# 'Awareness and usage of cultural and community services by Chinese, Korean, and Japanese users of Christchurch City Libraries'

**by**

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# Abstract

*Research problem*

The provision of services to people from a non-English-speaking background has been considered as important to meet the information needs of immigrants in public libraries. However, services targeted at immigrant users are found to be underused. The objective of this research was to identify the reasons why these ethnic groups do or do not use the cultural and community services at Christchurch City Libraries (CCL), and whether CCL are meeting their information needs. This research explored questions such as what they knew, what experience they had, and what they thought of the services in terms of meeting their information needs.

*Methodology*

Quantitative research using descriptive survey questionnaire was selected for this research. Survey questionnaire with a combination of open-ended and closed-ended questions was used for the data collection method. The population of interest in this study were people who identify themselves as speakers of Chinese, Korean or Japanese language. Quota and snowball sampling were used, and a total of 99 questionnaires were collected.

*Results*

The survey has shown awareness of CCL's cultural and community services was low, which had a direct association with low usage of the services. Although it might not apply to some services, it was discussed that better promotion strategy would improve the current situation. Regardless of English skill or length of stay in New Zealand, all respondents perceived CCL positively, which was contributed to a high level of customer service. Users visit the library primarily to borrow books, and CCL's collection of physical foreign language books was found to be the most known and most used community and cultural service.

*Implications*

Better promotion is a key to increase users' awareness and usage of the library services. It would be beneficial to determine what promotional strategy works the best. A future research could focus on physical book collections, eResources and events separately and ask questions that are more appropriate to each of them. A demonstration of each resource allowing respondents to have a play with it may have helped the research more. This could be done with a smaller sample population or in focus groups.

*Keywords*

library, multicultural, diversity, immigrant, information seeking behaviour, cultural competence, collection

# Contents

# Introduction

The purpose of this proposed quantitative study was to explore the awareness and usage of Christchurch City Libraries' (CCL) cultural and community services by Chinese, Korean, and Japanese users.

In this paper, "cultural and community services" indicate library resources and programmes targeted at particular ethnic groups. CCL provide both physical and digital resources that are in foreign languages or are deemed to be of benefit for migrant communities. They also organise programmes and events that celebrate cultural events.

Studies have revealed there are needs for specific library services for migrant users, which include certain collection areas (Atlestam, Brunnström and Myhre, 2011; Machet and Govender, 2012; Nekolová, Cernohlávková, Chržová, Pachlová and Váchová, 2016). However, these resources have been reported to be underused (Wang, 2011; Hosoya-Neale, 2015; Sirikul and Dorner, 2016) and there is a discrepancy in the services provided by the library and users' awareness of these services (Brown and Ogilvie, 2008).

This research was targeted at Chinese, Korean and Japanese who were identified as the largest non-English-speaking ethnic groups in Christchurch (Statistics New Zealand, 2013a). The objective of this research was to identify the reasons why these ethnic groups do or do not use the cultural and community services, and whether CCL are meeting their information needs. This research explored questions such as what they knew, what experience they had, and what they thought of the services in terms of meeting their information needs.

A quantitative research consisting of questionnaire with a combination of closed and open-ended questions had been selected to gain statistics as well as an understanding of immigrant users' knowledge, perceptions and experiences of CCL's cultural and community services.

By establishing the reasons why these ethnic groups might or might not use the cultural and community services, potential barriers or competitions were identified so that CCL could deliver better services and improve their marketing strategies. Other public libraries that operate in similar demographics could also benefit from the findings of this research.

# Literature review

In order to prepare this literature review, the following databases were primarily consulted:

- Emerald Insight
- Library & Information Sciences Abstracts (LISA)
- Library Literature & Information Science Full Text (H.W. Wilson)
- Library, Information Science & Technology Abstracts (LISTA)
- Victoria University Research Archive

Main keywords used for this search were combinations of: library, multicultural, diversity, immigrant, information seeking behaviour, cultural competence, and collection. Details of each research including methods and samples used are organised in Table 1.

The literature review is organised according to the following themes:

- Library service for people from a non-English-speaking background
- Information needs of immigrants in public libraries
- Barriers to meeting the information needs
- Varying needs, perception and experience

This literature review provided a foundation for the study to follow.

## *Library service for people from a non-English-speaking background*

Provision of services to people from a non-English-speaking background have been recognised internationally.  IFLA (2008), jointly with UNESCO, published the *Multicultural Library Manifesto,* which addressed the role of libraries in support of multicultural communities. Specifically, it promised to provide information and give access to a range of materials and services in appropriate languages, reflecting all communities and needs.

In New Zealand, LIANZA (2004) has set the *Standards for New Zealand Public Libraries,* which urged public libraries' managers to develop collections that include:

- Newspapers and magazines in languages other than English, both New Zealand titles and titles published elsewhere, to reflect the needs and linguistic backgrounds of local communities.
- Materials (in English) which reflect and describe accurately the cultural and religious diversity of local communities.
- Materials for use by students of English as a Second Language.
- Bilingual resources for users from a non-English-speaking background.
- Materials in languages other than English on health, government services and community information.

The importance of public libraries was mentioned in the *Strategic Framework* of Public Libraries of New Zealand (2012), which suggested that public libraries can play a dual role both in helping new immigrants integrate into the local community, and ensuring the access to materials in their first language.

Within CCL, the provision of a collection for immigrant users has been documented in the *Content Development Policy* and *World Language Collection Policy* (Christchurch City Libraries, 2007). In the policies, it was established that CCL would reflect the demographic profile of local immigrant groups, based on census data, and provide access to materials in their users' first language. As well as the collections encouraged by LIANZA (2004) as mentioned above, CCL's collection includes recreational popular fiction, audio-visuals, and children's books in their first language. CCL also manages Community Information Christchurch (CINCH), an online community directory containing information about clubs, community organisations and continuing education services in the greater Christchurch area.

Christchurch City Council has been active in supporting immigrants. Recently it adopted *Christchurch Multicultural Strategy* (2016), with strategy goals of promoting diversity and inclusion, and achieving equitable access of all communities to its services, which includes libraries.

## Information needs of immigrants in public libraries

Why do immigrants visit libraries? Most studies agree that the primary reason for immigrants to visit public libraries is to borrow books (Wang, 2011; Hosoya-Neale, 2015; Nekolová, Cernohlávková, Chržová, Pachlová and Váchová, 2016). However one research suggests the use of computers was the main reason, followed by borrowing books (Listwon and Sen, 2009).

Those who use the libraries to borrow books seem to have specific needs for certain collection areas. In a study in the Czech Republic, the respondents indicated interests in bilingual books, books in their own languages, and Czech language textbooks (Nekolová et al., 2016). More detailed needs of immigrants were revealed in a study conducted in Sweden (Atlestam, Myhre and Brunnström, 2011). There was a demand for Swedish language-study literature written in their native language for both adults and children, handbooks on everyday living, newspapers and magazines in their native language. Genres sought after were religion, politics and modern history, and fiction based on their own cultural background.

The low use of eResources was highlighted in research conducted in New Zealand. Different studies targeted at Chinese, Japanese and Thai immigrants show that all but one respondent uses the library eResources (Wang, 2011; Hosoya-Neale, 2015; Sirikul and Dorner, 2016). For Japanese immigrants, it was a conscious decision for all participants as they prefer printed books, although two-thirds of them did not know about the service (Hosoya-Neale, 2015). Similarly, all Thai immigrant participants were unaware of the range of library services beyond books (Sirikul and Dorner, 2016).

The complexity of navigating online resources may have contributed to the low usage. Machet and Govender (2012) found that Chinese immigrants are more inclined to use internet computers at public libraries if Mandarin-language resources were collated on the libraries' website. The same respondents believed that their integration into New Zealand would have been easier if they had been directed to one web site for online resources to assist them in their initial settlement.

Since immigrant library users visit libraries primarily for borrowing books and there is a demand for particular collection areas, developing appropriate collection areas could attract more users. Concerning eResources, awareness and complexity of navigation seem to be the factors for low usage of the service.

## Barriers to meeting the information needs

Language emerged as a main barrier for immigrants' information seeking. Savolainen (2016), after conducting a content analysis of related materials in sociocultural barriers to information seeking, concluded that insufficient language proficiency was the main feature. Similar results were reported in New Zealand (Mason and Lamain, 2007; Sirikul and Dorner, 2016). Low usage of catalogue computers to search for

items, and low enquiry rate with library staff for assistance are thought to be possible consequences of insufficient language proficiency (Atlestam et al., 2011). For example, Tso (2007) found that two of the Chinese users are inclined to ask a Chinese librarian for help due to their language barrier, while the other two with English language skills did not mind who they speak to.

Insufficient language proficiency seems to have an effect on the library collection - lack of collection in immigrants' native languages have been pointed as a barrier in their use of libraries (Brown and Ogilvie, 2008; Atlestam et al., 2011; Sirikul and Dorner, 2016). For example, Listwon and Sen (2009) found almost half Pole survey participants in England read in Polish only. 96% of them want to access materials in their language. Thus, the availability of Polish language books is crucial to serve the immigrant community.

However, language ability is not always the decisive factor when immigrants read in their native languages. Hosoya-Neale (2015) found that the majority of interview participants read in Japanese for their leisure reading, even though their proficiency in English is high enough. This conforms to the study by Dali (2012) who, after investigating the leisure reading habit of Russian immigrants in Canada, discovered the reason of reading in the native language was to experience the genuine pleasure without any constraint or lack of flow. Whichever the case, libraries without appropriate language collection may end up turning away potential users. Conversely, libraries could encourage these users by providing services directed at them.

