, including P3 and P11 who became a mother later, regularly attended storytime with their young children. While P8 said 'there was no time to read my books', three mothers (P2, P6, P10) also borrowed books for themselves. They were mainly non-fiction in English and the topics included parenting, cooking, gardening, crafts and health. Only two (P1, P6) borrowed Japanese books from their local St Heliers Library which has a Japanese collection.

In contrast, two women with no children did not participate in any programmes. Both P5 and P12 browsed and borrowed fiction and non-fiction books from the Japanese collection at Birkenhead and Central. They also borrowed books in English, only non-fiction, for study (P5) and interests (P12, Maori culture and walking). They used the library mainly as a place for study and quiet reading. P12 used public computers and printers when preparing for walking trips. P5 used free wifi for her computer and studied English with her own materials. Although the library has numerous resources for ESOL learners, she had never used them.

c) How they use now (in 2015)

The free online request service, which started in 2010 with the new AL website, is very popular. For eight participants, the time spent in the library can be as short as ten minutes, because they visit only to pick up their requested items. However, they may spend more time for online search. Three (P2, P3, P7) said usually they first search the titles or authors in the Japanese websites, read the summaries and reviews, then search the AL website to see if there is a copy.

Meanwhile, P5, P6, P8 browse and borrow books from the Japanese collection at their local libraries (Birkenhead, St Heliers, Takapuna). They do not use the website, as they 'need to look at the cover first' (P6) or 'read a little before borrowing' (P8). P8 spends about two hours in her fortnightly or monthly visit.

Only two attend children's programmes (P6 storytime, P7 holiday activities), as the children of the other ten mothers have grown up. However, their library use is still very family-orientated. P3 and P9 visit their local library as a whole family in the weekend, P6 and P7 visit various libraries as a part of their outing. For P4, the library is the meeting spot with her three teenage children after school.

Four mothers (P1, P4, P6, P9) use their card to borrow items for their children. P4 prefers one card as it is 'easy to manage', even though her three children are aged 14-18. P9 uses hers 'to avoid library books being lost among other books e.g. school library books, but is considering getting a card for her son when he starts intermediate school.

As well as being a manager of library books, women take various roles for their family. Two women (P1 and P12) use their card to borrow Japanese books for their Japanese husbands. P1 said her husband had not been a reader. But since she started borrowing more books, he started reading what she recommends. She enjoys talking about the books with her husband. In a way, she is a reader-advisor for her husband. Similarly, P1, P4, P6 and P9 choose books for their children. In particular, P9 acts as a censor as she reads teen fantasy novels in English before giving to her son (age 10).

Apart from books, six participants borrow DVDs and P8 sometimes borrows music CDs. P1, who is job searching, borrows ESOL course books and adult literacy readers to improve her English.

d) Changes in their library use

The change from 'visitor' to 'member' was not so significant for P5. She visited the libraries in Christchurch but could not find any Japanese books. Since joining Birkenhead Library four months ago, she has been borrowing Japanese books there and at Central. However, she uses the libraries mainly as her study place with her own resources. This is unchanged and her participation in the library is limited. She is aware of the programmes for adults e.g. computer lessons, but prefers 'just looking' at this stage.

The change was more significant for P7. She was a frequent visitor between 2003 and 2005 before getting married and having two children. She visited Central Library and Auckland University Library to read Japanese books there. At one point, she visited every day. However, she had never wanted to borrow books because of her fear of losing or damaging library books. She had never used libraries in Japan and always bought books. In Auckland, she often bought second-hand Japanese books from other Japanese people, or from online bookshops based in Australia, as the postage fees are cheaper than buying from Japan.

After her children were born, she did not have time to read for five years. In 2010 when her older child was four, she started visiting Mt Albert Library to read picture books and do some colouring with her children. She did not attend storytime as she was conscious of her limited English and afraid of getting into trouble with other mothers and children. Her husband (New Zealander) sometimes took their children to storytime.

Another four years passed and in 2014 she was looking for a Japanese novel which was not available in Australia. However, unexpectedly she found it on the AL website. She joined the library to borrow this book. Now she does not buy books any more. She borrows and reads about five Japanese books weekly, and visits Remuera Library two-three times weekly with her children. They also participate in school holiday activities. As her children are older, she has more time for her reading. She reads while her children play games on public computers. They usually stay for two-three hours in each visit.

For the other ten members, six identified a significant change as 'borrowing more books since started requesting online' (P1). Mothers have more time for their reading, as their children are older. Except P6, who has a three-year-old, they no longer attend storytime, nor borrow picture books. P4, P9, P10 still borrow books for their children, but P2, P8, P11 said their children use their own cards. They may also have more time with their husbands, as P1 talked about sharing Japanese

books with her husband. Similarly, P2 reads mainly Japanese books but started reading books in English that her husband (New Zealander) borrows, to help him deal with his health issues.

The online request service also changed the way they visit libraries. For six participants who are just picking up their requests, the time spent in the library is shorter. However, this is not the case for P6 and P8, who prefer browsing the shelves, and for P5 and P7 who use the library as a study place (P5) or a play space for children (P7). P4 also mentioned that she stays longer since free wifi became available.

Since the amalgamation of legacy library systems in 2010, customers can borrow and return items from anywhere in Auckland. Because of this, P6 and P11 now visit various libraries when going out as a family (P6) or travelling for work (P11). In contrast, P1, P4, P12 visit only one local library now, as items are requested online and delivered there.

RQ3: What are their expectations of AL services?

a) What they appreciate as a member

The participants indicated the positive changes since the amalgamation. More books are accessible now, especially for P3 and P4 who joined libraries in Waitakere and Rodney. The online request service is very much appreciated by eight participants. P6 and P11 appreciate being able to borrow and return anywhere.

Some free services they use (e.g. public computers) are available also for visitors. For the participants, what they feel most special about the membership is their free access to books. P1 and P6 are pleased to see new books and P4 acknowledges large-sized books and graphic novels are expensive. Access to Japanese books is important for the seven women who read in Japanese for their leisure reading.

b) Comments about the Japanese collection

Generally, the participants are satisfied with the Japanese collection. P8 is satisfied with the Japanese collection at Takapuna, which is one of the largest in AL. She also said she does not expect too much about Japanese books from a library in New Zealand. P1 expressed how happy she felt as a new user when she found Japanese books in the English language environment of Central library. New members P5 and P7 are also happy just to be able to read in Japanese.

However, the experienced users, particularly online request service users, have higher expectations. Regarding the selection, P1 pointed out there are many titles by unknown authors and many books on the same topic (e.g. 'salted lemon' a recent fad in Japan). P3 had noticed that many 'light' readings for entertainment. She would like more 'shinsho' paperbacks i.e. 'intellectual, original works in various genres' (Iwanami Shoten, 2015). Six participants wanted to see bestsellers or the books people talk about in Japan, while three (P1, P4, P9) would like high quality novels or classics by well-known authors.

