Public service broadcasting and minorities: investigating Radio 3 in Hong Kong

By

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Master of Arts, Middlesex University, 2008

2011

A research thesis submitted to Southern Cross University in partial fulfillment of the Degree of Doctor of Business Administration
DECLARATION OF ORIGINALITY

I, John Gideon Patkin, certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree.

I also certify that those who have helped in preparing this thesis and all sourced materials used have been acknowledged.

[Signature]
ACKNOWLEDGEMENTS

I would like to dedicate this thesis to my family and the minority communities of Hong Kong. While I spent weekends researching and writing, my wife and son had to entertain themselves.

Access to the communities was possible thanks to the many NGO workers who helped me gather data from people who were otherwise invisible. I will cherish the kindness and trust shown to me by members of the South Asian community.

Dr Paul Stapleton accidentally became my principal supervisor. Discussions across the hallway and at coffee breaks led to a formal relationship. Dr Don McMurray meanwhile supported me all the way as a co-supervisor. I would also like to thank Professor John Powers who helped me out at the beginning. Dr Pamela Schulz has been an invaluable source of literature and has shared a wealth of experience.

I am also indebted to Professor Andy Kirkpatrick and colleagues on the Asian Corpus of English team and at the Hong Kong Institute of Education. They opened my eyes to a field that I might have otherwise ignored. I would like to thank my colleagues in the media, especially those at RTHK, who made themselves available to discuss and debate the role public broadcasting plays in the lives of minorities.
Radio Television Hong Kong (RTHK) is the government appointed public service broadcaster (PSB) in Hong Kong. Following a review of Public Service Broadcasting in 2007 the Hong Kong Government issued a charter that required the broadcaster to serve minority audiences. The new charter replaced a previous agreement that also included provisions for serving minorities. The charter holds similar values to RTHK’s corporate mission statement. This thesis focuses on a group of non-Chinese Hong Kong residents who are linked by the use of English as a lingua franca. English is one of three official languages in Hong Kong. The researcher investigates whether RTHK’s sole all-English local radio channel, Radio 3, includes or excludes Hong Kong’s South Asian community in its programming. A multi-method approach including questionnaires, focus groups, interviews and a content analysis is used. The findings show that Radio 3 needs to realign itself with the English speaking community of Hong Kong in order to fulfill its role as a PSB.

Key words: public broadcasting; ethnic minority; media; communication; Hong Kong
PUBLICATIONS

ACE. (Forthcoming). The Asian Corpus of English. RCLEAMS, Hong Kong.


PRESENTATIONS

Patkin, J.; Osimk, R.; Radeka, M. 'VOICE and ELFiA: Challenges in the collection and processing of ELF data'. Symposium on 'The VOICEs of Europe and Asia: diversity of data but harmony in approach', convened by Barbara Seidlhofer and Andy Kirkpatrick. AILA: Beijing, 23-28 August 2011.


WORKSHOPS


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**Acronyms**

ABC – Australian Broadcasting Corporation  
ABU – Asia-Pacific Broadcasting Union  
AIBD – Asia-Pacific Institute for Broadcasting Development  
AM – Amplitude modulation (a common delivery method for radio programmes)  
AMIC - Asian Media Information and Communication Centre  
BBC – British Broadcasting Corporation  
CR – Commercial Radio (Hong Kong)  
CRHK – Commercial Radio Hong Kong  
DBC – Digital Broadcasting Corporation (Hong Kong)  
EBU – European Broadcasting Union  
EM – ethnic minority  
FM – Frequency modulation (a common delivery method for radio programmes)  
HK – a short form for Hong Kong  
HK$ – Hong Kong dollar – the currency used in Hong Kong  
HKBA – Hong Kong Broadcasting Authority  
HKSARG – The Government of the Hong Kong Special Administrative Region  
NPR – National Public radio  
OFTA – Office of the Telecommunications Authority (Hong Kong)  
PSB – Public Service Broadcasting  
R1 – Radio 1 (a Cantonese language RTHK channel)  
R2 – Radio 2 (a Cantonese language RTHK channel)  
R3 – Radio 3 (an English RTHK channel; the subject of this thesis)  
R4 – Radio 4 (a Cantonese and English language RTHK channel that plays classical music)  
R4 – Radio 5 (a Cantonese language RTHK channel)  
R6 – Radio 6 (an RTHK channel that broadcasts an uninterrupted relay of the BBC World Service)  
R7 – Radio 7 (a Putonghua language RTHK channel)  
RTHK – Radio Television Hong Kong (the subject of this thesis)  
SA – South Asian or South Asians  
SABC – South African Broadcasting Corporation  
SBS – Special Broadcasting Service (Australian)  
TELA – Television and Entertainment Licensing Authority
Terms Used

Basic law – The Hong Kong constitution post 1997
Chief Executive – The Chief Executive is the head of the Hong Kong Special Administrative Region
Territory – a second reference term for Hong Kong
CHAPTER 1 - INTRODUCTION

This thesis explores the extent to which a public broadcaster in Hong Kong fulfills its mandate to serve minorities. The thesis identifies a minority group that prefers to use English rather than the majority local tongue, Cantonese, and an English language radio channel that has a history of more than 80 years (Radio Television Hong Kong [RTHK], 2010b). A conclusion is drawn after analysing the findings from nine data collection events.

1.1 FLOW OF CHAPTER ONE
This chapter begins by broadly outlining the thesis followed by a description of this chapter’s contents in the introduction and section 1.1. This is followed by stating the research problem in section 1.2 and a brief outline of each of the chapters in section 1.3. Section 1.4 discusses the researcher’s relationship to the thesis followed by section 1.5 on limitations. This leads to the conclusion of the chapter and a link to the literature review in section 1.6. The flow of the chapter is presented in figure 1.

Figure 1: The flow of chapter one

1. Introduction
1.1 Flow of chapter
1.2 Research problem
1.3 Flow of thesis
1.4 Relationship to researcher
1.5 Limitations
1.6 Conclusion
1.2 RESEARCH PROBLEM
Hong Kong’s majority ethnic Chinese population speaks the Cantonese dialect while Hong Kong’s non-Chinese community largely speaks English as a lingua franca (Census and Statistics Department, the Government of the Hong Kong Special Administrative Region [CSD HKSARG], 2008; Hong Kong Policy Research Institute [HKPRI], 2006b). The link between the non-Chinese community and the use of English is challenged by the belief that English is exclusively a language of white skinned foreigners or expats and educated Chinese (Heung, 2006; Gu, 2011). Related to the issue of locally used languages is the mandate of Radio Television Hong Kong (RTHK), which is to inform, educate and entertain all sectors of society including minorities. RTHK channel Radio 3’s (R3) remit is to serve Hong Kong’s international community in English (RTHK, 2010c). This thesis investigates whether R3 serves South Asians as part of its commitment to minority communities and as members of the English speaking community.

1.2.1 Background to the research
Official statistics used in this thesis are based on the 2006 population by-census conducted by the Hong Kong Census and Statistics Department which lists “objectivity and neutrality” as one of its values (CSD HKSARG, 2011). Hong Kong’s total population was listed as 6,864,346 in 2006 (CSD HKSARG, 2008). The majority of the population, 6,522,148 or 95%, are ethnic Chinese. The remaining 342,198 or 5%, are comprised of Filipinos (112,453), Indonesians (87,840), Whites¹ (36,384), Indians (20,444), Nepalese (15,950), Japanese (13,189), Thais (11,900), Pakistanis (11,111) and others (20,264) (CSD HKSARG, 2008). The Filipino, Indonesian and Thai communities mostly comprise foreign domestic workers who until mid-2011 were ineligible for residency²; the white, Japanese and Korean groups are mostly represented by above-average earners; Indians, Nepalis and Pakistanis are economically more or less on an equal footing with local Chinese (CSD HKSARG, 2008).

Of the three official languages, Cantonese, Putonghua and English, minorities from a non-Chinese background have rated their English better in a number of large scale

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¹ The Hong Kong Census and Statistics Department refers to Caucasians as Whites
² In response to appeals, Hong Kong’s high court in mid-2011 granted some foreign domestic workers who had resided in Hong Kong for more than seven years the right to apply for permanent residency (Mao & Leung, 2011).
surveys including the Census and a study by the Department of Health (CSD HKSARG, 2008; HKPRI, 2006b).

The term South Asians (hereinafter the acronym “SA” is used mean “South Asian” or “South Asians”) could apply to the entire Indian subcontinent, including Sri Lanka, Bangladesh and Bhutan. Due to the limitations of the official figures and budget constraints on the use of translation services for this research, “South Asian” will be restricted to people in Hong Kong identifying themselves as Indian, Pakistani or Nepali. The literature review will show this is a common and acceptable characterisation of these three groups. The exclusion of other South Asians should not be viewed as a discriminatory decision.\(^3\)

In terms of the wider population, based on the 2006 census SA are a minority, but when the majority Chinese population is removed and the 5% ethnic minorities stand alone, the SA represent a large portion – 13.8% or 47,505 of the non-ethnic Chinese population. We can now see that if R3 is to serve the English speaking residents of Hong Kong, then it needs to recognise that SA are a significant part of that target audience. Primary research in this study will investigate whether R3 is giving as much attention to SA as it does to the white community.

1.2.2 Research aim
The research aim of this thesis is to determine whether public radio in Hong Kong is fulfilling its mandate to serve minorities.

1.2.3 Research objectives
There are currently only Nepalese and Urdu language programmes on Hong Kong public radio. There are no Hindi programmes. The investigation into R3 conducted in this research reviews the channel’s current practices and obligations and connects them to the social situation and needs of a minority group based on an established line of inquiry in the field of media studies. The findings will allow policy makers and practitioners to reflect on current practices.

\(^3\) Official standalone figures for Sri Lankans and Bangladeshis were not published in the 2006 Census
The research objectives are:

1. to identify radio models in relationship to R3
2. to define a minority community in Hong Kong
3. to assess the social needs of the minority community
4. to examine the relationship between R3 and a minority community.

1.3 FLOW OF THESIS
This section discusses the flow of the thesis with a brief summary of each chapter.

The flow of the thesis is illustrated in figure 2.

Figure 2: The flow of the thesis

1.3.1 Summary of chapter one
This investigation begins with an introduction stating the background and justification for the study’s first of five chapters based on Perry’s DBA thesis model (C. Perry, 2002). Chapter one also includes a summary of the contents of the thesis in the following chapters. Chapter one also explains the focus of the research, discusses the flow of the thesis and provides a summary of each chapter.
1.3.2 Summary of chapter two
Chapter two reviews the literature in the field of public service radio broadcasting in Hong Kong, as well as literature on the techniques employed for audience research, the social profile of the South Asian community in Hong Kong and communications theories used in media studies.

When this thesis commenced, little was known precisely on the subject of public radio and the South Asian community in the Hong Kong context. Chapter 2 therefore draws on literature from countries and areas such as Australia, the United Kingdom, Switzerland, the United States and Asia which have developed a variety of public broadcasting models for minority groups. The chapter provides an explanation of various broadcasting systems and how they fit into the global context. The section on Hong Kong’s SA community reviews recent findings in established schools of thought to explain the current social situation of the Indian, Nepali and Pakistani communities in Hong Kong.

Chapter two concludes with the formation of three research questions (RQs) and a theoretical framework linked to media studies theories. The theories presented in the lead-up to the RQs and theoretical framework are discussed based on their most recent use for media research, while reflecting upon the pre-TV and Internet era when radio and cinema were more dominant.

Uses and Gratification (U and G) theory developed by Elihu Katz and colleagues was adopted for this thesis. Based on a model adapted by McQuail (1994) and interpreted by Barnes (2003), U and G theory provides insight into the relationship between an audience and a medium. In this thesis, U and G theory is used to examine how important the media are for providing information, education and entertainment. A link between a more recent interpretation of the U and G model and the literature review was developed into the theoretical framework. Figure 3 shows the various stages of Barnes’s model (Barnes, 2003) applied to SA in Hong Kong. This is followed by the RQs that emerged after the literature review.
Figure 3: The relationship between Barnes’s interpretation of U and G and the SA community

**Uses and gratifications**

- Social and psychological needs
  - Generate
  - Media expectations
    - Selection
    - Media exposure
      - Need gratification
      - Gratification

**Relationship to public radio and SA**

- Employment, housing, education and healthcare with link to language and a feeling of discrimination
  - Only known in relation to health related messages
  - Is mostly TV and newspapers; radio is unknown
  - Gratification of media is not known; interruptions unknown

(Generated for this thesis)
RQ1: How do South Asians use media in Hong Kong?

This RQ asks how SA use the media for information, building confidence, socialising and entertainment among other things as proposed by McQuail (McQuail, 1994). It also asks if SA listen to the radio and reveals the popularity of R3, Hong Kong’s only local English language public service radio channel. Addressing this question also involves inquiring about what SA might experience if they listened to R3. The U and G model developed by Barnes (Barnes, 2003) is used to measure media use among SA.

Using a variety of research tools, findings arising from RQ1 also offer insight into how radio compares with other media. They also reveal how SA feel about using the media in Hong Kong.

RQ2: What expectations do SA have of a radio station?

SA’s relationship with the media in Hong Kong is discussed. RQ2 then investigates what SA expect of a radio station. This covers the scheduling of programmes and the best way to deliver them. Once a schedule and mode of delivery are established, SA are asked to rate current R3 programmes and programmes that are designed specifically to appeal to them. Finally, an understanding of how programming relates to the social situation of SA is investigated. This insight is compared with the programming that currently exists on R3 and what might be of interest to SA.

RQ3: How can South Asians be gratified by R3?

After investigating how SA use the media and discovering what they expect from a radio station, the answers to RQ3 suggest how SA can be gratified by public radio in Hong Kong. Respondents are asked what prevents them from listening to the radio while experts offer insight into the obstacles faced in accessing public radio in Hong Kong. Experts will also be asked how to remove obstacles.

1.3.3 Summary of chapter three

Chapter three discusses how a combination of qualitative and quantitative research methods, or mixed methods, will be used to answer the RQs. The chapter begins with a discussion on the research paradigms and a justification for the mixed methods approach.
The chapter discusses how the research instruments for this thesis such as the questionnaire, the focus groups and the interviews, are shaped by the themes and RQs generated in the literature review. For example, the multi-lingual questionnaire design was based on previous instruments put to SA in Hong Kong; however, a focus group of community workers, another focus group of Nepalis and a specialist consultant group of researchers were also asked for comments. The distribution of the questionnaire and the sampling techniques are also discussed. Particular attention is also paid to the role of the minority participants and their relationship to the researcher.

1.3.4 Summary of chapter four
Chapter four reveals the findings of the questionnaire, the focus groups, the interviews and a content analysis. The RQs are answered in sequence and according to the methods discussed in chapter three. In most cases, results from the questionnaire are presented first followed by supportive qualitative data such as interviews.

1.3.5 Summary of chapter five
Chapter five addresses the RQs and theoretical framework by linking results to the literature reviewed in chapter two and the three levels of investigation – micro, meso and macro. The chapter also discusses implications for R3, for the SA community and for broadcasting policy in Hong Kong. The final discussion focuses on how a study on SA in Hong Kong can be generalised for other communities.

1.4 RELATIONSHIP TO RESEARCHER
I have worked in and around the broadcasting industry since I was eight years old. Conducting this research combines real life experience with scholarship. The use of personal experience in academia is illustrated in Kolb’s (Kolb, 1984) Learning Cycle (figure 4). Kolb’s cycle shows how we can draw on concrete experience such as our work and make observations about it. This involves first reflecting and then formulating new ideas. It might also lead to the testing of these ideas in a new situation which leads to another iteration of cycle. The stimulus for this study is based on a lifetime of listening to or observing radio programmes which has prompted an investigation into whether a public organisation is fulfilling its mandate.
1.5 LIMITATIONS
The research for this thesis was conducted by a mid-forties monolingual white male throughout 2010 and 2011 on a student budget. The limitations of time, manpower and budget did not allow for all the views of the SA community to be canvassed. Efforts were made to prevent bias in this cross-cultural study, including eliciting help from members of the various communities being studied. In some cases, Asian females helped to collect data that would not normally be available to white males. Some of the research quoted in this study lumps radio together with TV when researching media choices and conflates SA with other minorities. In both cases, it would have been better if these categories had been separated.

1.6 CONCLUSION
The chapter began by broadly outlining the thesis followed by a description of this chapter’s contents in the introduction and section 1.1. This was followed by stating the research problem in section 1.2 and a brief outline of each of the chapters in section 1.3. Section 1.4 discussed the thesis’ relationship to the researcher followed by section 1.5 on limitations. This led to the conclusion of the chapter in section 1.6. The next chapter will introduce literature in the fields of public radio and SA in the Hong Kong context and media studies theories that will be used to investigate the research problem.
CHAPTER 2 - LITERATURE REVIEW

2.1 INTRODUCTION
This study investigates to what extent a public service radio channel, RTHK Radio 3 in Hong Kong, meets its mandate to serve minorities. The thesis will discuss the ways in which R3 attempts to cater for minorities and whether it does so successfully.

The review of literature in this chapter discusses the parent discipline of Media Studies in the context of public radio in Hong Kong and the subject of minorities in the context of South Asians in Hong Kong. The discussion will link the parent discipline of media studies and immediate discipline of South Asian minorities in Hong Kong to media research and conclude with the RQs and theoretical framework which will lead into the next chapter on research methods.

2.1.1 Flow of chapter two
This chapter began with an introduction in section 2.1 that outlined the development of the literature review and background to the study. Section 2.2 discusses the parent discipline of media studies and is followed by the immediate discipline of South Asians in Hong Kong in section 2.3. A summary of the disciplines is given in section 2.4 followed by a discussion of the research domain of radio research in section 2.5. The research gap is presented in section 2.6 followed by the research problem in section 2.7. The research questions are presented in section 2.8 followed by the theoretical framework in section 2.9 and the conclusion in section 2.10. The structure of the chapter is illustrated in figure 5.

The aim of the chapter is to explore the relationship between public radio in Hong Kong and the SA community, and to examine how such relationships have been investigated. It will show that the literature is silent on the specific issue of whether R3 meets its mandate to serve minorities such as Hong Kong’s SA community
2.1.2 Development of literature review
The development of the literature review is illustrated in figure 6. It shows the literature review as it commenced after a thorough search and review of available literature on the topics in and around public radio for minorities in Hong Kong. Once the area of investigation is exhausted, the RQs and theoretical framework are linked to media theory which allows for the progression to the next chapter on research methods.

This review clearly details the literature in and around the parent discipline, the immediate discipline and the research domain as defined by academics and those working in the field (Fink, 2010; Hart, 1998; C. Perry, 2002). Blaxter et al., who cite Fink (2010) and Hart (1998), define a literature review as “a critical summary and
assessment of the range of existing materials dealing with knowledge and understanding in a given field” (Blaxter, Hughes, & Tight, 2006, p.123). While attempts have been made to balance the content as much as possible, some bias may have resulted because of limited library resources and the researcher’s inability to read materials in languages other than English; however, as Hart states, an open-minded approach is required to ensure all issues are considered (Hart, 1998).

Figure 6: The development of the literature review

Identify topic
Discuss impact and validity with supervisors, colleagues and peers
Refine topic

Begin literature search
Search for previous reports on the topic
Search for information on the topic
Refine topic

Resume literature search
Identify parent discipline
Identify immediate discipline

Discuss disciplines
Identify research domain
Link disciplines to research domain and theoretical framework
2.1.3 **Background and justification for the study**
In this thesis, the question of whether public radio in Hong Kong is meeting its mandate to serve minorities, in the case of SAs, is asked. When the researcher contacted the SA community, members appeared to welcome research into their communication connections and information needs. They placed a high value on having services which were relevant and responsive to them and their needs. It is important to investigate issues affecting minorities because such studies are rare. For example, media and health studies of Hong Kong residents have been limited to people who can read Chinese (Department of Health, 2010; Department of Health & Department of Community Medicine, 2005). Bauman (Bauman, 2000) in his book *Liquid Modernity* indicates that as lives and work and globalisation transcends traditional lives and work patterns, the need to find a space that is relevant to the self is significant. Finding the right information as part of this review is a first step. The value of research into the relationship between SA and public radio in Hong Kong falls into three categories – macro, meso and micro.

2.1.3.1 **The government view – macro**
In October 2009 the Hong Kong Government’s Commerce and Economic Development Bureau (CEDB) responded to a government sponsored review of RTHK by publishing a consultation paper that stated the organisation should remain a government department (Commerce and Economic Development Bureau [CEDB], 2009). A Legislative Council brief issued a month earlier, which had content and recommendations similar to the CEDB’s consultation paper, recommended digital frequencies should be used in community broadcasting for minorities (Hong Kong Legislative Council, 2009). Such a move would go against PSB principles of access because it would require listeners to buy a new receiver and learn how to use it (Seneviratne, 2006).

This research will also generate new knowledge in the field of business administration which includes “industries in the private and public sectors” (Sarros, Willis, & Hardie, 2004, p.440). RTHK is funded by taxpayers through the annual government budget (Hong Kong Government [HKG], 2011). Research about how the resources are used has the potential to help the public understand the broadcaster’s needs. Similarly, internationally, public broadcasters in Australia, the UK, New Zealand and South Africa are regularly reviewed (British Broadcasting Corporation,
2.1.3.2 The South Asian community – meso
Research in the area of the needs of minorities in Hong Kong has been limited. In an address to Hong Kong academics, Professor Dennis McInerney, Associate Vice President of the Hong Kong Institute of Education, lamented the “dearth of information on EMs [ethnic minorities] in Hong Kong” (McInerney, 2010a). Research focusing on individual groups has been limited, as stated in the 2004 study on Hong Kong’s Nepalese community (Movement Against Discrimination [MAD], 2004). The findings of the few previous studies on minorities, including one on the life of Pakistanis in Hong Kong (Ku, Hong Kong Polytechnic University [PolyU], & S.K.H. Lady MacLehose Centre, 2003), were used to inform policy makers and service providers. This research will help increase understanding of the media and information needs of minority groups in Hong Kong.

2.1.3.3 R3 – micro
Little public research is available on RTHK, let alone R3, yet experts such as Gareth Price, formerly of the BBC, and Australian radio educator Steve Ahern stress the importance of this type of research for running a radio station (G. Price, 2009; Ahern, 2006). In radio, research is important for evaluating and analysing programming (Mytton, 1999) and is particularly important when a minority language is used (Guyot, 2007). In this context, English is a minority language.

2.1.3.4 Linking of three levels of investigation
This chapter will be an exhaustive presentation of the available literature on public radio for SAs in the Hong Kong context. The literature in the forthcoming sections of this chapter will show the importance of research at the micro, meso and macro levels.
2.2 PARENT DISCIPLINE – MEDIA STUDIES
The discipline of media studies is a relatively new area (Branston & Stafford, 2008) that includes television, radio, popular music advertising and the press (Abercrombie & Longhurst, 2007) and is closely associated with sociology, anthropology and psychology (Priest, 2010). Some academics have described media studies as part of communication studies (Gill & Adams, 1998) or suggest that it encompasses communication studies (Devereux, 2007; S. Price, 1998) and over time universities have created dedicated departments of media studies.¹

This thesis focuses on public radio broadcasting in the Hong Kong context. This section will start by introducing radio as a medium followed by the main organisational models and how they relate to public radio in Hong Kong. The section will conclude by discussing minority radio. It identifies R3 as a minority radio channel in Hong Kong and makes comparisons to similar broadcasting organisations throughout the world. The final part of this section will lead into the subject discipline of minorities by exploring the identities and needs of the SA community in Hong Kong.

2.2.1 Radio
Radio has been described as a medium that cannot be seen, as a medium that evokes the listener’s imagination, as borderless, portable, and cheap if not free and as both interactive and in the background (Ahern, 2006; Aldridge, 2007; MacFarland, 1997; McLeish & McLeish, 1994).

Radio emerged from the telegraph into a mass medium via a combination of tools and technologies: Samuel Morse’s telegraph, Alexander Graham Bell’s telephone, Heinrich Hertz’s transmission of radio waves and the growth of the electrical industry which culminated in Guglielmo Marconi’s development of radio broadcasting in 1896 (Rodman, 2008). In reviewing the historical significance of radio, Regal noted that radio could be viewed as a technology or a cultural medium (Regal, 2005) with a listener in mind (Fleming, 2010; Rodman, 2008). Today, radio is heard and listeners respond (Regal, 2005). RTHK sees radio as evolving into a medium with which listeners interact by calling, texting, emailing, or by using social media (RTHK, 2011m).

¹ See La Trobe University, Rhodes University, Rutgers University, University of San Francisco, University of Western Ontario, Hong Kong University
2.2.2 Types of radio audience research
Studies involving audiences are conducted daily by commercial radio stations, though the techniques and methods differ. Australian and UK surveys use listener diaries and electronic devices to record what audience members listen to (Ahern, 2006). The resulting figures or ratings show audience share, and are primarily used to value and sell air time and are usually limited to investigating which groups do and not listen to the radio but not the effects of listening (Ahern, 2006). Specific surveys about radio stations to gauge interest in music and programme styles are conducted in-house by programme directors (Ahern, 2006). Some public broadcasters wanting to gauge the quality of their programmes conduct surveys of people who do not listen to their channels (Radio New Zealand, 2010). This thesis is about the audience and media and the possible effects of radio and is classified as academic (Rayner, Kruger, & Wall, 2004).

2.2.3 Radio in Hong Kong
There are 13 radio channels in Hong Kong – seven run by RTHK and six by commercial operators. RTHK was the only broadcaster in Hong Kong until August 1959 when Commercial Radio (CR) was granted a licence. A third operator entered the market in 1991 when Metro Broadcast (Metro) was given three channels – two FM and one AM. CR and Metro run their channels for profit, while RTHK is a public broadcaster.

Today, the two for-profit companies have three channels each – two are aired on the FM band broadcasting in Cantonese and one AM offering mostly English language programming. RTHK has seven channels. RTHK 1 (R1) and RTHK 2 (R2) are broadcast on the FM band in Cantonese and are similar to the two FM channels run by CR and Metro. RTHK 3 (R3) offers an AM English language service. Radio 4 (R4) is a bilingual fine music (classical music) channel on FM, Radio 5 (R5) is an AM service for the elderly and children, Radio 6 (R6) is a relay of the BBC World Service on AM and Radio 7 (R7) is also an AM channel broadcasting material for Putonghua speakers (Hong Kong Broadcasting Authority [HKBA], 2010c). Three of the seven RTHK radio channels – R3, R4 and the BBC World Service relay – are classified as part of the organisation’s English language service (RTHK, 2011b). As R4 is peppered with Cantonese and the BBC is a relay of an external service, R3 will be the focus of this study due to its commitment to local English language programming.

A complete list of all licensed radio channels in Hong Kong is presented in table 1.
Table 1: A brief description of licensed radio channels in Hong Kong

<table>
<thead>
<tr>
<th>Channel</th>
<th>Genre (language)</th>
<th>Broadcast mode</th>
<th>Business model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro Info</td>
<td>Provides music, entertainment, lifestyle, health market news, and information of interest to the public (Cantonese)</td>
<td>FM/online</td>
<td>Profit</td>
</tr>
<tr>
<td>Metro Finance</td>
<td>Real-time news and information about financial markets around the world (Cantonese)</td>
<td>FM/online</td>
<td>Profit</td>
</tr>
<tr>
<td>Metro Plus</td>
<td>Music, hourly news and programmes for ethnic minorities and new arrivals from mainland China (English and some Tagalog, Bahasa Indonesia, Urdu and Putonghua)</td>
<td>AM/online</td>
<td>Profit</td>
</tr>
</tbody>
</table>

Source: HKBA (2010b)

| CR1       | Information channel targeting a mature audience with news, current affairs, financial and personal views (Cantonese)                                                                                   | FM/online        | Profit         |
| CR2       | Entertainment channel featuring pop culture and music for young listeners (Cantonese)                                                                                                                        | FM/online        | Profit         |
| AM864     | Music, hourly news and programmes for ethnic minorities (English and some Tagalog and Bahasa Indonesia)                                                                                                   | AM/online        | Profit         |

Source: HKBA (2010b)

| Radio 1      | News, information and general programming (Cantonese)                                                                                                                                                          | FM/online        | PSB            |
| Radio 2      | Youth entertainment and popular music; promotion of family and community projects (Cantonese)                                                                                                                    | FM/online        | PSB            |
| Radio 3      | News, information and general programming (English and some Nepali and Urdu)                                                                                                                                  | AM/FM repeaters/online | PSB          |
| Radio 4      | Serious music and fine arts (English and Cantonese)                                                                                                                                                            | FM/online        | PSB            |
2.2.3.1 History of RTHK
Broadcasting in Hong Kong began in 1923 when the Hong Kong Radio Society was formed and formal programming commenced in English in 1928 (RTHK, 1988). Broadcasts under the call sign of GOW featuring weather information were broadcast by the Royal Observatory in 1928 (HKG, 1928). A Cantonese service was added in 1934 and in 1939 the management of radio broadcasting in the colony became part of the Postmaster General’s Office with the help of an advisory committee on broadcasting (Radio Hong Kong, 1955). Radio Hong Kong was formed after World War II and fell under the management of the Public Relations Office (Hong Kong Colonial Secretariat, 1956). In April, 1954 it became an independent department (Radio Hong Kong, 1955). However, the news was still provided by the Government Public Relations Office (Radio Hong Kong, 1955); the transformation into a stand-alone government department occurred in 1973 when, as Radio Hong Kong, it produced its own news (Radio Hong Kong, 1973). The name changed to RTHK in 1976 to reflect the addition of television services (RTHK, 1976; RTHK, 2010f). RTHK operates four distinct services – radio, TV, educational TV and the Internet (RTHK, 2011b). Apart from its seven radio channels, RTHK produces more than 500 hours of TV programmes per year and archives its content on the Internet (HKG, 2011). RTHK does not have its own TV channels but there are plans for stand-alone digital TV channels (HKG, 2011). Its programmes are currently broadcast on local for-profit TV channels such as ATV and TVB.

2.2.3.2 Value of radio in Hong Kong
Listening to radio is relatively cheap in Hong Kong. AM /FM receivers can be bought for as little as HK$20.5 A 1991 Census and Statistics Department study found that “93% of domestic households possessed one or more radios” (CSD HKSARG, 1993, p.3). A 2007 survey commissioned by the HKBA found that 40.7% of the majority

5 Prices were based on visits to street markets in Hong Kong in 2010. In 2010, one Australian dollar was worth about eight Hong Kong dollars.
Chinese population listened to the radio daily (Consumer Search & HKBA, 2007). The same survey found average daily listening time was 1.7 hours. Listening via the Internet had doubled to 26.9% since the previous survey in 2005 (Consumer Search & HKBA, 2007).

Advertisers spend relatively little on radio. The Broadcasting Authority’s Annual Report (HKBA, 2010a), published in June 2010, shows radio earning as little as 4% (or HK$2.6 billion) of the total estimated advertising revenue in Hong Kong in 2008. This compares with an estimated expenditure of HK$21.3 billion for TV advertising which comprised an estimated 33% of total advertising expenditure in 2008\(^6\).

### 2.2.3.3 Current modes of delivery

Hong Kong radio channels are broadcast on AM and FM and supplemented on the Internet. AM and FM (known as analogue) and digital channels feature a variety of channels for various tastes with stations targeting particular listeners depending on specific or general demographics (Wilson, Gutiérrez, & Wilson, 1995).

While analogue is transmitted by sound waves, digital information is transmitted as numbers; and these numbers can include music and pictures (Rodman, 2008). R3 supplements its AM signal with FM repeaters for blind spots and the Internet (Office of the Communications Authority, 2012). The Internet is also used to archive programmes which are available as downloadable podcasts (RTHK, 2011l).

### 2.2.3.4 Future modes of delivery

Digital Broadcasting Corporation (DBC) along with Metro, CR and newcomer Phoenix Radio were granted digital channels in November 2010 (Information Services Department of the Government of the Hong Kong Special Administrative Region, 2010). These stations plan to spend around HK$1 billion on infrastructure which they will share with RTHK. DBC will operate seven channels, while Metro and Phoenix will have three each (K. Ng, 2010). An existing broadcaster, Commercial Radio, withdrew its application for a digital licence to focus on developing web casting (Nip, 2010a). RTHK will use digital broadcasts to boost four of its existing AM services, including R3 (GovHK, 2010). In reviewing the UK radio scene, Fleming (Fleming, 2010) predicts the growth of Internet radio through wireless broadband and devices such as

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\(^6\) The total value of advertising in the media was HK$64.5 billion (Hong Kong Broadcasting Authority, 2010a).
the iPod and iPhone. If this transpires, it would seem wasteful to spend millions of dollars on developing digital broadcasting services.