### Varying needs, perception and experience

What are the characteristics of immigrants' library usage? Atlestam et al. (2011) found that immigrants in Sweden prefer to go straight to the shelves without using catalogue computers. Therefore, what is available on the shelves are important to attract these users. Tso (2007) found that magazines and newspapers are popular amongst Chinese library users in England, and enquiries are normally related to the location of these shelves and availability of the latest issue. Since these enquiries tend to be simple, English-speaking library staff generally have no problem answering these enquiries.

In a study conducted in New Zealand with a focus on Māori, Chinese and Pasifika library users (Brown and Ogilvie, 2008), the majority of respondents would not feel more welcomed than if they were welcomed by someone of the same ethnicity as themselves. This result is quite significant because the necessity to recruit staff that reflects customer diversity has been long pointed out (Hall and Gardy, 2006; Dewey and Keally, 2008; IFLA, 2011; Public Libraries of New Zealand, 2012; Hastings, 2015). At least one research (Tso, 2007) has shown the preference for Chinese speaking staff by Chinese library users due to their language ability. One possible reason for this difference could be that the questionnaire of Brown and Ogilvie's research was prepared only in English thus excluding potential users who did not have the ability to answer the questionnaire. This is an area that can be further examined in my research.

The same study found there are some differences in the use of the library between different ethnicities. One area that showed significant difference is in the usage in the

interactive services (i.e. computers and bookable video games), where 90% of Pasifika users use the service compared to only 31% of Chinese users. Another area was the libraries' activities and events, in which Pasifika and Chinese users responded that they would feel more welcomed if the library organised more of these relating to their ethnicities. This was also suggested by the Chinese focus group. However, none of the Chinese respondents answered that they attend library events. This indicates a difference between the library events provided and awareness of and attendance at these events.

Another key finding from Brown and Ogilvie's study was that the library offers many services that are underutilized, especially cultural and community services. It found that only about 10% of the respondents use services such as the world languages collection and online community directory. At the same time, it was also found Māori, Chinese and Pasifika users would feel more welcomed if there were more resources in their native language. This suggests that there is a variance between library resources provided and users' awareness of them.

Nekolová et al. (2016) gives interesting insights in this regard. The study revealed that the immigrants in the Czech Republic do not use the library as much as the general public mainly because they obtain literature in alternative ways (i.e. purchasing paper copies or eBooks) since modern literature in their native languages is absent. These respondents answered that they used libraries in their country of origin more than in the Czech Republic. This suggests that the library needs to have up-to-date collection of foreign language collection to retain immigrant users.

*Table 1. Research methods and sample*

| Researcher(s) | Topic | Country | Method | Sample |
|---|---|---|---|---|
| Atlestam, Myhre and Brunnström (2011) | Immigrants' view and use of the public library | Sweden | Focus groups | 14 focus groups incl. 154 participants with varied non-Swedish background |
| Brown and Ogilvie (2008) | People's perceptions of different aspects of the library | New Zealand | Focus groups | 2 groups, 1 made up of Chinese, another of Māori and Pasifika |
| | | | Written and online survey | 238 city residents |
| Dali (2012) | Role of leisure reading in the acculturation process of immigrants | Canada | Survey and semi-structured interview | 14 immigrants |
| Tso (2007) | Perceptions of library staff towards Chinese customers, and of Chinese customers towards library staff | The UK | Interview | 5 librarians of mixed ethnicity and 4 Chinese users |
| Hosoya-Neale (2015) | Experience and expectations of female Japanese customers | New Zealand | Semi-structured interview | 12 female Japanese immigrants |
| Listwon and Sen (2009) | Needs of the Polish community in and how they were met by the public library service | The UK | Written survey | 52 newly arrived Poles |
| | | | Interview | 5 older generations Polish library users |
| Machet and Govender (2012) | Information seeking behaviour of new Chinese immigrants | New Zealand | Semi-structured interview | 30 Chinese recent immigrants |
| Mason and Lamain (2007) | Acculturation and information behaviour of immigrants | New Zealand | Written and online survey | 78 immigrants |
| Nekolová, Cernohlávková, Chržová, Pachlová and Váchová (2016) | Immigrants' usage of a library in the country of origin and in the country of residence | the Czech Republic | Online questionnaire | 122 immigrants |
| | | | Semi-structured interview | 8 immigrants |
| Savolainen (2016) | Sociocultural barriers to information seeking | n/a | Content analysis | 55 articles, conference papers, and books |
| Sirikul and Dorner (2016) | Information seeking behaviour of Thai immigrants | New Zealand | Semi-structured interview | 9 Thai immigrants |
| Wang (2011) | Roles public libraries in the lives of Chinese immigrant | New Zealand | Semi-structured interview | 9 Chinese library users |

### *Summary*

The provision of services to people from a non-English-speaking background seems to reflect well the information needs of immigrants in public libraries. Especially CLL's *Content Development Policy* and *World Language Collection Policy* appears to meet the specific collection areas identified by Atlestam et al. (2011). Literature in immigrants' native language proved to be crucial as they like to read them regardless of language ability. However, services targeted at immigrant users are found to be underused. As for books, the volume and variety of foreign language collection

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seems to be the main factor. The low usage of eResources may be due to awareness or complexity of navigation. Low attendance of cultural events may be due to lack of awareness. Improving collection areas and promotion to specific cultural groups may be key factors to increase the usage of these services. This will be looked at in my research.

The full use of library services may have been hindered by language ability. Enquiries are less with those with low language proficiency, or if any, it is limited to simple questions. Users may not have enough opportunities to find out the range of library services by missing interactions with library staff. Regarding the ethnicity of library staff, the different results found by Brown and Ogilvie (2008) compared with those of Tso, H. M. (2007) suggest that the sample population needs to include both English-speaking immigrants and those without English skills.

# Research design

This research adopted a cross-sectional design, collecting data on the knowledge, experience and perception from each group of Chinese, Korean and Japanese immigrants. Typical form of a cross-sectional design takes "survey research or structured observation on a sample at a single point in time" (Bryman, 2008, p. 62). This design was considered the most suitable as to examine the commonality and difference of multiple ethnic groups for the following research question:

- RQ: What are the awareness, experience and perception of Chinese, Korean, and Japanese users of Christchurch City Libraries' cultural and community services?

# Methodology and methods

Quantitative research using descriptive survey questionnaire was selected for this research. The descriptive survey was suited in this research of different ethnic groups, as it aimed to "estimate as precisely as possible the nature of existing conditions, or attributes of a population" (Burns, 2000, p. 56).

Survey questionnaire was used for the data collection method. As the study aimed to gain attributes of a population as well as insights into the experience of immigrants, survey questionnaire with a combination of open-ended and closed-ended questions allows to reach a large population and also to disclose thoughts, feelings and their attitudes. Anonymous, self-completion questionnaire had the following sections:

1. The demographic section covered ethnicity, length of stay in New Zealand, and level of English skill. This will be used to classify responses.
2. The library usage section identified members and non-members of CCL, how often they use a library, which libraries they frequent, what they use a library for, how they perceive CCL overall, and why they do or do not use the library.
3. The main section was on community and cultural services. This section will list and provide explanations for a range of community and cultural services that the library offers. The respondents will be asked questions regarding the awareness and usage of these services. Their feedback will be asked for each of them.

4.In the last section, comment boxes were provided to allow participants to suggest factors that the questionnaire has not covered, as well as giving them an opportunity to add extra comments on CCL's cultural and community services.

An English sample questionnaire is attached (see appendix A). Each participant was given a Library pen supplied by Christchurch City Libraries, as a reward for completing a survey.

# Population and sample

The population of interest in this study were people who identify themselves as speakers of Chinese, Korean or Japanese language. In this way, the survey can reach, for example, Singaporean or Malaysian immigrants who also speak Chinese language, who would use CCL's Chinese language collection. Because there was a focus on the cultural identity in this survey, the term "Chinese" is used to indicate both Mandarin and Cantonese.

Other criteria for the sample were:

● living in Christchurch for 3 months or more
● aged 16 years and older
● born outside New Zealand
● either able or unable to speak English

Since this research aimed to generalise the attributes of the selected ethnic groups as much as possible, quota sampling was considered to be the most suitable. This type of sampling "selects respondents in the same proportions that they are found in the general population, but not in a random fashion (Leedy and Ormrod, 2013, p. 214). Christchurch has 10,386 Chinese languages speakers, 2910 Japanese speakers and 2808 Korean speakers (Christchurch City Council, 2016). These numbers were converted to the ratio of 64:18:17, which were be the numbers of questionnaires that were collected from each group for this research.

In order to reach the target number of responses, snowball sampling was also adopted. In this approach, "the researcher makes initial contact with a small group of people who are relevant to the research topic and then uses these to establish contacts with others" (Bryman, 2008, p. 184). The researcher's colleagues in CCL who have contacts with relevant community groups helped with the distribution and collection of the questionnaires.

# Data collection

In order to capture responses from those without English skills, questionnaires were translated into three languages (Chinese, Korean, and Japanese). Translation of questionnaires and responses was be done by the researcher who speaks Japanese and the researcher's Chinese and Korean bilingual colleagues. The questionnaires were prepared both in paper and online forms. Google Form was used to create online forms. These were distributed to the appropriate participants through researcher's contacts and his colleagues.

