

# Librarian, Literature, and Locality: Addressing Language Barriers Through Readers' Advisory

**Abstract** — With patience and perseverance, the readers' advisory (RA) relationship can form a long-term bond between patron and librarian and can also serve to unite library, literature, and the community. But what happens when something hampers the librarian's ability to bring patron and book together? The purposes of this survey of public librarians were to ascertain if readers' advisory librarians were coming into contact with patrons who spoke other languages, to compile best practices and resources librarians used or could use during these types of readers' advisory interactions, and to gain feedback directly from them regarding the interactions themselves. An electronic survey was distributed to public libraries in North Carolina in March 2014. Responding librarians listed over 29 different languages that they were aware of being spoken within their local libraries. Results also indicated that 8 out of 10 public librarians in North Carolina have encountered communication barriers during RA services, with just over 6 out of 10 of those encounters occurring because of the differences in languages spoken during the exchange. Although North Carolina librarians are resourceful individuals who rely on each other, skillfully employ learning strategies, and turn to technology to solve RA problems, results also indicate frustration at the lack of resources and support available to them in these situations.

Readers' Advisory (RA) is a relationship. It is an informal interview, a conversation, and an establishment of trust between patron and librarian. It is a request for assistance answered through careful consideration of a multitude of factors. Duncan Smith describes an almost twenty-year readers' advisory relationship with a single patron named Joanne, and relates this advisory experience to the study of ecology:

Ecology is often defined as the science of the relationship between organisms and their environment. Reading has an ecology too, and these summaries of Joanne's readings provide an opportunity for us to observe the relationships that exist not only between books but how they are instantiated in a reader, and because we have an overview of this reader's life, how all three of these elements—books, readers, and the reader's life—interact.<sup>1</sup>

In an article regarding readers' advisory and appropriate materials in the library to recommend to adult literacy students, Weibel poses the following

question: "Is it still possible for these adults, some struggling to learn to read or improve their reading in various adult literacy programs, others just coping on their own, to have that kind of reading experience that makes them see reading, not just as an important skill for everyday life, but an invitation to join in a lifelong conversation about people, places, and ideas?"<sup>2</sup> Weibel concludes her report by stating, "The books are on the shelves, the students are in their classrooms. All that is needed are the librarians who can bring the two together."<sup>3</sup> With patience and perseverance, the RA relationship can form a long-term bond between staff and patron and can also serve to unite librarian, literature, and the community.

But what happens when something hampers the librarian's ability to bring the student, or more broadly, the patron, and book together? Consider, for a moment, the impact of a language barrier between patron and librarian. A 2011 American Library Association RUSA summary of results from a

survey on library services for Spanish speakers listed the following key finding: "The biggest challenge in serving Spanish-speakers is trying to provide excellent customer service lacking the necessary staff to do so."<sup>4</sup> Dali includes tips for RA interactions with immigrant readers in North American public libraries based on her own experience as a librarian and prefaces the tips with the following acknowledgment:

Very little is known about the immigrant leisure reading or what happens when immigrants seek out materials for leisure reading. Specific gaps include the readers' advisory interview with an immigrant reader who is not a native English speaker, locating suitable books in languages other than English to suggest to a reader, and finding books in English similar to those enjoyed in readers' native languages.<sup>5</sup>

In Australia, to combat these gaps, public and state libraries have pushed for a unified electronic multicultural resource, the MyLanguage project, which provides digital access to library

information in almost 70 languages.<sup>6</sup> In addition, Sophia Ra and Jemina Napier emphasize the importance of Asian language interpreters working within Australia which the authors refer to as a “one of the leading countries in providing community interpreting services.”<sup>7</sup> Academic librarians in Canadian universities have written recent articles regarding best practices when interacting with ESL students<sup>8</sup> and non-native English speakers<sup>9</sup> within the college library that emphasize slowing down the pace of the interview, using visual aids, and eliminating preconceptions about what the user is requesting. Wawrzkiwicz advocates the need for embedded librarians who “pull their noses out of their books and stick them deep into the public sphere”<sup>10</sup> in an attempt to get to know the surrounding community and promote library services and resources.