Apart from P4 and P9, all borrow Japanese novels and two (P6, P7) would like to see more novels than non-fiction. However, when I showed samples of new non-fiction books, most of them were excited about them. P11 took a smartphone shot of the cover page 'aromatherapy to prevent dementia' as she helps elderly people. P2 did not know cookbooks in Japanese were available. They asked me how to find them in the website (P2, P10, P11). Similarly to the mainstream users, health is a popular topic (P2, P8, P11, P12) as well as cooking (P2, P12) parenting (P10) travel/outdoors (P12). Non-fiction books could be utilised more, if they learn more about how to search the library catalogue.

c) Comments about AL in general

The participants had limited knowledge about what AL offers. They asked me various questions about the information already provided in AL website, i.e. 'Top Pick' (rental copies for high demand titles) (P1), 'My Info' (personal record including

reading history) (P3), 'New and Recommended' (monthly title lists) (P5), 'Events/programmes' (P1, P5). They seem to rely on the information from the notice board and posters (P1, P5, P7, P10) in the library, and sometimes these are not so visible (P1).

Since AL has been promoting e-books and e-magazines, I asked their opinions about them. Due to the recent email promotion campaign of e-magazines, four (P1, P3, P11, P12) are aware of the availability. However, all said 'I like reading printed books' and expressed their special attachment with books i.e. 'it feels natural/healthy' (P1, P10, P12), 'I like feeling paper' (P3, P8, P11), 'I teach my children to look after books with respect' (P9). Six participants (50%) are also concerned about their eye health and trying to limit screen time. P9, with her family, strongly supports printed books and hopes AL will keep buying them.

There were some comments about the website/online catalogue i.e. 'not so user-friendly' (P4), 'would be good if I could type in Japanese' (P7), 'want to know a better way of searching' (P2, P10, P12). However, more comments were about the physical library space. Each participant talked about their local libraries and what they like about them. Five (P5, P6, P8, P10) indicated the easy-to-use layout for the collections. This is especially important for mothers who visit with their young children, as they can only spend a short time there (P6) or they use a buggy (P10).

Free car parks are also important, as P10 had to give up attending a children's session because she could not find a parking space near Remuera Library. The mothers appreciate a space where children can play, with colouring tables and toys. P8 remembers her first storytime with her daughter and how she was impressed with the children's space filled with natural light and the great sea view at Takapuna Library.

For study and reading, it is important to have a quiet space with good lighting and comfortable seats (P5, P8, P12). P5 enjoyed her time at New Brighton Library (Christchurch) sitting on a comfortable, individual sofa facing the sea. Now she likes her local Birkenhead Library which is also a modern building with sea views. For P5 and P8, Takapuna and Birkenhead libraries are also a place for relaxation.

Discussion

Based on the findings, the factors that motivate or restrict these Japanese women's library use are discussed. Main themes and contexts are:

Traditional views

Books and libraries

Reading in Japanese

Sense of belonging

In New Zealand

In Auckland Libraries.

Traditional views

Books and libraries

'I teach my children to look after books with respect' (P9)

Japanese people usually buy books as new, and generally handle them carefully. At home, children are taught to look after their books bought by their parents, and at school they learn how to use school library books that belong to everyone. Possibly, because of their traditional respect for books, they find it difficult to discard them and try to pass them on to someone else.

In New Zealand where Japanese books are especially valuable to many Japanese residents, a public library would be considered as their first donation choice. With their good intentions, Japanese residents frequently ask me about donating. Three participants did so, during my interviews. This is concerning as it suggests an inaccurate belief among Japanese residents, i.e. AL's Japanese collection consists of donated or unwanted books from the people who have returned to Japan. This may create a negative image of the collection being unattractive and dated. Similar views were identified among the immigrant users in van der Linden et al. (2014).

'I browse the shelf and try to find new books in good condition' (P6)

Regarding AL's Japanese collection, the participants did not appear to have a high expectation 'because it is a New Zealand library' (P8). They were satisfied with the mere fact that they have free access to Japanese books. So, when I showed them samples, they were surprised to know the library has new books published within one year. P6, who prefers browsing, would never find these new books, as they are often taken out. While most of them already borrow more books through the online request service, informing them about new books would further encourage their use of the collection.

'I was nervous about losing or damaging library books' (P7)

Another issue around 'respect for books' is the anxiety about loss and damage, which prevented P7 becoming a library member. For P7, who always bought her own books, Japanese books are precious personal items. She might regard that books belonging to someone else (including the library) are even more precious. However, this belief was altered when she joined the library due to the availability of a Japanese novel she desperately wanted to read. It was also because of her developing confidence after ten years of living in New Zealand, and her increased personal time when her older child started school.

'I like the feel of paper' (P11)

For all participants, books means 'print'. They know e-books or e-magazines are available via AL website, but no one was interested. It appears these Japanese women feel emotional attachment to the physical experience of reading printed books. Japanese books, with their variety of sizes and materials, enhance the reading experience. For reading in the crowded trains, or for relaxing on a sofa, small paperbacks are handy. Hardcover books are more expensive, but they make a reading experience, and the literary work itself, more special with their cover designs and materials used. They are often appreciated as an art work. This readers' emotional attachment was also identified in Dali (2012).

Because all participants frequently read news and other articles online, they are conscious of the time spent on screen reading. They are concerned about their eye health and the unknown effects of radiation. 'Reading e-books on smartphone is normal' for P11's daughters who have grown up with the digital devices. However, these mature women have made their conscious decision to read printed books to suit their natural and healthy lifestyle, which is the reason of living in New Zealand for many Japanese people.

'I visit my local library every day to study' (P5)

In Japan, the participants used the libraries as a study place, and for P5 this is the main purpose for using AL. Although it is her preference to bring her own materials to improve her English, it restricts her exploration of the library collections, e.g. adult literacy readers, which could be beneficial for her. Her perception of a quiet study place may prevent her, and other users, from interacting with each other and connecting with the local community.

'I love the children's area, with natural light and sea view' (P8)

The mothers used AL as 'a comfortable, safe space' (Nomura & Caidi, 2013) for their young children. Consistently with Nomura and Caidi (2013), libraries and librarians played a very limited role for teaching Japanese language to their children. They did not expect AL to play the role and they chose other options e.g. attending Japanese kindergarten or after school Japanese classes, and buying picture books from Japan.

Their expectation of AL was for fostering English language development and social skills for their children through its space, programmes and collections. Around 2000-5, when their children were young, their local libraries had little or no picture books in Japanese. However, P10, who joined more recently and knew me as a staff member, asked if I could start storytime in Japanese and offered to be a volunteer. She is also aware of the availability of children's books in Japanese. For heritage language maintenance, Japanese mothers' expectation of AL may change, if they are better-informed about the AL's resources, including Japanese staff members.

'I use one card for me and children, as it is easy to manage' (P4)

The Japanese mothers' preference for using one library card is an example of 'uniformity' and 'group identification' in contrast to the long-established value of 'individualism' in Britain (Izuhara & Shibata, 2001). In AL, individualism is also assumed in its practice, which conflicts with Japanese mothers' values. Focusing on the services for children, AL aims for 'every child a library member' (Auckland Council, 2013, p. 22). The increase in children's membership is regarded as the success, e.g. for summer reading programmes (Auckland Council, 2014, p. i).

Moreover, the mothers may be trying to maintain their power within their family units. The Japanese mothers in Canada (Nomura & Caidi, 2013) and in New York (Kato, 2009) take the main responsibility for daily care and literacy development of their children. However, these women's freedom does not go beyond the roles of mother

and wife (Kato, 2009). Possibly, the mothers in this study experience powerlessness outside their family, so it is important for them to be in the powerful roles in their family's library use, e.g. manager, reader advisor and censor.