As a main method of data collection, the researcher approached and spoke to potential respondents in a branch of CCL. The researcher carried a sign that asks for participation in a survey which are translated into each of languages. The sign also included the sample criteria. The researcher stationed in the library at certain days and times of the week to hand out the paper questionnaires. Completed questionnaires were returned to a drop box to keep respondent's identity anonymous. Questionnaires were also left on a stand so participants can freely take away and submit the forms at their convenience. These were administered until the target number is reached.

Upper Riccarton Library was chosen as a branch in which the survey was conducted. This is because of a large number of Asian population in the area. Upper Riccarton has 25.5% of Asian population and a neighbouring suburbs of Riccarton has 32.1% and 22.3% for Ilam (Statistics New Zealand, 2013b & 2013c).

# Ethical considerations

Ethical approval was sought from a Human Ethics Committee in the School of Information Management at Victoria University of Wellington. Survey participants were given a information sheet about the research project at request. Survey was conducted in the library after permission was granted from the Unit manager of Christchurch City Libraries.

# Data analysis

Collected questionnaires were collated into Excel spreadsheet. All close questions were pre-coded. For open questions, a coding frame were prepared. Data analysis occurred in three stages. First, data were organised into sets and analysed in frequency tables or diagrams according to demographic, library usage, and usage of community and cultural services. Bivariate analysis was conducted for second and third stages. In the second stage, patterns of association between the use of cultural and community services and reasons behind was searched using contingency tables. In the third stage, demographic data sets were compared against library usage data sets using contingency table. This was to identify any association between level of English skill or length of stay and the usage of the library services.

# Limitations

Questionnaires were prepared in Chinese, Korean and Japanese and responses were later translated to English. As a result, particular nuances in the original expression could have been lost during the translation process. However, extra care was taken to maintain the "conceptual equivalence" (Gawlewicz, 2014), so the quality of transcribed and translated data could remain high and fully appropriate for further analysis.

# Publication venues

The summary of the findings will be sent to the respondents of questionnaires who opted to leave their contact details for this reason. The full paper will be presented to the managers at CCL. Opportunities to present the summary will be sought within CCL and the LIANZA regional community.

# Results

A total of 99 valid responses were collected for this survey. Of these, 77 were paper questionnaires and 22 were submitted online. Both versions had the same questions. 24 responses were answered in their own languages and were translated into English before being collated.

*Demographics*

*Figure 1: Ethnicity*
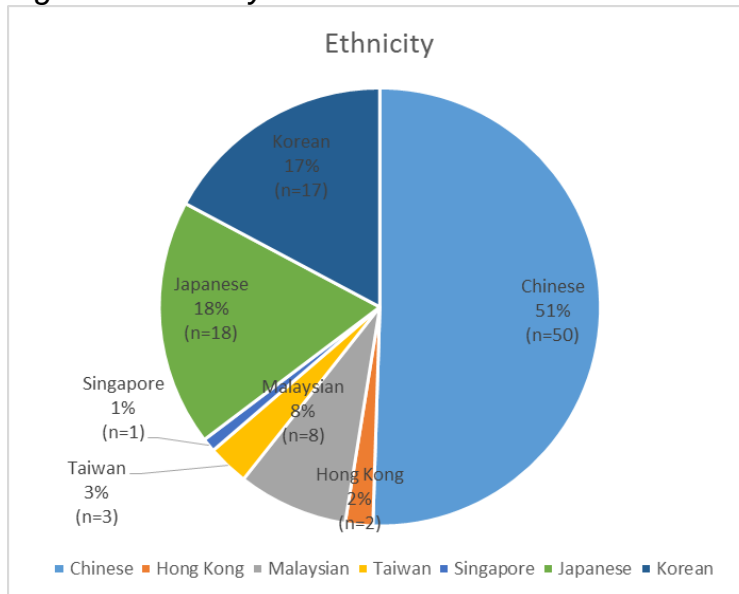


A breakdown of the 99 responses are: 64 Chinese speakers, 18 Japanese speakers and 17 Korean speakers. Of the 64 Chinese speakers, 8 were Malaysian, 3 Singaporean, 3 Taiwanese and 2 Hong Kong Chinese (Figure 1).

*Figure2: Years of Residence*
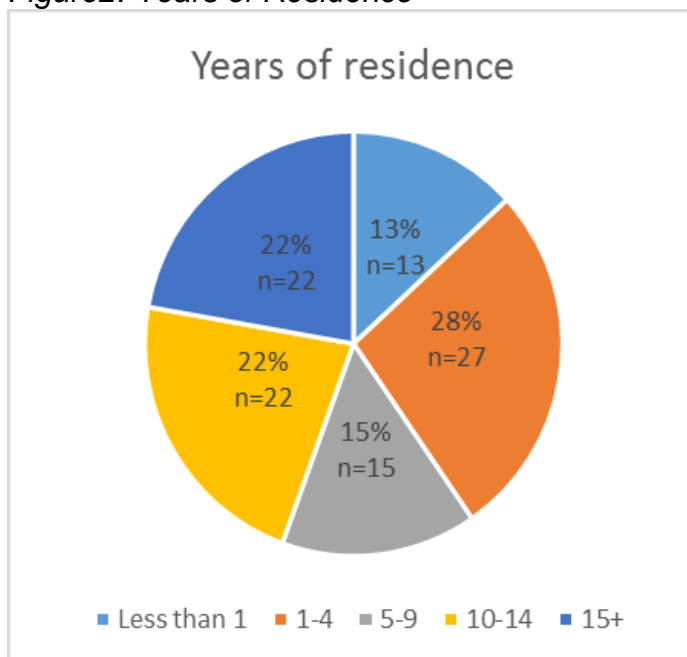


The number of years the respondents lived in New Zealand varied and are almost equally distributed (Figure 2).

*Figure 3: Self-reported English Skill Level*
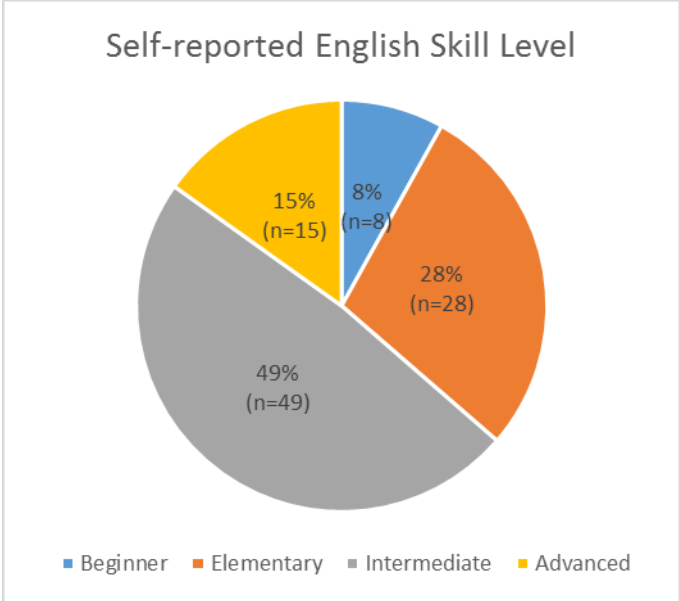


Almost half of the respondents (49%) rated their level of English as Intermediate, followed by Elementary (28%), Advanced (15%) and Beginner (8%) (Figure 3).

*Figure 4: Main Reasons for Library Visit*



Figure 4: Main Reasons for Library Visit

83% of the respondents were members of Christchurch City Libraries (CCL), 16% were not, and 1% did not know.

Upper Riccarton Library was the most visited branch among the respondents (60%), followed by Fendalton Library (17%). This was reasonable given that the most questionnaires were collected by the researcher at the aforementioned branch.

Top main reasons for library visit were: Borrowing books (79.7%), Children's Collections (39.4%), Computers (35.4%) and Photocopying (35.4%) (Figure 4). Respondents were able to choose more than one answers.

Most of the respondents were happy with the level of service at CCL - Excellent (34.3%), Very Good (31.3%), and Good (29.3%). No one rated the service as Poor.

Of the 69 comments received, 39.5% of respondents attributed the positive rating to Staff, 22.9% to Collections and Resources, 19.7% to Facility and Atmosphere, and 17.7% to Services and Programmes. Respondents were able to indicate more than one attributes in their comments.

Here are a few examples of comments received:

"Really good customer services. Feel warmly welcomed."

"The atmospheres in the Chch libraries are always good and love the cafes attached to the libraries."

"Organised and varieties of reading materials."