Access to digital technology for some, and the lack of it for others, is known as the digital divide (Abercrombie & Longhurst, 2007). Offering programmes that require additional technology and financial resources, such as computers or smart phones, contributes to the digital divide so delivering programmes this way might lead to marginalisation (Long & Wall, 2009). The difficulty with digital broadcasting is the cost, availability and service of the receivers as outlined by reports from Australia (L. Sinclair, 2009). Price (G. Price, 2009, p.83) stated “there is a massive gap emerging between the haves and the have-nots not only between countries but also within countries, between the main cities and sparse rural areas.”

Policy makers have reacted to increasing choice in the media by advocating “channels which are universally accessible” but this will mean a challenge for PSBs to “potentially foster social cohesion and inclusion” (Harrison & Wessels, 2005, p.835). Rayner et al. (2004) found “broadcasters are no longer seen to be addressing a single national audience, but rather a diverse range of audiences representing a range of ethnic, social and religious groups”.

2.2.3.5 Limits of AM broadcasting
R3’s principal mode of delivery is through AM which has been criticised for poor reception. An RTHK spokesperson replied to a complaint about poor reception in the South China Morning Post (SCMP) by stating that indoor reception can be impeded by concrete walls (Li, 2008). Principal Assistant Secretary for Commerce Kevin Choi stated that hills and the many tall buildings in Hong Kong affect sound quality (Choi, 2009). SBS’s Director of Audio and Language services Dirk Anthony offered an Australian view of AM by saying it targets “older audiences” (radioinfo, 2011b).

2.2.3.6 Broadcasting regulation in Hong Kong
The HKBA has regulated the Hong Kong TV and radio broadcasting industry since 1987 (HKBA, 2011d). The aims of the Broadcasting Ordinance are, among other things, “to cater for the diversified tastes and interests of the community” (HKBA, 2011a). The two for-profit broadcasters, CR and Metro, must follow the HKBA’s Radio Codes of Practice. RTHK, as an organisation, is governed by the Charter of RTHK (the Charter) and the staff follow the Producers’ Guidelines which were
described by former director of broadcasting Chu Pui Hing as “reflecting not only our working principles, but also the community’s expectations” (RTHK, 2003, p. foreword).

2.2.4 Radio business models
There are generally four types of radio business models – commercial, public, state and community. These are discussed below, followed by table 2 which compares the four types alongside the original BBC post-colonial Asian, European, American, community and multi-ethnic models⁷.

- Commercial channels that focus on an audience that appeals to advertisers who can buy air time to sell products or services (Fleming, 2010; Wilson et al., 1995)

- Public service broadcasters, such as the BBC, that are publicly or independently funded and produce programmes in the interests of a public that includes diverse and minority groups (McQuail, 1994)

- State run radio, such as China National Radio International in the Peoples’ Republic of China or radio in Burma, which reflect the broader policies and ideologies of a government or leadership (Laughey, 2009)

- Community channels that provide access to community members of diverse backgrounds and sometimes produce unique programming catering for specialised audiences (Ahern, 2006).

In describing the philosophical issue of radio being all about a large listenership, Price contrasts public broadcasters with for-profit ones by stating that the former are “at a financial disadvantage, often serving minority interests and sacrificing audience numbers” (G. Price, 2009, p.85).

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⁷ The BBC was chosen for its role as the original PSB. RTHK was chosen because of its role as the focus of this thesis, while the ABC, CBC and Radio New Zealand are examples of British post-colonials. NHK was included as a non-colonial example from a developed Asian economy. Similarly, RTR was chosen as a European example. NPR is the largest PSB in the United States, while SBS is Australia’s national minority broadcaster. Radio for the print handicapped is an Australian example of a minority community channel. Radio in Myanmar was included as a post-colonial from Asia that is state controlled while China Radio International was included as the official broadcaster in a country of which Hong Kong is a city.
Table 2: Comparison of PSB, Community, Commercial and State radio funding, governance and business model

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Funding</th>
<th>Governance</th>
<th>Business model</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBC (domestic services) (BBC Trust, 2011a; BBC Trust, 2011b)</td>
<td>Licence fee</td>
<td>Independent</td>
<td>PSB</td>
</tr>
<tr>
<td>RTHK (HKG, 2010a; RTHK, 2011e; RTHK, 2011p)</td>
<td>Government</td>
<td>Government appointed director and advisors</td>
<td>PSB</td>
</tr>
<tr>
<td>ABC (Australian Broadcasting Corporation, 2010a; Australian Broadcasting Corporation, 2010b)</td>
<td>Government and some retail</td>
<td>Government influenced board appoints Managing Director</td>
<td>PSB</td>
</tr>
<tr>
<td>CBC (CBC Radio-Canada, 2010; CBC Radio-Canada, 2011b)</td>
<td>Government and some advertising</td>
<td>Government appointed Board of Directors, Chair, President and CEO.</td>
<td>PSB</td>
</tr>
<tr>
<td>NHK (NHK, 2011b) (SRG SSR, 2011b; SRG SSR, 2011c)</td>
<td>TV licences</td>
<td>Independent</td>
<td>PSB</td>
</tr>
<tr>
<td>RTR Switzerland (SRG SSR, 2011b; SRG SSR, 2011c)</td>
<td>Licence fee (70%) Advertising and programme sales (30%)</td>
<td>Independent</td>
<td>PSB</td>
</tr>
<tr>
<td>NPR channels (NPR, 2011)</td>
<td>Individuals (32.1%), Business (21.1%), University (13.6%), Government (5.8%) Programme sales and distribution (53%), Sponsorship (22%)</td>
<td>Independent</td>
<td>PSB</td>
</tr>
<tr>
<td>NPR media (NPR, 2011)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBS radio (Jolly, 2011; SBS, 2010; SBS, 2011a)</td>
<td>Government (80%)</td>
<td>Independent</td>
<td>PSB</td>
</tr>
<tr>
<td>Radio for the</td>
<td>Government, listeners, Independent with Community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22
2.2.4.1 Public radio models
The NGO, Article 19, which gets its name from article 19 of the Universal Declaration of Human Rights, defends and promotes freedom of expression and freedom of information all over the world (Article 19, 2005). In 2005, Article 19 published a guidebook on how to set up a PSB with “A Model Public Service Broadcasting Law”. Article 19 looks at national publicly-funded broadcasters as having the chance to “make an important contribution to the public’s right to diversity of information and viewpoints, and the free flow of information and ideas” (Article 19, 2005, p.1). Many PSBs aim for content that reflects a national idea or identity which Article 19 supports; however, the organisation contends that a PSB should also “reflect and recognise the cultural diversity” of the country, “give a voice to all ethnic groups and minorities” and “strike a balance between programming of wide appeal and specialised programmes that serve the needs of different audiences” (Article 19, 2005, p.12).

The People’s Communication Charter, associated with organisations dedicated to media freedom, includes tenets that similarly guide PSB, such as access, protection of cultural identity, diversity of language and factual information (The People’s Communication Charter Network, 1999). Parallel statements about accessibility are also found in the European Union (EU) standards for PSB which explain what is expected from a PSB (Seneviratne, 2006). Further exploration in these documents reveals that in some of them, the delivery of programmes in such a way that the
listener does not have to spend extra money on special equipment such as an expensive mobile phone or digital receiver is one of the requirements.

PSB, according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) has four goals:

   Universality, diversity and independence remain today, like yesterday, essential goals for public broadcasting. To these three principles must be added a fourth, particularly important when the public broadcaster exists side by side with commercial broadcasters: distinctiveness.

   (UNESCO, 2001)

UNESCO has honed the goal of distinctiveness:

   It is not merely a matter of producing the type of programmes other services are not interested in, aiming at audiences neglected by others, or dealing with subjects ignored by others. It is a matter of doing things differently, without excluding any genre (UNESCO, 2001).

UNESCO and the NGO Article 19 expect PSBs to be transparent (Article 19, 2005; Banerjee & Severin, 2005). RTHK’s staff association and the public feel the broadcaster should monitor the government (RTHK Programme Staff Union, 2009); however, this raises the question of who monitors RTHK. RTHK has two sets of advisors. One is the board of 11 advisors (CEDB, 2010) appointed by Hong Kong’s Chief Executive. This board advises the director of broadcasting on matters including editorial and programming; complaints, public opinion and performance; and community participation (RTHK, 2011e). The other set of advisors is RTHK’s programme advisory panel which comprises 122 members from politics, healthcare, academia, commerce, social work and the media industry (RTHK, 2011c). RTHK also holds annual public meetings (RTHK, 2011b), a practice supported by UNESCO’s Director of Communication Development Division Claude Ondobo who claims “Public service broadcasting must enable each citizen to become a stakeholder in society” (UNESCO, 2001). Furthermore, as a government department, RTHK and its staff must follow civil service guidelines (HKG, 2009b) and is subject to review by the Office of the Ombudsman (Office of the Ombudman, 2007).
There are two dominant types of English language public radio models – the BBC model and the NPR model (Rodman, 2008). The BBC model, which is viewed as the definitive one (Hirst & Harrison, 2007), is funded by mandatory licence fees, while public radio in the US generates its own income. NPR, the BBC and RTHK are discussed in the next section.

2.2.4.2 Public radio in the United States
NPR is a media outlet which distributes content to 934 independent radio stations in the United States (NPR, 2011). NPR generates more than half of its funding from programme sales. Station programming fees earn the biggest share (34%) followed by distribution services (19%). NPR also receives 22% of its funding from sponsorship. Government funding is around 2% (NPR, 2011). NPR’s funding arrangement is unique in its heavy reliance on sponsorship while maintaining editorial freedom.

2.2.4.3 The BBC
Mission statements used by public broadcasters today have similarities with the ideas of the BBC’s first general manager and director general John Reith (1889–1971) (British Broadcasting Corporation, 2011d). Those Reithian characteristics included a commitment to reaching everyone who wanted to listen, with high quality programmes, while also operating as a monopoly funded by licence fees so that market forces would not restrict content (Crisell, 2002).

The BBC emerged as a means to unite a nation after World War I as a medium to inform and entertain the masses (Crisell, 2002; Rayner et al., 2004). It gave people a voice where they could “talk about themselves” and get “information about employment, shopping, roads, religious services and entertainment” (Sorlin, 1994, p.63).

The BBC model has influenced countries and territories with links to the United Kingdom (Long & Wall, 2009). In the case of RTHK, BBC managers, such as D.E Brooks, J.B Hawthorne and Ken Warburton were seconded to manage the organisation (Radio Hong Kong, 1956; Radio Hong Kong, 1971; RTHK, 1976). RTHK staff were also sent to the BBC on secondment or training. They included Cheung Man Yee, who later became the first Chinese director of broadcasting, and long-time R3 disc jockey Ray Cordeiro (Radio Hong Kong, 1965; Radio Hong Kong, 1973; Uncle Ray Enterprize, 2011). Despite the change in sovereignty in Hong Kong in
1997, RTHK maintains strong ties with the BBC. RTHK’s Radio 6 relays the BBC World Service 24 hours a day. BBC news and programme features are also used in R3 programmes such as Hong Kong Today and hourly news summaries (RTHK, 2011f; RTHK, 2011g).

The BBC influence can also be found in former British colonies, Australia, Canada and New Zealand. Australia’s ABC\(^8\), which is modeled on the BBC (Hirst & Harrison, 2007), gets the majority of its funding from the federal government; however, it operates independently (Australian Broadcasting Corporation, 2011b). The CBC in Canada operates on similar principles although it relies more on advertising revenue (CBC Radio-Canada, 2010). NHK, in Japan, and the BBC receive funding through licence fees (British Broadcasting Corporation, 2011a; NHK, 2011b).

2.2.4.4 Crossover of public and community radio
In some countries, there is a wider variety of radio channels due to broadcasting policy and to the availability of more physical space. In Australia, ethnic groups are served by a dedicated public broadcaster, SBS, and by community channels. In the UK, the BBC has a dedicated radio service for minorities in the Asian Network. Radiotelevisiun Svizra Rumantscha (RTR) provides public radio services for Switzerland’s minority Romansh speaking communities (RTR Radiotelevisiun Svizra Rumantscha, 2011). Community radio in Thailand has also adopted public radio concepts by providing two-way communication and a platform for multilingual programming (Elliot, 2010).

RTHK’s channels are split into Cantonese, English and Putonghua. This mirrors Hong Kong’s trilingual bi-literate language policy (Education Bureau of the Hong Kong Special Administrative Region [EDB], 2011). Although RTHK is mandated to serve minorities (RTHK, 2011p), it does not have a channel dedicated to minorities. Hong Kong’s approach to community radio involves using air time on RTHK channels (RTHK, 2011k).

The BBC has been criticised for trying to be popular in order to justify its licence fees. Some argue that PSBs such as the BBC should shift their focus from pursuing mass audience domination to the arts or regional programming (Froud, Johal, Leaver, Phillips, & Williams, 2009). Others also argue that PSBs “should be held more

\(^8\) It should also be noted that the ABC in Australia is licenced to merchandise products and books related to its programming and uses the funds generated to channel more effectively the development of programmes on specific community issues such as children’s, Indigenous or language programmes.
answerable to the community” instead of pursuing a mass audience (Coppens & Saeys, 2006, pp. 280-281).

2.2.5 RTHK
The major difference between RTHK and other PSBs is its relationship with the government. RTHK is a department that is financially controlled by the Hong Kong Government. Many of its policies are government ones, including its role as Hong Kong’s public broadcaster (RTHK, 2011e). According to the CEDB Secretary, Rita Lau, RTHK’s mission “is serving the people of Hong Kong” (CEDB, 2010).

RTHK’s stated mission is:

To inform, educate and entertain⁹ our audiences through multi-media programming;

To provide timely, impartial coverage of local and global events and issues;

To deliver programming which contributes to the openness and cultural diversity of Hong Kong;

To provide a platform for free and unfettered expression of views;

To serve a broad spectrum of audiences and cater to the needs of minority interest groups (RTHK, 2011p).

Additionally, the Charter¹⁰ assures RTHK of its editorial independence, with the Director of Broadcasting (DOB) taking the role as editor-in-chief. The confirmation of RTHK’s editorial independence through the Charter in 2010 settled the organisation which had been troubled by political debates leading up to the change of sovereignty in 1997¹¹. Hong Kong’s two for-profit broadcasters are also independent, with the

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⁹ A comparison of meanings of the verbs “inform, educate and entertain” is provided in appendix I. The definitions provided by the Oxford and Webster dictionaries show a close association between inform and educate. In terms of public broadcasting, “inform” will be limited to the sharing of information in programmes such as news, interviews, features and general chat. “Educate” will be defined by the aim to teach such as a language or broadcast a lecture. Public broadcasting in the UK has in the past been seen as a way of diverting attention away from the trouble in life and as such it had the role to entertain or engage the listener. Today’s concept of “entertain” involves music, gossip and chit-chat.

¹⁰ The charter, signed on August 30, 2010, is an agreement between the head of RTHK, the Chief Secretary for Administration and the Chairman of the Broadcasting Authority covering RTHK’s mission, editorial independence, programming and modes of delivery (Radio Television Hong Kong, 2011e).

¹¹ There was a public debate over the management of RTHK leading up to and beyond the 1997 handover of Hong Kong to China. There was concern by some in Hong Kong that Beijing would control the organisation’s content while Beijing was worried RTHK would not promote the post-colonial government’s policies (Tang, Perry, & Lam, 1994).
Broadcasting Authority (BA) stating “The editorial responsibility lies with the licensees themselves” (HKBA, 2011b, p.1). One of the BA’s general principles is that

the licensee is required to provide sound broadcasting services of high quality both in terms of transmission and matters transmitted, i.e. the dissemination of information, education and entertainment; and to maintain proper balance in subject matter whilst adhering to a high standard of programme quality (HKBA, 2011b, p.1).

The quality of transmission is covered by the booklet, the “Radio Code of Practice on Technical Standards” (HKBA, 2011c).

Mission statements from other broadcasters such as the BBC, the ABC and CBC show similarities to that of RTHK. These are listed in table 3.

Table 3: Mission statements from various PSBs

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Mission statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTHK (Hong Kong)</td>
<td>RTHK Mission (an excerpt):</td>
</tr>
<tr>
<td></td>
<td>“To inform, educate and entertain our audiences through multi-media programming” (RTHK, 2010b)</td>
</tr>
<tr>
<td>BBC (UK)</td>
<td>BBC Mission and values (an excerpt):</td>
</tr>
<tr>
<td></td>
<td>“To enrich people's lives with programmes and services that inform, educate and entertain” (British Broadcasting Corporation, 2011a)</td>
</tr>
<tr>
<td>ABC (Australia)</td>
<td>ABC Documents - ABC Charter (an excerpt):</td>
</tr>
<tr>
<td></td>
<td>“(i) broadcasting programmes that contribute to a sense of national identity and inform and entertain, and reflect the cultural diversity of, the Australian community; and</td>
</tr>
<tr>
<td></td>
<td>(ii) broadcasting programmes of an educational nature” (Australian Broadcasting Corporation, 2011a)</td>
</tr>
<tr>
<td>CBC (Canada)</td>
<td>Broadcasting policy for Canada (an excerpt):</td>
</tr>
<tr>
<td></td>
<td>“[T]he Canadian Broadcasting Corporation, as the national</td>
</tr>
</tbody>
</table>
public broadcaster, should provide radio and television services incorporating a wide range of programming that informs, enlightens and entertains” (Department of Justice Canada, 2011)

Radio NZ

“Every day, Radio New Zealand captures and reflects the thoughts, opinions and information we want to share as a nation, in programmes that contribute towards our broader collective understanding, help us follow what is going on in our own country and stay in touch with developments in the world around us.

“Programmes which provide for varied interests and a full range of age groups with the community, including information, educational, special interest and entertainment programmes” (Radio New Zealand, 2010)

NPR (US)

NPR’s Mission:

“To create a more informed public - one challenged and invigorated by a deeper understanding and appreciation of events, ideas and cultures” (NPR, 2011)

SBS (Australia)

SBS Charter:

“To provide multilingual and multicultural radio and television services that inform, educate and entertain all Australians and, in doing so, reflect Australia’s multicultural society” (SBS, 2011a)
2.2.6 R3

RTHK’s 2008 annual report described R3 as “An information and entertainment channel for English speakers living in Hong Kong. It also encourages their participation in local community services” (RTHK, 2008, p.16). The appendix for the 2009–10 Hong Kong budget describes R3 as providing “news, information and general programming” (HKG, 2009a, p.273). R3 was described as a “news, information and entertainment channel offering a quality English service” by the acting head of RTHK corporate communications in 2008 (Li, 2008).

A 2010 RTHK brochure describes the channel as follows:

Radio 3 provides a variety of speech and music programmes appealing to the international community in Hong Kong, with a view to informing, entertaining and stimulating debate on a wide range of local and international issues. The channel also serves the needs of Nepali and Urdu speakers with minority language programmes (RTHK, 2010c).

It was RTHK’s mandate to inform, educate and entertain, R3’s English service and a commitment to minorities that triggered this study.

2.2.6.1 R3 programmes

With a format that comprises mostly music with talk and news, R3 might be described as fairly structure-free. Among general audience-oriented PSB stations around the world, standards of presentation can vary from station to station in different countries and languages. For example, although music and comments can be random, listeners expect to hear complete features including newscasts and songs (MacFarland, 1997). R3’s programme format is a combination of the clock format and a computerised selection of music. Under the clock format, various scheduled programmes appear throughout any given hour, such as news and weather, interspersed with a computerised selection of music to help avoid repetition (McLeish & McLeish, 1994). The channel also follows what could be described as a typical schedule of programmes with more news and information before and after work (G. Price, 2009). According to an RTHK annual report, R3’s airtime is filled by music (54%), general programming (19%) and news and information (15%) (RTHK, 2010d). The report does not list a use for the remaining 12% of R3’s airtime.

The programming and staffing of R3 are based on a five-day working week and a two-day weekend (RTHK, 2011v). Programmes with names such as Hong Kong
Today, Morning Brew, Naked Lunch, Afternoon Drive, Newswrap and Teen Time are aired only on weekdays. On public holidays that fall on weekdays, these programmes are replaced by music programmes and freelance presenters. The current affairs programme Hong Kong Today is an exception, although the public holiday version of the programme is shorter. Apart from regular pre-recorded segments and programmes, most weekend programming comprises music and entertainment presented by freelance staff.\textsuperscript{12} R3 programming is also influenced by the colonial “summer break”. The channel’s only talk show, Backchat, took a break from July 4 until August 27, 2010 (RTHK, 2011m).

\textbf{2.2.6.2 Criticism and praise of R3}

R3 has been criticised for being exclusive rather than inclusive. A 1995 interview with former Director of Broadcasting Cheung Man Yee challenged suggestions the channel was elitist. Cheung described the channel as “serving the general public in trying to make everything comprehensible for people who live in a world of different languages. It’s doing a great job. It may have a… peculiar existence. But it’s not an ivory tower” (McHugh, 1995). In another public incident, R3 DJ Ray Cordeiro was criticised for offending Hong Kong’s Filipino community. During a programme, Cordeiro announced that his request lines would be split into two groups – one for Filipinos and one for Chinese and expatriates – because “I got complaints from local Chinese that they could not get through because Filipinos were hogging the line” (Schloss, 1996). Hong Kong Standard journalist Neville da Silva also accused R3 of devoting most of its air time in one programme to Caucasians when he wrote “I once challenged RTHK to give me a list of non-Caucasians who had appeared on a particular programme …” (de Silva, 1997); however, de Silva did not get a reply. The Letters to the Editor column in the\emph{ Hong Kong Standard} has also contained criticism of R3 (Anonymous, 1999a; Anonymous, 1999b). In a possible criticism of R3’s role as a platform for English language and Western culture, one of the DJs from Cantonese language Radio 2 complained that RTHK’s strict language policy prevented him from playing English music (Chow, 2011). A Chinese speaking listener said she found it difficult to understand the English speaking DJs on R3 (Chow, 2011).

In the only known published book on R3, former broadcaster Ralph Pixton stated that past programmes such as Open Line allowed callers from a variety of cultural

\textsuperscript{12} Observations made by the researcher in his capacity as a freelance employee of RTHK.
backgrounds to call in and discuss issues affecting them (Pixton, 1978). Various attempts to shake off the channel’s ties to the BBC and England have been made over the years. Former R3 head Martin Clarke replaced BBC programmes, citing the push for “a more local flavour” (Pegg, 1999). In 2004, Hong Kong journalist Kevin Sinclair, a New Zealander, in an apparent attempt to de-link R3 listeners from blue collar workers, responded to a government announcement on safe truck driving by asking “How many fellows driving a truck are going to be tuned in to English language Radio 3?” (K. Sinclair, 2004).

R3 has also been using Facebook for its talk show Backchat and some of the channel’s presenters have incorporated Facebook into their shows (K. Lewis, 2011; RTHK, 2011d; RTHK, 2011r). An unofficial “Radio 3 Supporters” Facebook page attracted criticism from one user who chastised the channel for its lack of interactivity (Radio 3 Supporters, 2011) despite RTHK having a division dedicated to developing Internet services.

2.2.7 Other English language radio channels in Hong Kong

English language broadcasting targets a relatively small population (CSD HKSARG, 2008) and thus attracts little or no advertising, as shown in the Broadcasting Authority’s annual report (HKBA, 2010a). The current established for-profit broadcasters, however, Commercial Radio and Metro Broadcast, have to provide an English service as part of their licence agreements (HKBA, 2010c). The English services on Commercial Radio’s AM864 and Metro’s Metro Plus feature mostly automated music as this reduces the cost of payments for DJs. The only live element is the news, which is a licence requirement, and programmes tailored mostly for Filipino and Indonesian foreign domestic workers (FDWs). Mandated to providing a mostly English language service, AM864 and Metro Plus are limited to 20% non-English language programming (HKBA, 2010b).

2.2.7.1 AM864

Described as a channel that “provides music programmes, hourly news reports and programmes for EMs such as Filipinos in Hong Kong” (HKBA, 2010b), CR used to broadcast programmes for the SA community on its English channel AM864; however, these same programmes are now broadcast by R3. These programmes ran on AM864 from June 2005 until June 2008. The channel currently provides four hours per week of Filipino programming with “Good Evening Kabayan” on Friday and Saturday nights. The station mostly broadcasts music (96.2%) (HKBA, 2010b).
2.2.7.2 Metro Plus
While AM864 appears to operate only to meet a licensing requirement, Metro Plus attempts to use its for-profit status with a focus on Hong Kong’s Filipino and Indonesian communities. Music is the major (77.4%) element in programming, but there is more news and weather than on AM864 (9.2% on Metro versus 3.5% on AM864) along with religious programmes (4.3%) and talk shows (8%) (HKBA, 2010b). The channel features programmes such as the Philippines Tonight Show (PTS) and Indonesian Consulate Hour as well as health features, Campus Radio and an annual Ramadan feature (Metro Broadcast Corporation Limited, 2010). PTS is broadcast Thursday to Saturday for a total of six hours (Metro Broadcast Corporation Limited, 2010).

2.2.7.3 DBC
When it begins broadcasting in late 2011, DBC plans to target EMs using one of its channels13 dedicated to minorities with some talk shows in English (A. Cheng, 2010). When announcing the granting of licenses, the Chairman of the Broadcasting Authority, Ambrose Ho, also encouraged licensees to offer programmes for other non-English speaking ethnic groups (Ho, 2010). This is part of the license requirement of providing “at least 50 hours of non-Cantonese programmes per week” (HKG, 2010b). As nights and weekends seem to be the best time to target FDWs, DBC could use its daytime slots to offer programmes for SA.

2.2.7.4 Listening figures for English language radio in Hong Kong
Because it is on the AM band and broadcasts in English, many Hong Kong residents might not be aware of R3’s existence. A 1991 survey showed the channel had 18,100 listeners (CSD HKSARG, 1993). Only one respondent among 185 youths aged 12–24 surveyed in November–December 2003 listened to R3; twice as many listened to Metro Plus (The Hong Kong Federation of Youth Groups, 2005). The most recent public survey of broadcasting services showed 0.8% of the Hong Kong radio audience tuned into R3 (Consumer Search & HKBA, 2007). A similar survey in 2005 listed the channel’s audience at 0.3% (MDR Technology, 2005). These figures are dwarfed by Commercial Radio’s CR1 which had 22.4% of the audience in 2007 and 24.2% in 2005 (Consumer Search & HKBA, 2007; MDR Technology, 2005).

13 An annex to a Legislative Council brief published on March 22, 2011 clarified that DBC’s minority channel would target Filipinos, Indonesians, Pakistanis, Nepalis and Indians residing in Hong Kong (Hong Kong Legislative Council, 2011).
2.2.8 Minority broadcasting
In the previous sections, radio and PSB have been discussed. The final section on radio will focus on minority broadcasting. The discussion will be informed by how the past has shaped RTHK’s current role and how PSBs in different locations serve minorities.

2.2.8.1 Minority broadcasting in Hong Kong
R1, R2, R3 and R7 are responsible for producing “specific programmes of at least 3.5 hours per week to serve the disabled, EMs and society’s underprivileged” (RTHK, 2009). “Service to minorities” has been defined in various ways in public broadcasting. In explaining its definition of the function of public broadcasting, RTHK has classified Cantonese opera, classical music, programmes for the elderly and educational programmes as being of minority interest (RTHK, 2010a). Support for minorities is found throughout RTHK’s charter. A glance through the Charter reveals several references pertaining to minorities:

- encourage social inclusion and pluralism;
- diversity;
- universality of reach;
- sensitivity to the pluralistic nature of Hong Kong;
- The objective is to enhance public understanding and acceptance of the cultural, linguistic, religious and ethnic diversity both in the local community and beyond;
- enrich the multi-cultural life of Hong Kong people;
- deliver programming which contributes to the openness and cultural diversity of Hong Kong;
- cater to the needs of minority interest groups (RTHK, 2011e).

The Charter also states that the RTHK board of advisors, who were appointed by the Chief Executive of the Hong Kong Special Administrative Region of the Peoples’ Republic of China, is mandated to include and consider minorities:

The board shall comprise a balanced mix of persons with good local knowledge and varying expertise who are appointed in their personal capacity.
Members of the Board shall include … persons with experience in serving the interests of minorities and/or underprivileged (RTHK, 2011e)

Programme areas covering radio in the charter specifically mention:

- cultural enrichment;
- clear definition to channel identity;
- appealing to various sectors of the community;
- (news in) other languages as appropriate;
- serve minority audience needs (RTHK, 2011e).

As for the language of broadcasts, a study on minority broadcasting in Scandinavia found that it is better to provide programming in the native tongues of minorities (Moring, 2002), but this might not be possible in Hong Kong as RTHK already broadcasts in three languages, Cantonese, Putonghua and English with the latter representing a minority already. The 2006 review by the Legislative Council’s ITB panel suggested that broadcasting for minority groups would boost social cohesion (Legislative Council Panel on Information Technology and Broadcasting, 2006). In his previous role as chairman of the Legislative Council’s information technology and broadcasting panel, Albert Cheng, now chairman of DBC, suggested RTHK should focus on minorities and the disadvantaged instead of catering for the audiences already served by commercial operators (A. Cheng, 2005).

### 2.2.8.2 R3 minority programming

R3 broadcasts two minority language programmes every Sunday night, starting with Saptahik Sandesh in Nepali. It is followed by Hong Kong Ki Shaam, which is in Urdu and mostly aimed at a Pakistani audience. Each show is 55 minutes long.

These shows are not RTHK initiatives as they are sponsored by the Race Relations Unit of the Home Affairs Bureau (Race Relations Unit, Home Affairs Department, HKG, 2011). Hong Kong Ki Shaam, and Septahik Sandesh, started on Metro Plus in November 2004, moved to AM864 in May 2005 and have been at R3 since May 2008 (Patkin, Forthcoming). A comparison of these programmes with other minority...
broadcasts in Hong Kong as listed in table 4 shows R3 offers the least amount of ethnic minority broadcasting among Hong Kong’s English language channels.

Table 4: Programming dedicated to minorities on Hong Kong radio channels

<table>
<thead>
<tr>
<th>Channel</th>
<th>Programme type</th>
<th>Language</th>
<th>Frequency</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio 2</td>
<td>Indonesian</td>
<td>Bahasa Indonesia &amp; Cantonese</td>
<td>55 minutes per week</td>
<td>FM/online/archive</td>
</tr>
<tr>
<td>(RTHK)</td>
<td></td>
<td></td>
<td></td>
<td>(RTHK, 2011w)</td>
</tr>
<tr>
<td>Radio 3</td>
<td>Nepali</td>
<td>Nepali</td>
<td>55 minutes per week</td>
<td>AM/online/archive</td>
</tr>
<tr>
<td>(RTHK)</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>55 minutes per week</td>
<td>AM/online/archive</td>
</tr>
<tr>
<td>(RTHK, 2011v)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metro Plus</td>
<td>Indonesian</td>
<td>Bahasa Indonesia</td>
<td>110 minutes per week</td>
<td>AM/online</td>
</tr>
<tr>
<td>(Metro Broadcast)</td>
<td>Filipino</td>
<td>Tagalog</td>
<td>280 minutes per week</td>
<td>AM/online</td>
</tr>
<tr>
<td></td>
<td>Filipino religious</td>
<td>Tagalong</td>
<td>115 minutes per week</td>
<td>AM/online</td>
</tr>
<tr>
<td></td>
<td>Ramadan special</td>
<td>Urdu</td>
<td>15 minutes daily during Ramadan</td>
<td>AM/online</td>
</tr>
<tr>
<td>(Vincent, 2010)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AM 864</td>
<td>Filipino</td>
<td>Tagalog</td>
<td>220 minutes per week</td>
<td>AM/online</td>
</tr>
<tr>
<td>(Commercial Radio)</td>
<td></td>
<td></td>
<td></td>
<td>(Delacy, 2010)</td>
</tr>
</tbody>
</table>
In correspondence with [name] of RTHK's [position], [name] described the channel's role:

You realise of course that Radio 3's main mandate is to serve the English-speaking community ... We do not attempt to serve directly (in any material way) the many diverse ethnic communities within Hong Kong. ... we do not specifically reach out to the European, American, Australian, African, Southeast Asian or South Asian communities ... RTHK, generally, seeks to serve as part of our mission the wider community and minority interests through our many channels. That's why we do youth, elderly, Mandarin (Putonghua), English, classical music, etc. But we do not target ethnic or national groups. We do the Nepali and Urdu-language programmes as a very, very small step towards reaching those communities but it is not considered a strong or key initiative ([name], 2010)

This statement illustrates the differences between RTHK’s corporate initiatives mentioned earlier in sections 2.2.5 and 2.2.6 and operational definitions. This literature review will use census figures that show non-Chinese Asians comprise the largest number of Hong Kong residents who use English as a lingua franca and thus represent the largest grouping in the English speaking community.