Although these articles address current strategies for embracing a plethora of patrons who speak different languages within the library, further information is needed to explore a librarian’s ability to provide excellent readers’ advisory services to a patron when facing a language barrier. What happens in the event that specialized staff or multilingual tools are not available? Are librarians prepared for these RA encounters involving language barriers? How often do librarians encounter interactions that involve patrons who speak a primary language other than their own, and what are they doing in these situations? The broad goal of this study is to ascertain if public librarians in North Carolina are coming into contact with patrons who speak other languages, and to compile best practices, resources, and feedback from these librarians regarding readers’ advisory experiences with patrons who speak other languages. This survey will then serve as the collective voice of librarians in public

libraries in North Carolina and heed their successes and frustrations regarding RA services involving communication barriers.

### *Review of Related Literature*

#### **Rethinking RA**

Addressing library services for immigrants, a 2010 joint report on current practices by U.S. Citizenship and Immigration Services and The Institute of Museum and Library Services indicates that “New immigrants are settling outside of traditional gateway cities where there are fewer resources to facilitate integration, such as English language instruction or citizenship preparation courses. Thus, there is an even greater role for public libraries in welcoming and educating immigrants.”<sup>11</sup> Although the report doesn’t speak specifically about readers’ advisory it does advise the following, “Decide how staff will be deployed, who will administer the services, and who will work with partners. Consider the general skills staff will need such as techniques to use when working with a population with limited English skills.”<sup>12</sup> *What are these general skills or techniques?*

New approaches to readers’ advisory indicate a shift in thinking about the ways librarians approach a key point of contact for patrons visiting the library. Consider the following research: Smith’s “ecology” of reading and the importance of the reader’s life,<sup>13</sup> Barry Trot’s best practices related to readers’ advisory in combination with reference services,<sup>14</sup> Dali’s emphasis on the importance of sharing translated fiction, a growing market, with all patrons,<sup>15</sup> and the importance of focusing on *why* patrons read rather than considering *what* they’ve already read.<sup>16</sup> Recent research regarding RA indicates the need to reshape readers’ advisory best practices to better suit

the changing desires and needs of all patrons, including those with limited English skills, within the constraints of our current economy. In addition, a study on the impact of readers’ advisory on Russian immigrant adaptation in the Ontario, Canada area by Dali drives home the following point: “For this reason, RA, which bears a promise to reduce both uncertainty and anxiety, appears to be a suitable practice to facilitate immigrants’ adaptation and help them feel more at home.”<sup>17</sup> *How do we ensure that RA transactions have a positive effect on helping patrons acclimate to their local environment?*

#### **Why North Carolina?**

If librarians *can* indeed bridge those language barriers during RA interactions, the success of those transactions would quite likely enrich the lives of those in the local community. Therefore, when addressing libraries and language barriers, we must study not only new ideas in best practices, but the local populations themselves that compose the library – community connection. As indicated in a Pew Hispanic Report, North Carolina had the highest percentage of growth in its Hispanic population; between 1990 and 2000, it experienced 394% growth.<sup>18</sup> Consider also that updated statistics released by the Pew Research Center indicate that North Carolina experienced an additional 160% Hispanic population change (increase) from 2000 – 2011.<sup>19</sup> However, research conducted regarding public libraries in North Carolina,<sup>20</sup> Alabama,<sup>21</sup> and Arizona<sup>22</sup> indicates that current library services to Hispanic populations in the United States are only growing minimally, despite large increases in Hispanic populations in those states. *Why are these programs slow to grow?*

Examining the experiences of three Hispanic services librarians in North

Carolina, Elizabeth Cramer states “North Carolina libraries are experiencing an unprecedented demand for Spanish language materials and services for recent immigrant populations due to one of the fastest growing Latino populations in the country.”<sup>23</sup> Through Cramer’s interviews, she learned the following, “All three Hispanic services librarians emphasize the ability to communicate with the Spanish-speaking patron by hiring bilingual staff or enlisting bilingual student or community volunteers. Yet, they stress that even in libraries without Spanish-speaking staff, a smile and welcoming attitude will suffice.”<sup>24</sup> *Is it true that a smile and positive attitude is enough to bridge language barriers in the library?*