Reading in Japanese

'I love reading novels to escape from everyday life' (P9)

Begum (2011) identifies the multiple benefits of escapism through leisure reading. One of them is escaping from work-related stress, which explains the comment by P9 who works full-time as well as being the mother of two children. Escapism also promotes creativity. The disconnection from everyday life offers the reader an opportunity to relax emotionally and simultaneously to engage intellectually. This facilitates intellectual stimulation and creativity (Begum, 2011).

While P9 and four others read equally in Japanese and in English, for the majority, leisure reading means 'reading in Japanese'. For the Japanese women living in New Zealand, leisure reading in Japanese is escapism, i.e. to be disconnected from the English speaking surroundings. It is a strategy for relaxation and also for intellectual stimulation.

'I prefer reading in Japanese' (P10)

The choice of native language for leisure reading is discussed in Dali (2012, 2013b). It is related to the value of emotional response that makes reading enjoyable. The Russian readers strongly believe 'the impossibility of experiencing genuine pleasure when reading in a language other than the native one' (Dali, 2012, p. 209). This attitude, rather than the limited English proficiency, is the main reason for their choice of reading in Russian (Dali, 2012).

Similarly, leisure reading in Japanese does not always mean a low proficiency level of English. P5 and P10, who read only in Japanese, both hold tertiary qualifications

through English medium and their proficiency levels are high. Both obtained their degrees in Japan, majoring in Education (P10) and Japanese literature (P5). Both have the experience of Japanese language teaching. Perhaps, with their experiences of study and work, they appreciate Japanese reading at a deeper level than other participants. Reading in Japanese could be a more special and engaging experience than mere entertainment.

'I shouldn't be reading Japanese novels all the time. I must study English' (P1)

P1 loves reading in Japanese, but at the same time she feels guilty about escaping from the English speaking environment. Because Japanese is her home language, it is not an ideal situation for improving her English. And yet, she pressures herself to work harder. The limited opportunities for immigrants to interact with native English speakers was identified in Canada (Han, 2012) and Australia (Yates, 2011). Yates (2011) claims the immigrants are unfairly burdened to take a solo responsibility for language learning to communicate with the locals.

At the library, P1 borrows ESOL textbooks that she is familiar with, but she does not utilise them so much. Instead of repeating her same traditional learning strategy, interacting with readers' advisors at the library (Dali, 2013a) could be more beneficial in finding the right books, as well as improving her English. AL offers 'Book a Librarian' service (Auckland Council, 2015b) one-on-one session for any inquiry. Although this information is on AL website, none of the participants knew.

Sense of belonging

In New Zealand

'I feel happy living in New Zealand' (P2)

This study confirms the Japanese women's positive attitudes towards the West in previous studies (Kawakami, 2009; Takeda, 2013). Six women are married to Westerners. Five came to New Zealand initially for their working holiday, study or work, then they met Kiwi husbands. Two women, with their Japanese husbands, also viewed New Zealand as a better place for the family.

Nine women feel 'at home' in New Zealand. They are all mothers and eight are married to non-Japanese. This is consistent with the analysis by Izuhara and Shibata (2001, p. 579) i.e. 'having a partner and children in the country of residence reinforces the women's decision to stay-put'. Some women viewed that marrying a British citizen means their commitment to 'assimilate' and 'integrate' in British society, based on their traditional value of 'uniformity'. Conventional family systems in Japan, where wives accept to be a part of their husbands' family, also contributed to the women's adaptation (Izuhara & Shibata, 2001).

As these nine women have lived in New Zealand for over ten years, they may feel alienated in Japan (Lim 2009, cited in Takeda, 2013). Takeda (2013, p. 420) pessimistically describes 'feelings of homelessness', i.e. Japanese migrant women who do not feel a full sense of belonging in Australia nor in Japan. However, most women I met came across as optimistic and confident. Probably, over the years they have successfully established secure social connections in New Zealand, while maintaining strong ties with Japan. They appear to have achieved 'an asymmetry form of biculturalism' (Barker, 2015, p. 68). Also, their perception of 'home' could be changeable, depending on the location of the people who they feel close to (Ralph & Staeheli, 2011) i.e. sometimes home is New Zealand and sometimes home is Japan.

'I miss my family in Japan' (p12)

P12 is married to a Japanese husband with no children. Although she has been in New Zealand for eight years, she did not appear as happy as other participants. It is possibly because when I met her, she was concerned about her eye health, and this prevents her from leisure reading. She is also from Sendai, where her family is still recovering from the Tohoku earthquake and tsunami in 2011, while her husband's family is not from the area. These factors may contribute to her feeling isolated in New Zealand.

'I miss living in Canada where I experienced more advanced multiculturalism' (P4)

P4 lives with her Japanese husband and three teenage children. For 16 years, they lived in U.S. and Canada where their children were born. They moved to Auckland six years ago. She feels uncomfortable with New Zealand culture, which she describes as 'too close to British culture'. She admits that she has few people to socialise with, so her opinion seems mainly based on her observations of the area where she lives.

Her observation is confirmed by the Census data for her neighbourhood i.e. Hibiscus and Bays Local Board Area. Nearly 90% (88.5%) of the population in the area are European, compared with 74% for New Zealand as a whole. 37% of the people in the area are overseas born, and the most common birthplace is England (Statistics New Zealand, 2015b). This dominance of the European group and fewer Asian population (8.3% compared to 11.8% for the country) may make her feel marginalised.

In Auckland Libraries

'I felt happy to see Japanese books in the all English environment' (P1)

Most of the immigrants felt impressed and also overwhelmed at their first visit to a Canadian public library (van der Linden et al., 2014). P1's first visit to Central Library was 16 years ago and she still remembers how she felt. Finding Japanese books sounded like a strong sense of relief, like being reunited with her family, after navigating through the unfamiliar area by herself as a new immigrant.

She also expressed how proud she felt that Japanese books are included in the largest public library in Auckland. Possibly, because she believes English language is difficult for her to master, she positions English books as having higher status than Japanese books. She may have regarded the Japanese collection as herself, and she felt a sense of inclusiveness among English books which represent the Auckland community.

'I like reading about Maori culture' (P12)

P12 seemed isolated, however, she visits her local library regularly. Possibly because of her feeling of loneliness, she visits the library, seeking engagement with the local community. She reads the New Zealand Herald online, and picks up free suburban papers and other brochures at the library. She requests books online about Maori culture and New Zealand guidebooks. Although she has limited connection with the English speaking locals, she may feel a sense of belonging by 'just being there' in the library. In other words, she may imagine herself being a member of an 'imagined community' (Norton & Toohey, 2011, p. 422) of library users.

However, from the perspective of 'community of practice' (Wenger, 2010), she may not be acknowledged as a 'legitimate member' by the 'old timers' in the library community without active interaction between them. AL offers various programmes

'that inspire learning and participation' (Auckland Council, 2013). Nevertheless, the programmes that P12 came across were not relevant for her e.g. crafts for children or seniors. Perhaps, AL could communicate more with Japanese and other ESOL speakers and plan programmes that encourage their participation.