2.2.8.3 Past minority programming
Among the many programmes broadcast by R3 for EM, two stand out – Bikhare Moti or Indian Variety and Mabuhay. Aimed at the Filipino community, Mabuhay was broadcast every Sunday night from 1987 until February 2002 (Gardiner, 2010). One of the possible reasons for its decline was that its host, Vilma Gardener, left Hong Kong and supplied the programme from the US. When the programme was cancelled, it was reported to have had the largest audience on the channel (K. Sinclair & Benitez, 2002). Another defunct programme aimed at a minority population, Indian Variety, hosted by volunteer GT Gul, started in 1979 and lasted twenty years (Kwok & Narain, 2003). Both of these programmes featured entertainment, news and music, although Mabuhay also played a supportive role for FDWs.\footnote{15}{The researcher observed this while working alongside the producers and presenters of FDW radio programmes at Metro Broadcast and RTHK.}
2.2.8.4 British Forces Broadcasting Service
During the colonial days, the British Forces Broadcasting Service (BFBS) provided English and Nepali channels to inform and entertain troops (BFBS Radio, 2011). The Nepali service ran 12 hours a day (White, 1995) and reached Nepalis in the army and beyond. When Hong Kong reverted to Chinese rule in mid-1997, Nepalis residing in Hong Kong lost access to the service; however, some found relief in Gul’s RTHK programme (White, 1994).

One of the founders of Ghurkha radio in Hong Kong, Corporal Khem Gurung, shared his thoughts on the past via email:

Ghurkha Radio Hong Kong, although moved from Singapore in early August 1971, first started broadcasting from the Nissen huts of Malaya lines in Sek Kong Barracks [in Hong Kong’ New Territories] on 24 September 1971. After three years there, it moved to its new custom built building at Borneo Lines of Sek Kong Barracks on 11 December 1974 which was officially opened by Major General E. J. S. Burnett, Major General Brigade of Ghurkhas (MGBG). Prior to the handover of Hong Kong to China in 1997, the last programme from Ghurkha Radio Hong Kong went on the air on 27 October 1996. As I was one of the team there, I (vaguely) remember that it first started broadcasting for six hours, three in the mornings and three in the evenings and finally for twelve hours daily when it closed down in 1996. It used to broadcast fresh home news, interviews, women’s, children’s programmes, requests and dedications, poetry recitals, religious, patriotic and Hindi music. It also used to run competitions and phone-ins (Gurung, 2010).

2.2.8.5 Official reports and minority broadcasting
Two major reports on public broadcasting were published in 2006 and 2007 and in each report the importance of addressing the interests of a diverse community was mentioned. The Report on the Study of Public Service Broadcasting in Hong Kong by the Legislative Council’s Information Technology and Broadcasting Panel, for example, found that a PSB should “reflect the cultural and linguistic diversity of Hong Kong” (Legislative Council Panel on Information Technology and Broadcasting, 2006, p.iii). Similarly, the government-appointed Committee on Review of Public Service
Broadcasting stated that public broadcasting should “enrich the multi-cultural life of the people of Hong Kong”, serve “the interests of minorities” and “cater for the diverse needs of different groups in the community” (Committee on review of public service broadcasting, 2007, p.54). These two reports reinforced RTHK’s mandate to serve minorities in the spirit of PSB.

2.2.8.6 Hong Kong Government perspective on PSB for minorities
The Hong Kong Government has created a HK$45-million fund, the Community Involvement Broadcasting Fund, so that RTHK can work with community organisations and EMs to produce their own programmes (Hong Kong Legislative Council, 2009; GovHK, 2010). Hong Kong is guaranteed an independent media in the Basic Law (Drafting Committee for the Basic Law, 2010); however, as Hong Kong is a Special Administrative Region of the Peoples’ Republic of China, it is worth noting how the country’s national broadcaster, China National Radio, views minorities in its mandate as explained by Hu Zhanfan, Vice President of the State Administration of Radio, Film and Television, People’s Republic of China:

China National Radio started its ethnic language services in May 1950, and gradually developed them into specialized channels. Every day, China National Radio broadcasts in five ethnic languages – Mongolian, Tibetan, Uygur, Kazak and Korean – to the regions inhabited by these EMs. In the regions and provinces of Tibet, Xinjiang, Qinghai, Yunnan and Sichuan, which are densely populated by EMs, the local radio stations offer corresponding ethnic language services.

(The programmes) play an active role in promoting national unity, common development and protecting the cultural diversity of society (Hu, 2004, p.29).

2.2.8.7 International minority PSB
The mission statements of public broadcasters as listed in table 5 around the world show a commitment to serving minorities. This table is different from the earlier ones (tables 2 and 3) which listed corporate mission statements of PSBs. Such programming dates back to the 1920s in the United States and the UK, the 1930s in Norway and the 1940s in New Zealand (D. R. Browne, 2005). Today, the BBC’s Asian Network is available on AM, FM, digital and the Internet. Programmes include information about India, Pakistan and Sri Lanka and Bollywood-style music news and documentaries (British Broadcasting Corporation, 2011i). SBS in Australia and the
BBC complement their multilingual programming with websites offering information in Urdu, Nepali and Hindi (British Broadcasting Corporation, 2011b; British Broadcasting Corporation, 2011c; British Broadcasting Corporation, 2011f; SBS, 2011b; SBS, 2011c; SBS, 2011d) while the CBC recognises the country's French speaking community (CBC Radio-Canada, 2011b). The South African Broadcasting Corporation’s (SABC) Lotus FM and 5FM cater for two types of special interest groups. Lotus FM targets listeners with Indian heritage (South African Broadcasting Corporation Limited, 2011b) while 5FM plays pop music and is staffed by an ethnically diverse team of presenters (South African Broadcasting Corporation Limited, 2011a). The Israel Broadcasting Authority (IBA) provides Arabic language services on “the Voice of Israel”. The Arabic language channel's 18 hours of daily programming are broadcast on two AM and two short wave frequencies (Israel Ministry of Foreign Affairs, 2003). Among the music, entertainment and current affairs programmes is the “Doctor behind the microphone” which has helped some Arab listeners travel to Israel for medical treatment (Israel Ministry of Foreign Affairs, 2003).
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Commitment to minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTHK</td>
<td><strong>RTHK Mission</strong> (an extract)</td>
</tr>
<tr>
<td></td>
<td>“To deliver programming which contributes to the openness and cultural diversity of Hong Kong; To serve a broad spectrum of audiences and cater to the needs of minority interest groups” (RTHK, 2010b)</td>
</tr>
<tr>
<td>ABC</td>
<td><strong>ABC Editorial Policies – Principles and Standards</strong></td>
</tr>
<tr>
<td></td>
<td>“The ABC broadcasts and publishes comprehensive and innovative content that aims to inform, entertain and educate diverse audiences (Australian Broadcasting Corporation, 2011f). <strong>Our Strategic Plan 2010 –13</strong></td>
</tr>
<tr>
<td></td>
<td>Our Values: “We embrace diversity” (Australian Broadcasting Corporation, 2011e)</td>
</tr>
<tr>
<td>CBC</td>
<td><strong>CBC Radio Canada About us:</strong></td>
</tr>
<tr>
<td></td>
<td>“We bring diverse regional and cultural perspectives into the daily lives of Canadians in English, French and eight aboriginal languages, and in seven languages on our international Radio service, RCI”(CBC Radio-Canada, 2011a).</td>
</tr>
<tr>
<td>BBC</td>
<td>The BBC mission statement is to “inform, educate and entertain” and to also “celebrate our diversity”. The BBC also has a hiring policy that favours a workforce comprising</td>
</tr>
</tbody>
</table>
“NHK WORLD RADIO JAPAN broadcasts news and information in 18 languages.

“NHK WORLD RADIO JAPAN provides a total of 56 hours and 20 minutes a day of broadcasts in 18 languages, including English and Japanese, about what is happening right now in Japan. Transmissions are directly from KDDI Yamata Transmission Station in Japan, and are relayed via 17 overseas stations.

“Language


“…the provider of an independent national broadcasting service to provide a balance between programmes of wide appeal and programmes of interest to minority audiences” (Radio New Zealand, 2010).

“Diversity: When it comes to creating programmes, we orientate ourselves towards the varied needs of the majorities and minorities in multilingual and multicultural Switzerland. Diversity shapes our formats, content and viewpoint. We address international events and their impact on the role and importance of Switzerland” (SRG SSR, 2011a).
"About us:

“SBS celebrates diversity and contributes to the social inclusion and cross-cultural understanding of all Australians - linguistically, sociologically and culturally” (SBS, 2011a).

“NPR ethics code:

“…recognizing the diversity of the country and world on which we report, and the diversity of interests, attitudes and experiences of our audience” (NPR, 2011).

2.2.9 Conclusion of section on public radio in Hong Kong
The area of public radio broadcasting in the Hong Kong context has been reviewed in this section. It began with an introduction of radio as a medium and technology, followed by an introduction to types of radio research, different business models, minority broadcasting and the relationship of these issues to Hong Kong. This section identified R3 as a suitable channel for non-Chinese speakers who use English as a lingua franca. The next section will expand on minorities by exploring the identities and needs of the SA community in Hong Kong.
2.3 IMMEDIATE DISCIPLINE 2 – SOUTH ASIANS IN HONG KONG
This section discusses the SA community in Hong Kong. It will begin by defining minorities in the Hong Kong context and profiling the SA community. After establishing the demographic profile of the community, the discussion will move to the most suitable language to communicate with SAs in Hong Kong. This section will conclude by reviewing the social situation of SAs in Hong Kong and lead to the next area of this chapter that discusses research on minority radio.

As stated earlier, there have been only a few studies on SAs in Hong Kong. This section will feature figures extracted from those studies along with reports and commentaries from the English language media in Hong Kong. As the section develops, it is important to note that the purpose of the literature search was to obtain a balanced view of what the literature covers rather than to focus on problems in the SA community. Library and Internet searches will show that the topics summarised in this section are representative of the body of literature in English about SAs in Hong Kong.

Throughout this section, the reader may question whether the link to public radio and the social situation of SA in Hong Kong is in fact a gap in the literature. To answer this in the context of business: a service provider needs to know its customer base. If R3 is mandated to serve minorities and this thesis investigates that service, then the social situation and needs of minorities should be discussed in order to reveal the kinds of topics and issues that could be addressed in public radio programmes that need to reach minority groups, as opposed to for-profit radio which can choose its audience.

2.3.1 Minorities
Technology has brought us all closer together, but has also highlighted our great divisions in gender, race, culture, sexual orientation, religion and language. While there have been divisions in society dating back to biblical times, the term “ethnic minority” was not used until the 20th century. World War II had a major effect on the identification of EMs (D. R. Browne, 2005). Browne’s definition of ‘ethnic minority’ includes “anyone who identifies him or herself as part of a group that maintains a distinction in language and/or culture between itself and the majority (mainstream) population” (D. R. Browne, 2005, p.6). In his review of sexual minorities in the mass media, Gross surmises “those of us who belong to a minority group may nevertheless have absorbed the values of the dominant culture, even if they exclude or diminish
us” (Gross, 1995, p.66) while a minority has also been defined as being powerless (Schejter, Kittler, Lim, Douai, & Balaji, 2007).

2.3.1.1 Hong Kong minorities
Hong Kong NGOs define EMs in the community as mostly Asians with a particular emphasis on people from South East Asia and the Indian sub-continent (Christian Action, 2006; Integrated Service Centre for Ethnic Minorities (YTM), 2007). EMs in Hong Kong are non-Chinese and include “migrants from Europe, the US and Asian countries among which the SA and South East Asian migrants shared the greatest portion” (The Hong Kong Council of Social Service [HKCSS], 2005, p.1). The NGO, Minority Rights Group International, defines minorities as “disadvantaged ethnic, national, religious, linguistic or cultural groups who are smaller than the rest of the population and who may wish to maintain and develop their identity” (Minority Rights Group International, 2011). The Hong Kong Government’s 2006 Population By-census included whites and Japanese as ethnic minorities because of their “non-Chinese” status (CSD HKSARG, 2007, p.2) as listed in table 6. Labeled as Caucasian by the Hong Kong Government, whites belong to a higher socio-economic group than most of the non-Chinese ethnic minorities in Hong Kong (Heung, 2006). A similar categorisation could apply to Japanese and Koreans who also earn more than other minority groups (CSD HKSARG, 2007). Another two ethnicities, Indonesians and Filipinos, have been excluded because of their temporary status linked to their work as foreign domestic workers (Bell & Piper, 2005). Accordingly, SAs in Hong Kong are not just identified as a linguistic and cultural minority, but also by their economic status. In the parameters of this study, a minority is a sizable community or a member of such a community that faces obstacles in attaining the same social rights as other citizens in Hong Kong.
Table 6: Hong Kong population by ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Population</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>6522148</td>
<td>95.01%</td>
</tr>
<tr>
<td>Filipino</td>
<td>112453</td>
<td>1.64%</td>
</tr>
<tr>
<td>Indonesian</td>
<td>87840</td>
<td>1.28%</td>
</tr>
<tr>
<td>White</td>
<td>36384</td>
<td>0.53%</td>
</tr>
<tr>
<td>Indian</td>
<td>20444</td>
<td>0.30%</td>
</tr>
<tr>
<td>Nepalese</td>
<td>15950</td>
<td>0.23%</td>
</tr>
<tr>
<td>Japanese</td>
<td>13189</td>
<td>0.19%</td>
</tr>
<tr>
<td>Thai</td>
<td>11900</td>
<td>0.17%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>11111</td>
<td>0.16%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>12663</td>
<td>0.18%</td>
</tr>
<tr>
<td>Others</td>
<td>20264</td>
<td>0.30%</td>
</tr>
<tr>
<td>Total population</td>
<td>6864346</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total South Asians</td>
<td>47505</td>
<td>0.69%</td>
</tr>
</tbody>
</table>

(CSD HKSARG, 2008)

2.3.1.2 Definition of South Asian

Prior to the 1947 partition of India, that country included the areas that are now identified as Pakistan and Bangladesh and people coming from that region were identified as Indian or South Asian (White, 1994). “South Asia” or “South Asian” refers to an identity belonging to India, Pakistan, Sri Lanka, Bangladesh and Nepal (Massey, 2010, pp.16-17). In earlier studies, the SA community included Filipinos as well as Nepalese, Indians and Pakistanis (Ku et al., 2005; Yang Memorial Methodist Social Service, Yau Tsim Mong Integrated Centre for Youth Development [Yang], 2002). In a previous study by the Movement Against Discrimination, participants were categorised into various ethnic groups by self-assessment (MAD, 2004) although Hong Kongers generally classify anyone from the Indian sub-continent as Indian (Detaramani & Lock, 2003). In this study, SAs will include people in Hong Kong who identify themselves socially or culturally as Indian, Pakistani or Nepali which is the same guideline used by the Census and Statistics Department in Hong Kong (CSD HKSARG, 2007).
2.3.1.3 History of South Asian Communities in Hong Kong
Before proceeding with the current situation of SAs, it is important to show that the community has a long association with Hong Kong. Perhaps due to the community’s small size, little has been written about it. This section is an attempt to piece together a history that has been garnered from publications that have focused on Hong Kong’s establishment, the Second World War and beyond.

On January 26, 1841, around 2,700 Indian troops witnessed the establishment of the British colony of Hong Kong (Vaid, 1972). Despite their large numbers in the disciplined forces, few Indians reached higher ranks, which were filled by Europeans (Kwok & Narain, 2003).

During World War II, Indian policemen worked for the Japanese during the occupation after being deserted by the British (Vaid, 1972). The Japanese saw them as neutral, but after the war, the British expelled some of them from the police force because they had worked for the Japanese (Kwok & Narain, 2003; Vaid 1972). The British feared the Indians so much that they accused some of collaborating with the enemy which resulted in the execution of two policemen (Kwok & Narain, 2003). Following the war, Nepalese Ghurkhas rather than Indians were recruited as guards for the public and private sectors (Kwok & Narain, 2003). Like the Indians before them, the Nepalis came to Hong Kong in the hope of escaping poverty (White, 1994).

The composition of the Indian community changed after World War II with fewer professionals such as doctors, lawyers, teachers and engineers and an increase in businessmen and housewives (Vaid, 1972). Those pursuing higher education went to India instead of using the Hong Kong education system (Vaid, 1972). The Nepalese, however, continued to serve as the colony’s protectors. Ghurkha soldiers in Hong Kong numbered 6,000 three years prior to the 1997 handover (White, 1994).

In 1972, a quarter of a century before the handover to China in 1997, Vaid questioned why members of the SA community no longer held positions in government or the Legislative Council and claimed it was because the Indian community was facing discrimination (Vaid, 1972). In recent years, however, it should be noted that SA community leaders have received recognition from the government in annual awards (Tsang, 2010a).
2.3.2 Situation of South Asians in Hong Kong
As the discussion about SAs in Hong Kong progresses, the focus will be on more recent literature that will give a better understanding of their current social situation. This includes a selection of reports and studies by academics, NGOs and government departments.

2.3.2.1 Identity of South Asians in Hong Kong
SAs who were born in Hong Kong or have lived here for many years have mixed opinions regarding their identities and allegiances. Few (6.6%) of the Nepalese living in Hong Kong call Nepal home; more (23.2%) consider Hong Kong to be their home but the majority (68.2%) call both Hong Kong and Nepal home (MAD, 2004, p.45). In a study among SA children, that also included Filipinos, almost all (99%) liked Hong Kong, and almost all (95%) were proud of their ethnic origin (Ku et al., 2005, p.52). They, like Nepali adults mentioned earlier, had a high response to identifying with a mix of both their ethnic origin and Hong Kong (63%). Pakistani adults have a different opinion with 8.5% identifying themselves as Hong Kongers and the majority (89.4%) considering themselves Pakistani (Ku et al., 2003, p.40).

2.3.2.2 Language
The first language of most SAs in Hong Kong is Urdu, Hindi or Nepali while Hong Kong’s dominant language is Cantonese followed by English (CSD HKSARG, 2008). Among SAs, Indians have the best grasp of English followed by Nepalis and Pakistanis (CSD HKSARG, 2008; HKPRI, 2006b) as shown in table 7. However, Pakistanis have a higher level of proficiency in Cantonese when compared with Nepalis and Indians (CSD HKSARG, 2007). The measurement for language proficiency, based on respondents’ self-assessment, is used throughout the census (CSD HKSARG, 2007). An investigation into the health of EM prepared by the Hong Kong Policy Research Institute, which included 3,123 participants, showed most had much better English speaking skills than Cantonese skills, as summarised in table 7 (HKPRI, 2006b). When it comes to reading, a study on SA women found around 44–45% could speak, listen, write and read English, but only 18% could speak and understand Chinese (Hong Kong Christian Service [HKCS] & PolyU, 2007, p.20). Even fewer women were able to read (1.9%) and write (0.6%) Chinese (HKCS & PolyU, 2007, p.20). Affinity with English is strong among SA youth. More (91.9%) are interested in learning English rather than Chinese (25.2%) (Yang, 2002, p.17). These findings suggest that SA would be more comfortable listening to an English language radio channel rather than a Cantonese one.
Table 7: Language proficiency levels (%) among SA in Hong Kong according to ethnicity

<table>
<thead>
<tr>
<th>Data source</th>
<th>Language proficiency</th>
<th>Indian</th>
<th>Pakistani</th>
<th>Nepali</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 population by-census</td>
<td>English</td>
<td>86.3</td>
<td>73.2</td>
<td>79.7</td>
</tr>
<tr>
<td></td>
<td>Cantonese</td>
<td>35.3</td>
<td>60.4</td>
<td>40.3</td>
</tr>
<tr>
<td>(CSD HKSARG, 2008)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HK Policy Research Institute</td>
<td>read English</td>
<td>84</td>
<td>70.3</td>
<td>79.8</td>
</tr>
<tr>
<td></td>
<td>write English</td>
<td>81.7</td>
<td>66.2</td>
<td>78.1</td>
</tr>
<tr>
<td></td>
<td>speak English</td>
<td>87.6</td>
<td>81.9</td>
<td>90.6</td>
</tr>
<tr>
<td></td>
<td>read Cantonese</td>
<td>3.8</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>write Cantonese</td>
<td>2.6</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>speak Cantonese</td>
<td>37.9</td>
<td>48</td>
<td>41</td>
</tr>
<tr>
<td>(HKPRI, 2006b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The concept of English as a lingua franca, the use of English by people who identify with another first language, and its association with the study of World Englishes is relatively new (Berns, 2007). In researching Hong Kong’s Indian community, Patri and Pennington conclude that English is used as a unifying language (Patri & Pennington, 1998). A longitudinal study on SA and other groups in Chungking Mansions, a shopping centre and housing complex synonymous with Hong Kong’s SA population, found that English was used as a lingua franca for business deals (Mathews, 2007). It is important to note the majority of SA are more comfortable communicating in their mother tongue, listed as their usual language in table 8.

Table 8: The usual language of SA residents in Hong Kong

<table>
<thead>
<tr>
<th>Usual Language</th>
<th>Number of speakers</th>
<th>Population with linguistic link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi (India)</td>
<td>11 300</td>
<td></td>
</tr>
<tr>
<td>Bengali (India)</td>
<td>392</td>
<td>20,444</td>
</tr>
<tr>
<td>Sinhalese (India)</td>
<td>110</td>
<td></td>
</tr>
</tbody>
</table>
Nepali (Nepal) 13,132 15,950
Urdu (Pakistan) 8,160 11,111
Totals 33,094 47,505
(CSD HKSARG, 2008)

2.3.2.3 Education
The educational attainments of SA are split along similar lines to the distributions of income, with Indians having the highest level of post-secondary achievement followed by Pakistanis and Nepalis (CSD HKSARG, 2007) as listed in table 9. In 2006, “only 23 of 300 EM students who took the HKCEE examination … made it into Form Six” (Yeung, 2007). Attitudes among Pakistani adults show that just 3% of respondents were pursuing part-time studies with around half feeling there was no need to take a retraining course (Ku et al., 2003, p.30).
Table 9: Education levels (%) of various ethnicities aged 15 and up according to the 2006 population by-census

<table>
<thead>
<tr>
<th></th>
<th>No school / pre primary</th>
<th>Primary school</th>
<th>Lower high school</th>
<th>Upper high school</th>
<th>6th form high school</th>
<th>Post high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole population</td>
<td>7.1</td>
<td>18.3</td>
<td>19</td>
<td>26.7</td>
<td>5.9</td>
<td>23</td>
</tr>
<tr>
<td>All minorities</td>
<td>2.7</td>
<td>10.5</td>
<td>16.7</td>
<td>25</td>
<td>14.7</td>
<td>30.3</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.3</td>
<td>3.8</td>
<td>8.1</td>
<td>30.9</td>
<td>22.7</td>
<td>33.1</td>
</tr>
<tr>
<td>Indonesian</td>
<td>2.5</td>
<td>19.1</td>
<td>35.7</td>
<td>23.8</td>
<td>12.9</td>
<td>6.1</td>
</tr>
<tr>
<td>White</td>
<td>1.4</td>
<td>2.3</td>
<td>3.9</td>
<td>11.3</td>
<td>7.5</td>
<td>73.6</td>
</tr>
<tr>
<td>Indian</td>
<td>3.8</td>
<td>7.7</td>
<td>7.9</td>
<td>24</td>
<td>10</td>
<td>46.6</td>
</tr>
<tr>
<td>Nepalese</td>
<td>5.2</td>
<td>9.9</td>
<td>18.8</td>
<td>40</td>
<td>10.3</td>
<td>15.8</td>
</tr>
<tr>
<td>Japanese</td>
<td>2.8</td>
<td>1.5</td>
<td>3</td>
<td>10.2</td>
<td>9.6</td>
<td>72.8</td>
</tr>
<tr>
<td>Thai</td>
<td>6.4</td>
<td>40.8</td>
<td>15.9</td>
<td>16.9</td>
<td>7.7</td>
<td>12.4</td>
</tr>
<tr>
<td>Pakistani</td>
<td>13.7</td>
<td>15.7</td>
<td>19.5</td>
<td>24.9</td>
<td>6.7</td>
<td>19.5</td>
</tr>
<tr>
<td>Other Asian</td>
<td>4.1</td>
<td>13.9</td>
<td>18.8</td>
<td>20.7</td>
<td>9.3</td>
<td>33.2</td>
</tr>
<tr>
<td>Others</td>
<td>2.5</td>
<td>6.9</td>
<td>11.1</td>
<td>18</td>
<td>7.4</td>
<td>54</td>
</tr>
</tbody>
</table>

(CSD HKSARG, 2007)

2.3.2.4 Gender roles
Census statistics show more SA males than females are employed, and also that males tend to earn more than females (CSD HKSARG, 2007). There are more men than women in the SA community as shown in table 10. SAs in Hong Kong traditionally view men as breadwinners and women as housewives (Department of Health, 2010). Female minorities are considered to be “the invisible among the invisibles” (HKCS & PolyU, 2007, p.1).
Table 10: Gender distribution among ethnic groups in Hong Kong showing the number of males per 1,000 females

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gender distribution per 1,000 including domestic helpers</th>
<th>Gender distribution per 1,000 excluding domestic helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole pop</td>
<td>911</td>
<td>961</td>
</tr>
<tr>
<td>All minorities</td>
<td>293</td>
<td>959</td>
</tr>
<tr>
<td>Filipino</td>
<td>55</td>
<td>471</td>
</tr>
<tr>
<td>Indonesian</td>
<td>15</td>
<td>289</td>
</tr>
<tr>
<td>White</td>
<td>1842</td>
<td>1842</td>
</tr>
<tr>
<td>Indian</td>
<td>1042</td>
<td>1149</td>
</tr>
<tr>
<td>Nepalese</td>
<td>993</td>
<td>1082</td>
</tr>
<tr>
<td>Japanese</td>
<td>1026</td>
<td>1026</td>
</tr>
<tr>
<td>Thai</td>
<td>103</td>
<td>150</td>
</tr>
<tr>
<td>Pakistani</td>
<td>1349</td>
<td>1347</td>
</tr>
<tr>
<td>Other Asian</td>
<td>583</td>
<td>624</td>
</tr>
<tr>
<td>Others</td>
<td>1346</td>
<td>1346</td>
</tr>
</tbody>
</table>

(CSD HKSARG, 2008)

2.3.3 Problems faced by minorities in Hong Kong
In searching for literature about Hong Kong’s SA community, there were a few titles that celebrated the community such as “Turbans and Traders” by White (White, 1994). A study on EM women summarised other reports focusing on “employment, education, housing and social lives” (HKCS & PolyU, 2007, p.1). Another study on the health of minorities listed influences such as language barriers (HKPRI, 2006b) and other studies report minority children have struggled in Chinese language schools (Chong, 2007). These studies are discussed in the following sequence: language, health, education and discrimination.

2.3.3.1 Language in education
Language proficiency and choice are linked closely to education in Hong Kong. This section discusses the current language policy and how it impacts the lives of SAs in Hong Kong. The discussion shows that accessing an education in English can be expensive and intellectually challenging. It reveals the use of English is linked to the social elite in Hong Kong and suggests SA are not included as members of R3’s target audience.
SA children have difficulty in securing places in free government schools due to financial and linguistic constraints. Non-Chinese speakers faced difficulties in the 1998 school year when the government switched from English as a medium of instruction (EMI) to Cantonese (Detaramani & Lock, 2006). The change affected 307 government and government assisted secondary schools which started teaching academic subjects in Chinese (Loper, 2004). There were 114 schools which were allowed to teach in English as a medium of instruction, but these represented academically elite “Band 1” institutions that were likely to place limits on the number of non-Chinese students they would admit (Loper, 2004). Competition for places is keen. Chinese families prepare their children for EMI schools by spending thousands of dollars on English classes (Heron & Nip, 2010) and thus creating more pressure on non-Chinese who use English as a lingua franca to secure an education in a language they are more comfortable with.

Apart from designated Band 3 EM schools offering an English curriculum, there is also the private English Schools Foundation (ESF) which charges HK$61,000 (US$8,000) per year for primary (English Schools Foundation, 2011). Some members of the wealthier Sindhi community, an Indian minority, can afford EMI international schools and overseas universities, but the students miss future opportunities linked to possessing Chinese language skills (Detaramani & Lock, 2006). Cantonese has been described as a challenging language to learn for non-Chinese (Ku et al, 2005). Some SA claim Chinese language schools use it as a pretext for refusing admission to EM students (Department of Health, 2010).

The Education Bureau’s trilingual biliterate education policy is designed to integrate non-Chinese speaking children by ensuring they are able to write Chinese and English and speak English, Cantonese and Putonghua (EDB, 2010). Chinese is the medium of instruction, with English as a core subject, in 473 government and government-aided primary schools. Around one quarter of the 400 government and aided secondary schools were listed as using English as a medium of instruction in 2009 (EDB, 2009), but schools were given more flexibility in 2010 (EDB, 2010). A 2004 report on the Nepalese community recommended more should be done to improve Chinese language learning for minorities so they could gain places in mainstream schools (MAD, 2004) and children with poor Chinese skills are offered extra courses (EDB, 2010). Around half (45.3%) SA mothers find it difficult to help with their children’s homework (HKCS & PolyU, 2007, p.43), while more than three-
quarters of Nepali parents said there are problems learning Chinese (MAD, 2004) which would suggest the value of English language media.

SA face difficulties in social mobility because of challenges in receiving a post-secondary education. English is the medium of instruction for courses run by the Vocational Training Council, although Chinese is also used (EDB, 2010). Most Nepalis (91.5%) feel more courses should be offered in English and some (20.2%) reported they did not pursue a course because it was not in English (MAD, 2004, p.29). Studies on Nepalis and Pakistanis have recommended that more courses should be offered in English and minority languages (MAD, 2004; Ku et al., 2003). Those making it to university face difficulties when classes are conducted in Chinese even though the language of instruction is supposed to be English (Loper, 2004; McInerney, 2010b).

The demand for an English language education has negative effects and some academics suggest schools should adopt a cross-cultural approach (Heung, 2006). Heung cited a report by an EM concern group that found most parents “did not want to send their children to Chinese schools” and that more than half preferred to wait until a place was available in an English school (Heung, 2006, p.30). As the number of non-Chinese children increases, some feel it is important to preserve their first language (A. Kirkpatrick, 2010) which is possible in a handful of schools (Loper, 2004). The English language SCMP used its editorial to argue that English is important in Hong Kong’s role as global financial centre, while learning Chinese is difficult for children from different cultures (South China Morning Post [SCMP], 2010b). The emphasis on the use of EMI in mostly elite government assisted schools and expensive private ones, further supports the notion that English is aligned with the privileged.

Very few SAs attend government subsidised universities in Hong Kong. Less than one per cent of the SA population were admitted against 18% of the general population in 2009 (Nip, 2010b; Yau, 2010b). Poon Wing-lok, a former manager of the charitable organisation Christian Action, claimed that social mobility would remain a challenge without a university education (Yau, 2010b). One way to circumvent language requirements is to study overseas. Pakistani Faiza Alvi, who was educated to secondary level in Hong Kong, graduated from an Ivy League university in the United States after she had been rejected by Hong Kong institutions as her Chinese
was not up to standard (Nip, 2010b). This shows that unlike the majority of the population that learns one foreign language, English, SAs need to learn two, Chinese and English, to access university education in Hong Kong. Presenting overseas degrees to prospective employers is also difficult. Degrees from Nepal, for example can be accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for HK$2160 (The Hong Kong Council for Accreditation of Academic and Vocational Qualifications, 2011) but fewer than 10% of Nepalese have been able to use their degrees in Hong Kong (MAD, 2004).

2.3.3.2 Health
Worldwide, radio has played a part in solving health problems and communication difficulties for EM since as far back as the 1970s when SBS radio (Australia) was used to address a shortfall of health information (D. R. Browne, 2005). In recent times, a series of deaths of Asian rock fishermen in Australia raised questions about how to communicate the dangers of the sport. The Royal Life Saving Association said Australia’s culturally and linguistically diverse communities needed to be targeted (Simmons, 2010). Topics related to health care may vary from country to country. Issues that could be addressed using public radio in Hong Kong are discussed in this section. The issue of health care is an important one for this study because the media can be used for sharing information with communities.

Health and access to health care are key issues for minorities (E. Lee, 2007). Pakistani and Nepali women rate their own health as poor (E. Lee, 2007). Around one-third of Nepalis find it difficult to communicate with doctors and healthcare providers (MAD, 2004). A telephone interpretation service has had some success in hospitals. However the service has not been used in an outpatient clinic at Yau Ma Tei\textsuperscript{16} with around a 10 per cent EM client base (Nip, 2009).