The literature reviewed here points to certain questions: What are the general skills needed for all staff to work with a population with limited English? Is it true that a smile and positive attitude is enough to bridge language barriers in the library? If RA transactions have a positive effect on helping patrons acclimate to their local environment, why are current library programs to Hispanic individuals in the South slow to grow? What is missing from the current conversation regarding immigrants and libraries is an understanding of whether or not librarians are able to apply best practices in regard to readers’ advisory when they encounter patrons who speak a primary language other than their own. Although the state of North Carolina has experienced a large Hispanic population boom, it is important to be clear that this study is not specific to RA services to Hispanics within North Carolina. The very fact that North Carolina has experienced such an increase in immigrant populations serves rather as an impetus for libraries across North Carolina to acknowledge and be proactive about serving the multicultural and multilingual needs of *all*

patrons in a growing and changing society. This study, then, is more broadly a survey of the communication barriers that may occur or have occurred during RA transactions between North Carolina public librarians and patrons, as well as a collection point for gathering honest responses, best practices and suggestions from librarians for bridging barriers. It is the author’s intention for this research to illuminate positive aspects as well as current deficiencies in or frustrations with RA transactions being conducted in public libraries in North Carolina, the results of which could then be used to assist librarians providing RA services in multicultural, multilingual environments everywhere.

### *Methodology*

How often do librarians encounter interactions that involve patrons who speak a primary language other than their own and what are they doing in these situations? What methods do librarians at public libraries in North Carolina use to provide best practices in readers’ advisory situations to patrons who speak a language other than the librarian’s primary language? What current strategies or frustrations do librarians experience in regard to RA transactions involving communication barriers?

### **Distribution Method**

An electronic survey composed of 22 questions (Appendix A) was distributed to public libraries in North Carolina in March 2014. Email addresses were obtained through North Carolina public library websites as well as a “Director’s Directory” available online through the State Library of North Carolina’s website. Email addresses were cross-referenced, and duplicates were deleted. In total, 159 emails were distributed to libraries in

North Carolina, with the request that the survey be shared with those librarians on staff who specifically performed readers’ advisory services. 165 anonymous responses were collected during a two-week period. Incomplete surveys as well as those that did not provide informed consent were deleted. 104 completed, consented surveys were considered for the final results.

### **Survey Specifics**

A question regarding the size of the library service area was included to determine survey distribution across the state:

- 17% of responses were from libraries with service areas of less than 10,000
- 20% were from libraries with service areas between 10,000 and 24,999
- 31% were from service areas between 25,000 and 99,999
- 18% were from service areas from 100,000 – 299,999
- 11% were from service areas over 300,000
- 3% of respondents didn’t indicate service area size

Data analysis on the 104 completed, consented surveys occurred after the survey was closed. Multiple-choice responses were grouped and assigned value (as a percentage) compared to the responses as the whole. Although most questions were multiple-choice, five open-ended questions were included to allow for personalized responses. Open-ended responses were grouped according to common themes, in order to determine consistency of responses.

### **Validity**

Publically available email addresses listed on North Carolina public library websites were used to ensure that the survey reached public librarians within the state of North Carolina. All survey responses were anonymous and IP addresses were not recorded to ensure

privacy for all respondents. In addition, an initial question within the survey was used to verify that the librarians who responded to the survey performed readers' advisory duties frequently, defined as on at least a monthly, weekly or daily basis. Publically available North Carolina library email addresses, assurance of anonymity to respondents, verification of RA duties performed on a consistent basis within the survey itself and a fairly even demographic distribution by respondents served as validity that the results of this survey were highly pertinent and reflective of RA services in public libraries across the state of North Carolina.

### *Survey Results*

#### **Who provides RA Services?**

In regard to Readers' Advisory services in the library, 78% of respondents stated that *all* staff at the library is responsible for RA, and 9 out of 10 librarians who responded to the survey are providing RA services at least weekly to patrons. As far as rating their ability to perform RA services, 77% of respondents felt they were very familiar with collection. In regard to adult fiction and non-fiction RA requests, respondents were quite confident in their abilities: 95% were either confident or very confident in their ability to perform RA services for adult fiction requests, and 89% were either confident or very confident in their ability to perform RA services for non-fiction requests. It is clear from survey results that a very large majority of respondents performed RA services frequently and were comfortable doing so.

#### **RA Interactions in Regard to Communication Barriers**

Frequency and confidence quickly drop off, however, regarding communication

barriers: whereas 79% of respondents stated that they've experienced a communication barrier during an RA interaction at least a few times a year, only 17% indicated that they were confident or very confident in their ability to perform RA services to patrons with language barriers. Difficulty with RA services extends to more than just language barriers, however. Of those who had experienced communication barriers, the following types of barriers were referenced:

- 36% responded that language was the primary communication barrier.
- 27% responded that they'd encountered language barriers and communication barriers involving deaf or hard of hearing patrons.
- 7% responded that they had encountered patrons who had difficulty expressing exactly what they wanted.
- 4% responded that they'd only encountered communication barriers involving deaf or hard of hearing patrons.