*Association between ratings and English skill levels*

*Figure 5: CCL's Ratings by Different Groups based on English Skills*
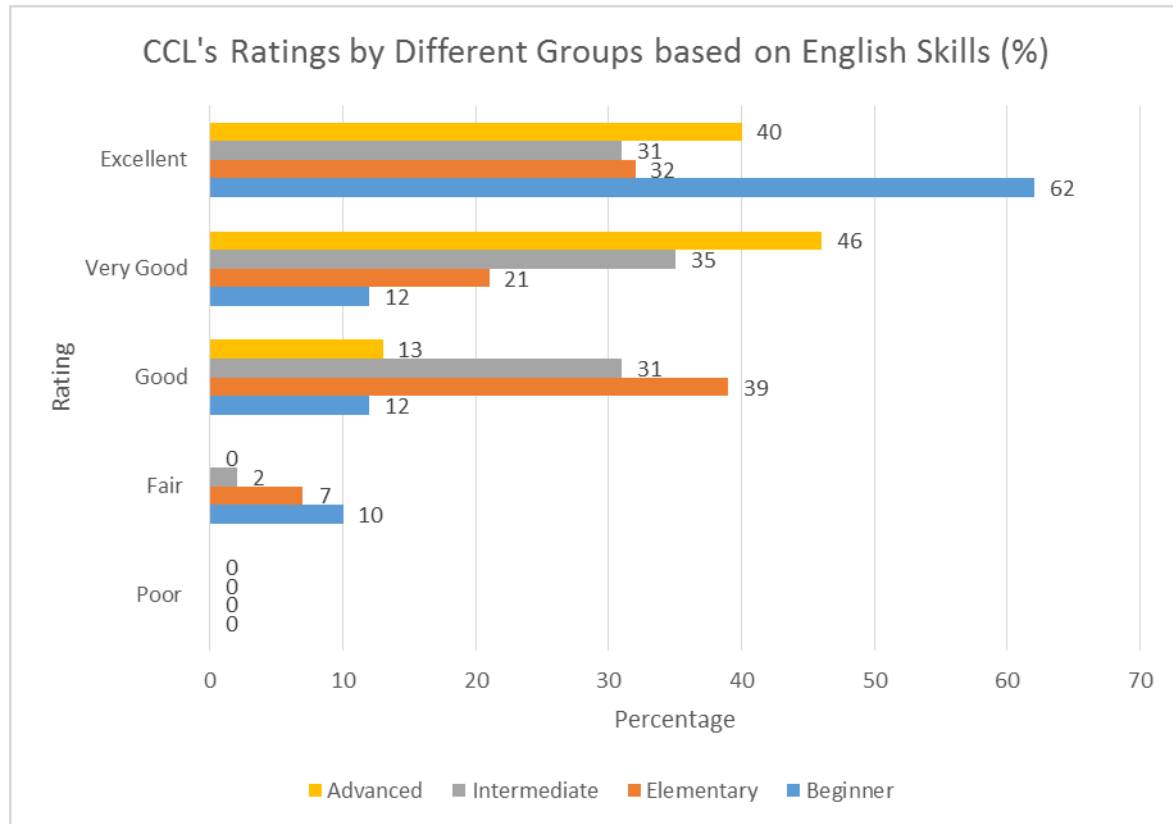


No significant association was found between ratings and respondents' self-reported English skill levels, except those who rated themselves as Beginners rated CCL the most highly (Figure 5). The comments provided by those who rated themselves as Beginners were no different from others, therefore it was not able to establish a plausible explanation to support this significance.

*Cultural and community services*

This section asked the respondents about 11 different cultural and community services that CCL offers. They are:

- World Language Collection
- English as a second or foreign language (ESOL) resources
- Community Information Christchurch (CINCH)
- Press Reader
- Mango Languages
- Overdrive
- Road to IELTS: General
- Road to IELTS: Academic
- Lunar New Year Celebration
- Dragonsource
- Chinese Language Week Celebration

Brief explanations for each service were given. The respondents were asked the following questions:

- Whether they knew about the service
- Whether they currently use it
- Why they use or do not use it
- Whether they would use it in the future (after learning about it through the survey)
- Why they wold use or would not use it in the future

Comment boxes were provided to give reasons for questions asking why.

*Awareness*

*Figure 6: Awareness of Culture and Community Services*
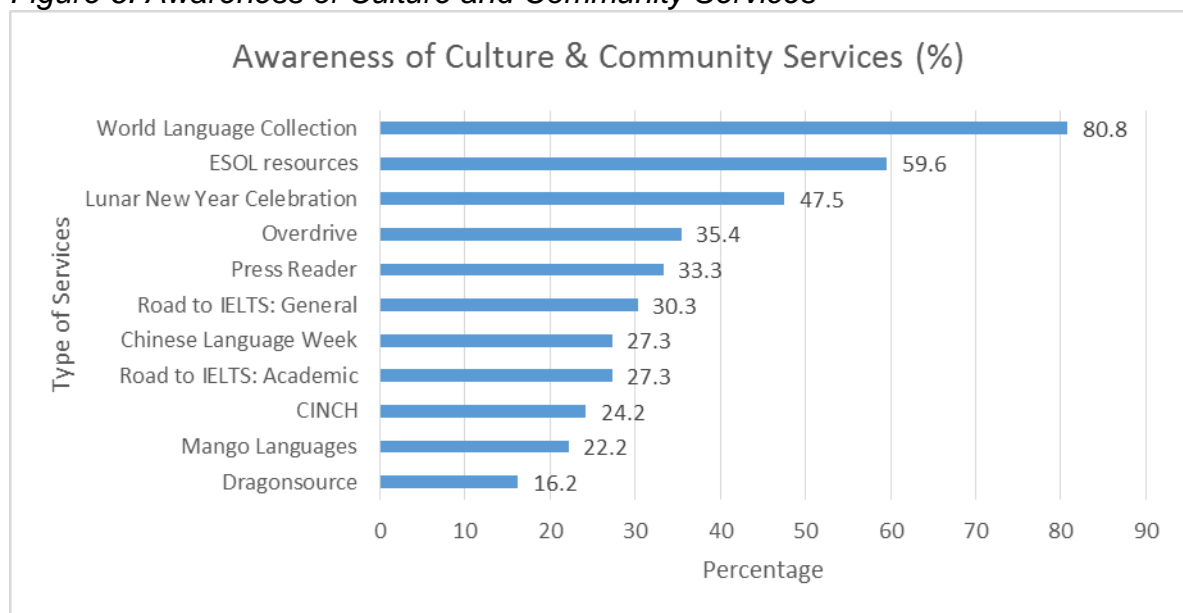


The result has shown that CCL's cultural and community services are not widely known. The average of only 36.7% of the respondents knew about these services. Of the 11 services, the most known were: World Language Collection (80.8%), ESOL resources (59.6%), and the Lunar New Year Celebration (47.5%). On the other hand, the least known were: Dragonsource (16.2%), Mango Languages (22.2%), and CINCH (24.2%). Note that Dragonsource is a resource for Chinese language only, so the low percentage of awareness overall was expected. However, this is still 21.8% even among Chinese speakers. Please see Figure 6.

*Usage*

*Figure 7: Usage of Culture and Community Services*
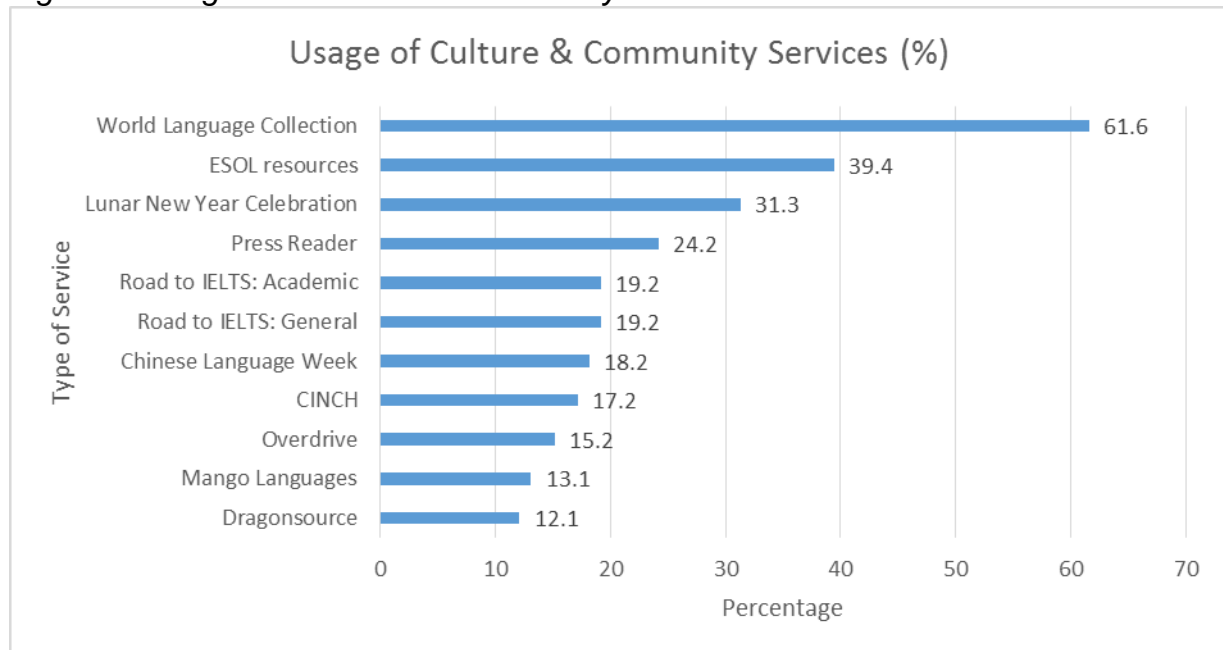


Similar to the results above, this survey has shown that CCL's cultural and community services are not widely used (Figure 7). An average of only 24.6% of the respondents used these services. Of the 11 services, the most used were: World Language Collection (61.6%), ESOL resources (39.4%), and Lunar New Year Celebration (31.3%). Main reasons for using World Language Collections were: preference for reading in their own languages (22 respondents), for their children's language development (4 respondents), and for pastime reading (4 respondents). Most respondents said they use ESOL resources to improve their English skills. Main reasons for attending Lunar New Year Celebration were: for fun (12 respondents), for cultural education for their children (6 respondents), for their own cultural education (6 respondents) and for socialising (3 respondents).