Two key health care reports, the Needs Assessment Survey on Health promotion for Ethnic Minority Groups (a quantitative report) and the Community Development Project for Ethnic Minority Groups (a qualitative report), were commissioned by the Department of Health in 2005–2006. The studies were undertaken because it was believed EM, including Indians, Nepalis, Pakistanis, Filipinos, Thais and Indonesians, faced more health challenges and such studies had not been done before (E. Lee, 2007). These health reports show minorities are concerned about their health.

\textsuperscript{16} Yau Ma Tei is an urban district in Kowloon
A quantitative report published in September 2006 included 3123 respondents from six different EM groups including Filipino, Indian, Indonesian, Nepalese, Pakistani and Thai aged between 15 and 64. The report, titled *Needs Assessment Survey on Health Promotion for Ethnic Minorities*, asked respondents about general health, diet, exercise, smoking, drinking, safety, hygiene and their sources of information about health. In general, respondents did not consider radio as a preferred source of information (HKPRI, 2006b). Instead, SAs rated TV, newspapers, the MTR and to a lesser extent, family and friends as their primary sources of information (HKPRI, 2006b). Of interest is the number of Filipinos (50.5%) and Indonesians (24.9%) who get health information from the radio against 8.8% of Indians, 11.8% of Nepalis and 14.9% of Pakistanis. Looking to the future, a significant proportion of SAs (10.3% of Indians, 20.8% of Nepalis and 16.8% of Pakistanis) expect to get more information about health matters from radio (HKPRI, 2006b). Family and child health was rated as the most important topic among SAs as listed in table 11.

Table 11: The health topics most SAs are concerned about

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>Family and child health (52.2%), exercise &amp; nutrition (30.1%), women’s health (28.3%)</td>
</tr>
<tr>
<td>Nepalese</td>
<td>Family &amp; child health (44.7%), smoking, alcohol &amp; drug abuse (34.5%), infectious diseases (31.6%)</td>
</tr>
<tr>
<td>Pakistani</td>
<td>Family &amp; child health (60.3%), exercise &amp; nutrition (30.1%), women’s health (22.2%)</td>
</tr>
</tbody>
</table>

Reproduced from the Needs Assessment Survey on Health promotion for Ethnic Minority Groups (HKPRI, 2006b)

A second focus group-oriented survey titled the “Community Development Project for Ethnic Minority Groups” revealed the differences between the perceptions of SAs related to health, including the role of religion, language and media to name a few. These are listed in table 12 and they are topics that could be discussed in radio programmes addressing health issues of SA.

Table 12: Major health concerns and perceptions expressed by SA

<table>
<thead>
<tr>
<th>Group</th>
<th>Concerns and perceptions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Indian</th>
<th>Good health in Hong Kong is due to the relatively cleaner air in Hong Kong.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indian females were restricted to partaking in same gender sports activities.</td>
</tr>
<tr>
<td></td>
<td>Made aware of safety by schools, families, colleagues and health promotion.</td>
</tr>
<tr>
<td></td>
<td>English is not a language barrier but health messages could be broadcast in SA languages.</td>
</tr>
<tr>
<td>Nepali</td>
<td>Good health is related to diet, exercise, hygiene and stress levels.</td>
</tr>
<tr>
<td></td>
<td>Nepalese fried food because it killed bacteria.</td>
</tr>
<tr>
<td></td>
<td>Nepalese said public sports facilities were too hard to book and were expensive.</td>
</tr>
<tr>
<td></td>
<td>Drug abuse, drinking and smoking were blamed on problems related to employment and family.</td>
</tr>
<tr>
<td></td>
<td>There should be more awareness about occupational work and safety specifically for Nepalis.</td>
</tr>
<tr>
<td></td>
<td>Want more health information in Nepali.</td>
</tr>
<tr>
<td>Pakistani</td>
<td>Good health was related to religious belief.</td>
</tr>
<tr>
<td></td>
<td>Pakistanis sometimes skipped meals because it was hard to get Halal food.</td>
</tr>
<tr>
<td></td>
<td>Pakistanis felt that fasting was a way of controlling weight and also cited praying as exercise.</td>
</tr>
<tr>
<td></td>
<td>Pakistani women wouldn’t consider public facilities in case they had to exercise with strange men.</td>
</tr>
<tr>
<td></td>
<td>Religion prevents the use of drugs and alcohol but not smoking and anti-smoking messages in Chinese and English had missed their community.</td>
</tr>
<tr>
<td></td>
<td>Concerned about safety in the construction industry.</td>
</tr>
</tbody>
</table>
Health information is accessed through TV.
Department of Health should work with mosques and Islamic education centres.

Social worker and health worker responses
SAs felt less healthy in Hong Kong than in their home countries.
The community lacks knowledge on the need for regular exercise.
SA clients were stopped from making complaints about workplace injuries by their employers, and faced an information gap because safety materials were only in English and Chinese.
Low socio economic status households face safety risks
20% of Nepalese women engaged in smoking and drinking.

(HKPRI, 2006a)
Studies showed that an English language radio channel could help drug abusers. A study supported by NGO Unison focused on the difficulties in communicating with minority drug abusers (K. Tang, Wong, & Cheng, 2006). The report found the majority (86.8%) of Nepalis used English to communicate (K. Tang et al., 2006) and most did not pay much attention to the mass media because of the use of Chinese. Another study cited the lack of publicity material in English and Nepali as the reason why Nepali parents did not realise the dangers of drug abuse (Deng, Chan, & Tan, 2010).

These health care reports highlighted the topics and issues that are affecting, and are of concern to, SA. They also show they have a broader application in the Hong Kong minority community and are suitable for discussion on R3.

2.3.3.3 Discrimination
Discrimination was briefly discussed in a previous section. This section on discrimination helps to provide an understanding of how SA are viewed and treated by the majority ethnic Chinese population. It also discusses how SA feel about their treatment. It shows that little has been discussed on the role of SA in the media and how SA feel about it. The areas of discrimination discussed include the basic needs listed by Maslow (Maslow, 1943) such as access to employment and health care.
One of the greatest concerns for SA is discrimination against SA women, which has been compounded by their invisibility (HKCS & PolyU, 2007). Although more than two thirds (70.8%) of SA women have experienced racism, the majority believe it is temporary and would like to stay here and contribute to society (HKCS & PolyU, 2007). Minority communities find it difficult to integrate into Hong Kong society because of linguistic and socio-economic differences which they blame on themselves (HKCS & PolyU, 2007; Ku et al., 2005).

According to Ku et al. “race and ethnicity are key dimensions in terms of understanding the social stratification and inequality in contemporary Hong Kong society, and in relation to making sense of the relationship between race and ethnicity and social exclusion” (Ku et al., 2005, p.ii). When asked whether they were not as smart as local Chinese, most (90.5%) SA disagreed and almost all (96%) were proud of their ethnic origin, but many (82%) felt it is hard to make friends (Ku, Chan, Sandhu, & PolyU, 2006, p.40).

2.3.3.3.1 Race discrimination ordinance
The Race Discrimination Ordinance (RDO) came into force on July 10, 2009 to protect people against “discrimination, harassment and vilification on the grounds of their race” (Equal Opportunities Commission, 2009). The ordinance includes the requirement that if employers wish to exclude prospective employees because they do not speak Chinese they have to prove that the use of Chinese is essential. The Hong Kong Government is exempted from the legislation and as such can conduct language tests (Amnesty International, 2010; Hong Kong Human Rights Monitor et al., 2009). The NGO Unison has considered suing the government for its school language policy (Wong, 2011).

The Equal Opportunities Commission (EOC) describes two types of discrimination – direct and indirect (Equal Opportunities Commission, 2011). Direct discrimination occurs when a victim is denied the same opportunities as another because of race. This might be when an SA with Cantonese language skills is refused a job because they are not Chinese. Indirect discrimination occurs when people are denied opportunities because of their cultural identity, such as prohibitions against wearing turbans or veils.
2.3.3.3.2 Hong Kong Chinese attitudes towards ethnic minorities

Surveys by NGOs and academic studies show there is a perception that discrimination against SA in Hong Kong is widespread. Some of this discrimination is due to general attitudes in the community and some arises due to lack of interaction. A survey of attitudes towards EMs found 40.8% of local Chinese were not acquainted with EMs (Chan & Wong, 2005, p.13). Despite the lack of relationships, 59% did not feel serious racial discrimination existed in Hong Kong, yet around two thirds (61.5%) believed Hong Kong people had a “negative perception towards EMs” (Chan & Wong, 2005, p.16). The same study showed that around one quarter (23.7%) of respondents felt that Hong Kong Chinese should “have higher priority in applying for government services” (Chan & Wong, 2005, p.19). In terms of public perception, “most” Chinese think EM are lazy, dirty and poorly educated (Ku & PolyU, 2010, p.1).

Some academics argue that society can make minorities invisible (Ku et al., 2003), while others state multiculturalism is a challenge (Detaramani & Lock, 2006). A study of Nepali women concluded that the majority Chinese population favours white-skinned people over Nepalese (Tam, 2007). Around 20% of local Chinese have some level of apprehension in making friends with EM and with their relatives marrying an EM, but most (93.2%) did not mind their relatives making friends with them (Chan & Wong, 2005, p.22). Similar negative perceptions are also held by Chinese primary school children (W. Tang, 2011).

A month before the RDO came into force, the Census and Statistics Department published a report entitled Racial Acceptance Thematic Household Survey Report no. 39, 2009. Data collection among 10,000 households was conducted between June and August 2008. Responses were garnered from participants 15 years old and over. The findings showed distinct bias against SAs:

- Around half (56.2%) would accept their child sharing a school with SA students against 99.1% who preferred a school with all Chinese

- Most Chinese (98.1%) would prefer to rent an apartment to other Chinese and just 63% would offer it to a SA

- Most Chinese (98.8%) prefer relatives of their ethnicity and around half (56.6%) would accept SA relatives
In answering yes or no as to whether a particular medium or channel was fighting racism, 52.8% said TV and radio, which was only offered as a combined choice. This was the highest compared to newspapers (26.4%), schools and teachers (12.6%), advertisements on public transport (10.8%) and the Internet (9.5%) (CSD HKSARG, 2009).

In all cases, local Chinese preferred Caucasian, Japanese/Korean, Indonesian/Malay/Filipino, Thai/Vietnamese/Cambodian and African groups ahead of SA. The only group preferred less than SA were Arabs. Local Chinese living in areas with a greater number of SA households offered another insight into racism. A 2004–2005 Hong Kong Unison survey of 500 ethnic Chinese people in the districts of Yau Tsim Mong and Yuen Long showed that the majority (85.8%) believed there was discrimination in Hong Kong (Hong Kong Unison Ltd, 2011, p.2). The research also showed that more than two thirds of respondents (68.2%) were unaware the government was conducting a consultation on the implementation of ant-racial discrimination legislation (Ku et al., 2005).

2.3.3.3.3 Law and order
One of the more recent issues affecting the SA community is their confidence in the Hong Kong Police. The most prominent case was the shooting of 31-year-old Nepali Dil Bahadur Limbu by a police constable in March 2009. A jury in the Coroner’s Court found it was a lawful killing. The ruling, conduct of the coroner and the fact the inquest was held in Cantonese were heavily criticised by those supporting Limbu’s widow, Sony Rai (M. Ng, 2010). Some had hoped the coroner might have made suggestions on how to avoid similar deaths and how to improve relations with EM (M. Ng & Tsang, 2010). Limbu’s death led to a protest with 2,000 marchers in March, 2009 (Lam, 2009). The police have also been criticised for bias against Nepali security guards (Carney, 2010), an Indian who had a wallet stolen (Man, 2010a) and an 11-year-old Indian schoolboy who had been wrongly accused of assaulting a Chinese woman (Chiu, 2011).

The death of Malaysian Indian solicitor Harinder Veriah in January 2000 was also controversial. Veriah, who had been admitted to Ruttonjee Hospital following an epileptic seizure, felt she was at the bottom of the pile because she was an Indian (Man, 2010b). Her husband, Martin Jacques, successfully sued the Hong Kong Hospital Authority for what he described as a “catalogue of negligence”. In a
statement about the case, Jacques said racism had been endemic in Hong Kong during their 14-month stay but he was pleased with the introduction of the legislation to combat racism (Jacques, 2010).

2.3.3.3.4 Discrimination in education
Local Chinese are sympathetic to the education needs of EM, with almost all (90.6%) believing space should be made for them, however only around two thirds (63.5%) were prepared to share school places (Chan & Wong, 2005, p.19). Despite the possibility of encountering discrimination, the majority (82.5%) of non-Chinese primary students felt they got on well with local Chinese even though they come from different ethnic groups (Ku et al., 2005). Primary school-age SAs are aware of discrimination with around three quarters (74%) feeling that their teachers treat them differently because of their race (Ku et al., 2005, p.26) and some female students have had difficulties with uniform codes that do not allow headscarves (Yau, 2010a).

2.3.3.3.5 Discrimination in employment
In 2006, three years before the implementation of the racial discrimination ordinance, Ku, Chan and Sandhu felt that the SA community, and Filipinos, were affected by “discrimination, racism, and differential or preferential treatment “(Ku et al., 2006, p.1). Their report found around one third of SA job applicants were rejected by employers because they were not Chinese; around one third also found it difficult to find a job because the advertisements were in Chinese (Ku et al., 2006). This was reinforced by the finding that around two thirds of respondents had experienced some form of racial discrimination (Ku et al., 2006). An earlier report on Pakistanis in Hong Kong concludes with a recommendation that more should be done to encourage the inclusion of EM by educating public servants who had “deep-rooted biases and prejudices” (Ku et al., 2003, p.59).

2.3.3.3.6 Summary of discrimination
The Hong Kong Council of Social Service (HKCSS) 2005 report states that the wider community knew very little about the problems of the EM because of the small size of the population (HKCSS, 2005). In introducing its report the HKCSS says the EM live together like a “brotherhood”, but one of their problems was that they “seldom interacted with local people”, which made them “even more isolated” (HKCSS, 2005, p.1). The report also raises the issue of the language barrier and that they have less chance to be employed or receive vocational training as they could not read and write in Chinese. The HKCSS says “Racial discrimination exists in all walks of life and
in every sector in Hong Kong” (HKCSS, 2005, p.6). This situation denies EM access to the services and facilities offered to the general population.

In reviewing media and ethnic minorities, Cottle (2000) warned of unintentional positive racism. This is when the media change the image of oppressed citizens and therefore give a false image that their problems have diminished. While reporting on positive changes might boost self-esteem, it might also sweep some problems under the rug and may need careful reexamination as suggested by Krzysztofek. Krzysztofek suggests that globalisation is affecting ethnic identities and that managing multiculturalism is a most significant matter for social order and that media participate in this (Krzysztofek, 2002).

2.3.3.4 Employment

Earlier, the discussion touched on the role of women and how males dominate as the breadwinners. On average, 81.4% of SA males are employed compared to 69.2% of the Hong Kong population as a whole (CSD HKSARG, 2007). Nepali men, however, are limited to jobs with long working hours associated with their military background or construction (Tam, 2007). SA women have a lower participation rate at 43% against the whole population at 52.4%, though it is worth noting 65.1% of Nepali women work (CSD HKSARG, 2007). Indians have a much higher average income than the SA population as a whole, while Pakistanis and Nepalis meanwhile have a lower average income as shown in table 13. Indians appear to be more enterprising with 15.8% being self-employed compared to Pakistanis (6.7%) and Nepalese (4.1%). A higher proportion of Indians (12.4%) are classified as “employers” compared to Pakistanis (5.7%) and Nepalese (1.7%) (CSD HKSARG, 2007).

Table 13: Median monthly income from main employment based on ethnicity excluding foreign domestic helpers 2006

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Average monthly income HK$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole pop</td>
<td>10000</td>
</tr>
<tr>
<td>All minorities</td>
<td>15500</td>
</tr>
<tr>
<td>Filipino</td>
<td>10000</td>
</tr>
<tr>
<td>Indonesian</td>
<td>7200</td>
</tr>
<tr>
<td>White</td>
<td>45000</td>
</tr>
<tr>
<td>Indian</td>
<td>17500</td>
</tr>
<tr>
<td>Nepalese</td>
<td>8500</td>
</tr>
<tr>
<td>Language</td>
<td>Number</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>Japanese</td>
<td>30000</td>
</tr>
<tr>
<td>Thai</td>
<td>6500</td>
</tr>
<tr>
<td>Pakistani</td>
<td>9000</td>
</tr>
<tr>
<td>Other Asian</td>
<td>11500</td>
</tr>
<tr>
<td>Others</td>
<td>16000</td>
</tr>
</tbody>
</table>

(CSD HKSARG, 2007)

Among Indian men, 41% hold a position involving management or administration, while 41% of Nepali men and 33.1% of Pakistan men hold what are described as elementary occupations. A number of Nepalese (45.1%) and Indian (37.3%) women are involved in elementary occupations while 42.5% of Pakistani women work as clerks, service workers or shop sales workers. When considering the sum totals of both genders, around one-third of Indians (32%) work as managers or administrators and 42.9% of Nepalese and 31.1% of Pakistanis work in elementary occupations (CSD HKSARG, 2007).

SA members are concerned about having a stable source of income through employment (MAD, 2004). Many (30.9%) feel alienated when they are unemployed and say the major reason for unemployment is not being able to find a job (82%) (MAD, 2004). Although the majority of Nepalese (92.9%) are worried about their futures in Hong Kong only 17.3% of unemployed Nepalese had considered returning to Nepal (MAD, 2004, p.26).

The majority of Pakistanis (81.9%) regarded unemployment as one of the most serious issues affecting their lives in Hong Kong (Ku et al., 2003, p.55). This concern resonates throughout the SA community (HKCSS, 2005). EMs were more likely to lose their jobs than the wider Hong Kong population because of poor language and IT skills (HKCS & PolyU, 2007).

2.3.3.4.1 Employment and language
The difficulties involved in learning Cantonese and the shortage of information provided in English has been blamed for problems in the SA community including the difficulty of securing employment (HKCS & PolyU, 2007; Ku, PolyU, & S.K.H. Lady MacLehose Centre, 2003; Ku, Chan, Sandhu, & PolyU, 2006). The Chinese language challenge has, according to Fermi Wong from NGO Hong Kong Unison, left “ethnic minority girls stuck at home” and “males doing manual work” (Yeung, 2007). One of the suggestions for increasing job opportunities was for the Labour
Department to use English for posting and discussing vacancies (Hong Kong Unison Ltd, 2010).

2.3.3.4.2 Welfare services
Some SA women have faced difficulties in dealing with domestic violence. Instead of seeking professional help, many choose to go to family members or friends. When asked why they didn’t go to a social worker, more than a third (35.8%) said they did not know how to make contact (HKCS & PolyU, 2007, p.49). One might have thought traditional values played a part; however, only 4.2% of respondents cited cultural or religious differences (HKCS & PolyU, 2007, p.49). Due to a lack of knowledge around half (47.4%) of Pakistani adults were unaware of social service centres for children (Ku et al., 2003, p.47).

Support for the unemployed and for those experiencing financial hardship is available in Hong Kong through the Comprehensive Social Security Assistance (CSSA) scheme (Social Welfare Department, the Government of the Hong Kong Special Administrative Region, 2011). A large number (41.5%) of Nepalese don’t know about the scheme and around one quarter do not know where to apply, do not want to rely on social welfare and would prefer to borrow from friends (MAD, 2004, p.27). A change to CSSA eligibility rules was introduced on January 1st, 2004 which meant that recipients had to live in Hong Kong for seven years before they could collect payments. When asked about the change, three quarters of Nepalese opposed it (MAD, 2004). This might be related to another finding that almost half (47.8%) of Nepalese in Hong Kong were living below the poverty line (MAD, 2004, p.9).

Job uncertainty and financial difficulties have had the greatest effect on split families, families with a parent and or spouse living outside of Hong Kong, which account for around half (46.1%) of the Nepali population (MAD, 2004). In cases of split families, it was mostly children who were sent back to Nepal to study (MAD, 2004).

2.3.3.5 Housing
Housing is a major problem for all Hong Kongers. The government provides public housing at an average cost of $1,400\(^{17}\) per month for those who cannot afford private dwellings. The cost can be reduced by a rent assistance scheme in cases of financial hardship (HKG, 2010a). Eligibility is based on meeting residency requirements and a means test including seven years’ residence (Hong Kong Housing Authority, 2010).

\(^{17}\) As at December 2010
The public housing sector includes 30% of the population (HKG, 2010a). Despite the opportunity to access public housing, around 20% of SA women have difficulty in understanding the system, where to apply and if they are eligible (HKCS & PolyU, 2007). Knowledge of the system is fairly low in the Nepalese community with 42.1% respondents in a 2004 study saying they did not know where or how to apply for public housing (MAD, 2004, p.9). A 2003 report on working class Pakistani adults found that 15% of respondents did not know how to apply for public housing, 22.5% believed they were not eligible, 31.1% didn’t know about public housing, only 2% actually used it and was one of the major worries for two thirds (68%) (Ku et al., 2003). The take-up rate of public housing among Pakistanis was 20% against 31.9% for the entire population (Ku et al., 2003).

Private rental accommodation is sometimes avoided because some landlords refuse to let apartments to SAs. In reviewing cases brought to the Equal Opportunities Commission, its chairman Lam Woon-kwong said this is one of the one of the most common complaints (Cheung, 2010). Societal attitudes appear to support this with 17% of Chinese objecting to letting their property to an EM member (Chan & Wong, 2005).

2.3.3.6 Summary of discussion on problems facing South Asians
The discussion on problems faced by SA including access to education, health care and employment and discrimination shows there are serious issues linked to discrimination. For its part, R3 has an obvious part to play in eliminating racism. The expectation that radio and TV could be used to fight racism gives grounds for R3 to take an active role in championing the rights of SA and other minorities in Hong Kong. Instead of reporting on their problems, the media could also play a role by providing sufferers of discrimination a platform to discuss their problems and bring them to the attention of policy makers and educate the wider Hong Kong community.

2.3.4 Summary of South Asians in Hong Kong
This section has discussed the SA community in Hong Kong. It began by defining minorities in the Hong Kong context and profiled the SA community. After establishing the demographic profile of the community, the most suitable language to communicate with SAs in Hong Kong was discussed. This section concluded by reviewing the social situation of SAs in Hong Kong and possibilities of how they can
be discussed and addressed by public radio. The next section will discuss the link between public radio and SA in Hong Kong.
2.4 SUMMARY OF DISCIPLINES
The review and profile of the SA community in Hong Kong have revealed that SAs have the same rights as other Hong Kong residents, that they are concerned about employment, housing, education and health care and that they are affected by discrimination. The literature review also showed that of the two official languages in Hong Kong, SAs are more proficient in English than in Chinese.

The section on public radio in Hong Kong showed RTHK is the government appointed public broadcaster and has one channel dedicated to broadcasting in English. RTHK’s mandate is to inform, educate and entertain. The section on public radio also found that radio stations defined as public broadcasters have an inclusive approach to their audience and include minorities’ interests in programming. As the only public English radio channel in Hong Kong, R3 is the most suitable radio channel for SAs; however it is not clear whether SAs are being served by R3.

SAs have been labeled as a minority in Hong Kong, but that only applies if their population is compared with the majority Chinese. On the other hand, when compared with all other minorities, their population represents 13.88% of the total, against 10.63% for Caucasians (CSD HKSARG, 2007). In reviewing R3’s role in catering for SAs, although it is not precisely stated, media reports 18 closely associated the station with the native English speaking expatriate community and with Chinese who want to practise English. SAs, particularly Pakistanis and Nepalis, are specifically served by two separate 55-minute programmes every Sunday night in Urdu and Nepali. A review of the R3 schedule and website do not show any other programmes or services for SA minorities or the English speaking community in general. There are no dedicated programmes or RTHK website links with information about healthcare, discrimination, employment, housing or education.

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18 See section 2.2.6.2 Criticism and praise of R3
2.5 RESEARCH DOMAIN – RADIO RESEARCH
After reviewing the current situation of public radio in Hong Kong and the links to the SAs community, the focus will now shift to how radio stations research their audiences. In the following sections current and former techniques for commercial and public broadcasting will be discussed.

2.5.1 Radio research in Hong Kong
Little public research is available on radio in Hong Kong. RTHK publishes basic listener figures which are included in the Hong Kong Government’s annual budget (HKG, 2011) while research companies such as Synovate share media research from time to time (Synovate, 2011). While for-profit broadcasters such as Metro and CR use audience research figures to support advertising sales, research can also measure specific programme quality (G. Price, 2009). As stated in sections 2.1.33 and 2.2.2, radio research fills the gap in a medium that has a one-way message (Mytton, 1999).

Communications researcher Yan Mei Ning sums up the Hong Kong Government’s approach to the involvement of academics in broadcasting policy by describing its input as “minimal” (Yan, 2008, p.405). At the time of her paper reviewing the role of academia in broadcasting policy making, Yan notes that “unlike the United States, and the UK, Hong Kong has no civic groups representing the interests of viewers and listeners” (Yan, 2008, p.405).

2.5.2 International radio research
Feedback has been an integral part of PSB. The BBC commenced audience research in the 1930s (Sorlin, 1994). Some argue that because the BBC is publicly funded, the organisation has a responsibility to “serve” the public and “justify its programming and spending” (Fleming, 2010, p.7). UNESCO reports that research can be used to ensure funding is used properly (UNESCO, 2001). Research on public broadcasting has been adopted in various countries. For example, in Fiji, although the Fiji Broadcasting Corporation is controlled by the military, research has been used to create programmes that meet the needs of the audience (Fiji Broadcasting Limited, 2011). Radio New Zealand’s charter includes annual audience surveys (Radio New Zealand, 2011).

In the UK, radio is seen as losing its public value and losing out to TV and film and faces a bleak future due to a lack of academic interest in the medium (P. M. Lewis, 2002). An example of this is the amount of newspaper space given to plays, ballets
and other cultural events compared with radio shows that attract much larger audiences on a regular basis (P. M. Lewis, 2002). As media have developed, communications experts have tried to analyse how media have changed our lives. Similar comments could be made about radio in Hong Kong.

2.5.3 Prior techniques

Columbia University Professor Paul Lazarsfeld and Vice President of the Columbia Broadcasting System Dr. Frank N. Stanton conducted radio research in the early 1940s using a machine called the “Program Analyzer.” Participants were invited to a studio to listen to programmes and would press buttons based on their feelings. The buttons were connected to a printer that displayed graphs of the participants’ reactions. At the end of the programme, the participants were interviewed to find out why they chose “like”, “dislike” or “indifferent” (Hollonquist & Suchman, 1979). Today such research would also offer insight into the kinds of programmes people might find interesting; however, it would not be feasible. Respondents would have to donate a lot of their time and research facilities would be expensive to set up and maintain.

A deeper understanding of media communication was proposed by Yale law professor Harold Lasswell in 1948. Lasswell’s model was a series of questions that asked:

Who?
Says what?
Through which channel?
To whom?
With what effect?
(Lasswell, 1948, p.37)

Lasswell categorised “Who?” as the communicator or the controller and described it as control analysis; “Says what” was linked to content research; “Through which channel”, meant identifying whether the medium such as radio, newspaper and film was part of media research; “To whom?” involved identification of the audience and was linked to audience research; “With what effect?” referred to investigating the impact of the message and was linked to effect analysis (Lasswell, 1948). Lasswell’s model does not consider the needs of the listener, but instead focuses on

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19 The effect is caused by sending a message to the audience through a medium such as radio or television (Baran, 2004).
the messenger or the medium that has the power of influence. Lasswell’s formula can be used to some extent in understanding how R3 operates but is not closely aligned with the PSB mandate of inform, educate and entertain. Lasswell’s approach has been considered ineffective for identifying the sender and analysing the message by those using it to study semiotics (Beck, Bennett, & Wall, 2002).

2.5.4 Uses and gratification research
Prior studies involving the use of media in relation to a community have adopted a Uses and Gratification (U and G) approach. U and G acknowledges that audience members are active in seeking content that satisfies their needs (Abercrombie & Longhurst, 2007; Fiske & Jenkins, 2011). Some of those needs or perhaps motivations are listed by McQuail:

- Getting information and advice
- Reducing personal insecurity
- Learning about society and the world
- Finding support for one’s own values
- Gaining insight into one’s own life
- Experiencing empathy with problems of others
- Having a basis for social contact
- Having a substitute for social contact
- Feeling connected with others
- Escaping from problems and worries
- Gaining entry into an imaginary world
- Filling time
- Experiencing emotional release
- Acquiring a structure for daily routine

(McQuail, 1994, p.320)

Those needs or motives – the Uses and Gratifications – were formally proposed as an area of communications research by Elihu Katz in an editorial journal note in 1959 (Katz, 1959). Katz made reference to a study in 1943 by Herta Herzog who investigated how American women were gratified from listening to radio soap operas. Herzog found the audience had three types of listening experiences:

- Emotional release
- Wishful thinking to fill in gaps in their lives
- Advice

(Herzog, 1979, p.24-25)
On reflection, Herzog’s discoveries showed us that while advertisers might have been using radio to sell a product, the audience was also using the medium for reassurance, killing time and information. Although some had seen broadcasting as a one-way street where the message was sent, Herzog discovered what was being done with the message. Katz argued that by studying uses as well as gratifications, social scientists could study popular culture and ask “What do the media do to people?” and “What do the people do with the media?” (Katz, 1959, p.3). In other words, one of the assumptions of U and G is that programme makers do not really know the reasons why people will listen to a particular programme (Fiske & Jenkins, 2011). This is why U and G is an ideal approach for investigating the relationship between R3 and SAs. This is shown in section 2.9 which discusses the theoretical framework.

2.5.5 U and G 2000 and beyond
As discussed thus far, U and G was a prominent communications research tool in the pre-Internet 20th century. However, U and G has survived and is still being used in press, radio, television and Internet research in the 21st century (Ruggiero, 2000). McQuail revisited U and G in 2004 and defended its role in communication research stating “despite plenty of cogent attacks and deconstructions, not to mention its own failure to deliver on its own promises, the model is surprisingly difficult to escape from or replace” (McQuail, 2004, pp.37-38). In 2007, Parajulee investigated radio listening in Nepal with U and G (Parajulee, 2007).

2.5.6 U and G and PSB
Gratifications as surmised by Herzog and McQuail’s list of motivations can be linked with the PSB mandate of inform, educate and entertain. For example, “getting information” is categorised as being informed, while “learning about the world” is categorised as education and “staying in touch with others”, “escaping your worries” and “killing time” are categorised as forms of entertainment. The link of McQuail’s U and G motives to PSB generated for this thesis is shown in table 14. Information might for South Asians be a news item or talk show about changes to school curriculum for non-ethnic Chinese. An education oriented programme might teach listeners Chinese. A music show or quiz might be considered killing time or entertaining.
Table 14: Linking McQuail’s U and G motives with the PSB mandate

<table>
<thead>
<tr>
<th>McQuail’s motives</th>
<th>PSB mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting information</td>
<td>Inform</td>
</tr>
<tr>
<td>Learning about the world</td>
<td>Educate</td>
</tr>
<tr>
<td>Staying in touch with others</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Escaping your worries</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Killing time</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Entertainment</td>
</tr>
</tbody>
</table>

2.5.7 Summary of research domain
Radio research is primarily conducted for commercial reasons, or to justify budgets; however, this study is focusing on reach, which can be gauged through Uses and Gratification research. The U and G approach considers the social situation of the audience, their media expectations, media exposure and possible gratification. The literature review has detailed the social needs of SAs in Hong Kong and hinted at media use. In the following sections, U and G will be linked with SAs and public radio in the Hong Kong context.

2.6 Research Gap
Previous studies on public radio in Hong Kong have focused on services to the majority population while still mandating that RTHK serves minority needs (Committee on review of public service broadcasting, 2007). Previous studies on SAs have focused on their problems and have included some research on how health messages are received (HKPRI, 2006b). There has not, however, been a specific study on whether public radio is serving SA minorities in Hong Kong.

2.7 Research Problem
The focus of this thesis is to investigate to what extent public service radio in Hong Kong meets its mandate to serve minorities. Using a variety of research techniques that are detailed in the next chapter, the combined RQs in the next section will answer the research problem.
2.8 RESEARCH QUESTIONS

Three main RQs have emerged after reviewing and synthesising the literature on public radio and SA minorities in the Hong Kong context. The RQs include elements of McQuail's statements on U and G (McQuail, 1994) from section 2.4.6. The RQs are listed below with sub-questions and directly followed by a justification:

RQ1: How do SA use media in Hong Kong?
- Do SA listen to the radio?
- Which radio channel do SA listen to?
- How informative are local media?
- How do media meet their social needs?
- How do media affect their image?
- What is the content focus of R3?