While 24% of respondents indicated that they had not yet experienced a situation where they had the opportunity to provide RA services to patrons with language barriers, a combined 63% of those who did experience communication barriers indicated that language was an issue in these interactions.

With responding librarians in North Carolina comprehensively listing over 29 languages that they were aware of being spoken in their libraries, and 94% of respondents indicating that their libraries carried materials in other languages, the low confidence in performing RA services to patrons with language barriers is perhaps justified. However, while 40% of respondents did not indicate that they had specific designated staff, such as a community librarian, bilingual librarian, outreach librarian, or interpreter in place to offer assistance, 56% of respondents

indicated they had at least one outreach, bilingual or community librarian on staff.

#### **Feedback from NC Librarians**

If most of all staff are responsible for RA services (as the survey indicates), making connections with the community and knowing their patrons, it also follows that nearly all staff are also responsible for serving all types of patrons. In response to the question regarding designated staff, one respondent thoughtfully wrote, "To some extent, most of the librarians are considered community/outreach librarians, as most of us are responsible for making connections in the community and knowing our patrons."

How then do these librarians go about performing RA duties to the best of their abilities in the midst of communication barriers?

- 77% of respondents have pulled in a 3rd party at one time or another to assist (3rd party persons mentioned included other staff members, supervisors, family members, or other patrons)
- 24% mentioned keeping the interview simple: using simple terms, short sentences, writing down questions/responses, and using visual aids
- 10% recommended using online tools such as Babelfish or Google Translate
- 5% suggested heading to the shelves to gain understanding

In response to a question regarding the best resources to use when overcoming language barriers, the top three most common suggestions were variations of "pull in another staff member who speaks that language," "use an online catalog/website/database" and "I don't know."

Specific responses included the following:

- I wish I knew.
- The hardest part is if you find something that they might be able to use, but not carry the title/language in your library.
- I really can't think of a good resource. It all comes down to putting the information into the simplest terms to help the customer understand.
- I know that there are a few blogs out there that focus on translated materials and services for ESL patrons. That would be the most natural way for me to learn about materials for these patrons.
- Google Translate (best of the online free translation sites), and Amazon.
- Online catalog with subject headings in languages other than English.
- The catalog. It translates into several languages and should help the person figure out what they need.
- Word of mouth, library catalog, our multicultural section and just showing them the book.
- Provide visual cues for resources available.
- Taking them to foreign language collection; giving them a brochure; looking up pictures of books online (Amazon, B&N). If they speak Spanish, refer them to staff who speak that language.
- Learn some languages.
- Would love to have a community translator for help with both print translations and speaking communications.

## Conclusion

### Librarians

By collaboratively listing more than 29 languages spoken within their libraries, and indicating that 94% of their libraries offer materials in multiple languages, survey responses indicated that librarians have a firm understanding of the types of patrons

who come into their libraries. What is also clear is that public librarians in North Carolina are encountering communication barriers frequently during the RA process. Although we can glean a sense of frustration from their individual responses regarding the lack of specific staff or resources to combat these barriers, these librarians are also very resourceful in solving problems: they rely on each other, employ multiple learning strategies to aid communication, and turn to technology as a tool, using online translation resources, visual databases, and their library catalog (if it happens to be available in multiple languages) or another library catalog that provides greater accessibility.

### Literature

Returning to the questions that arose during the review of related literature:

- *What are the general skills needed for all staff to work with a population with limited English?* It is clear from the responses that general skills necessary include asking for help from others (including staff, other library patrons, and accompanying friends or family members), being flexible and simplifying the RA interview to include basic terms and visual or written cues, and being familiar with online translation technology.
- *Is it true that a smile and welcoming attitude is enough to bridge language barriers in the library?* While 100% of respondents indicated the need to acknowledge the patron and/or greet the patron with a smile, based on the level of frustration indicated within the survey, it is clear that these strategies, while helpful in making patrons feel comfortable, do not provide RA solutions in and of themselves. Certainly they are an enhancement to the process, though, and are considered a baseline for the

interaction.

- *If RA transactions have a positive effect on helping patrons acclimate to their local environment, why are current library programs to Hispanic individuals in the South slow to grow?* This survey did not seek to measure growth, so this question cannot be fully answered. However, results certainly indicate that libraries in North Carolina are multilingual environments, and librarians are encountering a high rate of language barriers within RA interactions. In addition, 56% of respondents, just over half, indicated they had at least one Outreach or Bilingual or Community Librarian on staff, leading the author to hope that these staffing positions are on the rise in North Carolina libraries.