The least used cultural and community services were: Dragonsource (12.1%), Mango Languages (13.1%), and Overdrive (15.2%). Again, Dragonsource was targeted only at Chinese speakers, so the low usage was expected – it was 17.1% among Chinese speakers. The main reason for not using these services was unawareness, followed by lack of time and disinterest. However, specifically for Overdrive, 7 respondents said they preferred paper books and 5 said they have alternative means (e.g. Kindle).

*Association between awareness and usage*

*Figure 8: Difference between Usage and Awareness*
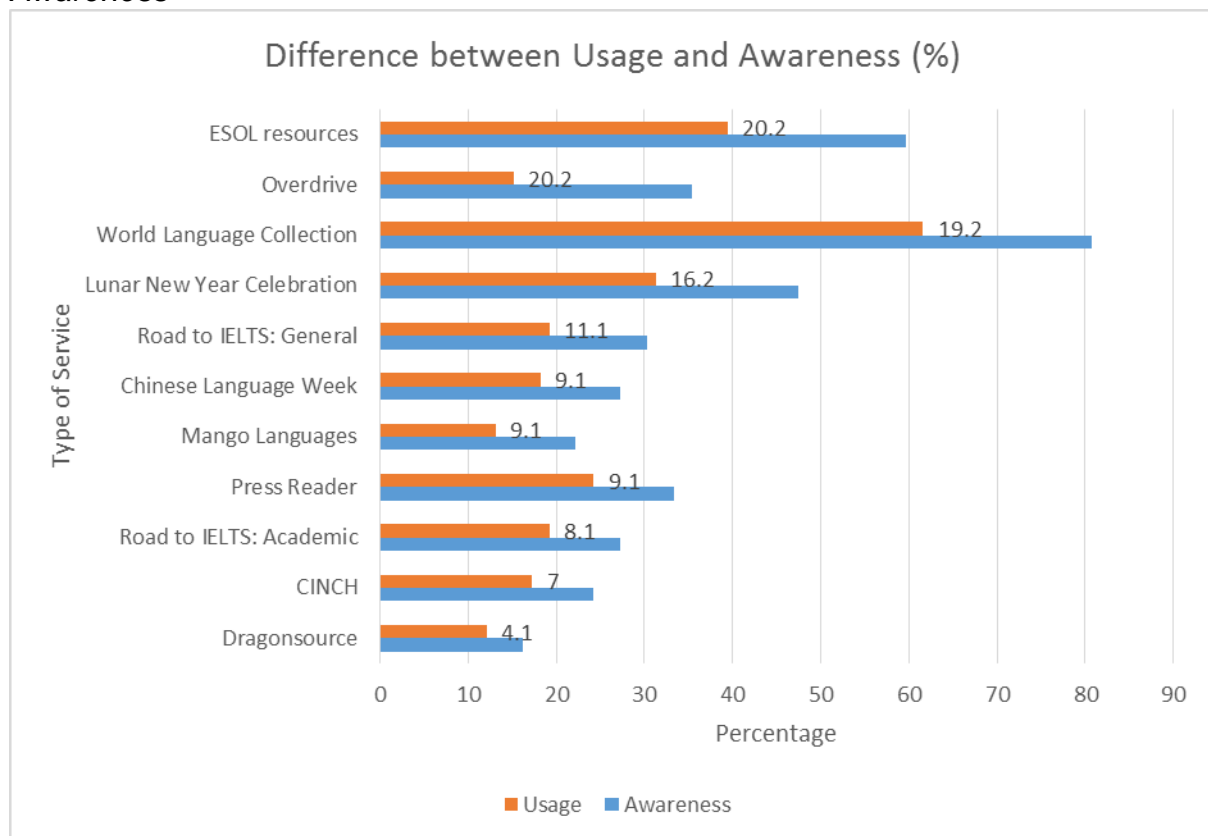


The comparison between awareness and usage helps to determine whether the knowledge of a service would lead one to use it or not (Figure 8).The bigger the difference between awareness and usage, it means more users choose not to use the service even when they know about it. ESOL resources (20.2%), Overdrive (20.2%) and World Language Collection (19.2%) were the three services where the biggest discrepancies were found.

When asked why they did not use ESOL resources, 9 respondents answered that the resources were not necessary for them, 6 said they have alternative means (e.g. internet and smartphone apps), and 2 said they do not have time. For Overdrive, 7 preferred paper books, 2 had no time, and 2 were not interested. For World Language Collections, 3 said they have alternative means, 3 did not prefer to read in their own languages so they could improve their English, and 2 were not interested.

A smaller difference between awareness and usage could mean the knowledge of a service is more directly linked to a customer's use of that service. That is, users are more likely to use a service if they know about it. The smallest difference between awareness and usage were found with Dragonsource (4.1%), CINCH (7%) and Road to IELTS: Academic (8.1%).

The average of difference between awareness and usage was 12.1%, which is relatively low. This could suggest that users are more likely to use a service if they

know about it. Conversely, the reason they do not use a service could be because they are not aware.

*Future usage*

*Figure 9: Indication of Future Usage*
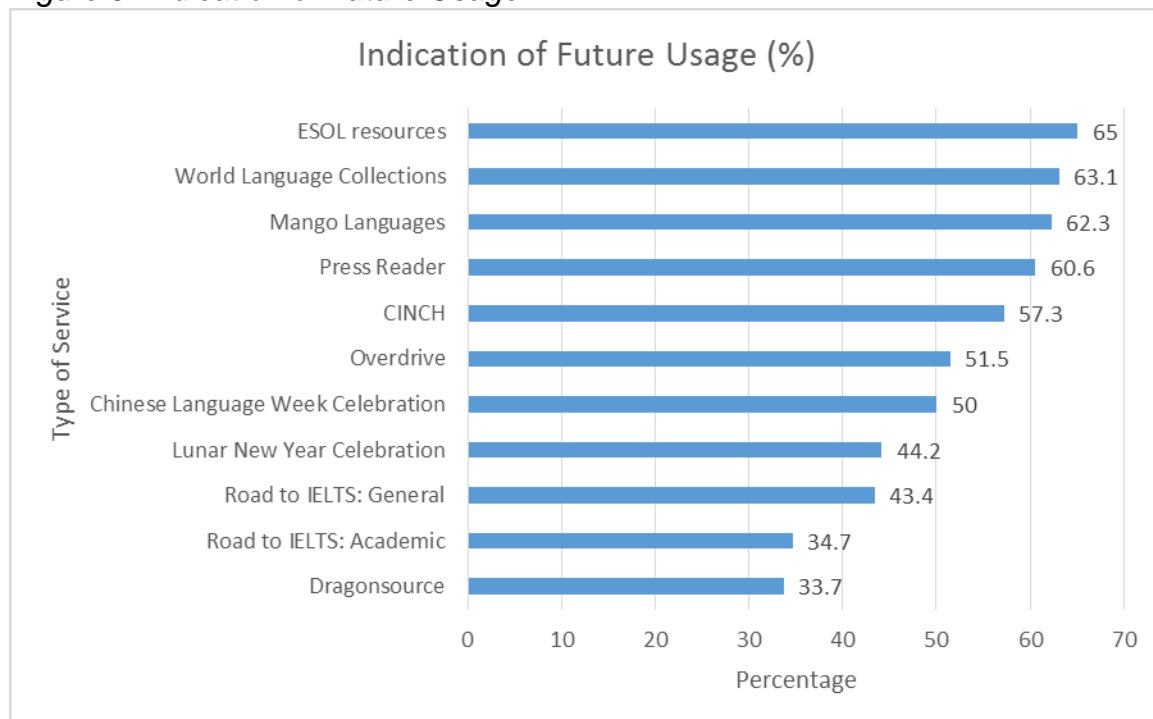


Figure 9 shows the percentage of the respondents who did not know about the cultural and community services but said they would use them in the future after reading the descriptions for each service. The findings here are important because they could be determining factors for the success of any promotional initiatives. Services with higher percentages have more potential for increased usage if they are promoted well. Conversely, people would not use services with lower percentage even after they found out about them. So far the research shows these services are underused therefore the findings here become a valuable source of information if CCL would like to increase.

An average of 51.4% respondents answered they would potentially use the service in the future. Of 11 services, 7 had half or more than half of respondents showing their willingness to use them, and 4 had less than half of respondents.
The top three services were: ESOL resources (65%), World Language Collections (63.1%), and Mango Languages (62.3%). On the other hand, the three services with the fewest respondents who said would use them in the future were Dragonsource (33.7%), Road to IELTS: Academic (34.7%), and Road to IELTS: General (43.4%). Again, Dragonsource was a resource available only in Chinese so this reflects the responses. Among Chinese speakers, 50% of respondents said they would use it in the future.