'I enjoyed meeting other mothers at storytime' (P3)

P3 attended storytime regularly, since her daughter was a baby. Although the programme was aimed for children, it benefitted P3 as well, through social interaction with other mothers who were mainly New Zealand Europeans. Even though she was a 'new member' (i.e. Japanese immigrant) of the library community, she was accepted by the 'old timers' (i.e. New Zealanders) as her identity of 'mother with a young child'. After ten years, she still keeps in touch with some mothers.

P3's integration, which is 'most appropriate in culturally diverse societies' (Berry, 2010), has been achieved due to various factors i.e. her outgoing personality; high level of English proficiency; and social experience (through being married to a New Zealand European, living in New Zealand for 20 years and working mainly with English speakers). Also, for leisure reading, she enjoys reading in Japanese and in English and chooses titles that are popular among her Kiwi friends e.g. 'chick lit'. This is an example of how acculturation attitudes reflect immigrants' reading habits (Dali, 2012).

'Stay-at-home-mums are not aware of the available community resources' (P9)

P9 observes the Japanese mothers whom she met at a Japanese supplementary school. Although they share their motivation for language maintenance of their children, P9 keeps a distance from them. Like P3, she has established her position as an 'old timer' in the library community, and continues to be engaged with the dominant members. In contrast, these Japanese mothers 'rely on the information among themselves and the Japanese media e.g. nzdaisuki.com (P9). This reliance on social networks and ethnic media is highlighted in Caidi et al. (2010).

To promote library resources and services to the Japanese community, AL could involve Japanese customers like P3 and P9, who know the benefits of using AL. They could also become 'brokers' (Wenger, 2010, p. 128) who act as a bridge between new members and old timers, because they participate as old timers in the library and in the Japanese communities. Furthermore, when Japanese residents develop confidence through participation in the library, it may enhance their sense of belonging in New Zealand, which leads to more active participation.

'I appreciate library's environment' (P5)

Based on her experience as a visitor/non-member for eight years, P5 expressed her appreciation for public libraries as a comfortable space for study and relaxation. While library members can make the most of AL services, some Japanese residents may choose to be visitors/non-members for various reasons e.g. anxiety around rules like due date. Possibly, some have never used public libraries in Japan, as buying books is more common.

AL staff and regular customers/members, i.e. 'old timers', need to respect the visitors' choice and acknowledge them as 'legitimate peripheral participants' (Wenger, 2010) in the library community. 'A physical library is about people and the communities' (Auckland Council, 2013, p. 26) and visitors belong to the community of Auckland.

Implications

Based on the findings, I make suggestions to improve AL's services for Japanese customers, and possibly also for other immigrant customers.

1) Ideas to enhance inclusiveness

One example is to offer an option of family membership. Japanese mothers prefer borrowing books for the whole family on their library card. It is not only because of practicality of managing only one card, but also because of their family-orientated value. The cultural needs for Japanese families, and possibly for other ethnic groups, could be accommodated more in AL's practices.

Another example is to improve AL website, as it is more frequently used. Japanese customers appreciate the Japanese characters displayed for the titles and authors, but still experience difficulties in searching for Japanese books. AL is currently working on a new website design and customer feedback will be asked (Auckland Council Intranet, personal communication, 25 September 2015). While this is commendable, it would be more inclusive if AL sought feedback specifically from Japanese and other community language users e.g. 'it would be helpful if I could type in Japanese characters' (P7).

Moreover, AL could offer the programmes that enhance interaction between the immigrants and locals, as well as among immigrants. As suggested in van der Linden et al. (2014), a book club for easy-to-read adult literacy books could be less threatening for ESOL readers. It could help the participants develop communicative English language skills and social skills. It also provides an opportunity for new immigrants to meet long-term residents and to expand their social networks (Caidi et al., 2010).

To enhance interaction with locals, AL could organise a cultural-themed discussion. Regarding Japanese culture, for example, one topic could be 'Murakami Haruki and his novels'. Murakami has a huge international fan base, so the participants could share their passion for reading his work. Even though the discussion is conducted in English, Japanese participants may be regarded as 'experts' and this status could support their confidence in interacting with the locals. The locals may listen more attentively to Japanese participants for their cultural experience shared with the 'literary giant' (Scoop Media, 2015, March 18).

AL staff members with community language expertise could also plan the discussions around their culture e.g. Chinese food, Bollywood movies. Furthermore, AL could offer more programmes requiring less verbal interaction e.g. music, craft, cooking, games, sport. These programmes could encourage a variety of people to come to the libraries, and the participants may feel a sense of togetherness through helping each other in the activities.

2) Improve communication with the language communities

Although the participants in this study are regular long-term customers, they have limited awareness of what AL offers. They expressed their feelings of 'missing out' or 'being excluded', mainly due to a lack of communication with AL. They want more information about library resources and services and AL website does provide various information. However, it is currently in English only and text heavy, which may not be the best way to communicate with Japanese customers. Also, some people prefer more traditional methods of communication, e.g. posters/brochures, notice board in the library, suburban newspapers, and they could be more visible.

An Auckland-based Japanese website nzdaisuki.com is very popular. Its effectiveness in connecting with the Japanese community was proved in this study for recruiting interview participants. It could be utilised regularly to provide

information about AL resources and services as a monthly column, and to promote events and programmes as classified advertisements. It could also be helpful to inform the availability of Japanese speaking staff members, for the people who prefer to communicate in Japanese, similarly to their preference for leisure reading.

As a part of better communication with immigrant customers, AL could involve their input for its community language collection development (Dilevko & Dali, 2002). Previous studies found that immigrant users appreciate multilingual collections and they are willing to share their thoughts to improve them (Atlestam et al., 2011; Listwon & Sen, 2009; van der Linden et al., 2014; Wang, 2011). This is consistent with this study's findings. Japanese customers could also be encouraged to use AL's existing service 'Suggestion for Purchase' (Auckland Council, 2015e) for Japanese titles.

3) Welcoming visitors

In terms of physical environment, AL is making progress with new library buildings. For example, Devonport Library (Auckland Council, 2015f) complements its seaside location and serves as a welcoming space for visitors as well as members. It may take time for the long-term members to get used to seeing a diversity of people using 'their' library space. However, for AL staff members, they are all customers, with or without a library card. We need to be more flexible and welcoming, especially when interacting with visitors.

As for immigrant customers, AL can be a safe place for them to 'test the water'. Their local library represents the local community and they observe how the library (or the community) works before they participate fully in the activities. At first, they may choose to be a 'visitor' and possibly remain a 'visitor' for a long time. It is important for them to accumulate positive experiences at the library, because later on, some people will make their decision to become library members. And this could 'improve the quality of life' (Matthews, 2009, p. 19) for them, as P5 and P7 have experienced.

Conclusion - Reflection

My experience as a researcher/interviewer

The experiences and expectations described in this study are only the very fine strings, picked up from twelve colourful weavings i.e. twelve Japanese women's life experiences in Japan and in New Zealand. As an interviewer, I felt privileged as the women shared their personal stories. They even showed their admiration towards me as a librarian.