Justification: Explains how SA use media and what R3 offers.

RQ2: What expectations do SA have of a radio station?
- What are the overall expectations?
- What is the most convenient time to listen to the radio?
- How will digital radio affect them?
- How satisfying are R3 programmes?
- How satisfying are programmes specifically designed for an SA audience?
- What are their general concerns?

Justification: Explains whether R3 informs, educate and entertains in a timely manner and understands the needs of SA.

RQ3: How can SA be gratified by R3?
- What prevents SA from listening to the radio (Q13)
- How can the obstacles be removed? (interviews, focus groups)

Justification: Explains what prevents SA from accessing R3 even if R3 provides suitable programming.
2.9 THEORETICAL FRAMEWORK
The public radio mandate to serve minorities in the Hong Kong context can be linked to U and G theory. This will be done using a theoretical framework that combines observations, models and theories that allow an investigation of the research problem (Neuman, 2006).

In order for an audience to have expectations about the media, they must have some social and psychological needs (Barnes, 2003). These needs, as shown in figure 3, which was generated for this thesis, create expectations which trigger a choice of media and exposure to it and results in some form of gratification (Barnes, 2003; S. D. Perry, 2004).

The review of the literature has revealed the social and psychological needs of the SA community and some of their media expectations in relation to health messages. Current exposure is mostly through TV and newspapers and the level of satisfaction has not been measured. Furthermore, the relationship with public radio is not known. In summary, an investigation on whether public radio meets the needs of minorities in the context of SAs in Hong Kong will be modeled on Uses and Gratification theory.

2.10 CONCLUSION OF CHAPTER
This chapter began with an introduction in section 2.1 that outlined development of the literature review and background to the study. Section 2.2 discussed the parent discipline of media studies and was followed by the immediate discipline of South Asians in Hong Kong in section 2.3. A summary of the disciplines was presented in section 2.4 followed by the research domain of radio research in section 2.5. The research gap was presented in section 2.6 followed by the research problem in section 2.7. The research questions were presented in section 2.8. The two disciplines and the research domain were linked in the theoretical framework in section 2.9. The chapter concludes with this section 2.10. The next chapter will discuss the methodology used for answering the RQs and its relationship to U and G theory.
CHAPTER 3 - RESEARCH METHODOLOGY

3.1 INTRODUCTION
This chapter continues on from a thorough review of literature that focused on public radio and South Asian minorities in the Hong Kong context. Chapter two concluded with a section on communication theory that led to the linking of public radio and South Asian minorities to Uses and Gratification theory and subsequently to the three RQs within that theoretical framework. The present chapter discusses how the RQs were investigated, guided by the theoretical framework.

3.1.1 Chapter objective
This chapter will explain and discuss the research approach, methods and techniques that were used to investigate the overarching issue in this thesis: to what extent does English language public radio in Hong Kong meet its mandate to serve one minority audience. Then, the selected approach, methods and techniques used to investigate the research problem will be explained.

3.1.2 Flow of chapter three
The scope of this study is explained in section 3.2. The theoretical framework, including the RQs, is revisited in section 3.3 and followed by a description of the research purposes. The research paradigms are presented and selected in section 3.5 which leads to an extensive and detailed discussion on the research approach. After highlighting the methods used for collecting and analysing the data, ethical considerations are discussed in section 3.7 before the conclusion which leads to the next chapter on findings. The flow of the chapter is listed in figure 7.
3.2 SCOPE OF STUDY

This thesis was originally going to include the six major minority groups – Filipino, Indonesian, Thai, Indian, Pakistani and Nepali; however, after reviewing official figures it was decided the best results would be achieved by focusing on the South Asian community. This is mainly because other minorities such as Filipinos, Indonesians and Thais do not enjoy the same political rights as Indians, Pakistanis and Nepalis. The majority of the former are viewed as temporary residents who stay in Hong Kong to fulfill contracts as foreign domestic workers (FDWs) (Bell & Piper, 2005). That is not to deny that FDWs warrant study. In fact there is justification for a further exploration of the needs of this group, who have been treated as second class citizens (Bell & Piper, 2005). There is also a gender imbalance as there are 293 males for every 1000 females in the EM population compared with the territory’s overall sex ratio of 911 men to 1000 females. However, when FDWs were excluded from the findings, the ratio of males to females in the minority population became 959 to 1000 women (CSD HKSARG, 2007). Japanese and Caucasians were originally considered for the study, but they have easier access to a broad range of media and information through their higher levels of income (CSD HKSARG, 2008).
3.3 OVERVIEW OF THE THEORETICAL FRAMEWORK
The public radio mandate to serve minorities in the Hong Kong context was linked to U and G theory by using a theoretical framework that combines observations, models and theories that allows an investigation of the research problem (Neuman, 2006).

3.3.1 Research problem
The focus of this thesis is to investigate to what extent public service radio in Hong Kong meets its mandate to serve the needs of the SA community.

3.3.2 Research questions
The three main RQs were formulated after an extensive literature review:

RQ1: How do SA use media in Hong Kong?
- Do SA listen to the radio?
- Which radio channel do SA listen to?
- How informative are local media?
- How do media meet their social needs?
- How do media affect their image?
- What is the content focus of R3?
Justification: Explains how SA use media and what R3 offers.

RQ2: What expectations do South Asians have of a radio station?
- What are the overall expectations?
- What is the most convenient time to listen to the radio?
- How will digital radio affect them?
- How satisfying are R3 programmes?
- How satisfying are programmes specifically designed for an SA audience?
- What are their general concerns?
Justification: Explains whether R3 informs, educate and entertains in a timely manner and understands the needs of SA.

RQ3: How can SA be gratified by R3?
- What prevents SA from listening to the radio?
- How can the obstacles be removed?
Justification: Explains what prevents SA from accessing R3 even if R3 provides suitable programming.

3.3.3 Theoretical framework
In order for an audience to have expectations about the media, they must have some social and psychological needs (Barnes, 2003). These needs, as shown in figure 2.11 create expectations which trigger the audience to choose from a variety of media and result in some form of gratification (Barnes, 2003; S. D. Perry, 2004).
3.4 RESEARCH PURPOSE
Neuman (2006) explains that research falls into three categories – exploratory, descriptive and explanatory. Explanatory research builds on findings from exploratory and descriptive studies (Neuman, 2006). Since this thesis will ultimately break new ground, it could be considered as exploratory; however, as the findings will also build on existing knowledge of public broadcasting and South Asian minorities in Hong Kong, it can also be defined as descriptive. Exploratory research tends to break new ground while descriptive research clarifies existing data (Neuman, 2006). For example, RQ1 and RQ2 will be descriptive because prior studies have indicated to some extent the attitude of SAs towards media in Hong Kong. RQ3 is exploratory because the obstacle or obstacles affecting their use of public radio in Hong Kong are unknown.

3.5 RESEARCH PARADIGM
This section introduces and discusses the available research approaches or paradigms for this thesis. A paradigm is described as a “cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, how research should be interpreted, and so on” (A. Bryman, 1988, p.4). The choice of the most appropriate research design increases the likelihood of achieving research aims (Easterby-Smith, Lowe, & Thorpe, 1991). In this chapter, a description and justification of how a quantitative data collection technique, in this case, a questionnaire, was used for reaching large numbers of respondents, will be discussed alongside how qualitative data collection from interviews and a focus group provided in-depth analysis and personal insight from participants.

3.5.1 Social science research
Research design for the social sciences is categorised into two main traditions – positivist and phenomenological (Easterby-Smith et al., 1991). The popular positivist approach uses measurable data from experiments and questionnaires to seek precise numerical representation of phenomena (Neuman, 2006) and often separates the researcher and subject (Cameron & Miller, 2007). Phenomenology focuses on the social influence of facts rather than looking at life as data (Easterby-Smith et al., 1991). The positivist approach is associated with quantitative research.
such as questionnaires while phenomenology is aligned with qualitative methods (Easterby-Smith et al., 1991).

### 3.5.2 Mixed methods

The movement to combine qualitative and quantitative methods is relatively new. According to Greene, mixed methods “gradually took root in the 1980s… and then started to blossom at the turn of the century” (Greene, 2007, p.32). Mixed methods are considered by some as the third major research approach or research paradigm (Johnson, Onwuegbuzie, & Turner, 2007) and in some cases the combination of methods makes a perfect fit (Guba & Lincoln, 2005). Mixed methods were used in a study on multicultural broadcasting commissioned by four British media organisations including the BBC (Hargrave, 2002).

### 3.5.3 Strengths and weaknesses of mixed methods

Qualitative and quantitative methods both have their strengths and weaknesses with the former being valued for “studies of the human experience” and the latter “touted for their perceived superiority as carefully controlled and standardized assessments of human phenomena” (Greene, 2007, p.39). Both research families can be used to triangulate findings and ensure a problem is viewed from several angles (Neuman, 2006). Triangulation allows researchers to use at least two sets of information that aim to answer the same RQ or research problem (Flick, 2006). For example, in this thesis the findings of a questionnaire that was put to hundreds of respondents, considered quantitative, can be triangulated with data from interviews and a focus group.

Triangulation has often been used to defend the use of mixed methodologies; however, some qualitative researchers have felt threatened by the use of mixed methods (Greene, 2007). Others have “wondered what all the fuss was about” because they argue mixed methods were already a common feature on the research landscape (Greene, 2007, p.48). Despite all the efforts to use a dual approach, in the end one set of data might be stronger than the other, thus reducing the possibility of triangulation (A. Bryman, 2007).

While mixed methods might be popular, it is important that both qualitative and quantitative elements of a study are carefully coordinated (A. Bryman, 2007). In this thesis, the use of the two approaches followed a set order. For example, interviews and a focus group followed the completion of the questionnaire.
Although a blended approach might be a popular one, one method might dominate the other. For example, there is the “QUAL + quan research” approach (Johnson et al. 2007). This involves supplementing a qualitative inquiry with quantitative data. This can be reversed for a “QUAN + qual research” style which mostly favours quantitative research (Johnson et al., 2007). Some researchers might use a qualitative or quantitative approach depending on their readers (A. Bryman, 2007). Mixed methods have been criticised for allowing the topic to dictate the method that is used (A. Bryman, 2007); however, in the present study, a QUAN + qual design was used so qualitative data supplemented quantitative data.

3.5.4 Alternatives
Other approaches such as critical theory, feminist research and action research were also considered and ruled out. Critical theory, for example, as its name implies, adopts a critical approach and is also considered subjective and constructivist in seeking social change (McMurray, 2005; Neuman, 2006). The feminist approach, although aligned with the concept of gender bias in favour of men in research, also questions traditional established beliefs (Sumner, 2006). Researchers conducting action research focus on organisational change as an outcome (Small, 1995). Action research involves a cycle of planning, observing, reflecting and revising in the hope of improving a situation (McMurray, 2004). While the findings of the thesis might question PSB policy, the focus of the research is not the techniques or methods being used, and nor does it involve actively changing the organisation being studied.

3.6 SUMMARY OF RESEARCH APPROACH
This section summarises the research approach in the same flow as figure 8 which illustrates how one technique and or phase of the research triggered the next. This section will introduce and discuss the data collection instruments that were used, how the data was collected, how they were coded and how they were used. It will also align them with a particular research approach and explain how participants and data fields were selected. It will also show how the data collection instruments were developed. As a mixed methods approach is used, a short discussion on population and sampling is offered first as it applies throughout the section.

Figure 8: Each method triggered the next phase of research
3.6.1 Sampling and population
Sampling is split into two areas – probability and non-probability (Neuman, 2006). The entire population under study has an equal chance of being selected in probability or random sampling (Davidson, 2006b). While non-probability sampling is also used to represent the population, it also allows researchers to target respondents who are normally hard to find (Davidson, 2006a). Probability sampling findings can be measured against the general population (Neuman, 2006) and are valued for “increasing external validity” of a study (Teddlie & Yu, 2007, p.78). Non-probability sampling, which has been criticised for its lack of representation, is valued for its depth (Neuman, 2006).
Due to the size of the SA community and difficulties in finding and accessing respondents for the questionnaire, a combination of non-probability sampling
techniques was used. Non-probability sampling was also employed for selecting the Delphi group, focus group and interview participants. The definitions of the various sampling techniques and their uses are listed in table 15.

**Table 15: A summary of the types of non-probability sampling and definitions adapted from Neuman (Neuman, 2006) and their use in this thesis**

<table>
<thead>
<tr>
<th>Type of nonrandom sampling</th>
<th>Use in thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non probability or non-random sampling: Choosing participants based on criteria other than a random mathematical process</td>
<td>Questionnaire participants and respondents taking part in focus groups and interviews to supplement the questionnaire were chosen from a specific population.</td>
</tr>
<tr>
<td>Haphazard or convenience: A sample in which the researcher selects anyone he or she comes across</td>
<td>Once I was in a location frequented by Indian, Nepali and Pakistani adults, I approached all possible members of the said population.</td>
</tr>
<tr>
<td>Quota: A technique used to target specific categories in a general population.</td>
<td>Questionnaire participants and respondents taking part in focus groups and interviews to supplement the questionnaire had to be Indian, Nepali or Pakistani adults.</td>
</tr>
<tr>
<td>Purposive: Employing a wide variety of methods to include all members of a target population including those seen as having in-depth knowledge and insight.</td>
<td>Participants for the Delphi group and focus group, who consulted on the development of the questionnaire, were selected for their unique insight and abilities. Interviewees commenting on the findings of the questionnaire had specific knowledge about ethnic minorities, linguistics and broadcasting.</td>
</tr>
<tr>
<td>Snowball or referral sampling: Participants can introduce researchers to other members of the</td>
<td>Questionnaire participants and respondents taking part in focus groups and interviews to supplement</td>
</tr>
</tbody>
</table>
target population. The questionnaire were kind enough to introduce other members of the target population through personal referrals. Some degree of snowball sampling was used in the Delphi group and expert interviews when participants suggested including other experts.

(Neuman, 2006)

Data from the Hong Kong Government’s Census and Statistic Department’s 2006 population by-census was used to build a profile of the Indian, Pakistani and Nepali communities including gender, age, religion, language, average income, education level and occupation. A census aims to provide the most complete assessment of a society’s demography (Harding, 2006). It was not possible to consider the entire SA population of 47,505 (CSD HKSARG, 2008) for this thesis. A sample or smaller group of the population was targeted as a representation of the community (Neuman, 2006).

3.6.2 Data collection instruments
Data collection instruments are designed “to obtain the information needed to solve a research problem” (Davis, 2005, p.222). Quantitative instruments such as questionnaires and content analysis were used alongside qualitative methods that included focus groups, a Delphi group and interviews. The questionnaire, for example, was developed using themes from the literature review as well as fresh data from responses in the Delphi Group and focus groups as detailed in table 16.
Table 16: Data collection instruments were developed via a variety of sources

<table>
<thead>
<tr>
<th>Data collection instrument</th>
<th>Data sources for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of questionnaire</td>
<td>literature review, Delphi Group, focus</td>
</tr>
<tr>
<td></td>
<td>group with community workers and SA</td>
</tr>
<tr>
<td>Development of content analysis</td>
<td>literature review, questionnaire, interview</td>
</tr>
<tr>
<td></td>
<td>with SA, focus group with SA, expert interviews</td>
</tr>
<tr>
<td>Development of interviews with SA</td>
<td>literature review and questionnaire</td>
</tr>
<tr>
<td>Development of interviews with</td>
<td>questionnaire, content analysis,</td>
</tr>
<tr>
<td>experts</td>
<td>interview with SA and focus group with SA</td>
</tr>
</tbody>
</table>

3.6.3 Data collection
A combination of survey instruments was designed for this thesis. This section on data collection discusses how the data was collected and from whom. It will include the challenges and the steps taken to solve problems. Table 17 shows the type of data collection instrument used for answering each of the RQs. These will be discussed in detail in sections 3.6.3.1 through 3.6.3.7.

Table 17: The type of data collection instrument used for answering the RQs

<table>
<thead>
<tr>
<th>Research question</th>
<th>Type of data collection instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1</td>
<td>Questionnaire, content analysis, focus group, interviews</td>
</tr>
<tr>
<td>RQ2</td>
<td>Questionnaire, focus group, interviews</td>
</tr>
<tr>
<td>RQ3</td>
<td>Questionnaire, focus group, interviews</td>
</tr>
</tbody>
</table>

3.6.3.1 Delphi group for questionnaire development
A Delphi group was used to develop the questionnaire. A Delphi group allows researchers to solicit opinions from a group of carefully selected experts in different locations (Luo & Wildemuth, 2009). This approach has been valued for being a universal tool for problem solving due to the expert skills of the participants (Okoli & Pawlowski, 2004). The advantage of a Delphi group is that it allows participants to contribute individually through email, phone and face-to-face communication (Bloor &
The process employs back-and-forth communication in order to reach a consensus (Bloor & Wood, 2006). The advantages of anonymity, reduction of domination of other participants and the low cost of Delphi groups (Luo & Wildemuth, 2009) are offset by the possibility of bias due to the selection of participants (Bloor & Wood, 2006). In the present study, bias was minimised by including a broad range of participants including academics from different fields as well as community members and broadcasting experts. Group members are listed in table 18. Academic input came from specialists in ethnic minorities, linguistics, ethics, media and education as well as broadcasting experts and community workers who worked with minorities. They were asked to comment on the content, the framing of the questions, usability and layout, language and length of the questionnaire.

Table 18: Demographic profile of Delphi group participants

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Role / field</th>
<th>Feedback method</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>F</td>
<td>Indian</td>
<td>Sociologist</td>
<td>Email and phone</td>
</tr>
<tr>
<td>D2</td>
<td>F</td>
<td>Indian</td>
<td>Sociologist</td>
<td>Email and phone</td>
</tr>
<tr>
<td>D3</td>
<td>M</td>
<td>Nepali</td>
<td>Teacher</td>
<td>Email and phone</td>
</tr>
<tr>
<td>D4</td>
<td>F</td>
<td>Indian</td>
<td>Research assistant</td>
<td>Email</td>
</tr>
<tr>
<td>D5</td>
<td>F</td>
<td>Indian</td>
<td>Linguist</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>D6</td>
<td>M</td>
<td>Pakistani</td>
<td>Teacher</td>
<td>Email and face-to-face</td>
</tr>
<tr>
<td>D7</td>
<td>F</td>
<td>Caucasian</td>
<td>Communications</td>
<td>Email and face-to-face</td>
</tr>
<tr>
<td>D8</td>
<td>M</td>
<td>Caucasian</td>
<td>Research ethics</td>
<td>Email, phone and face-to-face</td>
</tr>
<tr>
<td>D9</td>
<td>M</td>
<td>Caucasian</td>
<td>Principal supervisor</td>
<td>Email, phone and face-to-face</td>
</tr>
<tr>
<td>D10</td>
<td>F</td>
<td>Chinese</td>
<td>Sociolinguist</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>D11</td>
<td>M</td>
<td>Chinese</td>
<td>Linguist</td>
<td>Email</td>
</tr>
<tr>
<td>D12</td>
<td>M</td>
<td>Caucasian</td>
<td>World Englishes</td>
<td>Email</td>
</tr>
</tbody>
</table>
Group members mostly communicated via email comments. Some preferred to discuss their ideas over the phone. Notes were taken during these sessions and after consulting with other group members, changes were adopted. The consultation process ended after the comments reached saturation point.

### 3.6.3.2 Focus Groups for questionnaire development

Two focus groups were held to seek comments on the language, usability and cultural suitability of the questionnaire. One was with a group of five NGO employees and the other was with five Nepali males. Another focus group was held to supplement the questionnaire and it will be discussed in section 3.6.3.6.

Focus groups are a form of group interview that generates data from the interaction between participants (Baker, 1999; Kitzinger, 1995; Rubin & Rubin, 1995). Focus groups have also been used for the development of questionnaires in new fields of inquiry (Baker, 1999; Kalof, Dan, & Dietz, 2008). The researcher can determine the number of focus groups by holding new ones until a saturation point is reached (Kalof et al., 2008). Focus groups have been criticised because they are difficult to arrange and because participants may be difficult to control, but they are valued for being more natural than one-on-one interviews (Marshall & Rossman, 1999). The validity of participants’ answers has also been questioned because they might be self-conscious in a group setting (Rubin & Rubin, 1995). Despite these drawbacks, the focus group method was chosen for this thesis because it has been successfully used in other media studies (A. Bryman, 2004; Kalof et al., 2008).
The best size for a focus group is between six and 12 people (Baker, 1999; Davis, 2005; Kalof et al., 2008; Marshall & Rossman, 1999; Neuman, 2006). The focus groups for this study were within or marginally outside these limits. The meetings were recorded with a portable digital audio recorder and featured a moderator (Baker, 1999; A. Bryman, 2004; Davis, 2005; Kalof et al., 2008; Marshall & Rossman, 1999; Neuman, 2006).

A structured approach was used because the respondents knew little about the subject of public broadcasting (Kalof et al., 2008). Participants had name badges so they were able to interact more easily in case they did not know each other (Baker, 1999). They were assigned fictitious names in the findings so as to protect their identities, though their ethnicity and gender were revealed to highlight differences. Questions put to participants were generated by reviewing prior studies in Hong Kong (HKCS & PolyU, 2007; MAD, 2004; Ku et al., 2003; Yang, 2002) and literature on designing questionnaires (Brace, 2004; Davis, 2005; Mytton, 1999; Neuman, 2006).

The focus groups were held in the most convenient places for participants. This meant the focus group among community workers was held in their workplace and the Nepali men’s group was held in a restaurant.

Members of the focus groups were recruited using a technique known as snowball or referral sampling which allows one contact to lead to another (Weerakkody, 2009) and is particularly helpful for recruiting minority respondents (Mytton, 1999). First contact was made through organisations that represent the interests of ethnic minorities in Hong Kong. All those taking part had similar demographic backgrounds or interests. The NGO employees, for example, were employed as community workers serving minorities. The NGO group comprised four SA and a Chinese male. The full composition of these groups is listed in table 19. This seemed to work well, possibly because those taking part might may have been more comfortable interacting with similar people (Baker, 1999); however, some spoke more than others which was expected (Kalof et al., 2008). Gaining access to female members of the SA community was a challenge. To overcome this obstacle, respondents were asked to consider the needs of women. The gender bias was addressed to a certain extent by involving SA women in the Delphi group and later in the translation of the questionnaire.
Table 19: Questionnaire development focus groups

Group 1 (community workers) April 27, 2010

<table>
<thead>
<tr>
<th>Participant reference number</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Indian</td>
<td>Community worker</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>Hong Kong Chinese</td>
<td>Manager</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>Pakistani</td>
<td>Community worker</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>Nepali</td>
<td>Community worker</td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>Pakistani</td>
<td>Community worker</td>
</tr>
</tbody>
</table>

Group 2 (Nepali males) – May 23, 2010

<table>
<thead>
<tr>
<th>Participant reference number</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lawyer</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneur</td>
</tr>
<tr>
<td>4</td>
<td>Safety officer</td>
</tr>
<tr>
<td>5</td>
<td>Security officer</td>
</tr>
</tbody>
</table>

The audio recordings of the focus groups were transcribed using VoiceScribe software which was used in the preparation of the more than one-million word Vienna-Oxford International Corpus of English (Breiteneder, Pitzl, Majewski, & Klimpfinger, 2006). This meant that the focus for the moderator was on the interactions instead of on taking notes which might have been inaccurate (A. Bryman, 2004). The transcription process followed “the research cycle” used by the Asian Corpus of English, displayed in figure 9, which involved checking the transcripts with participants after the event to ensure the accuracy of the transcription (Patkin, 2011).
Comments made during the focus group were noted and applied to the questionnaire. This led to improving the usability of the questionnaire, as focus groups are used for developing large-scale questionnaires (Baker, 1999; Kalof et al., 2008).

3.6.3.3 Questionnaire
A questionnaire is sometimes called a survey or interview because it usually involves asking large numbers of people the same questions in a short period of time (Neuman, 2006). The questionnaire is seen by some as ubiquitous in management research (Ticehurst & Veal, 2000) and is a very efficient instrument because participants can complete them in their own time and computers can be used for analysis (Ticehurst & Veal, 2000). Researchers need to strike a balance when using questionnaires as those that are self-administered tend to have a lower response rate than face-to-face ones (Blaxter et al., 2006).

3.6.3.3.1 Questionnaire design
The main themes of the questionnaire emerged after a combination of research and preliminary data collection including issues arising from the literature review. As mentioned in sections 3.6.3.1 and 3.6.3.2, two focus groups and a Delphi group were
used. Some questionnaire items were also adapted from previous studies in Hong Kong.

The questionnaire had a total of 70 items. All of them were closed questions except the final one which asked participants to express their views on what they expected most from a radio station. Table 20 shows the relationship between the RQs and the questionnaire items.

Table 20: The relationship between RQs and questionnaire items

<table>
<thead>
<tr>
<th>RQ and theme</th>
<th>Variables</th>
<th>Relationship to questionnaire item #</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1 Experiencing the media</td>
<td>Do SA listen to the Radio?</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Radio channels listened to by SA</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Satisfaction with media</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Social needs for SA</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Personal image of SA</td>
<td>17</td>
</tr>
<tr>
<td>RQ2 Media expectations</td>
<td>What SA expect of a radio station</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Scheduling of radio programmes</td>
<td>14, 15</td>
</tr>
<tr>
<td></td>
<td>Digital radio appreciation</td>
<td>19, 20, 21</td>
</tr>
<tr>
<td></td>
<td>The suitability of R3 programmes for SA</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>The suitability of programmes dedicated to SA</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>General concerns of SA</td>
<td>18</td>
</tr>
<tr>
<td>RQ3 Obstacles</td>
<td>Obstacles that prevent SA from accessing R3</td>
<td>22, 13</td>
</tr>
</tbody>
</table>

Some questionnaires are designed with demographic data such as age, gender, employment status and income level collected at the end. This technique can lead to incomplete profiles. In the present study, to avoid this, personal questions were placed first. These were followed by items about general media attitudes which tapered into more specific questions in a technique known as funneling (Neuman, 2006). Funneling allowed broad demographic data to be collected without affecting the more delicate questions that came later (Brace, 2004). In advising on radio
research, Mytton supports funnelling and also suggests that questions should be comprehensible, easy to answer, encourage a truthful response and provide the information sought by the researcher (Mytton, 1999).

A Likert scale (Likert, 1932) was used to gauge attitudes towards the role of media, radio programmes, media perceptions of SA and issues affecting SA in Hong Kong. The positioning of the choices in the Likert scale matrix questions was adjusted to avoid neutral answers, which are a common problem across cultures (Culpepper & Zimmerman, 2006). Studies have found that Americans and Chinese, for example, respond differently to the same question (Culpepper & Zimmerman, 2006). In an investigation on the outcome of surveys among British students the mid-point, sometimes a “not sure”, “don’t know” or “no comment” option, was questioned because it failed to represent true neutrality (Yorke, 2009). Similarly, a study of American university students concluded that the mid-point might highlight confusion with a question (Kulas & Stachowski, 2009). Another study among Dutch youths had a similar finding (Raaijmakers, Van Hoof, ‘t Hart, Verborgt, Tom F. M. A., & Vollebergh, 2000).

In the present study, instead of placing the neutral “not sure” choice in the middle of the scale, it was moved to the far right for those in English/Hindi and Nepali/Hindi (languages that run from left to right) and on the far left for the Urdu/English survey (a language that runs right to left). This meant the neutral choice was the furthest from the question. The number of choices was limited to five. Such a design is seen as “the most commonly used” and “easily understood” (Brace, 2004, p.82) and may reduce respondent fatigue.

Focus group discussions for questionnaires put to minorities in Hong Kong have been conducted in English (Ku et al., 2003). One of the findings of the focus groups that were held to develop the questionnaire was that it should be in the native languages of the proposed respondents. This seemed to contradict data from the Census and Statistics Department and the Department of Health indicating that on average more than 70% of SA could communicate in English (CSD HKSARG, 2008; HKPRI, 2006b). The health department survey also suggested that where possible, it is better to communicate with minorities in their own languages (HKPRI, 2006b), as did a study that focused on working class Pakistani adults (Ku et al., 2003). Some SA
members of the Delphi group suggested the questionnaires should be bilingual – English/Hindi, English/Nepali and English/Urdu – because some SA had spent more time using English, and while they might have been schooled in their native language, they used more English in Hong Kong. This suggestion was followed and it ensured that participants could comprehend the questions (Brace, 2004; Thomas, 2007).

The “back translation” technique was used to create the three bilingual versions of the survey. Back translation involved asking a speaker of the target language to translate the English version, then having another first language speaker of the target language translate it back to English to ensure accuracy and cultural sensitivity (Davis, 2005). The process was repeated until all three questionnaires were aligned. It involved using six dedicated translators.

The Urdu version was more complicated because it needed a special font for printing, which was provided by one of the translators. Once the surveys were printed and placed online, the characters were reviewed for correctness. The Urdu / English questionnaire is in appendix II.

3.6.3.3.2 Pilot testing
The survey was piloted on the Internet and face-to-face. The Internet pilot was performed through the Delphi group and members of their network via email connections. The face-to-face pilot was performed in three separate locations. The Hindi version was tested with management, staff and patrons at an Indian restaurant; the Urdu version was trialed at the Pakistan Club and the Nepali one was self-administered through another member of the Delphi group. The aim of the piloting was to test for comprehension and usability. Comments and criticism were limited to formatting and some slight changes were made.

After the focus group and Delphi comments were considered, a final questionnaire was designed. By this stage, more than 50 people had viewed the questionnaire at least once. Some Delphi experts and close contacts in the SA community had reviewed it several times. Despite this, the survey was piloted on would-be participants as a final test (Brace, 2004).
Pilot studies have been used in other reports on the South Asian community of Hong Kong. Ku, Chan and Sandhu’s (Ku et al., 2006) seven-page questionnaire on the employment situation of South Asians in Hong Kong was piloted on 20 of their targets. A 13-page questionnaire was piloted on 20 respondents for a study on the Pakistani community (Ku et al., 2003).

The translation, layout and time required to fill in the questionnaire were all considered in the pilot process. Some of the sensitive questions covering discrimination, religion and income needed to be tested and participants were recruited from the wider community because they were unfamiliar with the study (Brace, 2004). Participants did not report any problems and this allowed the questionnaire to be launched.

3.6.3.3.3 Questionnaire sampling and distribution
Snowball sampling and convenience sampling were key to collecting data because the SA community is small and culturally complex. These sampling methods helped to boost responses among SA women who are generally difficult to find.

3.6.3.3.3.1 Face-to-face surveys – convenience sampling
Convenience sampling was used to find respondents in places where SA congregate based on the responses to questions about place of residence in the 2006 by-census and through contacts in the community. Both suggested the greatest concentration was in the Yau Tsim\textsuperscript{20} district and particularly Kowloon Park on weekends, as well as Yuen Long\textsuperscript{21}. Questionnaires were also distributed at a breakfast session during Ramadan. The researcher went to these locations and found respondents on 16 occasions from August to October 2010 over a period of more than 70 hours. Respondents were given a questionnaire with an information sheet and a stamped and addressed return envelope and asked to post them in their own time to minimise interruption, though some wanted to fill them in on-site.

Although 425 questionnaires were distributed, there were only 80 returns. Questionnaires were distributed by the researcher, a middle-aged Caucasian along with two female graduate students. Multilingual badges with the word “researcher” were worn to help put would-be respondents at ease. One session was observed by a visiting scholar, Dr Pamela Schulz. Her observations are included in Appendix III.

\textsuperscript{20} Yau Tsim is an urban district in Kowloon.
\textsuperscript{21} Yuen Long is an urban district in the New Territories.
along with the reflections of the graduate students, Ms Lyn Zhang and Ms Rain Wang. Saturation of distribution was reached after members of the same population appeared at the same data collection locations.