*Table 2. Reasons for Potential Future Usage*

| | Total | Reason 1 | No. | Reason 2 | No. | Reason 3 | No. |
|---|---|---|---|---|---|---|---|
| **ESOL resources** | 26 | English study | 11 | If necessary | 4 | Exam preparation | 2 |
| **World Language Collection** | 12 | Trailing something new | 3 | Learning language | 2 | Pastime reading | 2 |
| **Mango Languages** | 48 | English study | 18 | Trailing something new | 14 | Learning language other than English | 7 |
| **Press Reader** | 40 | If necessary | 6 | Ability to read in native language | 4 | Magazines | 2 |
| **CINCH** | 44 | Networking /socialising | 7 | Trailing something new | 7 | If necessary | 8 |
| **Overdrive** | 49 | Usefulness/ easy access | 11 | Ability to read in native language | 5 | If necessary | 4 |
| **Chinese Language Week** | 36 | Interest/fun | 9 | To know culture/language | 2 | Trailing something new | 2 |
| **Lunar New Year Celebration** | 23 | Interest/fun | 7 | For family | 2 | ------------------ | --- |
| **Road to IELTS: General** | 30 | English study | 8 | Exam preparation | 6 | ------------------ | --- |
| **Road to IELTS: Academic** | 25 | English study | 7 | Exam preparation | 4 | For someone else | 2 |
| **Dragonsource** | 28 | Ability to read in native language | 4 | Coverage of range of subjects | 3 | Interest/fun | 2 |

Table 2 lists three top reasons for future usage. Comments like "I'd use it when I need to" were coded as "If necessary", and comments like "Sounds interesting, I will try" were coded as "Trialing something new". Some services had these as the main reasons. It may be understood from this that respondents were interested enough to make the decision to use them in the future after they read the descriptions but could not specify a particular characteristic that attracted them.

Services that were related to learning languages had such reasons as the main reason (English study and exam preparation). Ability to read in native language came up in Press Reader, Overdrive, and Dragonsource. Overdrive had usefulness/easy access as the main reason. This indicates approximately 22% of respondents were attracted by the convenience of downloadable eBooks. Some of the key themes found here could be useful when CCL wants to promote the service as these are primarily what users want.

*Association between level of self-reported English skill and usage of the library services*

*Figure 10: Comparison of Usage in Different Groups based on English Skill*
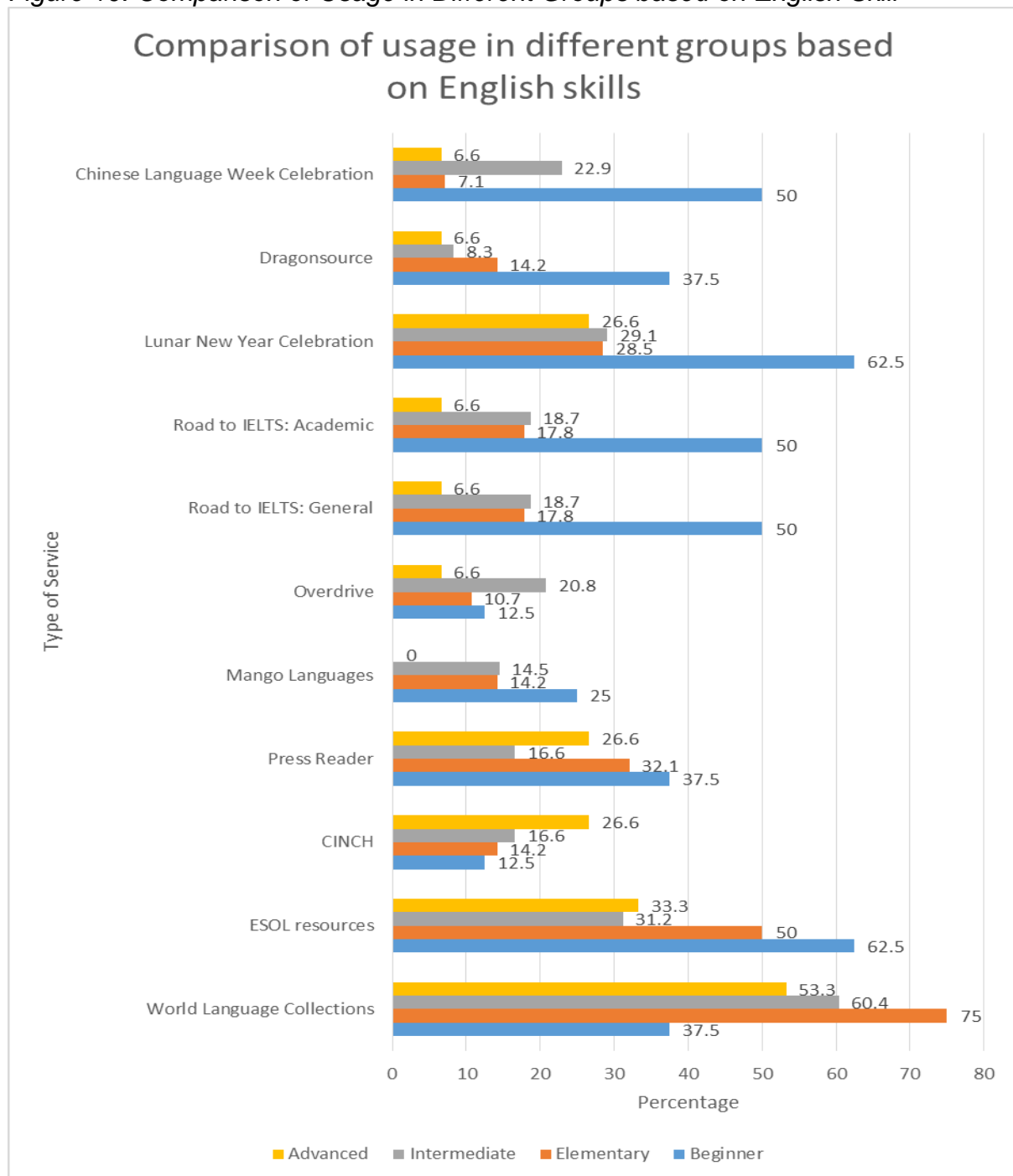


It was found that those respondents who rated their English skill as Beginner use CCL's culture and community services the most (average of 39.7%), followed by those rated Elementary (25.6%), Intermediate (23.4%), and Advanced (18.1%). Respondents with less English skill tended to make more use of library resources (Figure 10).

The number of respondents who rated their English skill as Beginner were only 8, therefore it is hard to generalise why they use the services more than other groups. However, it was apparent that their need to improve their English was greater than others which was reflected in comments such as: "Pass IELTS and prepare for university" and "Want to study in Canterbury University". This also seems to reflect their low usage of World Language Collections.  Respondents who rated their English skill as Beginner also scored the highest in attending Chinese Language Celebration and Lunar New Year Celebration. The keywords found the most were "fun" followed by "making friends". It could be understood from this that they enjoy cultural programmes and meeting new people who speak the same language as them.

*Association between length of stay and usage of the library services*

*Figure 11: Comparison of Usage in Different Groups based on Number of Years Lived in New Zealand*
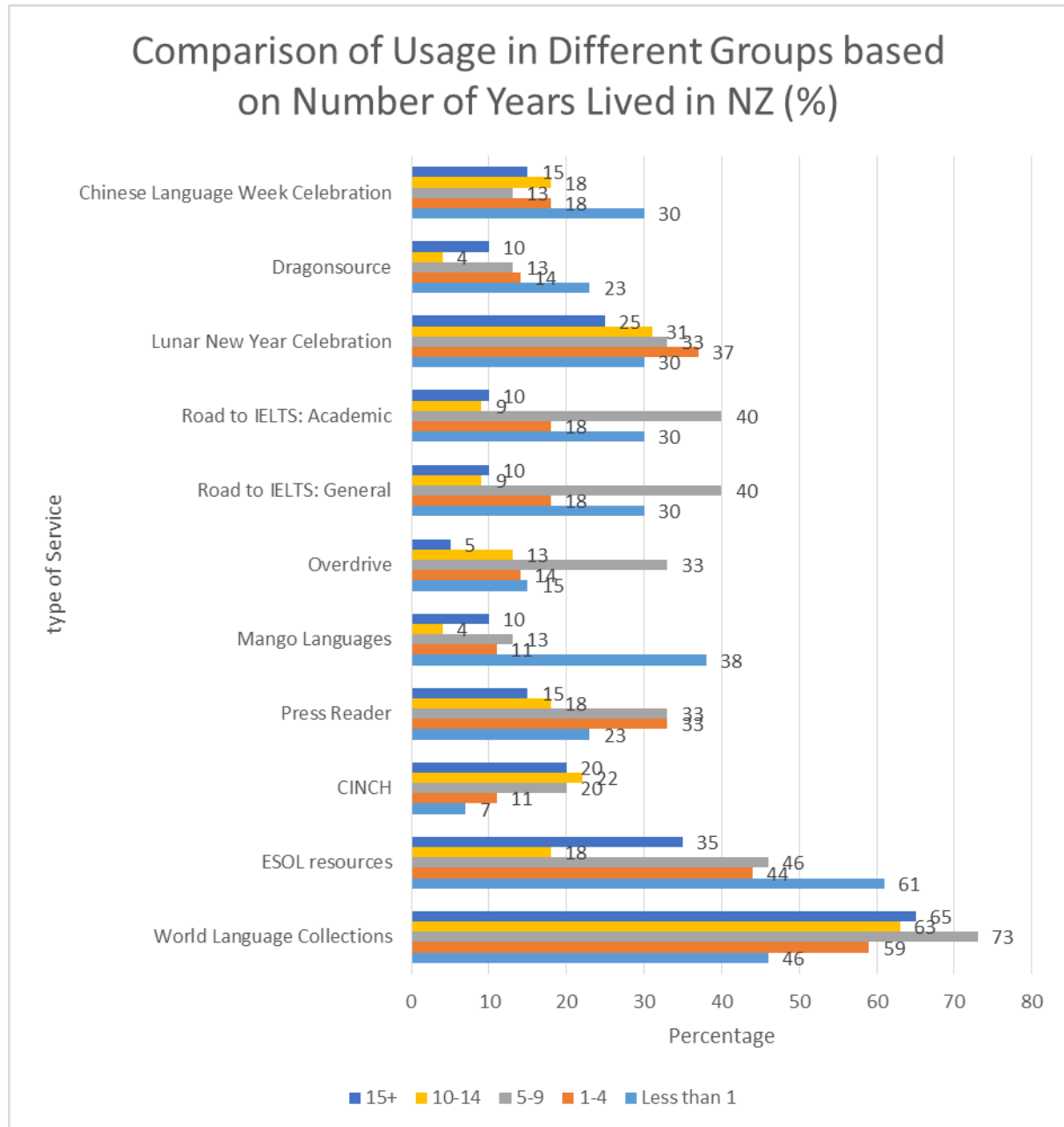


It was found that those respondents who lived in New Zealand for 5-9 years use CCL's cultural and community services the most (average of 32%), followed by those lived here less than 1 year (30%), 1-4 years (25%), 15+ years (20%) and 10-14 years (19%).  See Figure 11. No significant correlation was found between certain services and years of residence.