However, as a researcher, I experienced the frustration similar to untangling numerous colourful strings which are so intertwined and difficult to separate. These strings represent the various factors that influence the women's perceptions in personal and public spheres. Each of the factors, e.g. identity, acculturation, is a complex concept with a number of discussions in the literature. Furthermore, their meanings can be contradictory in different contexts e.g. in Japan vs New Zealand, in library vs at home. In the search for an explanation, I reviewed studies in LIS and other disciplines. As a result, I often felt overwhelmed, lost and confused, like a new immigrant who was visiting a Canadian public library for the first time (van der Linden et al., 2014).

For the process of 'untangling', I started with my strategy (research methodology) planned in my research proposal. Then, as I become familiar with the data, I needed to change the strategy. I evaluated its effectiveness, reviewed my study objective, revisited and further-explored the literature, before coming back to the data. This circular process could have been continued, but I needed to close it.

The value of the knowledge gained and how I apply it

This study describes the Japanese long-term customers' views based on their experiences of using AL. The knowledge gained from this study is valuable, as it is difficult for the library to access their views. They do not often come to talk to the staff for various reasons, but language and cultural difference are significant barriers. They appreciated the opportunity to express their views freely in their language and to a library staff member who is another Japanese woman who lives in Auckland.

Personally, I have gained a better understanding of Japanese mothers' experience which I knew little of. In many ways, I share their views as a Japanese woman of similar age, a wife of a New Zealand European and a long-term Japanese resident in New Zealand. However, I am also aware of the different viewpoints, due to individual personal circumstances e.g. married to Japanese husband (P1, P4, P8, P12), living in Canada (P4). Moreover, this study does not include the views of Japanese men, different age groups and non-users of the library. This reminds me not to represent my personal views as the general views of Japanese customers.

In my professional context of working for AL, I will apply this knowledge to work towards the outcome 'Programmes and services that inspire learning and participation' in 'Focus area 4: Customer and community connection' (Auckland Council, 2013, p. 30). It would also support my involvement in 'community language collection management' and 'multicultural liaison network'. As an AL staff member, and as a Japanese resident in Auckland, I will continue working as a bridge between the library and the Japanese community, to enhance their participation in the library and beyond.

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Appendix 1: Notice in Japanese



SCHOOL OF INFORMATION MANAGEMENT

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リサーチ協力者募集

条件

日本語母語話者

ニュージーランド在住5年以上

30歳以上の女性

最寄の図書館を月1回以上利用

自分の図書館カードで本などを借りたことがある

リサーチ内容

日本人女性の図書館利用状況について

リサーチャー

ビクトリア大学学生

オークランド図書館スタッフ

細矢 深雪

オークランド図書館の日本人登録者の過半数を占める女性の方々の声をお聞かせください。リサーチ結果は図書館サービス向上のために活用させていただきます。

上記の条件に合う方で、1時間の日本語でのインタビューにご協力頂いた方には**謝礼(\$20)**を差し上げます。

ご協力頂ける方は、日本語で細矢深雪までご連絡ください。
Eメール: hosoyamiyu@myvuw.ac.nz 電話: 022 691 1025

ビクトリア大学倫理委員会およびオークランド図書館公認リサーチ

Appendix 2: Notice in English



SCHOOL OF INFORMATION MANAGEMENT
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Seeking Research Participants

- Native speakers of Japanese ✓
- New Zealand residents for over five years ✓
- Female, aged 30 and older ✓
- Visiting Auckland Libraries at least once a month in 2015 ✓
- Have borrowed library items by using their own library cards ✓

Research Project

Japanese Women as regular customers of Auckland Libraries

Researcher

Miyuki Hosoya-Neale
School of Information Management, Victoria University of Wellington
Auckland Libraries staff member

This research investigates the user experience of Japanese women who are the majority of Japanese members of Auckland Libraries. The research results will inform Auckland Libraries about the Japanese customers. The information could contribute for the improvement of public library services for the multilingual communities.

If you are eligible, you are invited to participate in a one-hour interview conducted in Japanese. **Each participant will receive \$20.**

If you could participate, or would like more information, please contact Miyuki at hosoyamiyu@myvuw.ac.nz or 022 691 1025

Approved by Victoria University of Wellington Human Ethics Committee and Auckland Libraries

Appendix 3: AL's approval (a copy submitted to VUW HEC)

RE: Clarification RE: MIS Research

Greg Morgan <Greg.Morgan@aucklandcouncil.govt.nz>

Thu 14/05/2015 4:31 p.m.

To: Miyuki Hosoya-Neale <Miyuki.Hosoya-Neale@aucklandcouncil.govt.nz>;

Sorry Miyuki – excellent that you checked. As below. Greg

Greg Morgan | Digital and Service Development Manager
Libraries and Information - Ngā Whare Mātauranga o Tāmaki Makaurau
Ph 09 374 1385 | Extn (40) 6685 | Mobile 027 244 1569 | Fax 09 307 7741
Auckland Council, Bledisloe House, 24 Wellesley Street, Level 5 North, Auckland
Visit our website: <http://aucklandlibraries.govt.nz>

From: Miyuki Hosoya-Neale
Sent: Thursday, 14 May 2015 2:03 p.m.
To: Greg Morgan
Subject: Clarification RE: MIS Research

Hello Greg,
Thank you very much for your support!

Sorry to bother you again, but I need your clarification.

Does your reply mean that Auckland Libraries agrees to all of the following?

- 1) AL understands my proposal and supports me/AL staff member doing it,
YES

- 2) AL is identified in my final report, which will be stored in VUW's Research Archive and could be used by other MIS students/researchers YES

- 3) AL allows me to identify myself as an AL staff member, using my work email/phone number when recruiting and interviewing AL customers. YES

Could I have your confirmation by this Friday?
I am submitting my proposal on Saturday.

Appendix 4: Interview protocol (4 pages)

(Page 1)

Interview protocol

Date:

Time: Start

End

Participant:

Place:

Preparation

- 1) Introducing myself
 - 2) Explaining the study, Permission for recording, HEC forms
 - 3) Test the recorders
- Any questions before we start?*

Background information

- 1 Since which year have you been living in NZ? NZ に来た年 _____
- 2 Reasons for immigration 理由
- 3 Married? Single? 既婚
If married, to whom? NZE/Japanese/Other...
- 4 Children? Their ages? お子さん (年齢)
- 5 Occupation 現在または以前のお仕事
Currently...
Previously...
- 6 Secondary education? Tertiary? 最終学歴

(Page 2)

7 Proficiency level of reading in English 英語で読む力

- 1) Very low: I cannot read in E
- 2) Low: I experience difficulties reading MOST texts in E
- 3) Average: Depending on the text and level of language, I can read in E
- 4) Good: I can read MOST texts in E with a fair degree of ease and comprehension
- 5) High: I can read ANY text in English, almost same level as reading in J
- 6) Very high: Same level as reading in J

Comment (e.g. your own definition of English language proficiency)

8 Leisure reading in Japanese and English 仕事・勉強以外の読書

- | | | |
|----------------|----------------|---------------------|
| 1) Only in J | 2) Mainly in J | 3) Equally in J & E |
| 4) Mainly in E | 5) Only in E | |

Comment:

9 Living in NZ society/culture feels comfortable/relaxed?

社会的文化的な面で日本と異なる NZ の生活になじんでいますか？

- | | | |
|----------|---------------------|--------------------------------------|
| 1) Never | 2) Rarely | 3) Sometimes |
| 4) Often | 5) Most of the time | 6) Feel 'at home' as I feel in Japan |

Comment:

10 Used public/academic libraries in Japan? 日本で図書館を利用しましたか

- | | | |
|----------|---------------|--------------|
| 1) Never | 2) Rarely | 3) Sometimes |
| 4) Often | 5) Very often | |

Comment:

Questions about using AL オークランド図書館について

- 1 When did you become a library member? (e.g. when you were doing ...)
Why/How? (e.g. someone introduced you)
図書館に登録したのは、いつですか？きっかけは？

- 2 As a new member, how did you use libraries? (e.g. borrowing books)
最初は、どのように図書館を利用していましたか？

- 3 How do you use libraries NOW? (e.g. requesting items online) 現在は？

- 4 Comparing 2 and 3, are there any changes in the way you use libraries?
How? Why? 利用の仕方は変わったでしょうか？ どんなふうに？理由？

Year

Life events, Use of libraries

(e.g. 2000)

*Start living in Auckland
Join the library*

2010 Nov. *Auckland became a 'super city', Auckland Libraries established*

2015

(Page 4)

- 5 What do you like about being an AL member?
図書館に登録してよかったと思うことは？
- 6 What suggestion/comment would you make to improve AL's services?
図書館のサービス向上のために、どんな提案や意見がありますか。
a) AL's Japanese language collection 日本語図書について
- b) In general 全般的
- 7 More people are using e-books/magazines via AL. How do you feel about it?
図書館を通じた E-book/magazine の利用が増えてますが、どう思われますか。
- 8 Any other comments?
他にご意見がありますか？

Appendix 5: Participant information sheet in Japanese



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リサーチ協力についてのご案内

リサーチ内容：日本人女性の図書館利用状況について

リサーチャー：細矢深香（ビクトリア大学学生 オークランド図書館スタッフ）

修士課程の一環であるこのリサーチの目的は、オークランド図書館の日本人利用者についての理解を深めることです。特に、日本人登録者の過半数を占める女性の方々の意見に注目しています。図書館利用経験や、読書習慣について、日本語でお話いただきます。また、図書館のサービスについての提案もお願いします。このリサーチは、ビクトリア大学倫理委員会およびオークランド図書館の公認を得ています。

リサーチ協力者は、ニュージーランド在住5年以上、30歳以上の日本人女性で、最寄の図書館を月1回以上利用する方を条件としています。日本語でのインタビュー（最長1時間）は録音させていただきます。終了後私が英訳します。後日、私がEメールでお送りする英訳原稿の内容を確認していただきます。インタビュー終了時に、謝礼として\$20を差し上げます。結果のレポートをご希望の方には、リサーチ完了後にEメールでお送りします。

協力は任意で、リサーチ結果のレポートや他の出版物に個人名が出ることはありません。インタビューの記録は秘密情報として扱われ、私と指導教官 Dr Brenda Chawner 以外は見ることができません。提出されたレポートは採点后、大学図書館に保管されます。7月31日までなら、インタビューの後でも協力を取りやめることができます。その場合は私にEメールをして頂きますが、理由を述べる必要はありません。その時点で記録を消去いたします。リサーチ完了後2年以内にすべての記録が消去されます。

このリサーチについてのお問い合わせは、下記の連絡先までお願いします。

細矢深香（日本語、英語）
hosoyamiyu@myvuw.ac.nz 電話 022 691 1025

指導教官（英語）
Dr Brenda Chawner
Senior Lecturer, Victoria University of Wellington
Email brenda.chawner@vuw.ac.nz Phone 04-463-5780

Appendix 6: Participant information sheet in English



SCHOOL OF INFORMATION MANAGEMENT
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Participant Information Sheet

Research Project Title: Japanese women as regular customers of Auckland Libraries

Researcher: Miyuki Hosoya-Neale
School of Information Management, Victoria University of Wellington

As part of the completion of my Master of Information Studies degree, this study is designed to gain a better understanding of Japanese customers of Auckland Libraries. I will focus on female customers as they are the large majority of Japanese customers. I am a Japanese staff member of Auckland Libraries and I invite you to express your views in Japanese. You can talk about your experience of using the library and your leisure reading preferences. You can also make suggestions to improve our library services. Victoria University requires, and has granted, approval from the School's Human Ethics Committee. Auckland Libraries also has given me its permission to identify the library and to identify myself as its staff member in this research.

For the participants, I am inviting Japanese women who are long-term residents of New Zealand (five years or more) and visit Auckland Libraries regularly (at least once a month). Participants will be asked to take part in a one hour interview. Permission will be asked to record the interview, and a transcript of the interview will be emailed to participants for checking. After the interview, each participant will receive \$20. If requested, a summary of the research results will be sent to participants after the project's completion.

Participation is voluntary, and you will not be identified personally in any written report produced as a result of this research, including possible publication in academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself and my supervisor Dr Brenda Chawner (Senior Lecturer). The research report will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. If you wish to withdraw from the project, you may do so until 31 July by emailing me. Your reason for the withdrawal will not be asked and the data collected up to that point will be destroyed. All data collected from participants will be destroyed within two years after the completion of the project.

If you have any questions or would like to receive further information about the project, please contact me at hosoyamiyu@myvuw.ac.nz or telephone 022 691 1025, or you may contact my supervisor Dr Brenda Chawner (Senior Lecturer) at brenda.chawner@vuw.ac.nz or telephone 463-5780.

Miyuki Hosoya-Neale

Appendix 7: Participant consent form in Japanese



SCHOOL OF INFORMATION MANAGEMENT
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リサーチ協力者 同意書

リサーチ内容：日本人女性の図書館利用状況について

リサーチャー：細矢深香（ビクトリア大学学生 オークランド図書館スタッフ）

このリサーチについての説明を受けて、私は内容を理解しました。疑問点については、質問をして納得できる回答を得ることができました。

リサーチ協力の取りやめと、その時点までの記録の消去依頼については、7月31日までなら、hosoyamiyu@myvuw.ac.nz にEメールをすることで、理由を問われずに行えるもの、とします。

リサーチ結果のレポートや他の出版物に個人名が明かされることは無く、インタビュー記録は秘密情報として扱われ、私と指導教官 Dr Brenda Chawner 以外は見ることができない、とします。

個人情報、このリサーチ以外に利用されたり他人に公表されることは無いと理解します。

インタビューは録音され、録音データと原稿はリサーチ完了後2年以内に消去されるとします。また、原稿の内容確認する予定があることを理解しています。

（下記の項目は、チェックをお願いします。）

- リサーチ終了後、結果レポートを希望します。
- インタビューを録音することに同意します。

署名

氏名

日付

Appendix 8: Participant consent form in English



SCHOOL OF INFORMATION MANAGEMENT
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Participant Consent Form

Research Project Title: Japanese women as regular customers of Auckland Libraries

Researcher: Miyuki Hosoya-Neale
School of Information Management, Victoria University of Wellington

I have been given and have understood an explanation of this research project. I have had an opportunity to ask questions and have them answered to my satisfaction.