3.6.3.3.2 Online surveys – snowball sampling
In an effort to reach more members of the SA community, the three bilingual surveys (Urdu/English, Hindi/English and Nepali/English) were also put online using the multilingual Qualtrics platform provided by Southern Cross University. As the links for the questionnaires contained a complicated alphanumeric combination, a website with the URL www.hkmedia.org was created to host links to the Qualtrics website. The “hk” in the web address also provided a local connection to Hong Kong. Each of the surveys was listed with a national flag from India, Pakistan or Nepal followed by a statement in Hindi/English, Urdu/English and Nepali/English giving the language choices. The online versions of the survey were designed so that respondents could only move forward if they had completed the demographics section. The forced response was used to ensure vital demographic data were collected. A total of 72 people attempted to start an online survey; however, only 58 were used, as shown in table 21
Table 21: The number of online surveys that were used and rejected and why they were rejected

<table>
<thead>
<tr>
<th>Language</th>
<th>Started</th>
<th>Used</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi</td>
<td>27</td>
<td>23</td>
<td>Conflicting demographic data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 started and did not complete; 1 was underage; 1 conflicting data</td>
</tr>
<tr>
<td>Nepali</td>
<td>30</td>
<td>26</td>
<td>2 started and did not complete; 1 was underage; 1 conflicting data</td>
</tr>
<tr>
<td>Urdu</td>
<td>15</td>
<td>9</td>
<td>2 started and did not complete; 4 were underage</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>

Considerable time was spent searching on the Internet for SA organisations in Hong Kong in order to develop a distribution list for the online version of the questionnaire. The URL for the questionnaire was included in emails to addresses on a list of more than 60 groups and contacts. The email explained why the research was being done, that it was for academic purposes and that it had been approved by a university ethics committee. A Facebook page was established along with Facebook events to further promote the survey. More than 500 SA friends were recruited to the Facebook page.

3.6.3.3.3 NGO responses – snowballing

As the research progressed, a closer relationship was built with NGOs which led them to help with the distribution of the questionnaires among members of the community using snowball sampling as personal referrals with community leaders is more effective (Knight, Roosa, & Umaña-Taylor, 2009). The return rate increased with the cooperation of the NGOs, particularly Caritas. There were a total of 184 returns from a distribution of 370.

Snowball sampling can be biased because referrals are from the same social background (Mytton, 1999; Weerakkody, 2009). Efforts were made to limit this by getting referrals in a variety of areas through different contacts such as clubs and

---

22 Caritas is an NGO that works with minority groups in Hong Kong.
NGOs. If snowballing is adopted in an area where the target population is located, the findings may be used as a good indicator of the population as a whole (MAD, 2004).

3.6.3.3.4 Questionnaire Response rate
The total number of hard copy surveys sent out was 805 with 258 returns. The number of usable returns increased to 316 after the Internet responses were added.

If returns were based on quota sampling, which involves securing a minimum number of returns from a certain group (Neuman, 2006), then a target of at least 30 usable responses per gender of each ethnicity would have been required. Since the lowest population group was Pakistani, 60 returns would have been required, followed by 86 Nepali and 110 Indian. The final tally in table 22 shows this was not possible. The target was revised to a minimum of 30 per group for a total of 180 responses. By reaching 316 usable returns meant that some level of factor analysis, a combination of multi-dimensional statistical analyses (Neuman, 2006), would have been possible (Davis, 2005) though it was not performed.

Table 22: Required returns based on minority population by proportion, minimum cases and usable responses

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Actual pop'n</th>
<th>% of total</th>
<th>Questionnaire by proportion based on 300</th>
<th>Min. 30 per gender per ethnicity</th>
<th>Actual useable responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>20444</td>
<td>43.04</td>
<td>129.11</td>
<td>110.40</td>
<td>83</td>
</tr>
<tr>
<td>Nepali</td>
<td>15950</td>
<td>33.58</td>
<td>100.73</td>
<td>86.13</td>
<td>124</td>
</tr>
<tr>
<td>Pakistani</td>
<td>11111</td>
<td>23.39</td>
<td>70.17</td>
<td>60.00</td>
<td>109</td>
</tr>
<tr>
<td>Totals</td>
<td>47505</td>
<td>100</td>
<td>300.00</td>
<td>256.53</td>
<td>316</td>
</tr>
</tbody>
</table>

(CSD HKSARG, 2007)

3.6.3.3.5 Reason for low responses
Researchers need to strike a balance in investigating an area they have passion for. They need to think about how the respondents would feel if they were continually badgered. Apprehension towards research has been made more common by commercial research companies (Neuman, 2006). The low return rate is discussed in the next two paragraphs with these thoughts in mind.
3.6.3.3.5.1 Public apprehension
Some respondents only wanted to give a verbal agreement to taking part in some of the interviews because they felt that the ethics release form might be a scam. This is not uncommon in Hong Kong. Bogus researchers have reportedly used the data they collected to extort money from “respondents” (Wallis, 2011). In researching Hong Kong’s population for the 2011 census, 300,000 households equating to 2.4 million people, did not fill in the forms on time (Franchineau, 2011). This suggests that the public is too afraid, too busy or too tired of being asked questions. In some cases respondents did not want to take part because they thought the researcher was trying to sell something.

3.6.3.3.5.2 Respondent fatigue
Some members of the Delphi group questioned whether respondents would be willing to answer all 70 items. Previous questionnaires put to SA such as “A Research Report on the Employment of South Asian Ethnic Minority groups in Hong Kong” featured 200 questions (Ku et al., 2006) and another study on SA women was 24 pages long with 95 questions (HKCS & PolyU, 2007). A 10-page self-filled questionnaire was used to survey minority primary schoolers (Ku et al., 2005). These studies with their rather long questionnaires suggest SA are willing to spend time to share their insights. The bilingual questionnaire for this thesis was between eight and nine A4-sized pages – depending on the language.

3.6.3.3.6 Questionnaire data analysis methods and techniques
The questionnaire was designed so that it could be processed and tested using the Statistical Package for the Social Sciences (SPSS) version 18.0 software. This software has been used previously for statistical analysis on Hong Kong’s Nepalese population (MAD, 2004). Freeware such as PSPP (GNU, 2011) was also considered because this thesis was addressing access issues for all members of society. Using PSPP proved too challenging due to its low profile in the published social sciences as evident in searches of journal articles through Google Scholar (Google, 2011). SPSS was chosen because of its wide use in academic research (Google, 2011).

3.6.3.3.6.1 Data cleaning
All questionnaires included demographic data stating age, ethnicity and mother tongue. Questionnaires that showed a blank age or below 18 were discarded along with others that had missing or confusing data. The data from the remaining questionnaires were then entered into a Microsoft Excel spreadsheet. The
spreadsheet was then opened in SPSS. Ambiguous selections, such as double choices in scale questions, were treated as missing data. The measure of central tendency, which produces an average based on mean, mode and median (Neuman, 2006), was used to test the accuracy of data entry. This showed that some data from the Urdu language surveys had been entered in reverse due to the right to left script. This was reviewed and corrected before moving to the next stage.

3.6.3.6.2 Reliability

If the same methodology is employed at different times, the questionnaire should produce the same results if repeated (Neuman, 2006). As stated in the sampling and data collection sections, it was difficult to gain access to the SA community. As such, it was not feasible to conduct a test-retest reliability or temporal stability exercise which is used to test the accuracy of findings (Pallant, 2010). Instead, the Alpha or Cronbach's Alpha test to test the reliability of scale data was employed (Cronbach, 1951). The results of all the scale questions, as listed in table 23, exceeded the acceptable standard of 0.60 on the Cronbach scale (Hair, 1998) as they ranged between .77 and .96.

Table 23: Results of Cronbach alpha test on the reliability of scale questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Cronbach's alpha</th>
<th>N of items in scale</th>
<th>N=</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. How well do media meet your information needs?</td>
<td>.77</td>
<td>4</td>
<td>291</td>
</tr>
<tr>
<td>10. How important are media?</td>
<td>.90</td>
<td>8</td>
<td>290</td>
</tr>
<tr>
<td>16. How interesting are the following radio programmes? (30 items)</td>
<td>.96</td>
<td>30</td>
<td>232</td>
</tr>
<tr>
<td>16. How interesting are the following radio features on R3? (19 of the 30 items)</td>
<td>.93</td>
<td>19</td>
<td>242</td>
</tr>
<tr>
<td>16. How interesting are the following radio features designed for SA? (11 of the 30 items)</td>
<td>.91</td>
<td>11</td>
<td>264</td>
</tr>
</tbody>
</table>
17. How satisfied are you with media coverage of your ethnic group? 

18. How do you rate the existence of discrimination? 

### 3.6.3.3.6.3 Validity

Some items relating to demographic data were adapted from previous questionnaires, but for the most part the survey was freshly designed. This raises the question of measurement validity or the suitability of the questions to the research topic or construct (Neuman, 2006). In utilising previous questionnaires face validity was employed as this is the most common form used in the scientific community in the belief the most suitable method is used to ask a question (Neuman, 2006). Other questions are linked to the literature review and thus fall into the category of content validity because they are based on the representation of existing concepts and ideas (Neuman, 2006).

### 3.6.3.3.6.4 Descriptive statistics

Descriptive statistics are basic numerical representations that allow comparisons between variables (Neuman, 2006) such as age, gender and ethnicity. There are three groups of descriptive statistics which are categorised by the number of variables being analysed. Univariate, as the name implies, involves one variable, bivariate two and multivariate more (Healey, 2009). Univariate analysis was employed for listing the demographic details of respondents such as age, gender, ethnicity, language spoken and so forth as listed in table 24. The strength of univariate analysis lies in producing a summary through data reduction such as percentage or graph showing the gender distribution of respondents (Healey, 2009). Bivariate analysis can show a relationship between two variables (Neuman, 2006) such as age and gender. Multivariate analysis can be used to look for correlations (Davis, 2005) such as the relationship between age, gender and ethnicity.
Table 24: Types of descriptive statistics employed for questionnaire analysis

<table>
<thead>
<tr>
<th>Technique</th>
<th>Statistical technique</th>
<th>Purpose</th>
<th>Examples of related questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate uses</td>
<td>Frequency distribution, measures central tendency, standard deviation</td>
<td>Analyse a single variable</td>
<td>Respondent demographics and choices</td>
</tr>
<tr>
<td>percentages,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graphs and charts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bivariate</td>
<td>Correlation, percentage table, chi-square</td>
<td>Describe a relationship or association between two variables</td>
<td>Ethnic preference for radio listenership</td>
</tr>
<tr>
<td>Multivariate or</td>
<td>Elaboration paradigm, multiple regression</td>
<td>Describe relationships among several classified as informative, how several independent variables have an effect on a dependent variable</td>
<td>Ethnic preference for programmes</td>
</tr>
<tr>
<td>measures of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>association</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Healey, 2009; Neuman, 2006)

3.6.3.3.6.5 Inferential statistics
Inferential statistics can be used to test the relationship between hypotheses and make a statement about the level of confidence in a finding (Neuman, 2006). For example, inferential statistics can be used to test the relationship between two groups. The RQs and overarching research problem do not involve a comparison with another group. The aim was to investigate whether R3, one organisation, is serving the SA community in Hong Kong, one group. Data from the questionnaire were not used to compare data from previous studies, as this one was the first and as such inferential statistics were not employed.
3.6.3.3.6 Questionnaire coding
Questionnaire responses, including open questions, were given a numerical code. For example, the answer to gender was “1” for female and “2” for male. Missing data was classified as 99.

Responses to open-ended questions were categorised by the researcher and checked by three additional raters who had been trained by the researcher. The independent raters reviewed all the responses and agreed on all of them.

In the case of question 22, an additional category was added due to the large number of responses that requested that a radio station should also consider their linguistic, cultural and religious needs. The fourth category of “Identity-focused programming” was therefore added. The coding of the answers ensured that more than one theme would be marked down if mentioned by the respondent. For example, one respondent said s/he expected a radio station to provide more information about employment and that was recoded as inform.

3.6.3.4 Content analysis
Content analysis was used to look for patterns or frequencies of words and phrases (Merrigan & Huston, 2009) in R3’s programming and news which operate independent of each other (RTHK, 2009). Content analysis is a popular and flexible tool for measuring trends and cultural context in the media such as radio (Merrigan & Huston, 2009). The findings can be limited to the search topics though “intercoder reliability” and reliability is increased by using more coders (Reinard, 2001). Content analysis is valued for being inexpensive, but criticised for being time consuming (Walter, 2006).

The purpose of the content analysis was to shed light on what was broadcast by R3 in a given month. This was done by measuring the frequency of key words and themes relating to SA in the news headlines and programme interview highlights on R3’s website. The month-long period from 9 August 2010 until 12 September 2010 was deliberately chosen because South Asia was prominent in the news. It was the annual Muslim fasting month of Ramadan; floods in Pakistan also were affecting more than 20 million people (RTHK, 2011a); Pakistani cricketers were embroiled in a
A list of key words and phrases was generated from themes in the literature review. The list was modified by reviewing the subject content and newsworthy events that took place in the summer of 2010. Nine key themes, including the floods in Pakistan, violence in South Asia and the Pakistan cricket betting scandal, were identified. Some of them, as shown in table 25, shared the same key words which were also shortened in searches to capture typographical variations. A tenth category was established to illustrate possible differences between SA themes and Australia, which ran an election during the same time period. The UK was excluded because of the dominance of the English Premier League. The US was not used because of its global involvement in issues. The different patterns and themes that were used allowed the widest possible net and association (Priest, 2010).

Table 25: Key text search words and terms for content analysis of RTHK Internet news headlines

<table>
<thead>
<tr>
<th>Theme</th>
<th>Text search</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan floods</td>
<td>Pakistan, flood, UN, aid, IMF, appeal, Zardari, Islamabad</td>
</tr>
<tr>
<td>Cricket betting scandal</td>
<td>Pakistan, Cricket, bet, scandal, England, test, player, probe, fix, wicket</td>
</tr>
<tr>
<td>Pakistan England cricket test</td>
<td>Cricket, Pakistan, England, test, series, player, wicket, bat, run</td>
</tr>
<tr>
<td>India</td>
<td>India, Delhi</td>
</tr>
<tr>
<td>Indian cricket</td>
<td>Cricket, India, test, series, player, wicket, bat, run</td>
</tr>
<tr>
<td>Nepal</td>
<td>Nepal, Katman, himal, mountain, climb, everest</td>
</tr>
<tr>
<td>Koran burning</td>
<td>Koran, burn</td>
</tr>
<tr>
<td>Muslim issues</td>
<td>Muslim, Islam, mosque, militant, burqa, veil, Ramad, holy, month, fast, pray</td>
</tr>
<tr>
<td>Violence in India, Pakistan &amp; Nepal</td>
<td>Kashmir, bomb, bullet, fire, murder,</td>
</tr>
</tbody>
</table>
A total of 275 highlights from speech-based programmes listed in the daily schedule on the channel’s homepage were included (RTHK, 2011m). The highlights were generated from four weekday programmes and four weekend features that have dedicated producers. While most of the categories are self-explanatory, entertainment included pop culture such as rock music and mainstream cinema and arts featured classical music performances, ballet, plays and art exhibitions. These were compared against all 1,819 news headlines listed on a daily basis on the R3 website for the same time period.

The content analysis was performed using a combination of computer programmes including WordSmith Tools, MS Word and Excel and manual searches and calculations. WordSmith Tools has been used widely by linguists to search for word associations and patterns (M. Scott, 2008). The rating of the coding followed the same method used for the open questions in the questionnaire in which three other raters were trained by the researcher and then independently checked the researcher’s coding.

3.6.3.5 Interview with South Asians
As this research is about public service broadcasting, it is important to state the difference between an academic interview and a journalistic style radio interview. The academic interview utilises a series of questions to collect opinions (Davies, 2006) whereas a radio interview provides information or entertainment for the listener (Trewin, 2003). The interviews in this study were used to gain accurate information (Neuman, 2006) in the form of opinions that would otherwise have been difficult to gather using closed questions.

The questioning styles of interviews are classified as 1) standardised with structure; 2) semi-standardised with some structure and; 3) unstandardised without structure.
The original questionnaire was administered as a semi-structured interview. After demographic data was collected, respondents were asked about what they thought of the Hong Kong media, what they used media for and what they expected from a radio station.

Using snowball and convenience sampling, nine willing random respondents were recruited over a three-week period. Demographic details of the participants are listed in Table 26. Participants were approached in the early stages of research to supplement what was then a low response rate to questionnaires. The interviews were conducted in Tsim Sha Tsui\textsuperscript{25} in the hope it would make it easier for participants to respond.

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Role</th>
<th>Date of interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Pakistani</td>
<td>Refugee</td>
<td>Oct 17, 2010</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>Pakistani</td>
<td>Entrepreneur</td>
<td>Oct 17</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>Pakistani</td>
<td>Entrepreneur</td>
<td>Oct 17</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>Pakistani</td>
<td>Construction worker</td>
<td>Oct 17</td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>Pakistani</td>
<td>Clerk</td>
<td>Oct 17</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>Nepali</td>
<td>Waitress</td>
<td>Oct 17</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>Nepali</td>
<td>Domestic helper</td>
<td>Oct 17</td>
</tr>
<tr>
<td>8</td>
<td>F</td>
<td>Nepali</td>
<td>Waitress</td>
<td>Oct 17</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>Pakistani</td>
<td>Construction worker</td>
<td>Nov 7, 2010</td>
</tr>
</tbody>
</table>

As the interviews were conducted in English, some potential respondents did not take part because they did not speak English or were not willing to speak English. One respondent withdrew because he did not want to be recorded. Another did not wish to sign the release form in the belief it was a financial contract. In this case, an oral agreement was recorded.

Interview efforts using haphazard sampling in Kowloon Park were abandoned due to difficulties accessing South Asian females, the language barrier and the refusal of possible participants. I felt uncomfortable approaching so many unwilling participants.

\textsuperscript{25} Tsim Sha Tsui is an urban area in Kowloon
and decided it was best not to continue. Such issues involving ethics in research are discussed in detail in section 3.7.

The responses were used as a supplementary narrative to the quantitative data. Similar themes were chosen for comparison against quantitative data (Kitzinger, 1995). The interviews were therefore defined as confirmatory because they were used to triangulate other findings (McEvoy & Richards, 2006). Both positive and negative replies were included. The responses for the following focus group with SA women in section 3.6.3.6 and interviews with experts in 3.6.3.7 were processed in the same way.

3.6.3.6 SA women focus group
Through connections at the Caritas Community Centre, a focus group with 10 South Asian Muslim women was held on November 30, 2010. All the participants were Urdu speakers. Some of them gave answers through a multilingual community worker and others spoke in English. This was different to the other two focus groups which were used to develop the questionnaire. The demographic profile of the participants is listed in Table 27.

Table 27: Focus group (SA Muslim housewives)

<table>
<thead>
<tr>
<th>Participant reference number</th>
<th>Ethnicity</th>
<th>Mother tongue</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>FG1</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>34</td>
</tr>
<tr>
<td>FG2</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>30</td>
</tr>
<tr>
<td>FG3</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>31</td>
</tr>
<tr>
<td>FG4</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>56</td>
</tr>
<tr>
<td>FG5</td>
<td>Indian</td>
<td>Urdu</td>
<td>55</td>
</tr>
<tr>
<td>FG6</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>26</td>
</tr>
<tr>
<td>FG7</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>40</td>
</tr>
<tr>
<td>FG8</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>32</td>
</tr>
<tr>
<td>FG9</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>32</td>
</tr>
<tr>
<td>FG10</td>
<td>Pakistani</td>
<td>Urdu</td>
<td>37</td>
</tr>
</tbody>
</table>

With a growing amount of quantitative data in hand, the focus group was used to gather comments about radio from the perspective of a group considered as “the invisible among the invisibles” (HKCS & PolyU, 2007, p.1). These questions were
extensions of themes in the questionnaire put to SA. As time was limited and there were 10 participants, the aim was to answer three open questions:

i) What would you like to listen to on the radio?

ii) How do you access information?

iii) Could you share some of your experiences of life in Hong Kong?

The women responded in sequence and although some offered replies such as “same as her”, others made their own comments. After the first three questions were answered, the floor was opened to allow participants to make additional statements.

The participants agreed to the recording of the focus group; however, they were referred to by number to ensure anonymity. Each respondent spoke in turn. In most cases, those speaking after others agreed with what had already been said, but also added more.

3.6.3.7 Interviews with experts
The expert interviews were used to interpret and triangulate the interview, focus group and questionnaire data and the content analysis. Three of the sixteen interviews were held before data was collected from the SA community though they followed themes from the literature review. The interviews were semi-standardised but also allowed more insight from respondents who had intimate knowledge in their respective fields.

Purposive and snowball sampling were used because the experts, listed in table 28, were hand-picked for their in-depth knowledge and/or association with SA and some introduced other participants. For example, the solicitor Mr Michael Vidler is well known for representing SA. Mr Raymond Wong, who was the chairman of the Committee on Review of Public Service Broadcasting in Hong Kong, was selected for his expertise in broadcasting and Mr GT Gul was selected because he was a former presenter of Indian Variety on R3 and for his senior role in Hong Kong’s Indian community. Professor Andy Kirkpatrick was asked about issues relating to language and he also introduced Professor Stephen Evans. Mr [Redacted] of R3, was interviewed as the manager of the channel in charge of staffing and the commissioning of programmes among other things. An English speaking Caucasian
representative of RTHK’s programme advisory board and an Indian member of the RTHK board of advisors were approached for interviews, but declined.

Table 28: Demographic profile of expert interviewees

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Role</th>
<th>Date of interview date</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT Gul</td>
<td>M</td>
<td>Indian</td>
<td>Broadcasting</td>
<td>May 19, 2010</td>
</tr>
<tr>
<td>Roger Summerill</td>
<td>M</td>
<td>Caucasian</td>
<td>Broadcasting</td>
<td>July 24, 2010</td>
</tr>
<tr>
<td>Graeme Bennett</td>
<td>M</td>
<td>Caucasian</td>
<td>Broadcasting</td>
<td>Aug 2, 2010</td>
</tr>
<tr>
<td>Roshan Bishwakarma</td>
<td>M</td>
<td>Nepali</td>
<td>Community worker</td>
<td>Feb 11, 2011</td>
</tr>
<tr>
<td>Ansah Malik</td>
<td>F</td>
<td>Pakistani</td>
<td>Community worker</td>
<td>Feb 11, 2011</td>
</tr>
<tr>
<td>Stephen Evans</td>
<td>M</td>
<td>Caucasian</td>
<td>Linguist</td>
<td>Feb 22, 2011</td>
</tr>
<tr>
<td>Fermi Wong</td>
<td>F</td>
<td>Chinese</td>
<td>Community worker</td>
<td>Feb 23, 2011</td>
</tr>
<tr>
<td>Pablo</td>
<td>M</td>
<td>Chinese</td>
<td>Teacher</td>
<td>Feb 24, 2011</td>
</tr>
<tr>
<td>Vidler</td>
<td>M</td>
<td>Caucasian</td>
<td>Solicitor</td>
<td>Feb 28, 2011</td>
</tr>
<tr>
<td>Ray Wong</td>
<td>M</td>
<td>Chinese</td>
<td>Broadcasting</td>
<td>Mar 1, 2011</td>
</tr>
<tr>
<td>Albert Cheng</td>
<td>M</td>
<td>Chinese</td>
<td>Broadcasting</td>
<td>Mar 3, 2011</td>
</tr>
<tr>
<td>Ambrose</td>
<td>M</td>
<td>Chinese</td>
<td>Broadcasting</td>
<td>Mar 3, 2011</td>
</tr>
<tr>
<td>Kelvin</td>
<td>M</td>
<td>Chinese</td>
<td>Broadcasting</td>
<td>Mar 3, 2011</td>
</tr>
<tr>
<td>Andy Kirkpatrick</td>
<td>M</td>
<td>Caucasian</td>
<td>World Englishes</td>
<td>June 23, 2011</td>
</tr>
<tr>
<td>Kirkpatrick</td>
<td>M</td>
<td>Nepali</td>
<td>Teacher</td>
<td>Feb 26, 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Broadcasting</td>
<td>Aug 2, 2011</td>
</tr>
</tbody>
</table>
3.7 ETHICAL CONSIDERATIONS
Ethics is a “set of moral principles that aims to prevent researchers from harming those they research” (Dickson-Swift, James, & Liamputtong, 2008, p.26). Current ethical values have been greatly influenced by the catastrophic series of events that led to the near extinction of a culture – the Second World War Holocaust or Shoa. This dark chapter in world history resulted in many changes including the establishment of the Nuremberg code which came about after the abuse of millions of minorities, including Jews, Gypsies and homosexuals in Nazi experiments (Nuremberg Trials; Weerakkody, 2009).

Participants were thoroughly briefed about their role. Such a discussion, along with written statements accompanying data collection instruments and voluntary cooperation is regarded as informed consent (Sarantakos, 2005). Participants were observed to ensure they were comfortable taking part as some may not have known whether the study threatened them or not, which brought to the fore the responsibility to exercise professional integrity (Denscombe, 2002). The research did not involve anything illegal or revealing. Respondents were asked questions about media and perceptions in the public sphere on a voluntary basis. Anonymity was assured for all participants except for most of the expert interviewees who agreed to reveal their identities.

Sampling techniques were revised to reduce stress. Open locations that did not seem to corner respondents were chosen to minimise stress (Denscombe, 2002). The participant was carefully considered in designing data collection instruments as ethics are not limited to one method (Del Balso & Lewis, 2008). A flexible approach was used as some ethical issues such as miscommunication over recording interviews and anonymity did not appear until fieldwork began (Dickson-Swift et al., 2008).

Personal questions including those about religion and income were placed at the beginning of questionnaires, interviews and focus groups so as to let participants know what they would be sharing with the researcher. All participants remained anonymous except for most of the expert interviewees for whom it was necessary to establish their credibility in the respective field. The role of the researcher has been discussed throughout this chapter. Despite interacting with subjects and respondents, distance from subjects was maintained in order to preserve independence (Easterby-Smith et al., 1991). All participants were debriefed to allow them to raise any
questions or concerns (David & Sutton, 2004). Those not included in face-to-face interviews were able to refer to an information sheet listed in appendix IV.

3.7.1 Research approval
Data collection strictly followed the guidelines of the Human Research Ethics Committee (HREC) of Southern Cross University (Tweed Gold Coast Human Research Ethics Committee, 2010). The committee approved the research on March 11, 2010 with approval number ECN-10-33. Research was also conducted according to Australia’s National Statement on Ethical Conduct in Human Research. It followed the guidelines that ensured the research contributed to knowledge, was conducted fairly, did not involve any risks and respected those taking part and the community as a whole (The National Health and Medical Research Council, The Australian Research Council, & Universities Australia, 2007). Samples of the consent forms used in this thesis are listed in appendix IV.

3.7.2 Researcher’s reflection
As I worked closely with members of a minority that has been socio-economically marginalised, I constantly reminded myself how important it was to respect the communities and to carefully explore data collection so as to minimise disruption for those who did not want to take part. As a Caucasian researcher studying ethnic minorities, I have been careful about my role based on the history of Hong Kong being colonised by white-skinned Britons. Sometimes, being white can lead to being perceived in an authoritarian position as a researcher (Gabriel, 2000). This illustrates the dimensions that need to be kept in check. Although I am white and might have been viewed as an authoritarian figure from the colonial past such as a police officer, a more casual approach to dressing was used so as to send a more relaxed message. Gender was also considered as some unaccompanied female Muslim participants might have been embarrassed when approached by a solitary male. Being an outsider can benefit research because community members might be willing to share more with a foreigner (King & Katyal, 2006).

In evaluating bias in this thesis, it would be fair to say that public broadcasting does not have to meet its mandate of serving minorities. However, in defence of academic independence I can reject suggestions of bias because I have been critical of my role and the chosen topic (Kitchener & Kitchener, 2009). In order to get honest answers, personal bias was not discussed with participants prior to data collection (Denscombe, 2002).
3.7.3 Alternatives
Social research involving people should be the last resort (Dickson-Swift et al., 2008). It might have been possible to do a deeper content analysis of R3 programmes followed by interviews with social workers and broadcasting experts; however, that would not have yielded the rich data that was made available by the many respondents. Although many people were approached and took part, others viewed it as a waste of time or an intrusion but this cannot be avoided if we are to understand the needs of fellow human beings. A study into people’s radio listening habits does not seem as intrusive as questioning people about delicate issues such as sexual identity or asking them how they feel after showing them pictures of mutilated bodies.

The use of traditional Western models of research in Asia has been criticised. This comment came to the forefront when communications professionals were discussing the merits of questionnaire research among farmers in India at the 2009 Asian Mass Communication and Research Centre’s conference in New Delhi. Some were of the opinion that when one asked a farmer a question like his age or other demographic information, the response would be “You should know, you are a smart person from the university”. Such an example is supported by western researchers who claim Asian respondents are eager to please (Davis, 2005).

In investigations that deal with multiculturalism, multilingualism and different religions, researchers need to remind themselves of their own background. A cross-cultural study by Thomas found that:

there are claims of a lack of depth of perception in current comparative research, an inability to see the world other than through the mono-cultural lens and an assumption that Western research methods and intellectual thought paradigms are the only viable options (Thomas, 2007, p.224).

Such comments notwithstanding, as I became immersed in the SA community, I forgot that I was the only Caucasian in the group.
3.8 CONCLUSION TO CHAPTER
This chapter commenced by summarising the major points of the previous chapter in section 3.1 followed by the scope of study in section 3.2. The theoretical framework, including the RQs, was revisited in section 3.3 and followed by a discussion of the research purpose of the research. The research paradigms were selected in section 3.5 which led to an extensive and detailed discussion on the research approach. After highlighting the methods used for collecting and analysing the data, ethical considerations were discussed in section 3.7 before the conclusion in section 3.8. The next chapter will reveal how the tools discussed in the previous sections have been used to prepare the findings.
CHAPTER 4 - FINDINGS

4.1 INTRODUCTION
This chapter reports on the data arising from the various instruments described in chapter three in relation to the broad issue of whether English language public radio in Hong Kong meets its mandate to serve a specific minority audience. This chapter will display the data in answering the RQs in relation to the theoretical framework.

4.1.1 Flow of chapter four
This chapter begins by revisiting the RQs, discussing the data analysis process and flow of the chapter in section 4.1 as illustrated in figure 10. The demographic data from the questionnaire findings is presented in section 4.2. The findings of the questionnaire, focus group and interviews addressing the RQs are presented in section 4.3 and summarised in section 4.4. The chapter concludes with section 4.5.

Figure 10: The flow of chapter four

4.1.2 Mixed methods
As discussed in chapter three, more than one instrument was used to investigate the RQs in order to provide triangulation. As such, the various methods and techniques, along with triangulation, will be discussed in sequence. First, all three RQs will be answered by using the data generated by the questionnaire, followed by interviews and a focus group with SA women and interviews with experts. A content analysis will also be used to address RQ1. The relationship between the data sets will then be triangulated as listed in table 29.
Table 29: The RQs, research instruments and how they triangulate

<table>
<thead>
<tr>
<th>RQ</th>
<th>Instruments used</th>
<th>Potential for triangulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1</td>
<td>Questionnaire, SA Interview &amp; Focus Group, Expert Interviews, Content Analysis</td>
<td>Yes</td>
</tr>
<tr>
<td>RQ2</td>
<td>Questionnaire, SA Interview &amp; Focus Group, Expert Interviews</td>
<td>Yes</td>
</tr>
<tr>
<td>RQ3</td>
<td>Questionnaire, SA Interview &amp; Focus Group, Expert Interviews</td>
<td>Yes</td>
</tr>
</tbody>
</table>

4.1.3 Data cleaning

Data cleaning commenced with a check for irregularities in questionnaire hard copies and Internet responses. Questionnaires were only used if they included the respondent’s age, ethnicity and mother tongue. Participants also had to be 18 or older. Respondents from backgrounds other than SA were also excluded.

The questionnaire responses were coded and entered into an Excel spreadsheet and checked for discrepancies. Missing responses were coded as “99.” Where more than one response was chosen on the Likert scale used by respondents to record their answers, the data was treated as missing; however, the rest of the results were used. This is termed “pair-wise deletion” as it only excludes incomplete responses from a computation instead of list-wise exclusion which would disqualify all responses from a respondent (Pallant, 2010) and thus result in the loss of many subjects’ responses (Tabachnick & Fidell, 2007). Missing data appeared to be random and, as such, pair-wise deletion was justified.
4.2 DEMOGRAPHIC PROFILE OF RESPONDENTS

Ethnic identity was a key factor for this survey as only adults identifying themselves as Indian, Pakistani or Nepali were included as representatives of Hong Kong’s SA community. This, along with age (to ensure adulthood), language (to broadly correspond to ethnicity), religion, occupation and income were included in the demographic profile which is shown in sections 4.2.1–4.2.9. The total number of returns included for computation was 316.

4.2.1 Gender

Of the 316 valid responses, slightly more than half (51.3%) were from males as shown in figure 11.

Figure 11: The gender of questionnaire respondents (n=316)

---

26 Various groups were identified by their national languages – Hindi for Indians, Nepali for Nepalis and Urdu for Pakistanis.
4.2.2 Ethnicity
All respondents could also be identified by ethnicity as detailed in figure 12. The largest group was Nepali with 124 responses or nearly 40%. The second-largest group was Pakistani with 109 responses (34.5%). Although the Indian community is largest by number in Hong Kong’s South Asian community, it was represented by the lowest number of returns at 83 (26.3%).