*Suggestions*

The last section consists of three questions asking for suggestions. First question asked whether they used or knew of community and cultural services available at other libraries (either in New Zealand or abroad) that they thought would be useful at CCL. The second question asked what CCL can do better to meet their information needs in general. The third question asked for general comments on CCL's cultural and community services. Since some respondents did not write comments in the appropriate boxes, all comments were collated and analysed together. Although many respondents opted not to leave comments in this section, a few different themes emerged.

In total, 27 of them were compliments, 10 were suggestions for improvement on the promotion of cultural and community services, 7 asked for more programmes, 6 asked for an English class or an English tutor, 4 asked for more Chinese materials, and 3 asked for movie screenings.

The following ideas were given in response to the first question:

- Language group
- Babytimes in Chinese
- Free talk on different themes
- Historical plays
- Video game rental
- Book exchange
- Book club
- Exhibition

# Discussion

*The reasons for using or not using the cultural and community services*

Cultural and community services were found to be under-used in previous studies (Wang, 2011; Hosoya-Neale, 2015; Sirikul and Dorner, 2016). The result of this survey suggests that CCL's physical collection and events are fairly used. The three used services were World Language Collection (61.6%), ESOL resources (39.4%), Lunar New Year (31.3%). Overall use for the cultural services was only 24.6%, and even lower for eResources (17%). The three eResources used were Press reader (24.2%), Road to IELTS: General (19.2%), and IELTS academic (19.2%).

Awareness was understood to be one of the factors for under-use of cultural and community services in the previous studies (Wang, 2011; Hosoya-Neale, 2015; Sirikul and Dorner, 2016). An average of only 36.7% respondents knew about the services, and the average of 26.9% knew about eResources available within cultural and community services.

The association between awareness and usage was examined to determine the impact of awareness. It was found that the average difference between awareness and usage was relatively low at 12.1%, which suggests that users are likely to use a service if they know about it. This opposes the assumption that came up from Brown

and Ogilvie's study (2008), where a variance between awareness and usage of a service was found.

When respondents who did not know about the cultural and community services were asked whether they would use the services in the future after finding out about them, an average of 51.4% answered they would. This suggests that more than half of the respondents did not use the services because they did not know about them, and they are willing to use them once they found out.

Complexity of navigation was another factor that came up in a previous study as a potential hindrance that contributes to the under-use of eResources (Machet and Govender, 2012). There were only 3 respondents who specifically commented that they did not use particular services because they did not know how to. With this rate, it could be said that complexity of navigation is not a major factor contributing to the low usage of eResources at CCL.

However, there seem to be two issues to consider before establishing this claim. First, the experience of difficult navigation could be a secondary problem after users actually start using the services. Since only 17% of respondents use eResources within CCL's culture and community services, it is likely that they have not encountered this problem yet. Another issue was found in the structure of the questionnaire. As comment boxes were provided for respondents to state freely the reason of why they use or do not use the services, some comments were difficult to be coded and categorised. For example, there were many respondents who commented "Don't know". This was coded as "unaware", rather than "difficult navigation". This could have meant the latter rather than the former.

## Meeting users' information needs

The result of the survey has backed the claim from previous studies that collections written in users' native languages is vital (Atlestam, Brunnström and Myhre, 2011; Machet and Govender, 2012; Nekolová, Cernohlávková, Chržová, Pachlová and Váchová, 2016). CCL's World Language Collection was found to be the most known (80.8%) and the most used (61.6%) among other cultural and community services. This is further supported by the fact that the main reason of visiting a library was found to be borrowing books (79.8%). Moreover, 4 people suggested having more books in this collection.  A good range of physical books in foreign languages proved to be a must-have for attracting immigrant users.

Previous studies suggested the full use of library services may have been hindered by language ability (Mason and Lamain, 2007; Atlestam et al., 2011; Savolainen, 2016; Sirikul and Dorner, 2016). In order to determine the validity of this claim, the association between level of English skill and usage of the library services was examined. The result has shown that respondents who rated their English skill as Beginner use CCL's culture and community services the most (average of 39%), followed by those rated Elementary (25%), Intermediate (22%), and Advanced (17%). Moreover, those who consider themselves as Beginner rated the highest for CCL's services (62%). Thus, respondents with less English skill tended to make use of more library resources and they are the most satisfied with library services. This suggests language ability is not a barrier to library services.

Similarly, the association between the length of stay in New Zealand and usage of the library services was also analysed. Those who have lived here for 5-9 years use

CCL's cultural and community services the most (average of 32%), followed by those who have lived here less than 1 year (30%), 1-4 years (25%), 15+ years (20%) and 10-14 years (19%). In this analysis, no particular pattern was found to determine the validity of the claim that language ability is or is not barrier to library services.

## Consequence of using translated responses

No particular issue was encountered while translating and incorporating questionnaires answered in respondents' native languages. This was because most comments were short and straightforward. More ambiguous comments were found in responses answered in English, which was 75% of the total.

## Implications of findings

Overall, the results of this survey support most assumptions that arose from previous studies. First, the results backed the claim that a good physical book collection in foreign languages is vital, and is necessary to meet users' needs. Secondly, results were in accordance with the claim cultural and community services were underused, although it found physical collection and events are used more than eResources. One of the key findings of this survey was that it established awareness was the main factor for under-use, and that more than half of users would start using the services if they know about them. These findings imply CCL can improve the usage of culture and community services by increasing the awareness of them through better promotion strategy.

The strategy needs to take into account of what users want from the service and who the users are. For example, users were attracted to certain features of the services, such as Overdrive's downloadable eBooks and multilingual collection. These keywords can be emphasised on promotional materials. Moreover, resources for English learning and cultural events were the most popular among those who rated their English skill as Beginner. Therefore, promotion needs to be targeted at separate groups considering their needs. Promotion through English schools could be one idea. Bilingual posters could be another idea as their understanding of English may be limited.

The importance of better promotion strategy is supported by the fact 10 respondents suggested for improved promotion of these services in the survey. It was quite clear that many respondents felt they were missing out after finding out about useful services available at their library. One respondent suggested a promotion using different channels, such as WeChat, which is a popular social media application among Chinese.

Another key finding was that language ability was not a barrier to library services. The result of the survey has shown that respondents who rated their English skill at the lowest level use CCL's culture and community services the most, and they are more satisfied with library services than others with higher English skills. However, this finding may be due to the range of services at CCL and a high level of customer services provided by the staff, and may not apply to other libraries.

## Suggestions for future research

The following points are suggestions for future research:

- Better promotion is a key to increase users' awareness and usage of the library services. It would be beneficial to determine what promotional strategy works the best. One way to explore this would be to conduct a similar survey and add questions on how respondents found out about particular services.
- This research looked at CCL's cultural community services as a whole, which include physical book collections, eResources and events. Because of the different nature of each category, future research could focus on them separately and ask questions that are more appropriate to each of them. Particularly, usability of eResources could be tested to see how it affects respondents' decision to use the resource.
- This questionnaire had written descriptions of cultural and community services. Respondents who had no previous knowledge of the services relied entirely on the information that was on the questionnaire. However, as a matter of fact, it would be difficult to form an opinion on something unless they use it themselves. It may have helped more if there was a demonstration of each resource allowing respondents to have a play with it. This could be done with a smaller sample population or in focus groups.
- The way the questionnaire was designed allowed too much freedom by providing many comment boxes. This led to some difficulty interpreting the meaning of respondents' comments. Future questionnaires could have more multiple answer questions to ensure the accuracy of the result.

# Conclusion

This research set out to answer the question: What are the awareness, experience and perception of Chinese, Korean, and Japanese users of Christchurch City Libraries' cultural and community services?  The survey, targeted at 99 respondents, has shown awareness was low, which had a direct association with low usage of the services. Although it might not apply to some services, it was discussed that better promotion strategy would improve the current situation. Regardless of English skill or length of stay in New Zealand, all respondents perceived CCL positively, which was contributed to a high level of customer service. Users visit the library primarily to borrow books, and CCL's collection of physical foreign language books was found to be the most known and most used community and cultural service.

The research has successfully established reasons why Chinese, Korean and Japanese might or might not use the cultural and community services. It is hoped the result would contribute to the betterment of services and improvement of marketing strategy at CCL and other public libraries.