### Locality

In regard to helping patrons acclimate to their local environment, Dali asserted that the RA process helps immigrants “feel more at home.”<sup>25</sup> Smith indicated that the RA process includes the triangulation of “books, readers, and the reader’s life,”<sup>26</sup> and Weibel promoted the *connection* between the books on the shelves, students, and librarians.<sup>27</sup> All three indicate that with patience and perseverance, the RA relationship can form a long-term bond between librarian and patron.

Returning to our original definition of readers’ advisory, RA is a relationship it is a request for assistance answered through careful consideration of a multitude of factors. So what happens when there isn’t an instant connection? Can librarians still connect patrons to their community despite less-than-ideal RA interactions? What is certain is that in order to fully connect librarian, literature, and locality, RA librarians could use additional support. There must be strategies libraries can have in place that fall between greeting

patrons with a positive attitude and a smile and learning 29 languages, and it would be ideal if these strategies were nationwide, such as the MyLanguage project in Australia. Besides best practices librarians already have in place and are implementing for face-to-face interactions, is there technology available that could equip everyone with a broader baseline of coping mechanisms for these encounters? Clearly, there are still questions.

Finally, aligned with Wawrzkiwicz's admonishment to librarians to "stick their noses into something else,"<sup>28</sup> there is the get local strategy (my terminology). Libraries must turn to their community for answers. Mehra and Srinivasen refer to the steps a library

can take to provide equal services to all patrons as the Library-Community Convergence Framework (LCCF) for Community Action.<sup>29</sup> The essence of the LCCF consists of two "big picture" steps: exploration to determine how the underserved culture views itself, followed by clear direction for outcome-based action related to this understanding. The key to this framework is that it promotes equitable understanding and increased relationships between immigrants and their libraries, therefore providing immigrants with a greater voice within the community as a whole. Just as this survey was designed to provide librarians in North Carolina with a voice in regard to language barriers, there are steps that

should be taken to ensure that the patrons themselves have a voice in the process as well. The drawback, of course, is that implementing at LCCF on a large scale requires not only further research, but manpower, funding, and time as well. In the end, however, the push for a community-centric focus and equitable discussion could provide solutions to multiple problems, extending beyond interactions regarding language limitations in the library; it could be the start of an instrumental, effective process to strip away barriers that have existed between certain populations, public institutions, and the community as a whole.

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## Appendix A

### North Carolina Public Library Survey – The Readers' Advisory Interview

#### Phase 1: Appealing to the Patron

- |  |  |
|--|--|
| <p>1. Who provides Readers' Advisory (RA) services at your library?</p> <p>a. all staff members</p> <p>b. specific staff members/specialists</p> <p>c. full-time RA staff provides RA services</p> <p>d. other, please specify _____.</p>                                  | <p>RA services for an adult fiction request</p> <p>___ very confident</p> <p>___ confident</p> <p>___ not confident</p> <p>___ I have never experienced this situation</p>                               |
| <p>2. How often do you engage in RA conversations or interviews with patrons in order to help them select something they might enjoy?</p> <p>a. on a daily basis</p> <p>b. a few times a week</p> <p>c. a few times a month</p> <p>d. a few times a year</p>               | <p>RA services for a non-fiction title</p> <p>___ very confident</p> <p>___ confident</p> <p>___ not confident</p> <p>___ I have never experienced this situation</p>                                    |
| <p>3. How familiar are you with your library's current collection?</p> <p>a. I'm very familiar with the collection</p> <p>b. I'm somewhat familiar with the collection</p> <p>c. I'm still getting to know the collection</p> <p>d. I'm unfamiliar with the collection</p> | <p>RA services for a children's book</p> <p>___ very confident</p> <p>___ confident</p> <p>___ not confident</p> <p>___ I have never experienced this situation</p>                                      |
| <p>4. How confident are you in providing RA in these types of settings?</p>  | <p>RA services for those whose preferred language is different than yours</p> <p>___ very confident</p> <p>___ confident</p> <p>___ not confident</p> <p>___ I have never experienced this situation</p> |



5. How do patrons know that your library offers active RA services? (check all that apply)

- social media announcements
- word of mouth
- signage in the library in English
- signage in the library in multiple languages
- librarians approach patrons in the library
- other printed documents inform patrons about RA services,
- other, please specify \_\_\_\_\_.