Figure 12: Ethnicity of questionnaire respondents (n=316)
4.2.3 Religion
Muslims comprised the largest group (115) of respondents. Figure 13 also shows the next-biggest grouping was Hindu (91) followed by Buddhist (39). Sikhs (29) were next, followed by Christians (26). The remainder of the religions included Kirat, Jain and Tamu Pyelhu. One respondent identified himself as an atheist while two others did not state their religion.

Figure 13: Religion of questionnaire respondents (n=314)
4.2.4 Language
Nepali was the most common language with 117 responses followed by 106 Urdu and 51 Hindi. Punjabi was the fourth-most common language. The remaining choices, as shown in figure 14, were Sindhi, English, Limblu, Pashto, Bahing, Magar, Kashmiri, Chinese, Mayalam, Gujarati, Tamil and Marathi. Two respondents did not state their mother tongue.

Figure 14: Mother tongue of questionnaire respondents (n=316)
4.2.5 Level of education
Most respondents were educated up to the upper secondary level (Form 5) and more than 40% had graduated from post-secondary institutions as shown in figure 15. Two respondents did not state their level of education.

Figure 15: Education levels of questionnaire respondents (n=316)

4.2.6 Age
All participants, as listed in table 30, were at least 18 years old and they had an average age of 31. The oldest participant was 69.

Table 30: The average age of questionnaire participants (n=316)

<table>
<thead>
<tr>
<th>Age</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>69</td>
<td>31.38</td>
<td>8.94</td>
<td></td>
</tr>
</tbody>
</table>
4.2.7 Occupation

Respondents worked in a variety of industries with the largest segment (18.15%) classified as service workers and shop sales workers followed by housewives (15.51%), associate professionals (13.20%) and elementary occupations (12.21%). More than 10% of respondents listed their occupation as student as shown in figure 16.

Figure 16: Occupations of questionnaire respondents (n=303)
4.2.8 Income
The largest segment of respondents (43.3%) reported that they earned between HK$6,000 and HK$14,999 per month as listed in figure 17. Seventy respondents (22.95%), mostly housewives and students, said they had no income while 4.9% or 15 respondents earned more than HK$25,000 per month.

Figure 17: Income levels among questionnaire respondents (n=305)

4.2.9 Summary of demographic statistics
The male-female ratio was almost even while the numbers of each ethnic group appear to be closely linked to the numbers of speakers of languages common to those groups. The number of Muslims and Pakistanis appear to be similar which would be expected as it is the dominant religion of the country. Most adult South Asians appear to have attained an upper secondary education with a large number also completing tertiary education and engaging in a variety of occupations that resulted in an average income of around HK$10,500 per month.
4.3 DATA ANALYSIS
The main source of data was responses from three bilingual versions of the same questionnaire which were administered in Hindi and English, Nepali and English, and Urdu and English. In addition, the following sources were used to supplement and triangulate findings: one-on-one interviews with SAs; a focus group with SA women; content analysis of R3 news and programme highlights from the RTHK website; and interviews with community workers, broadcasters and academic researchers. Participants in the interviews with SA are identified as IV1, IV2 or IV3 and so on. Focus group participants are identified in sequence as FG1, FG2 and so on. All expert interviewees are identified by their real names, titles and roles.

A total of 316 questionnaires were used. All respondents included basic demographic data listed in the previous section; however, some did not answer all parts of the questionnaire.

In the following sections, 4.3.1–4.3.3, data is presented in an order appropriate for answering each of the RQs in turn. Questionnaire responses will be posted first, followed by content analysis, SA interview data and focus group data and expert interview data. Each RQ will be answered with data from more than one source; however, some sub-questions may use one source only. The full tables showing SPSS data output have been placed in sequence in the appendices. The demographic profile of the SA interviewees is listed in section 3.6.3.5, the demographic profile of the SA women who participated in the focus group is shown in section 3.6.3.6 and expert interviewees in section 3.6.2.7.
4.3.1 RQ1 How do SA use media in Hong Kong?
This question was addressed with three sets of scale items in the questionnaire and supplemented with a content analysis of news headlines and programmes from R3’s website. Interview and focus group data are used to offer more in-depth understanding of the questionnaire responses and content analysis.

4.3.1.1 Do SA listen to the radio?
*Questionnaire findings*
Question 11 asked whether respondents listened to the radio. Those who chose “no,” were asked to skip question 12 and go to question 13 which asked what would prevent them from listening to the radio. More than two thirds (69%) did not listen to the radio as shown in figure 18. Around one third (31%) did listen to the radio.

Figure 18: The percentage of SA who listen to the radio (n=306)

4.3.1.2 Which radio channel do SA listen to?
*Questionnaire findings*
Question 12 asked respondents which radio channel they listened to the most. This was originally limited to one choice; however, some ticked more than one box. The use of the data, displayed in figure 19, was modified so a pattern of taste and listenership could be established.

Most respondents (48) listen to the BBC World Service followed by R3 (40), Metro Plus (31) and AM864 (21). All of these channels broadcast in English on the AM
band. Some listen to RTHK R4 (12), a classical music channel on the FM band. Most respondents listening to Chinese radio prefer RTHK.

Figure 19: Popular radio channels among SA

4.3.1.3 How informative are local media?

Questionnaire findings

The first set of four scale questions, which was item 9 on the questionnaire, asked respondents how well Hong Kong’s choice of media satisfied their information needs. It included newspapers, TV, radio and the Internet.

The findings for question 9 show that the Internet is the most satisfying form of media for meeting respondents' information needs with a 76.7% rating of “satisfying” or “very satisfying” as shown in figure 20. Newspapers (69.9%) and TV (60.1%) were next. Radio had the lowest rating with 36.8%. Radio had the highest level of dissatisfaction (38.5%) as shown in figure 21. Appendix V has a table showing all the findings from question 9.
Figure 20: Satisfaction with Internet for information (n=305)

- Very satisfying: 34.4%
- Unsatisfying: 5.9%
- Satisfying: 42.3%
- Not sure: 8.9%

Figure 21: Satisfaction with radio for information (n=296)

- Very satisfying: 8.4%
- Unsatisfying: 13.2%
- Satisfying: 28.4%
- Not sure: 24.7%
- Unlikely: 25.3%
SA interview and focus group responses
Interview responses offer a possible explanation for why radio satisfaction is lower. For example IV1 had a use for radio but did not have access:

I like radio but I don’t have one.

The strength of Internet usage is supported by IV3 who did not use radio very often:

I listen to the radio very seldom. In everyday life I do not tune into the radio. The Internet is like an international thing. I use it all the time.

IV6 read the Hong Kong Standard newspaper which is published six mornings a week and is freely distributed:

The Hong Kong Standard gives lots of news about Hong Kong and foreign countries and so it’s also good.

IV7 suggested that media has to be culturally relevant:

I don’t watch the local TV. I watch the Indian channel.

IV8 was more comfortable than IV7 in using local media and preferred TV the most:

I like the South China Morning Post and the Standard. I like TV – Pearl and ATV World. I listen to the radio if I have time. It's important to get some news. But we watch TV.

The cultural significance of media was important for IV9 who had lived in Hong Kong for 13 years:

I don’t buy any newspapers in Hong Kong. I only watch Indian and Pakistani channels. I never watch Hong Kong channels. I might watch if there is a movie. I tried to listen to the radio. There’s an Indian channel. One hour. I tried to listen a few times. I don’t know the name of the channel.

Focus group participants were seeking information from the media but faced linguistic barriers.

FG6: No, I don’t have (access to the Internet), because I can’t read or write English. I can speak a little English only.

FG5: I can get more information from my kids, grandchildren. They can speak Cantonese. All of them were born in Hong Kong.

27 The South China Morning Post and Hong Kong Standard are daily English language newspapers in Hong Kong. TVB Pearl and ATV World are free-to-air English language TV channels in Hong Kong.
FG4: I have a lot of problems because of the language (Cantonese) barrier. I cannot get access to all the information at once

FG7: … Language barrier. Most of the time, my husband and kids help me out if I need to get any (information) because I cannot understand Chinese.

FG8: I cannot understand the language.

FG1: Seek help from someone else. Most of the time it is hard to get information because of other language … and sometimes I can get it from others that speak my language. I am always afraid whether the information is correct.

FG10: Same problem – language (Cantonese). Because of the language we cannot [get] access to other information. If I knew more languages it would be easier. They don’t even provide anything in my language. If I want to get any other information I ask my friends who have this kind of information because it is easier to talk in my own language.

**Expert interview responses**

Former host of RTHK’s Indian Variety programme GT Gul confirmed and supported FG10’s comments:

> If something goes wrong, an Indian will immediately ask another Indian what to do.

Gul said radio has lost its charm in favour of newer technology:

> If it is not on the Internet everyone has TV.

Two experts were asked to offer their interpretation on media use by SA in Hong Kong.

Fermi Wong is the Executive Director of Hong Kong Unison, an NGO that works for minority rights in Hong Kong. She said EM have needs based on age and gender:

> The working adults want to know what is happening in society. They want the information. They want information about social service where they can get help. They also want programmes that connect them to their own culture. The youngsters would like entertainment such as music on the radio. Some ladies want educational programmes such as childcare and how to manage their money.
Chairman of the Digital Broadcasting Corporation of Hong Kong (DBC) and former chairman of the Legislative Council's Information, Broadcasting and Technology sub-committee Albert Cheng said the non-Chinese community has different cultural needs:

*They should be able to express themselves about Hong Kong, the way they see it, the way they feel about it. They can participate in their own language. You don't dump the Chinese culture and Chinese affairs into their community.*

### 4.3.1.4 How do media meet their social needs?

**Questionnaire findings**

The second set of eight scale items, in question 10, was based on elements of Uses and Gratification theory. Respondents were queried on how important they felt media was for getting information, increasing confidence, learning about the world, escapism, killing time, routine and entertainment. These questions were based on McQuail’s U and G statement (1994).

In the eight sub-questions and topics based on U and G, respondents reported that through the media they valued learning about the world (92.6%) followed by receiving information (92.2%) as important or very important. Media were also important or very important for entertainment (85.4%), increasing confidence (80.8%), staying in touch with others (81.5%), killing time (77.5%), routine (77.6%) and escaping worries (72.4%). Escaping worries was rated as either unimportant or very unimportant by 18.9% – the highest negative response. This was followed by killing time (15.6%). A full list of the findings is tabled in appendix VI.

**SA interview responses**

Interview respondents said they used media for gathering information.

IV1, who previously stated a liking for radio in section 4.3.1.3 but did not have one in Hong Kong, had a specific use for the medium:

*I listen to the radio to get information.*

IV2 used the media for information:

*If you don't have [information] you don't know what is happening in the world.*

IV6 used TV, radio, newspapers and the Internet but noted the terrestrial English language TV channel TVB Pearl for its role in learning:

*It's very educational.*
**Expert interview responses**
Community worker Ansah Malik, who has Pakistani and Chinese heritage, said SA use media to stay in touch with the happenings in their countries of origin:

*Mostly when they watch TV, they use English channels, because it is easier for them.*

Community worker Roshan Bishwakarma, who is Nepali, said media were used to stay in touch and for accessing information:

*Hot topics like the shooting of the Nepalese, to inform them what is happening in the Nepalese community. It could be for good things or bad things.*

### 4.3.1.5 Satisfaction with media coverage of SA

**Questionnaire responses**

The third set of scale questions listed in question 17 asked about levels of satisfaction with media coverage of the respondents’ ethnic groups. Three of the four sub-questions focused on coverage in newspapers, on TV and on radio, while the fourth asked for an overall level of satisfaction regarding media portrayals.

Around half (47.8%) the respondents were dissatisfied or very dissatisfied with overall media perception of their ethnic group as shown in figure 22. TV had the highest negative responses with 58.3% of respondents followed by newspapers (53%) and radio (51.7%). Conversely, newspapers enjoyed the most positive image with around one-third of respondents satisfied or very satisfied with coverage followed by TV. Radio had the lowest level of satisfied or very satisfied respondents with 30.6% as shown in figure 23. A full list of the findings is tabled in appendix VII.

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28 In reference to shooting death of homeless man Nepali Dil Bahadur Limbu
Figure 22: Satisfaction with overall media perception of respondent’s ethnic group (n=293)

- Very satisfied: 10.9%
- Satisfied: 25.9%
- Not sure: 15.4%
- Unsatisfied: 26.3%
- Very unsatisfied: 21.5%

Figure 23: Satisfaction with radio coverage of respondent’s ethnic group (n=294)

- Very satisfied: 11.2%
- Satisfied: 19.4%
- Not sure: 17.7%
- Unsatisfied: 28.9%
- Very unsatisfied: 22.8%


**SA Interview responses**

Interview responses focused on discrimination due to misunderstandings and stereotypes. IV3 said the media should note the difference between local Pakistanis and asylum seekers:

> It's not clear. I'm a local born person. I've lived here all my life. To be very honest with you, there are a lot of foreign people in asylum cases in Hong Kong. What the local Chinese community sees is them. They don't remember the local Hong Kong people. They mix it up.

**Expert interview responses**

Community worker Ansah Malik said Chinese language newspapers used derogatory terms to describe SA:

> If you compare newspapers – South China Morning Post and Apple Daily²⁹ – it's totally different. In the English newspaper they will not use any derogatory names to describe South Asians because they know all those people can understand English. At least they can read it. But for the Chinese, they will give some kind of names …

Fermi Wong echoed Ms Malik’s remarks:

> It's quite negative. There is a lack of racial or social sensitivity among local Chinese reporters. EM are like strangers to reporters. If anything happens, the reporters will highlight their ethnicity which is further stereotyping … But for the English media – the South China Morning Post will have more international news and China news. The local news content is small. So it can't help the ethnic minorities to understand the society. And the Standard is like a tabloid. For TV, there are only two channels. They only have American drama. There's nothing to tell us more to understand.

> RTHK has become more and more marginalised. Fewer and fewer people are listening to the English channel which is very sad.

> But the South Asians are invisible to those channels. Nobody cares.

Solicitor Stephen Vidler said negative perceptions in the media were due to a lack of understanding and commitment by media organisations:

> It depends on the media outlet. I don’t think it reflects a racist element, I think it more reflects ignorance and lack of training for some of the local print media,

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²⁹ The *Apple Daily* is a widely circulated Chinese language daily in Hong Kong
the fact that very very junior members of the press are sent out to cover stories, very little training, very little follow though, huge turnover. So they have little grasp, little inclination to grasp the facts.

In response to the comments of the NGOs and as a follow up to a programme on R3, the following exchange took place with the R3 [REDACTED] and the researcher:  
*Interviewer (researcher)*: I was listening to an episode of Backchat and the host said CSSA\(^30\) did not apply to Radio 3’s listenership. Is that a correct statement?  

[REDACTED]: I think it’s true.

World Englishes researcher and former Chair Professor of English as an International Language at the Hong Kong Institute of Education Andy Kirkpatrick said the English language media in Hong Kong do not relate to the SA community:  
*The only stories I can recall is the Nepalese guy who was shot. There aren’t many stories that are treating that community as an integral part of Hong Kong in a real way I don’t think.*

R3 [REDACTED] said the channel is influenced by people who use English as a first language:  
*We are kind of pulled in different ways. People who have English as their mother tongue will tend to be more active in engaging us. So if you look at our website, our Facebook pages and our emails and general correspondence, people react to our programming they will be dominated by people who speak English as a first language. So we are kind of pulled towards them. At the same time we also think it is important to cover Hong Kong. I say we are internationally minded but we also put a lot of effort – you look at our news programmes, there’s a good slice of Hong Kong news as you would find in the South China Morning Post or the Standard or any sort of English media [in Hong Kong].*

4.3.1.6 *What is the content focus of R3?*

The content analysis of R3 programmes shows the frequency of news or programmes relating to SA. The method detailed in section 3.6.3.4 discussed how 1,819 news headlines and 275 programme highlights published on R3’s website from

\(^{30}\) CSSA is the Comprehensive Social Security Assistance (CSSA) Scheme (Social Welfare Department, the Government of the Hong Kong Special Administrative Region, 2011)
9 August, 2010 until 12 September, 2010 were analysed. This period of time included the Islamic fasting month of Ramadan, floods that displaced 20 million people in Pakistan, the Koran burning controversy in the United States and the ninth anniversary of the September 11th attack on the east coast of the United States. Other news stories in this period included a betting scandal that involved Pakistani cricketers and violence in Pakistan and India.

The content analysis was based on the weekday and weekend programme interviews and feature segments. The weekday programmes included Hong Kong Today, Backchat, Morning Brew and Naked Lunch. All of these programmes included organised interview segments. Locally produced weekend features such as Reflections from Asia, Hong Kong Heritage, Letter to Hong Kong and Thought for the Week are also included.

Although Teen-time featured interviews, the content was not analysed as the programme is for school students and not adults who are the target participants for this thesis. Other programmes with interviews such as the weekly Nepali and Urdu programmes were not included because R3 did not post the programme highlights on its website.

4.3.1.6.1 News headlines
A word list used for searching for themes was adjusted after reviewing more themes associated with SA emerged during rounds of tabulation. The final word list was limited to 10 themes and they are listed in section 3.6.3.4.

Of the key words used to examine the news, “Pakistan” was the most common with 79 appearances. This included variations such as “Pakistani” and “Pakistan’s”. They are divided into three categories: floods (46), the betting scandal surrounding Pakistani cricketers (21) and Pakistan’s cricket test with England (12) as listed in figure 24. In another separate category, mentions of violence in SA relating to terrorist attacks, religious disputes, Kashmir and shootings in India and Pakistan accounted for 17 mentions. In a separate category for India and variations such as “Indian” and “India’s”, there were 19 mentions including six for cricket. There was no mention of Nepal or Ramadan. Muslim issues such as Tony Blair’s warning on radical Islam and the wearing of burqas were mentioned eight times. Another category for

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31 A Florida pastor Terry Jones said he planned to burn a Koran on the anniversary of the September 11, 2001 attacks on the United States (Escobebo, 2011).
the Koran burning had six mentions. In contrast, a category on Australia, which held an election in the same period, had 20 mentions.

Figure 24: Frequency of news headlines

4.3.1.6.2 Programme interview highlights
The content analysis of the programme highlights was different from the content analysis of the news headlines. Instead of searching for key words and themes, all 275 programme highlights were classified into 18 different categories to reflect the various types of programme features on R3. The content under review came from speech-based weekday and weekend programme interviews and features. The findings of the combined 275 features from eight programmes are presented first followed by individual programmes.
4.3.1.6.2.1 All programmes under review
Finance topped the list with 51 mentions followed by entertainment with 50 as listed in figure 25. Politics figured prominently with 41. Next was health (26), the arts (25), sport (14), the US, UK, Australia and Japan (12) and security (10). Among the remaining, there were three items on the Koran burning. There were no mentions of the floods in Pakistan and Ramadan. There were six Sunday morning features on Christianity. A seventh segment on Christianity featured a Bangladeshi from an NGO.
4.3.1.6.2.2 Individual programmes
Of the 108 segments in Hong Kong Today, 40 involved finance, 20 involved politics and two were about the Koran burning. Backchat’s 21 segments included seven on finance, four on politics and one on the Koran burning. Morning Brew had 38 segments on entertainment and 18 on the arts. There were also interviews on health (12), the US, UK, Australia and Japan (12) and politics (10). Naked Lunch’s programmes included five segments on the arts and five on entertainment. All six Reflections from Asia features were on politics; Hong Kong Heritage’s seven features were on entertainment (3), the arts (3) and history (1); the Letter to Hong Kong
features included social issues (3), finance (2) and security (4); and the six Thought for the Week segments were Christian.

4.3.1.6.3 Other R3 content
R3 also broadcasts two distinct programmes on Saturday evening. One titled “Neil Chase in New York” is presented by an Englishman in New York. The other is “World Vibes” hosted by a multilingual Frenchman, Pierre Tremblay, in Hong Kong. Neil Chase’s programme focuses on happenings in New York and possible links to Hong Kong, while Tremblay’s programme focuses on world music. The programme highlights of the two shows marked the ninth anniversary of September 11 but did not mention Ramadan.

The R3 schedule also includes weekday music-based programmes such as the Very Early Morning Show, the Afternoon Drive, Seven-till-Nine and All the Way with Ray. Interactivity with listeners is encouraged. For example, the hosts of the Very Early Morning Show and the Afternoon Drive will invite listeners to contribute to surveys and competitions using phone texts, email and Facebook. The host of Seven-till-Nine asks listeners to participate using email. R3’s longest running show “All the Way with Ray” is a music and dedications request show with a focus on disco, rock and roll, big band and jazz. Ad hoc music request shows are also held on the weekend. The Chart Show on Sunday mornings counts down the top hits in the US and UK. The host also invites listeners to request and dedicate songs. Some of the programmes, such as the Afternoon Drive, feature western entertainment news and ad hoc competitions.

Expert interview responses
A possible explanation for the difference in interview programming highlights and news headlines is offered in a comment by R3. He said the news department and R3 work independently of each other:

The news department values their independence. They are in a sensitive position because news is politically sensitive for RTHK especially, so they are kind of given a free hand. We don't although we have friendly relations with, and we work together and we work specifically together and we jointly produce some programmes or something, I can't tell the newsroom what to do. The newsroom will discuss with us things like, for example we introduced a few years ago news on the half hour. But in discussions like that, the newsroom
will have their way. The newsroom is kind of dominant. If they want to do something that will be the way it goes. So informally yes we can talk to them [saying] “I don't think that’s a very good story” or "That is a good story, why don’t you cover this". That happens every day and all the time and I go to editorial meetings everyday with the newsroom. It's an ongoing process.

The only religious segment on R3, Thought for the Week, is produced by a Christian organisation. R3 explained RTHK’s reason for this:

Interviewer: Is there a reason why other religions aren’t considered?

RTHK: We broadcast a four minute speech on Sunday mornings which is done by Christians who are organised by a religious broadcasting committee. We’ve had people asking about this Christian programme and the committee said it had approached other major faiths and they were not interested in joining in. I don’t know when that was.

Interviewer: But we don't know how they approached them, so it's just what they said.

RTHK: I don't know. It's what they said. Yes. If you listen to them it's fairly bland. It's not heavy Christianity. If pushed we'd have to get rid of it or make a formal approach perhaps to other faiths.

The manager of ABC radio in Adelaide or Local Radio, Graeme Bennett also said ABC news and programming are editorially independent but they actively shared content:

Local Radio programmes often use news journalists as expert talent, and in a field reporting role from unfolding events. News also mines information from Local Radio programmes which are regularly used in news bulletins.

This section has answered RQ1 How SA use the media in Hong Kong. The next section will answer RQ2 – What SA expect of a radio station.

4.3.2 RQ2 What expectations do SA have of a radio station?

This question was addressed by asking questionnaire respondents to rate their interest in 30 types of radio features. An open question was also used to include programme elements that might have been missed. SA were also asked to rate issues that might affect them and should possibly be included in future programmes. Respondents were also asked about the timing of programmes and their exposure to
digital radio. Additional comments were generated from interviews and a focus group among SA women, while experts offered deeper insights into the findings.

4.3.2.1 What are the overall expectations?

*Questionnaire responses*

Question 22 asked respondents what they expected most from a radio station. Responses were coded into four categories: 1) inform, 2) educate, 3) entertain, and 4) identity-focused programming. In some cases, respondents gave an answer that included more than one category.

The highest number of responses, as listed in table 31, was for inform (81) followed by SA identity-focused programming (70) and entertain (51). A number (19) gave responses indicating an expectation of education.

Table 31: What SA expect most from a radio station

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative programming</td>
<td>81</td>
</tr>
<tr>
<td>(SA) Identity-focused programming</td>
<td>70</td>
</tr>
<tr>
<td>Entertainment programming</td>
<td>51</td>
</tr>
<tr>
<td>Educational programming</td>
<td>19</td>
</tr>
</tbody>
</table>

*SA interview responses*

Interview responses also focused on culturally specific programming. IV2 responded to the question “what would you expect from a radio station” by stating:

> Urdu news

IV3 wanted to have a channel similar to the BBC’s Asian Network which also fell into the category of programming appealing to the languages, cultures and religions of SA:

> It talked about all these topics throughout the week. It discussed all the topics everyday youngsters have to talk about. They don’t have that kind of stuff in Hong Kong.
4.3.2.2 What is the most convenient time to listen to the radio?

**Questionnaire responses**

Questions 14 and 15 asked respondents what would be the most convenient time to listen to the radio on weekdays and weekends. The choices were based on the time-splits on the RTHK weekday and weekend schedule in 2010 (RTHK, 2011v). Respondents were allowed to choose more than one time slot.

The evenings were the most convenient time to listen to the radio on both weekdays and weekends as shown in figures 26 and 27. In general, responses were higher for the weekend, particularly for the periods between 9am and 1pm and 8pm and 10pm.

Figure 26: The most convenient time to listen to the radio on weekdays

![Bar chart showing the most convenient time to listen to the radio on weekdays.](chart.png)
Figure 27: The most convenient time to listen to the radio on weekends

SA interview responses
Interviewee, IV7 also preferred to listen to radio in the evening:

*I would listen to Nepali radio if it is in Hong Kong at nighttime like eight or nine o'clock and 10 o'clock on the weekend.*

Expert interview responses
DBC news director Ambrose Law said more people could listen in the evening because they had to work during the day:

*In the Pakistani community the bread winner is working in construction or security for long hours so they may not have a chance to listen to the radio at work.*

R3’s weekly Urdu language programme is broadcast on Sunday evenings between 8:05 and 9pm. Ansah Malik said she was aware of the programme, but members of the community might not find the timing suitable:

*If we told them about it then they would say we will see if our time matches with that time. If it's only for half an hour or an hour, it's a good beginning for the government to do it.*
Roshan Bishwakarma said long working hours made it difficult to listen to the radio:

Due to the time constraint – some people have to work 10 or maybe 16 hours – they don’t have time to sit there at work and listen to the radio.

4.3.2.3 How will digital radio affect them?

Questionnaire responses
Questions 19–21 asked if SA knew about digital radio, if they would be prepared to buy a receiver if they could listen to programmes made for their ethnic group and how much they would be prepared to pay.

Most questionnaire respondents did not know about digital radio but most of them were willing to buy a new set if they could listen to programmes designed for their ethnic group. If they were to buy a new set, most said they were prepared to spend less than HK$100. Not many were prepared to spend more than HK$201 as listed in table 32.

Table 32: Knowledge of digital broadcasting and willingness to purchase a digital receiver

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you heard about digital radio?</td>
<td>Yes</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>210</td>
</tr>
<tr>
<td>Are you prepared to buy a digital radio if there were programmes for your ethnic group?</td>
<td>Yes</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>69</td>
</tr>
<tr>
<td>How much would you be prepared to pay?</td>
<td>&lt; HK$100</td>
<td>172</td>
</tr>
<tr>
<td></td>
<td>HK$101 to HK$200</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>&gt;HK$200</td>
<td>29</td>
</tr>
</tbody>
</table>

SA interview responses
Interviewee IV1 was interested in listening to digital radio if there were programmes appealing to his culture:

I want to listen to the new digital radio but I don’t know how to listen.

The questionnaire was conducted before digital broadcasting commenced in Hong Kong and just a few years after its launch in Australia. The general manager of DBC,
Kelvin Lai, said access to digital radio will be cheaper and the same programming will be available on other platforms as the medium grows:

In the old days in the UK the radio cost £300, now it is £30. In the past, the UK was the only market. But now Germany, Australia and Hong Kong have DAB [Digital Audio Broadcasting].

ABC Adelaide Local Radio manager Graeme Bennett said the ABC will take an active role in helping listeners transition from AM radio to digital:

We remain faithful to those audiences, while providing new services via digital radio, online and through social media. Changes tend to take place through development rather than simply implanting new technologies. The ABC Open project which is now being rolled out will also see ABC staff training audiences in how to take advantage of the possibilities of digital media.

4.3.2.4 How interesting are R3 programmes?

Questionnaire responses

Parts of question 16 asked respondents how interesting they found 19 different types of radio programmes currently broadcast on R3. The findings do not make assumptions about whether the respondents have or have not listened to such programmes on R3.

Most were interested or very interested in Hong Kong news, international news, general news, local news, education and Hong Kong weather. Western entertainment news, news about China, sports news, competitions, sports events, cooking, English music, children’s shows, charity events and English plays were also interesting but to a lesser extent. Hong Kong politics, traffic news and political talk shows were less interesting, while stock market news had the lowest positive rating and highest negative rating. Political talk shows, traffic news, Hong Kong politics, English plays and English music also received significant negative ratings. A summary of the findings is listed below. Tables giving a complete account of the findings are in appendix IX.

- A majority of respondents (93.5%) were interested or very interested in Hong Kong news;
- A majority of respondents (92.9%) were interested or very interested in international news;
- A majority of respondents (90.5%) were interested or very interested in general news;
- A majority of respondents (89.3%) were interested or very interested in educational programming;
- A majority of respondents (87.1%) were interested or very interested in Hong Kong weather;
- A majority of respondents (75%) were interested or very interested in western entertainment news;
- A majority of respondents (72.8%) were interested or very interested in news about China;
- A majority of respondents (71.5%) were interested or very interested in sports news;
- More than two thirds (69.4%) of respondents were interested or very interested in competitions;
- More than two thirds (69%) of respondents were interested or very interested in sports events;
- Around two thirds (67.3%) of respondents were interested or very interested in cooking features while 22.2% were uninterested or very uninterested;
- Around two thirds (65.6%) of respondents were interested or very interested in English language music. Around one quarter (24.6%) rated it as uninteresting or very uninteresting;
- Around two thirds (65%) of respondents were interested or very interested in children’s shows;
- Around about two thirds (64.9%) of respondents were interested or very interested charity events;
- More than half (61.3%) were interested or very interested in English plays while 25.7% were uninterested or very uninterested;
- A little more than half (59%) were interested or very interested in Hong Kong politics shows. Almost one third (29%) were uninterested or very interested in Hong Kong politics;
- More than half (57.9%) were interested or very interested in traffic news. Around one third (32.1%) rated it as uninteresting or very uninteresting;
- Around half (51.9%) the respondents were interested or very interested in political talk shows. More than a third (35.5%) rated political talk shows as uninteresting or very uninteresting;
- Fewer than half (46.8%) of respondents were interested or very interested in stock market news. Almost 40% found stock market news uninteresting or very uninteresting.

**SA focus group responses**

Focus group and expert interview responses also showed SA are interested in informative programming, especially about Hong Kong, but they try to avoid politics.

FG1 wanted to know what was happening in Hong Kong but said it was difficult to find out because of linguistic barriers:

*The most important thing is information about Hong Kong. Hong Kong news and stuff, but I can't understand it because it is all in English and Chinese. If these kinds of programmes are broadcast in my own language it would be easier. The weather forecast is also important. Even if they see it on TV, the pictures aren't enough. I want the weather forecast and local news in my language.*

FG5 had spent 40 years in Hong Kong and did not understand Cantonese but also wanted to know what was happening:

*I have stayed in Hong Kong for a long time but I cannot understand any Cantonese … it's really hard to understand. Most of the news is in Cantonese or English but I would prefer if it were in my language.*

**Expert interview responses**

Former host of R3’s Indian Variety programme GT Gul suggested that some SA try to avoid politics:

*I think from the Indian community, I think we are always afraid to do any kind of politics.*

### 4.3.2.5 How interesting are programmes designed to appeal to SA?

The next section asked respondents how interested they were in radio features that were supposed to appeal to SA and not normally broadcast on R3. Programmes that featured news, music and culture linked to their ethnicity were rated as interesting or very interesting by at least 90% of respondents. The majority were also interested or very interested in Hong Kong government services, health and their religion. SA also showed interest in English lessons, Chinese culture, community events, Cantonese
lessons and elderly life. A summary of the findings is shown below. A complete account of the results can be found in appendix X.

- A majority of respondents (90.7%) were interested or very interested in news about India, Pakistan or Nepal;
- A majority of respondents (90.6%) were interested or very interested in Indian, Nepali or Pakistani music;
- A majority of respondents (90.1%) were interested or very interested in Indian, Nepali or Pakistani culture;
- A majority of respondents (86%) were interested or very interested in Hong Kong government services;
- A majority of respondents (83.5%) were interested in health;
- A majority of respondents 80% were interested or very interested in their religion;
- More than 70% of respondents were interested or very interested in English lessons;
- More than 70% of respondents were interested or very interested in community events;
- Almost 70% of respondents were interested or very interested in Chinese culture;
- Around two thirds (66.2%) of respondents were interested or very interested in Cantonese lessons;
- Around two thirds (65.2%) of respondents were interested or very interested in elderly life.