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# Appendix A: Sample questionnaire

# Questionnaire

**Demographic**
Please circle.

1. What is your ethnicity?
   a. Chinese
   b. Korean
   c. Japanese
   d. Other
      i. Please specify _____

2. How many years have you lived in New Zealand?
   a. Less than 1
   b. 1 - 4
   c. 5 - 9
   d. 10 - 14
   e. 15+

3. How do you rate your level of English skill?
   a. Beginner
   b. Elementary
   c. Intermediate
   d. Advanced

**Library Usage**

1. Are you a member of Christchurch City Libraries?
   a. Yes
   b. No
   c. Don't know

2. Which branches do you visit the most?

   _____

3. What are the main reasons of your visit? (circle as many as apply)
   a. Borrowing Books
   b. Fiction Collections
   c. Non-Fiction Collections
   d. Children's Collections
   e. Magazines

       f.  Newspapers
       g.  Library Catalogue
       h.  CCL Website
       i.  Music CDs
       j.  Photocopying
       k.  DVDs
       l.  Computers
       m. Newspapers
       n.  Dictionaries
       o.  Wireless Internet
       p.  Events
       q.  Library eResources
       r.  World Language Collection
       s.  ESOL Resources
       t.  Library Learning Centres
       u.  Video Game
       v.  Meeting Rooms
       w. Other
           i.    Please specify _____

4. How do you rate the service at Christchurch City Libraries?
       a.  Poor
       b.  Fair
       c.  Good
       d.  Very good
       e.  Excellent

5. Why do you think so? Please comment in the box below.

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**Community & Cultural Services**

Christchurch City Libraries offer a range of community & cultural services for immigrant library users. Description are provided below. Please circle.

1. *World Language Collection - Adult/children's fiction and non-fiction books and magazines in Chinese, Korean, Japanese.*

       *a.* Did you know about this service?
           i.    Yes
           ii.   No

b. Do you use this service?
   i. Yes
   ii. No

c. Why do you use or why do you not use this service? Please comment in the box below.

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d. If you answered No in the question (ii), will you consider using it in the future?
   i. Yes
   ii. No

e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

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2. *ESOL resources - easy reading novels, grammar, vocabulary and spelling guide books, English dictionaries, language courses - CDs and books, IELTS practice material.*
   a. Did you know about this service?
      i. Yes
      ii. No

   b. Do you use this service?
      i. Yes
      ii. No

   c. Why do you use or why do you not use this service? Please comment in the box below.

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   d. If you answered No in the question (ii), will you consider using it in the future?
      i. Yes

ii. No

e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

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3. *Community Information Christchurch (CINCH) - a list of clubs, organisations and education providers around the greater Christchurch area.*
   a. Did you know about this service?
      i. Yes
      ii. No

   b. Do you use this service?
      i. Yes
      ii. No

   c. Why do you use or why do you not use this service? Please comment in the box below.

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   d. If you answered No in the question (ii), will you consider using it in the future?
      i. Yes
      ii. No

   e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

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```

4. *Press Reader - gives you same-day access to more than 2,000 newspapers and over 500 magazines from around the world. Over 60 languages are represented.*
   a. Did you know about this service?
      i. Yes
      ii. No

b. Do you use this service?
   i. Yes
   ii. No

c. Why do you use or why do you not use this service? Please comment in the box below.

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```

d. If you answered No in the question (ii), will you consider using it in the future?
   i. Yes
   ii. No

e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

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5. *Mango Languages - Mango is an online language learning system that can help you learn a variety of selected languages. It also contains instructions on how to learn English.*
   a. Did you know about this service?
      i. Yes
      ii. No

   b. Do you use this service?
      i. Yes
      ii. No

   c. Why do you use or why do you not use this service? Please comment in the box below.

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   d. If you answered No in the question (ii), will you consider using it in the future?

       i. Yes
      ii. No

e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

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6. *OverDrive - Free downloadable eBook and eAudiobook collection, including a number of eBooks in Chinese, Korean, and Japanese.*

    a. Did you know about this service?
       i. Yes
      ii. No

    b. Do you use this service?
       i. Yes
      ii. No

    c. Why do you use or why do you not use this service? Please comment in the box below.

```



```

    d. If you answered No in the question (ii), will you consider using it in the future?
       i. Yes
      ii. No

    e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

```



```

7. *Road to IELTS: General - an online course of self-study to help you prepare for the IELTS exam.*

    a. Did you know about this service?
       i. Yes
      ii. No

b. Do you use this service?
    i. Yes
    ii. No

c. Why do you use or why do you not use this service? Please comment in the box below.

```



```

d. If you answered No in the question (ii), will you consider using it in the future?
    i. Yes
    ii. No

e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

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```

8. *Road to IELTS: Academic - the Academic version of Road to IELTS is for people who want to study at an English-speaking university.*
    a. *Did you know about this service?*
        i. Yes
        ii. No

    b. Do you use this service?
        i. Yes
        ii. No

    c. Why do you use or why do you not use this service? Please comment in the box below.

```



```

    d. If you answered No in the question (ii), will you consider using it in the future?
        i. Yes

        ii.    No

   e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

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9. *Lunar New Year Celebration - annual library event which includes performances, Family fun craft sessions and activities.*
   a. Did you know about this event?
      i. Yes
      ii. No

   b. Do you use participate in this event?
      i. Yes
      ii. No

   c. Why do you use or why do you not participate in this event? Please comment in the box below.

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   d. If you answered No in the question (ii), will you consider participating it in the future?
      i. Yes
      ii. No

   e. Why do you consider or why do you not consider participating in it in the future? Please comment in the box below.

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10. *Dragonsource - Hundreds of popular Chinese-language eMagazines for online reading. Topics range from business and economics to family, fashion, entertainment, film and travel.*
   a. Did you know about this service?
      i. Yes
      ii. No

b. Do you use this service?
   i. Yes
   ii. No

c. Why do you use or why do you not use this service? Please comment in the box below.

```



```

d. If you answered No in the question (ii), will you consider using it in the future?
   i. Yes
   ii. No

e. Why do you consider or why do you not consider using it in the future? Please comment in the box below.

```



```

11. *Chinese Language Week Celebration - Chinese-themed library events including bilingual storytimes, a tai chi demonstration, tea ceremony and fun craft activities.*
    a. Did you know about this event?
       i. Yes
       ii. No

    b. Do you use this event?
       i. Yes
       ii. No

    c. Why do you use or why do you not participate in this event? Please comment in the box below.

```



```

    d. If you answered No in the question (ii), will you consider using it in the future?

       i.    Yes
      ii.    No

    e.  Why do you consider or why do you not consider participating in it in the future? Please comment in the box below.

---

**Suggestion**

1. Have you used or known of other community and cultural services that are available in other libraries (either in New Zealand or abroad) but not available at Christchurch City Libraries that you think might be valuable?

2. What can Christchurch City Libraries do better to meet your information needs in general?

3. Please give us any other comments on community and cultural services at Christchurch City Libraries.

Thank you for your participation!

# Appendix B: Information sheet

# Participant Information Sheet

**Research Project Title:  Awareness and usage of cultural and community services by Chinese, Korean, and Japanese users of Christchurch City Libraries**

**Researcher: Tomo Shibata, School of Information Management, Victoria University of Wellington**

As part of the completion of my Master of Information Studies, this study is designed to identify the reasons why Chinese, Korean, and Japanese users do or do not use the cultural and community services at Christchurch City Libraries (CCL), and whether CCL are meeting their information needs. This research will try and answer questions such as what they know, what experience they have, and what they think of the services in terms of meeting their information needs. Victoria University requires, and has granted, approval from the School's Human Ethics Committee.

I am inviting speakers of Chinese, Korean, and Japanese language to participate in this research. Participants will be asked to take part in a 10 minutes survey questionnaire.

Participation is voluntary, and you will not be identified personally in any report produced as a result of this research, including possible presentation at academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself, my supervisor Dr Chern Li Liew (Senior Lecturer), and my translators Yang Song (Information Librarian) and Jo Yang (Library Assistant) at CCL.

The research report will be submitted for marking to the School of Information Management, and subsequently deposited in the University Library. 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 shibattomo@myvuw.ac.nz or telephone 02102215085 or you may contact my supervisor Dr Chern Li Liew (Senior Lecturer) at chernli.liew@vuw.ac.nz or telephone 044635213.

Tomo Shibata

# Appendix C: Confidentiality forms

Research Assistant/Transcriber/Interpreter [pick one] Confidentiality Agreement

## Research project:

Awareness and usage of cultural and community services by Chinese, Korean, and Japanese users of Christchurch City Libraries

Researchers: Tomo Shibata, School of Information Management, Victoria University of Wellington

[V] I have read the information sheet that has been sent to participants of this research project.

[V] I agree to treat the names of the participants and their responses as confidential.

[V] All electronic information will be kept in a password-protected file and all written material will be kept in a locked file

Name: _Jo    Yang_____

Signature: _                    _____

Date: __/  /  04  /  2017___

VICTORIA
UNIVERSITY OF WELLINGTON
TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

## Research Assistant/Transcriber/Interpreter [pick one] Confidentiality Agreement

### Research project:
**Awareness and usage of cultural and community services by Chinese, Korean, and Japanese users of Christchurch City Libraries**

**Researchers: Tomo Shibata, School of Information Management, Victoria University of Wellington**

☑ I have read the information sheet that has been sent to participants of this research project.

☑ I agree to treat the names of the participants and their responses as confidential.

☑ All electronic information will be kept in a password-protected file and all written material will be kept in a locked file

Name: _____Yang Song_____

Signature: _____

Date: _____15/03/2017_____