I understand that I may withdraw myself (or any information I have provided) from this project, without having to give reasons,

by e-mailing hosoyamiyu@myvuw.ac.nz

by 31 July 2015.

I understand that any information I provide will be kept confidential to the researcher and their supervisor, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me.

I understand that the data I provide will not be used for any other purpose or released to others.

I understand that, if this interview is audio recorded, the recording and transcripts of the interviews will be erased within two years after the conclusion of the project. Furthermore, I will have an opportunity to check the transcripts of the interview.

Please indicate (by ticking the boxes below) which of the following apply:

- I would like to receive a summary of the results of this research when it is completed.
 I agree to this interview being audio recorded.

Signed:

Name of participant:

Date:

Appendix 9: Example of transcription

(Page 1) BQ1-10

Sun 12 July 10.05am-10.55am 50 minutes

Background information

- 1 Since which year have you been living in NZ? 1999
- 2 Reasons for immigration 理由
Turning age 30, son 8 months with my husband, wanted to live in NZ
- 3 Married to Japanese
- 4 Children/ages son 16, daughter 9
- 5 Occupation 現在または以前のお仕事
Currently... job searching
Previously...shop assistant
- 6 Secondary education? Tertiary? 最終学歴
Junior college (tertiary/2 years) in Japan
- 7 Proficiency level of reading in English 英語で読む力
3) Average: Depending on the text and level of language, I can read in E
Reading children's books and school newsletters is fine, but I don't read long texts
- 8 Leisure reading in Japanese and English 仕事・勉強以外の読書
2) Mainly in J, also read Adult Literacy/ESOL readers
- 9 Living in NZ society/culture feels comfortable/relaxed?
社会的文化的な面で日本と異なる NZ の生活になじんでいますか?
6) Feel 'at home' as I feel in Japan Have many friends here
- 10 Used public/academic libraries in Japan? 日本で図書館を利用しましたか
1) Never (in Kyoto)

Questions about using AL オークランド図書館について

- 1 When did you become a library member? Why/How?
図書館に登録したのは、いつですか?きっかけは?
- 2 As a new member, how did you use libraries? (e.g. borrowing books)
最初は、どのように図書館を利用していましたか?
- 3 How do you use libraries NOW? (e.g. requesting items online) 現在は?
- 4 Comparing 2 and 3, are there any changes in the way you use libraries?
How? Why? 利用の仕方は変わったでしょうか? どんなふうに?理由?

(Page 2) MQ1-4, Timeline

<u>Year</u>	<u>Life events, Use of libraries</u>
1999	Start living in Auckland – Grey Lynn
2000	Joined the library at Central Library -to borrow Japanese books -happy to see Japanese books among books in English
2001	Move to Meadowbank
2002	Move to Glendowie Son (age 3) going to Japanese kindergarten in Glendowie Met Japanese mothers, learned about J collection in St Heliers Library Start visiting St Heliers Library -to borrow Japanese novels -borrowing picture books in English for children -maybe DVDs? -looking at notice board/classified ads, picking up brochures -attending storytime, school holiday programmes with children
<i>2010 Nov.</i>	<i>Auckland became a 'super city', Auckland Libraries established</i>
2015	-visiting St Heliers and Glen Innes Libraries -not browsing at the library much, books at library are not new to me -borrow mainly Japanese novels, sometimes ESOL textbooks e.g. IELTS to improve English sometimes DVDs movies for me and children -use my card for books for children and my husband -my husband appreciates the books I recommend, enjoy talking about the books we read -sometimes use public computers, when I have free time

Difference:

borrowing more books by using the online request service
not visiting Central anymore – used to visit with my friend
not finding new books on the shelf – I have read most of them

- 5 What do you like about being an AL member?
図書館に登録していてよかったと思うことは？

Access to new books
Japanese writing on the website
Online request and pick-up service

- 6 What suggestion/comment would you make to improve AL's services?
図書館のサービス向上のために、どんな提案や意見がありますか。

a) AL's Japanese language collection 日本語図書について

(looking at new titles in AL)

Novels

-find many unknown author names,
want more books by well-known authors, even older (over 5 year) titles

Non-fiction

-books written for business people in Japan are not useful
-too many books on same topic e.g. salted lemon recipe books

b) In general 全般的

-Need better communication about available services, in Japanese if possible
...someone I know, she didn't know about the online request service

-There are things I don't know about

e.g. Top Picks, monthly New title lists, the quiet study area (in St Heliers),
donating Japanese books, selection of Japanese books

-Information about events, e.g. school holiday programme, should be more visible

-Staff are friendly and approachable at St Heliers

- 7 More people are using e-books/magazines via AL. How do you feel about it?
図書館を通じた E-book/magazine の利用が増えてますが、どう思われますか。

Don't like reading on screen, hard on my eyes, trying to limit screen time

Like reading printed books, feels natural/healthy

- 8 Any other comment?
他にご意見がありますか？

No

Appendix 10: Organised data for RQ1

(Page 1)

Findings RQ1: Who are they?

Q		Responses/Numbers (Total 12)	Notes
1	Number of years in NZ	Over 20 years...3 15-19 years...3 10-14 years...2 5-9 years...4	8Ps -over 10 years
2	Reason for immigration	Couple's decision...5 Marriage to NZer...7	Married to J 4, Slovakian 1 Study 1 WH 3
3	Married to	NZ European...4 British...2 Other European...1 Japanese...4 Separated/Single...1	8Ps Currently/previously married to NZE/British/Euro, English spoken at home
4	Children	No...1 Yes...11 1 child...3 (incl. P5 pregnant) 2 children...6 3 children...2	Majority are mothers
5	Occupation-current	Homemaker...4 Part-time/contract worker...8 Education (teacher, teacher aide, school admin)...4 Caregiver...1 Animator...1 Make-up artist...1 Cleaner...1	Majority part-time worker, Work related to education Homemaker with young children (ages 8 and under) P5 (pregnant), P6, P7 With older children P1(ages 16, 9)
	Previously NZ	Shop/airport assistant...2 J restaurant...2 Teaching...2 Editor...1 Admin/sales...1 Nanny...1	Downward mobility? e.g. P12 customer service → cleaner
	Previously J	Teaching...3 Editor...1 Graphic designer...1 Hair dresser...1 Office worker...1 Customer service...1	Avoiding stressful work P3 teacher → t aide P7 graphic designer → homemaker P9 teaching → school admin Majority prioritise motherhood over career Mothers with older kids finding/searching new jobs P1, P2, P4
6	Highest qualification	Level 1-4 certificate...1 Level 5-6 diploma or equivalent (Junior College, Hairdressing)...3 Bachelor degree or higher...6 Japanese secondary school...2	100% with formal qual. 6Ps(50%) have degree or higher >39.5% J >23% Asian >6.7% NZ (Census 2013)