6. What passive RA services does your library offer? (check all that apply)

- book displays
- social media posts
- printed resources such as book lists
- spine labels
- other, please specify \_\_\_\_\_.

7. What passive RA services does your library offer that are specifically geared toward readers who speak other languages? (check all that apply)

- book displays about titles in other languages
- book displays of translated titles
- social media posts in multiple languages
- library website available in multiple languages
- library catalog available in multiple languages
- book lists in other languages
- book lists of translated titles
- multicultural materials
- other, please specify \_\_\_\_\_.

## Phase 2: The Search

8. Which of the following techniques have you used before during an RA interview/conversation with a patron in order to help them select something they might enjoy: (check all that apply)

- Acknowledged the patron before they approached
- Smiled at the patron
- Prompted the patron with a question to uncover their prior reading history
- Provided feedback in the form of a question to further your understanding
- Used different words to describe something that was not understood
- Determined the appeal factors
- Exercised patience
- Used visual aids to assist you

Used technology to assist the interview/conversation

Used printed literature to assist the interview/conversation

Taught to multiple learning styles (auditory, kinesthetic, visual)

Pulled in a 3rd party\*

\*Who was the third party? (a staff member, a patron's family member, a volunteer, etc.) Please specify \_\_\_\_\_.

Other, please specify \_\_\_\_\_.

9. How often during RA Interviews or Conversations do you wish you had more time to answer your patron's questions?

- a. Frequently\*
- b. Sometimes\*
- c. Never

\*If a or b, why do you wish you had more time?

10. How frequently during RA interviews/conversations do you encounter patrons where there's a communication barrier?

- a. on a daily basis\*
- b. a few times a week\*
- c. a few times a month\*
- d. a few times a year\*
- e. never

If a, b, c, d: \* What types of communication barriers have you encountered?

11. If a patron approaches you for RA services, but speaks a language in which you are not fluent, how would you determine what he or she might be looking for?

12. What RA tools do you use regularly? (check all that apply)

- Book recommendation databases
- Professional journals (print/e-newsletters/websites)
- Social networking sites (blogs, message boards, LibraryThing, Goodreads)
- Online booksellers (Amazon, Barnes and Noble)
- Your Library Catalog
- Word of Mouth
- Other, please specify \_\_\_\_\_.

13. Of these RA Tools you use most frequently, which would help you or which ones do you use in RA situations with patrons and language barriers?

- Book recommendation databases
- Professional journals (print/e-newsletters/websites)
- Social networking sites (blogs, message boards, LibraryThing, Goodreads)
- Online booksellers (Amazon, Barnes and Noble)
- Your Library Catalog
- Your Library Catalog Subject Headings in Languages other than English
- Word of Mouth
- Other, please specify \_\_\_\_\_.

14. In your opinion, what are the best RA resources for working with patrons in situations where there's a language barrier?

15. Does your library offer materials in other languages? \*

- a. Yes.
- b. No.

16. If you answered yes in question 15, please check all materials that you offer in other languages:

- newspapers
- magazines
- databases
- CDs
- DVDs
- audiobooks
- Spanish keyboards
- language mapping on keyboards
- other, please specify \_\_\_\_\_.

### Phase 3: Closure

17. When concluding the RA interview/conversation, how do you personally determine if you've been successful? (check all that apply)

- a. the patron checks out the material(s) you recommended
- b. the patron heads to the shelves to check out the titles you recommended
- c. the patron doesn't check out an item, but communication has been established
- d. the patron returns to the library because a connection has been established
- e. other, please specify \_\_\_\_\_.

18. In your opinion, what determines an unsuccessful RA encounter?

### Final Questions: Library Demographics

19. What languages, other than English, are spoken at your library?

20. Who speaks these languages in the library?

- I do
- Patron(s)
- Volunteer(s)
- 1-3 Staff Members, not including myself
- 4 or more Staff Members, not including myself
- Other, please specify \_\_\_\_\_.

21. Does your library have any of the following on staff:

- Bilingual librarian
- Community Librarian
- Outreach Librarian
- Customer Advisory Committee
- Ethnic Materials Evaluator
- Interpreter
- Other, please specify \_\_\_\_\_.

22. What is the population served by your library?

- < 10,000
- 10,000 - 24,999
- 25,000 - 99,999
- 100,000 - 299,999
- 300,000 +