Q Perceptions regarding English language and New Zealand			
7	Proficiency level of reading in English	3) Average...4 3)-4)...1 4) Good...1 4)-5)...4 5) High...2	Ps tend to 'downplay' their proficiency level Using dictionary...2 P8, p10,
8	Leisure reading in Japanese and English	1) Only in J...5 2) Mainly in J...2 3) Equally in J and E...4 3) Equally in J and E or 4) Mainly in E...1	7Ps read only/mainly in J →→ 2Ps with Good/High lev E 5Ps with Average 5Ps read equally in J/E all with Good/High lev E P9...slow to read in E P4, P5, P11 easier to read professional/academic texts, non-fiction in E
9	Living in NZ feels comfortable /relaxed	2) Rarely...1 3) Sometimes...1 4) Often...1 6) Feel 'at home' as I feel in Japan ...9 Many friends P1, p9 Feel happy in NZ/love NZ p2, p3, p5, p6, p7, p8, p9, p11 didn't like staying in J fast-paced, stressful, crowded p6(11yrs), p7(12yrs), p9(17yrs)	2) Rarely...P4 6yrs in NZ Married to J lived in US/Canada, experienced advanced multiculturalism, Working at home, not socialising much 3) Sometimes...P12 8yrs Married to J Missing family in J 4) Often...P10 6yrs Married to NZE Wanted to live in J, but Husband couldn't get a job More comfortable in AKL than Tauranga
Experiences and perceptions of libraries in Japan			
10	Used public libraries in Japan	1) Never...3 2) Rarely...1 3) Sometimes...3 4) Often...3 2) Rarely or 3) Sometimes ...1 2) Rarely (when working) and 5) Very often (at uni) ...1	Reasons for use/non-use no time...6 no library nearby...3 P3, P4, P7, P10 (too small) bought books...4 love reading...2 like library...2 used as study place... 5 P5, P6, P8, P10, P11 used at uni...4 P5, P6, P9, P10 parents introduced... 2 used with family...3

Appendix 11: Organised data for RQ2

(Total 6 pages, only page 1 shown as an example):

Participant Language at home	Living in NZ since	Joined when where	Reasons	Library use in early days	Library use now 2015	Which library now	Changes Notes
P1 J	1999	2000 Central	To borrow J books for myself	-borrowed J books from Central -visited Central with my friends -2002 started using J collection at St Heliers -borrow picture books in E for children -attended storytime holiday programme -looked at notice board, picked up brochures	-not browsing at the library, request online -borrow J novels -borrow ESOL textbooks, Adult Literacy readers -sometimes borrow DVDs for me and children -use my card for children and husband -use public computers, when having spare time	St Heliers Sometimes Glen Innes	-borrowing more books by using online request -not visiting Central -my husband started reading the books I recommend. I enjoy talking about the books with him.
P2 E	1995	2000 Howick	-Husband introduced -to borrow picture books for children	-borrowed picture books in E for my children -borrowed patchwork books/magazines for me -attended storytime -visited Highland Park, following my husband -borrowed books on health (husband unwell)	-mainly request online and pick-up -not browsing at libraries -borrow mainly J novels, sometimes DVDs in E -Google search the title/author recommended by friends, then search library catalogue	Highland Park	-not borrowing items for children, they have their own cards -read the books my husband borrows, especially healthy recipe books

Appendix 12: Organised data for RQ3

(Total 4 pages, only page 1 shown as an example)

MQ5) What do you like about being a member?

Comments	Notes Frequent comments
<p>-Access to new books new J books P1, P5, P6 (P1...books published 2011 or later)</p> <p>-J writing on the website P1</p> <p>-Online request/pick up P1 P2 P3P7</p> <p>-Close to home P2</p> <p>-Email reminders for due date P2</p> <p>-More books accessible since amalgamation P3P4</p> <p>-No need to buy books P4P7P8</p> <p>-Appreciate expensive large books, g.novels P4, reliable info P8</p> <p>-Place to visit as a family P6</p> <p>-Borrow and return anywhere P6</p> <p>-DVD cheap/free P11 Free internet, public computer P12</p>	<p>Access to books new books P1, P5, P6 J books P5, P7, P10 (+ P1, P2, P8, P12...read only/mainly J) J Children's P10</p> <p>expensive books P4 more books P3, P4 free books P4, P7, P8, P11, P12</p> <p>Online request/pick up P1, P2, P3, P7, P9, P10, P11, P12</p> <p>Borrow and return anywhere P6 (not doing online) P11 (visit various)</p>

Appendix 13: Summary of participants' background information

	BQ1	BQ2	BQ3	BQ4	BQ5		BQ6	BQ7	BQ8	BQ9	BQ10
	Living in NZ since	Reason for immigration	Married to	Children M/F (Age)	Occupation Currently	Occupation Previously NZ/Japan	Education NZ/Japan	Level of reading in English	Leisure reading	Living in NZ is comfortable	Used library in Japan
P1	1999	Couple's decision	Japanese	M(16) F(9)	Homemaker	NZ) Shop assistant	J) Junior college	3 Average	2 Mainly J	6 Feel 'at home'	1 Never
P2	1995	Marriage	British	M (18, 17) F(14)	Caregiver/ Massage therapist	NZ) Japanese restaurant staff	NZ) Cert Level 4	3 Average or 4 Good	1 Only J	6 Feel 'at home'	3 Sometimes
P3	1994	Study, marriage	NZE	F(14)	Interpreter/ Teacher aide	NZ) Tourism teacher J) English teacher	J) Junior college NZ) Cert Level 5	5 High	3 Equally J and E	6 Feel 'at home'	2 Rarely
P4	2009	Couple's decision	Japanese	M (18, 14) F(16)	Animator	NZ) Editor J) Editor	J) Degree (Canada) Degree	4 Good or 5 High	3 Equally J and E	2 Rarely	1 Never
P5	2007	Couple's decision	Slovakian	Pregnant	Homemaker	NZ) Office admin, sales, teaching	NZ) Diploma Level 6 J) Degree	4 Good	1 Only J	6 Feel 'at home'	2 Rarely 3 Sometimes
P6	2004	Marriage	British	M(8) F(3)	Homemaker	NZ) Nanny	J) Degree	4 Good or 5 High	3 Equally J and E	6 Feel 'at home'	4 Often
P7	2003	Working holiday Marriage	NZE	F(8, 5)	Homemaker	NZ) Japanese restaurant staff J) Graphic design	J) Secondary school	3 Average	1 Only J	6 Feel 'at home'	1 Never
P8	1997	Couple's decision	Japanese	F(17)	Make-up artist	J) Hair dresser	J) Hairdressing qualification	3 Average	1 Only J	6 Feel 'at home'	3 Sometimes
P9	1998	Working holiday Marriage	NZE	M(10) F(9)	School office administrator	NZ) Lang. school admin/teaching J) English teacher	NZ) Cert Level 6 J) Degree	5 High	3 Equally J and E	6 Feel 'at home'	2 Rarely 5 Very often (at uni)
P10	2009	Marriage	NZE	M(0) F(4)	Teacher for Japanese children	J) Junior high school teacher	NZ) Post Grad Diploma J) Degree	4 Good or 5 High	1 Only J	4 Often	4 Often
P11	1990	Working holiday Marriage	Separated NZE	F (24, 20)	ESOL teacher/ int'l student advisor	J) office worker	NZ) Grad Dip Post Grad Dip J) J college	4 Good or 5 High	3 Equally J and E	6 Feel 'at home'	3 Sometimes
P12	2007	Couple's decision	Japanese	None	Cleaner	NZ) Airport assistant J) Service staff	J) Secondary school	3 Average	2 Mainly J	3 Sometimes	4 Often

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Word counts 14,716