**SA interview and focus group responses**

Interviewee and focus group comments also showed respondents were more interested in programming that had linguistic and cultural affinity. They were also interested in informative and educational programmes that would help them overcome communication barriers, improve access to government services, entertain their children and discuss health.

IV9 wanted to listen to music and programmes about his country of origin:
I like to listen to programmes on history and I like old songs … The history of Pakistan when both countries were together. I just want to know more about the history when the British government was there.

IV9 had difficulties in securing employment:

I would like news about jobs. That's a big problem in Hong Kong – job.

IV6 wanted to know about the services offered by the government:

If we knew about the government services it would be good because some of the facilities are free. I don't know if they provide such information on the radio but it would be very good.

IV5 felt English lessons would help Pakistanis communicate with more people:

English lessons are important because the majority of the Pakistani community cannot speak English well while they speak Cantonese well because they have to communicate with Chinese people more than English speakers.

FG8 felt there should be programmes appealing to her culture and religion:

News. Something about Islam because it's about our culture and religion. Kids' programmes too.

FG4 echoed the comments of the other focus group participants:

The same as the other participants – news, weather, children's programmes and education programmes in our language – but also something related to health in my own language.

Expert interview responses
Fermi Wong believed programming content should be influenced by the language medium:

But we have a large number of EM who cannot understand Cantonese but we want an English channel that can supplement mother tongue language. It would be fun. The host could speak in English but summarise in their mother tongue. That means our EM can receive information and also learn the language.

Ansah Malik said SA were interested in information about government services:
I think a lot of people in Hong Kong lack information about resources in Hong Kong. They cannot get proper information about housing, education. It would be quite beneficial for them if we provided this information on the radio for them.

Roshan Bishwakarma said apart from news, Nepalis want radio to help them reduce linguistic barriers:

*Happening news, opportunities … For example, people have translation or interpretation problems. Then if there is some news on the radio about this kind of service, then if someone has that problem, they can call the number …*  
*I think for the media it has to be in English because when they are spreading news it’s not just Chinese people who will listen right? There are many South Asians. They have networking. They want to know what is happening in the place they are living.*

Solicitor Stephen Vidler said SA had similar media needs:

*Anything in their known languages would be something that I think would be appreciated. Certainly, the Nepalese, Indonesian and Filipino communities are screaming out for programming in their mother tongue. Simple rights-based programmes. Programmes to tell people how to get the most out of Hong Kong. Welfare rights, consumer rights, employment rights, housing rights. Where to get access to information and where to get access to legal advice.*

EM groups are diverse in terms of language and culture. Ambrose Law said they need to consider religious content:

*We'd like to involve them because we understand the different groups have different approaches such as the Pakistani community, the Muslim community.*

R3 XXXXX XXXXXXXXX said while there might be demand for information and programmes from the community, in reality such programming would not be appealing:

*That kind of basic information about how to get a job is not best done on the radio. It is a transient medium. Something that is written is a better way to transfer that kind of information. What people say they want from the radio has to be distinguished from what they do want in the same way what you ask people what they watch on TV – I watch documentaries and I watch informing programmes – and they don’t. They watch rubbish. So what they say they*
want is not the same as what they actually do want. And that goes back to the point. Whatever you do has to be attractive. If we had an hour-long programme in English telling people how to get a job, I strongly suspect no one would listen or the listenership would be vanishingly small. It would be off-putting and would be negatively attractive to many people. If there’s a way to help people in that situation, it may be pointing them towards sources of that information. That kind of basic information is better done by the Home Affairs Bureau and NGOs. Public radio is not just passing on, well it hasn’t been for the last 30 years or something, public information in that way.

ABC Local Radio Adelaide manager Graeme Bennett said programmes need to reflect the audience and flow of information:

Every programme to some extent bases its content choices with regard for the demography of the listening audience. Audience demographics do change during the day, and programmes attempt to reflect those changes through their content. Breakfast programmes allow audiences to be brought up to speed with events that have happened overnight both locally and internationally, and for judgements on what the likely news agenda will be for that day.

4.3.2.6 What are the general concerns of SA

Item 18 in the questionnaire asked respondents how they felt about discrimination in general and specifically in seeking work, keeping a job and also accessing health care, housing and government services. A summary of the questionnaire responses is listed below while the complete tables are listed in appendix XI.

- A majority of respondents (70.6%) rated discrimination in gaining employment as serious or very serious;
- A majority of respondents (69.2%) rated discrimination in keeping a job as serious or very serious;
- Almost two thirds of respondents (62%) rated discrimination in accessing housing as serious or very serious;
- Almost two thirds (61.9%) of respondents rated discrimination in accessing government services as serious or very serious;
- Almost two thirds (61.5%) of respondents rated discrimination in accessing education as serious or very serious;
More than half the respondents (51.9%) rated discrimination in access to health care as serious or very serious. More than one third (38.7%) did not rate discrimination as serious or very serious in accessing health care.

**SA interview responses**

Interviewees cited linguistic barriers in securing employment. IV6 also felt Nepalis would be the last choice of employers:

*It's very difficult to get a job. At first they give priority to Chinese. If the Nepali knows Chinese, they are looking for those with experience in food and beverage. We come from our country and we have no experience. They don't give us a chance. Luck plays a part in getting a job.*

Interviewees felt while they could remain employed, they were unhappy with the way they were treated or the job level. IV9 felt that SA employees were treated differently:

*There is a little difference between Pakistani, Nepali and Indian but at least we can get a job. The [Chinese] treat other people like animals. They are very proud, selfish.*

SA responses showed that language barriers are a concern in accessing health care. FG6 had made a lot of visits to government hospitals to check her children’s' health but said she faced difficulties:

*Sometimes Chinese people are very angry because sometimes when Pakistani, Nepali and Indian people go to the hospital they do not understand Chinese and then you can't understand what the nurses tell you. She then gets angry. "Aiya, she doesn't understand Chinese" – she’s talking like this. Very angry. So I don't like her behaviour because I am also a person, but she doesn't treat me like her own people. Sometimes I see this in the hospital; sometimes I see it in other agencies. Everywhere you go, you see Chinese people don't like you. Some are very nice.*

Interview and focus group responses showed ethnicity affected access to education. IV8 felt his ethnicity affected his ability to access to education:

*Education is difficult because Nepalis are just middle people.*
FG5 felt it was important for SA children to have the same access to schooling as Chinese children:

We should have access to the same schooling system as our kids because I never attended school. I have stayed here for many years without an education. After learning that someone wants to do something for us, why not provide some education? At least we can improve ourselves. All our kids are educated, but we have not changed.

IV6 said there were cultural and linguistic barriers in accessing government services:

First we have the language problem. They have the information but it is written in Chinese. They only have English in some places. We have a communication problem when we speak with them. Their English pronunciation and our pronunciation are very different.

IV5 summed up the issue of discrimination in a number of areas by stating some SA are treated better than the majority of the population:

I think Pakistanis have enough opportunities to get any kind of education, any kind of welfare, education, whatever they like. Housing is easier for Pakistanis than local people. Government services are better than for local people.

**Expert interview responses**

Ansah Malik said SA faced difficulties in accessing health care, communicating in the workplace and securing school places. These issues were all linked to the difficulty in communicating in Cantonese:

SA prefer to put their children in English medium schools. When the children go to primary school, they have a Chinese subject there too. So they have to do it all over again so. So they are facing this kind of problem in education. Like most of the time when you go out looking for a job they ask if you can speak, read and write Chinese. So it's hard for them. So the major problem is language barrier.

Roshan Bishwakarma said discrimination existed on many levels and was closely linked to difficulties using Chinese:

It's both. Like the other problem is employment. Most people don't get a job due to their culture, due to the language barrier, due to their religion. There are so many requirements, so that's why they cannot get the job … And the other thing is the facilities from the government like the housing department. If the
government offers something to Chinese people – the people of Hong Kong – if the South Asian people apply it is kind of hard for them.

Language obstacles can be a life and death situation for non-Chinese in Hong Kong. Solicitor Stephen Vidler represented the widow of a Nepali man who was shot dead by a Hong Kong police officer:

*I hate to say, the inquest as far as I am concerned didn’t reveal a very healthy attitude towards ethnic minority groups – either with those reporting this black man on the hillside, who was causing mosquitoes because of all the stuff he was collecting 500 metres away. He was accused of causing mosquitoes in a top floor flat. You know you wouldn’t get that if it were a Chinese person.*

RQ1 and RQ2 revealed how SA use the media and what they expect from the media. They also touched on some of the limitations in accessing public radio. In the next section, which deals with RQ3, expands on the obstacles faced by SA in accessing public radio and offers an answer as to how SA can be gratified by R3.

4.3.3 RQ3 How can SA be gratified by R3?
The issue in this RQ was addressed by the questionnaire, focus group and interviewee responses.

4.3.3.1 What prevents you from listening to the radio?
*Questionnaire responses*
Question 13 asked respondents what prevented them from listening to the radio with the results shown in figure 28. “No time” had the largest response with 92 followed by “No interest” (72) and “No radio” (63). Many also found it “Difficult to tune in” (42) while 17 gave responses that were classified as language related. A few were classified as not knowing about radio, (3), preferred other media, (3) or had a conflicting schedule (3).
Interviewees expanded on the choices offered in the questionnaires but followed the same themes such as a shortage of time and a belief that Chinese was the only language used. IV5 reported he spent most of his time listening to one of Commercial Radio’s Chinese channels but would prefer a Pakistani service:

*They need to do more about a Pakistani channel because there is not more than one hour about the Pakistanis in our local language.*

IV6 did not listen to the radio because she was short of time and thought there were only Chinese channels:

*I can't understand because they're Cantonese .... and I don't have sufficient time to listen ... If there were Nepali music and news every hour about Nepal and other countries it would be good for all the people living in Hong Kong.*

IV9 was too busy to listen to the radio:
I don't have enough time. I have a lot of things to do when I get home from work such as cooking, cleaning and many things.

GT Gul repeated his earlier position that TV and the Internet had replaced radio:

I have not opened the radio for many years because whenever I need something I put on the TV or otherwise the Internet.

4.3.3.2 How can the obstacles be removed?

While discussing the findings of the questionnaire, interview and focus group responses, some of the experts were asked to expand on their comments. In the following section, a summary of their suggestions and interpretation on the issues of language barriers, staffing and the philosophy of PSB are featured. Some additional comments made by SA interviewees have also been included.

Language

Hong Kong has a trilingual (Cantonese, Putonghua and English) bi-literate (Chinese and English) policy. Interviewees were asked to expand on the suitability of Chinese or English for communicating with SA in Hong Kong.

Fermi Wong said SA relied on English language media:

The ethnic minority communities are diverse. Their common language is English. It is the language they use to communicate with mainstream society.

Andy Kirkpatrick said some people believed English belonged to native speakers:

Certainly the so-called native speaker is the model that most government departments want children to try and follow so in that sense it privileges very much the Caucasian white native speaker… Well English shouldn’t belong to anyone as such. It should be there for everyone to use so that they can communicate and function as well as they can. So English is not owned by people in that sense.

Stephen Evans also said R3 presenters might have to adjust their speech rates and use of the vernacular to cater for non-native speakers of English:

I would say a lot of channels around the world, maybe the BBC World Service, are delivered in a fairly measured unhurried way with fairly clear enunciation and I’m fairly sure pulling out a lot of the colloquialisms and slang references that can often impede communication. I think that can be done without native speakers thinking what kind of English you are speaking.
Nepali English teacher xxxxx also said students identified more with the English speaking world:

Interviewer: Overall, what is better – their English proficiency or Chinese proficiency?

xxx: For them, English proficiency is easier and better for them.

Interviewer: When the students are talking about world events, do they talk about things happening in the English speaking world or the Chinese speaking world?

xxx: I think they are mostly influenced by the English speaking world.

R3 xxxxxx said even if the non-Chinese community has a common language, it is fragmented:

I guess it's ‘communities’ I suppose rather than a community. You have a French community in Hong Kong and you have a Japanese community in Hong Kong who may listen to Radio 3 and receive information in English but don't really amount to a community. If you stuck the French and Japanese together, they don't really add up to a community except they share the ability and wish to use English. So ‘communities’ might be more appropriate.

Staffing
A number of expert interviewees including Stephen Evans, Ansah Malik, Stephen Vidler and Ambrose Law, felt that a channel appealing to SA should include SA employees. Ray Wong also felt RTHK should hire SA:

Why can't they hire locally born multilingual South Asians who understand the HK community and have some understanding of Chinese culture and put on their own show?

A change to hiring policies might be a challenge for RTHK which is governed by Hong Kong Government policy. It is possible to work with present staff. ABC Adelaide Local Radio manager Graeme Bennett said ABC programme makers receive regular assessment and feedback:

There are also biannual reviews that take a comprehensive look at programme and team performance. All programmes conduct weekly meetings to identify areas for improvement.

R3’s responsibilities
Albert Cheng of DBC felt RTHK had an obligation to minorities and not just on R3:
The problem is that the people who are now running RTHK, they don’t know what public broadcasting is. They want to be popular. They are fighting for ratings with the commercial operators. They are fighting for the audience and then they forgot about their mission to serve the minority.

Ray Wong echoed Cheng’s remarks:

They’re not serving the minorities, especially South Asians… That is what a public broadcaster is supposed to do. Instead they are competing with the commercial broadcasters.

Vidler said public broadcasting should reach minorities:

It’s supposed to be a public broadcaster so it should be putting out information for those members of the public can’t otherwise get access to it.

IV3, who had earlier suggested Hong Kong have a similar channel to the BBC’s Asian network, believed such programmes would interest other members of the English speaking community:

It would work. Because they are always speaking in English, so an outsider could join in as well. In England, even an everyday white bloke, he actually tuned in as well. The songs are nice. Different sectors – different time for different things. It’s interesting.

In her role as an advisor to RTHK, Fermi Wong has not been able to convince the management of the organisation to adjust programming content:

They discuss politics but the working class are concerned with housing, employment. They want to know about welfare and benefits. But you can’t see that on Radio 3. There’s entertainment and news from the BBC or local political news but this is quite distant from working class ethnic minorities.

R3 said it was difficult for R3 to make changes to programming because it was already serving a minority audience:

We’re already a minority broadcaster in English. We are not main-stream. You don’t want to go down too far or broadcasting to a minority of a minority because then it becomes too niche and it moves away from the direction of the general universal approach policy.
I hope the entertainment we provide would be entertaining from wherever you came from. The music would be interesting and attractive if you were interested in English music.

ABC Adelaide local radio manager Graeme Bennett said a public broadcaster can also reflect on its output.

The ABC has always closely scrutinised all levels of government in Australia. This is a role strongly supported by the public. The ABC regularly reports on its own activities, and is called to respond to questions from government whenever required.

Former manager of the ABC Local Radio in Sydney, Australia, Roger Summerill steered the channel to the top of the ratings ahead of commercial operators. Summerill said the aim was to provide the best programming, but there was a clear focus:

702 as the Local Radio station for the ABC in Sydney certainly did provide an alternative to the commercial and other stations in the market. Our aim was to serve the needs and aspirations of the local audience in Sydney.

IV3 said English language radio in Hong Kong should be publicised:

I listen to the Chinese channel because there are not many other channels that are interesting. Radio channels in Hong Kong are not advertised. If you were in the UK, where I used to live, every other person loves the radio more than the TV. But here in Hong Kong, it's a bit different.

Fermi Wong said SA did not know there was an English language radio channel:

First of all they have an impression that Chinese dominates the media. So they think they can't understand. They know there are English TV channels, but they did not know about RTHK English radio service. It's also because a lack of promotion by RTHK and the government. If they want to share their policy and information with EM, they have to promote radio but you can see the government doesn't care. RTHK is a government department but it is quite invisible.

Ansah Malik said even if R3 broadcast programmes appealing to SA, they must be promoted to the community:
If there are more interactive programmes between the public and ethnic minorities. If they can provide more programme education for those who are just sitting at home, especially housewives and some of the kids.
4.4 SUMMARY OF RESEARCH QUESTIONS
A brief analysis of the findings is offered in this section of the chapter. These comments will lead to a more in-depth discussion which will be linked to the literature review in the next chapter.

4.4.1 Research question 1
RQ1: How do SA use media in Hong Kong?
Some members of the SA community listen to the radio but it is not rated as a satisfying source of information when compared with other local media. If they do listen to the radio, SA tune in to English channels on the AM band. The BBC World Service is their most popular choice. SA use the media for information and to stay in touch with others.

SA interviewees and focus group participants explained that they prefer information in their own languages. Broadcaster Albert Cheng echoed this by highlighting the cultural differences between SA and the majority Chinese population.

Other experts have suggested that SA avoid using some media because of the negative coverage of their ethnic group. The Chinese language mass media sometimes use discriminatory terms to describe SA in the belief ethnic minorities are not part of their audience because of the perceived exclusive use of the Chinese language.

The content analysis and the comments by R3 show there is a difference between the focus of the news department and R3 programmes. R3 programme highlights show there was no mention of the floods in Pakistan, an event that displaced millions of people, but did include stories and segments on the Koran burning controversy.
4.4.2 Research question 2
RQ2: What expectations do SA have of a radio station?
Overall, SA expect a radio station to provide informative programming. This is supported by findings for RQ1 which showed SA are interested in media for information. SA also want programming to reflect their language and culture.

Existing information programmes on R3 such as news and weather programmes are of most interest while stock market news and politics are far less interesting. Programmes designed to appeal to various SA groups such as programmes about music, news, culture and religion linked to their ethnic group are of great interest to SA. Information about health is also of interest. Current religious programming on R3 is limited to a broadcast by a Christian organisation but other faiths have been invited to take part.

The most convenient time to listen to the radio is after work and on weekends. Evenings are more popular than mornings.

Little is known about digital radio but SA would consider buying a new receiver if they could listen to programmes for their ethnic group. Most are prepared to spend only up to HK$100 on a new digital receiver.

SA feel they face discrimination in accessing employment, health care, education, housing and access to government services. Many of these difficulties are linked to attitudes towards non-Chinese and the use of Cantonese, a language many have difficulty with.
4.4.3 Research question 3
RQ3: How can SA be gratified by R3?

Some SA do not listen to the radio because they have no time or are not interested. This is supported by the findings for RQ2 which showed SA prefer to listen in their leisure time. Others did not listen because of difficulties in tuning in or because of a language barrier.

The majority of SA do not listen to the radio because they are short of time but a large number also have no interest. Some also feel excluded because of linguistic and technical barriers. This is supported by the findings for RQ2 which showed SA wanted programming that appealed to their language and culture.

Professor Kirkpatrick noted that some believe English belongs to native speakers. This might help to explain why R3 does not connect to SA in English. Other expert interviewees suggested English could still be used if the presenters were more representative of the SA community.

SA and expert interviewees believe R3 needs to publicise its services. They feel this will reduce the belief that radio in Hong Kong is a Chinese language medium.

4.5 SUMMARY OF CHAPTER
This chapter began by revisiting the RQs and discussing the data analysis process in section 4.1. The demographic data from the questionnaire findings was presented in section 4.2. The findings of the questionnaire, focus group and interviews addressing the RQs was presented in section 4.3 and summarised in section 4.4 for the next chapter which discusses the findings. The chapter concluded with section 4.5.
CHAPTER 5 - DISCUSSION

The previous chapter presented the findings addressing the RQs using qualitative and quantitative data. This chapter will discuss the outcomes of the research.

5.1 INTRODUCTION

This thesis began in chapter one by outlining the role of public radio broadcasting in Hong Kong and the composition of the local population. It included a provisional framework that was used to prepare the literature review in chapter two.

Although there has been little mention in the literature on the role of PSB in the lives of minorities in Hong Kong, the discussion in chapter two was informed by public broadcasting models in Australia, the UK, the US, mainland Europe and Asia. A review of the social situation of SA in Hong Kong showed they were concerned about basic needs such as employment, education, housing and health care underpinned by language obstacles and discrimination. Reports including the census and the 2006 health survey have shown that SA are in general competent users of English but face difficulties because of their low level of Chinese proficiency. The review of the literature was concluded by building a theoretical framework that mapped the social needs of SA to Uses and Gratification theory.

A research plan that involved a total of nine data collection events was listed in chapter three. Two focus groups, a Delphi group and a pilot test were used to custom build and test a questionnaire that was distributed to more than 800 participants. A content analysis was used to audit 1,819 news headlines and 275 programme highlights on R3’s website. Interviews with SA were held in tandem with the questionnaire as well as a focus group among a group of SA women. The data collection ended with a series of interviews with experts who commented on the findings.

The findings were presented in order of the RQs and the stages of data collection in chapter four. Questionnaire and content analysis results were supplemented by qualitative data from interviews and a focus group with SA women. This concluding chapter is in seven parts as illustrated in figure 29. The research aims, research objectives and RQs are restated in section 5.2, while the implications
are discussed in section 5.3 and the contribution to research in section 5.4. The limitations of the research are discussed in section 5.5 and followed by the opportunities for further research in section 5.6. The conclusion of the chapter and of the thesis follows in section 5.7.

Figure 29: The flow of chapter five

5.2 RESEARCH AIM, OBJECTIVES AND RQS
In order to discuss the findings, a brief recap of the research aim, research objectives and RQs is presented. They are listed in sequence below.

5.2.1 Research aim
The aim of this research was to determine whether public radio in Hong Kong is fulfilling its mandate to serve minorities. Public radio was identified as R3, RTHK’s only dedicated local English radio channel. Minorities were limited to the South Asian community of Hong Kong.

5.2.2 Research objectives
The research objectives of this thesis are:
1. to identify radio models in relationship to R3
2. to define a minority community in Hong Kong
3. to assess the social needs of the minority community
4. to examine the relationship between R3 and a minority community.
5.2.3 Research questions
Three RQs guided the investigation into the research problem. The questions are:

**RQ1 How do SA use media in Hong Kong?**

**RQ2 What expectations do SA have of a radio station?**

**RQ3 How can SA be gratified by R3?**

5.2.4 Summary of significant RQ findings
A summary of the significant findings relating to the RQs will be presented in this section. They will appear in sequence followed by a summary of the RQs in table 33.

**RQ1 How do SA use the media in Hong Kong?**
SA use the media for information and prefer the Internet over newspapers, TV and radio. If they do listen to the radio, they prefer the informative format of the BBC World Service followed by R3, Metro Plus and AM 864. It is worth noting that R3 offers more news and information than Metro Plus, while AM 864 has the least. The content analysis of R3 suggested the channel has a western outlook. One example of this is that all religious programming is Christian. There was also no mention of Ramadan during the Muslim month of fasting. A review of 275 interview segments between 9 August, 2010 and 12 September, 2010 showed there was no mention of the floods in Pakistan that displaced 20 million people. During the same period, R3 featured 51 segments on finance.

**RQ2 What expectations do South Asians have of a radio station?**
SA expect a radio station to provide informative programming that appeals to their identity and this would influence whether they decided to buy a digital radio. Programme content appealing to SA would be in their language, discuss their culture and country of origin and address their social concerns such as secure employment and also inform them about what is happening where they live. SA collectively appear to have little interest in stock market news and politics. SA prefer to listen to the radio when they are not working, preferably in the evening. They are concerned about how they are treated in accessing employment, education and housing.
**RQ3 How can SA be gratified by R3?**

Public radio needs to be accessible to SA. Apart from SA who have no interest in listening to the radio, findings show SA do not listen because they are short of time or believe the channels are all in Chinese. Experts said those who are aware of R3 may not listen because of the belief that an English language channel belongs to Caucasians. As a public broadcaster mandated to serve minorities, experts stated R3 needs to make the channel more accessible by adjusting the programming schedule to match the audience and should also promote the channel in the wider English speaking community.

Table 33: Capsule summary of the RQs

<table>
<thead>
<tr>
<th>RQ</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1 How do SA use media in Hong Kong?</td>
<td>SA use media for information</td>
</tr>
<tr>
<td>RQ2 What expectations do South Asians have of a radio station?</td>
<td>SA expect a radio channel to reflect their interests, recognise their identity and understand their social situation</td>
</tr>
<tr>
<td>RQ3 How can SA be gratified by R3?</td>
<td>Public radio needs to have appealing content that can be accessed. Access can be facilitated through publicity</td>
</tr>
</tbody>
</table>

5.2.5 Relationship to theoretical framework

Responses to item 10 in the questionnaire support McQuail’s theory on media use (McQuail, 1994) and confirm that it also applies to SA in Hong Kong. Some of McQuail’s motives were mapped to the Reithian PSB mandate of inform, educate and entertain as shown in table 34. The findings revealed SA use media to get information, to learn about the world and to be entertained. This thesis also found that when applied to minorities, a fourth element emerged – identity. Public radio for minorities should inform, educate, entertain and be inclusive.
Table 34: Linking McQuail’s U and G motives with the PSB mandate

<table>
<thead>
<tr>
<th>McQuail’s motives</th>
<th>PSB mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting information</td>
<td>Inform</td>
</tr>
<tr>
<td>Learning about the world</td>
<td>Educate</td>
</tr>
<tr>
<td>Staying in touch with others</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Escaping your worries</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Killing time</td>
<td>Entertainment</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Entertainment</td>
</tr>
</tbody>
</table>

Barnes’s U and G model (Barnes, 2003) was mapped to SA and public radio in Hong Kong as listed in figure 30. The literature review revealed the social and psychological needs of SA, which were confirmed by the questionnaire, interviews and focus groups. The findings showed that SA were concerned about grass roots issues such as housing, education, employment and health care which were also closely linked to linguistic challenges, discrimination and the poor image of SA in the Chinese language media.

In terms of gratification from the media, SA were most satisfied by the Internet and least by radio. Gratification is affected by what was perceived as a negative portrayal of SA on the radio. Public radio has failed SA by not including them in its target audience. They are invisible on the basis of not being considered part of the English speaking community as defined by R3.
Figure 30: The relationship between the SA community based on the findings before and after the research in comparison to Barnes’ interpretation of U and G (Barnes, 2003)

**Uses and gratifications**

- **Social and psychological needs**
  - Generate

- **Media expectations**
  - Selection

- **Media exposure**
  - Need gratification

- **Gratification**

**Relationship to public radio and SA**

- Employment, housing, education and health care with link to language and a feeling of discrimination
  - Only known in relation to health related messages
  - Is mostly TV and newspapers; radio is unknown
  - Gratification of media is not known; interruptions unknown

**Relationship to public radio and SA known after research**

- SA wish to be informed
  - SA expect a channel to provide information relevant to their identity
  - The Internet is the most satisfying medium and radio is the least satisfying for SA
  - Radio is not gratifying for SA because it does not appeal due to its invisibility and failure to provide suitable content
5.3 IMPLICATIONS
The implications of this thesis were first presented in three categories in the early stages of chapter 2. The first was micro or how it directly affected R3, the second was meso or how it affected the SA community and the third was the macro perspective of the role of government broadcasting policy in Hong Kong. The implications of the thesis at these three levels will now be discussed.

5.3.1 Micro
The findings show that there is a gap between the needs of SA and R3’s content. R3 does not provide information that satisfies or gratifies the needs of SA and nor does R3’s management feel it needs to satisfy those needs. Six areas of particular concern are content, scheduling, staffing, revision of mandate, publicity and alternatives.

5.3.1.1 Content
Issues relating to content have been split into eight areas. The discussion on content has a recurring theme related to SA identity.

5.3.1.1.1 Language and culture
As revealed by the content analysis, R3’s programming is ethnically skewed towards Caucasians rather than the wider English speaking community of Hong Kong. According to R3, the channel’s content is largely determined by those in their audience who use English as a first language. One example of this was the preponderance of programmes on finance. Close to a fifth of all informative programmes (51 out of 275 interview segments under review) were focused on financial issues. This interest in finance may dovetail with catering to the Caucasian audience. According to census statistics shown in table 35, the highest percentage of people who use English as a first language are Caucasians and they also have the highest average monthly salary of HK$45,000 compared with Indians (HK$17,500), Pakistanis (HK$9,000) and Nepalis (HK$8,500) (CSD HKSARG, 2007). Interviews on ballet and classical music, stock market news and politics have little relevance to most SA. The paucity of programming focusing on issues of concern to SA may reflect their economically underprivileged status in the community where they are largely invisible, even though their proficiency in English is generally much higher than their proficiency in Cantonese (CSD HKSARG, 2007; HKPRI, 2006b). Targeting Caucasians confirms the high social status of English (S. Evans, 2010; Gu, 2011). R3’s content may appear benign, but its focus on Caucasians could be considered as “monocultural multiculturalism” which avoids overt racism but focuses on one culture (Kennedy, 2011a, p.172).
Table 35: The proportion of the population by ethnicity who use English

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Use of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>86.3%</td>
</tr>
<tr>
<td>Nepali</td>
<td>79.7%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>73.2%</td>
</tr>
<tr>
<td>White</td>
<td>94.5%</td>
</tr>
<tr>
<td>Chinese</td>
<td>43.1%</td>
</tr>
</tbody>
</table>

(CSD HKSARG, 2007)

R3 should also produce programmes that match the socio-economic profile of the broader English speaking community. As this thesis was being prepared, R3 increased its business and finance programming with “Money for Nothing”. The description on R3’s website and dedicated Facebook page said “Money for Nothing will feature exclusive interviews with politicians, business leaders, strategists, analysts, economists … Tired of investment advice that makes no F#@king Sense?” (RTHK, 2011h; RTHK, 2011i). As discussed earlier, the content is not appealing to SA and discusses products and services unattainable to lower income groups. The specialist language used by strategists, analysts and economists can be challenging for people who use English as a second or third language. Once again, great efforts have been made by the channel to regularly assemble a knowledgeable group of experts but the content is exclusive. R3 has shown it has the resources and the energy to produce potentially interesting programmes; however, it needs to consider its audience when creating content. Some of the programming time used to focus on expensive investment products could be devoted to discussing budgeting for grass roots families.

5.3.1.1.2 Other speakers of English

R3 programmes do not have to be aimed exclusively at people who use English as a first language. Early findings from the Asian Corpus of English (ACE) have shown Asians use English to discuss their own culture (A. Kirkpatrick, Patkin, & Wu, 2012; Research Centre into Language Education and Acquisition in Multilingual Societies, Forthcoming). Another study among SA secondary schoolers in Hong Kong found students used English as a lingua franca because they had different first languages (Gu & Patkin, Under review). Recent discussions in the emerging field of World Englishes suggest the emphasis on using English as a lingua franca should be based
on intelligibility rather than the Queen’s English (Widdowson, 2010). Given the present potential audience of R3 who speak English as a second language, there are recommendations within the community for adjusting the talking speed and the vocabulary to appeal to this audience. Professor Stephen Evans, for example, stated that R3 needs to accommodate second language speakers by having presenters adjust their speech rates. R3 could do this by retraining some of its key information presenters including news readers and talk-show presenters who work at times of the day when SA are likely to be listening. Although the channel does not provide training, it lists staff training in its mission statement (RTHK, 2011p).

The community of Hong Kong residents who use English as a lingua franca is diverse, but it is also united as a minority group that is challenged by Cantonese and Chinese culture. Some, such as Caucasians and Japanese, may live more comfortably but they too do not have the same knowledge as Chinese multilinguals who were born and educated in Hong Kong. R3 should be drawing on its diverse audience to share their experiences to inform, educate and entertain people from different backgrounds that use English as a lingua franca. The call for a policy of inclusivity is supported by the majority (83%) of RTHK staff who feel the organisation should “foster social harmony and promote pluralism” (RTHK, 2010e).

5.3.1.1.3 Government services
The survey findings indicated a need within the SA community for information about government services and about what is happening in Hong Kong but without a focus on politics. Although RTHK’s role in sharing key government information with the community was strengthened with discussion programmes following disturbances in the territory in the late 1960s (Radio Hong Kong, 1968), the content analysis revealed a minimal announcing of this type of information was instigated by R3. Accordingly, R3 needs to consider introducing a programme that allows an official to explain various government policies. As part of this programming, interaction with audience members who submit questions via phone or email on how policies will affect them could be considered. While there is a need for a programme that challenges policy, there is also a need for discussing practical issues. Programmes addressing issues such as public housing, health care, policing, education, employment law, the racial discrimination ordinance and access to social services should certainly share equal time with programmes discussing finance. R3
claimed he does not believe it is the channel’s responsibility to provide
programmes on Hong Kong Government services even though SA responses and
experts said there is great interest in the topic. said “That kind of basic
information is better done by the Home Affairs Bureau and NGOs. Public radio is not
just passing on, well it hasn't been for the last 30 years or something, public
information in that way.” While is correct in his assessment of public radio in
other countries and territories, some of those places also have community radio
stations or dedicated channels for various groups. ABC Local Radio manager in
Adelaide Graeme Bennett said programmes are based on the audience. ABC Local
content is adjusted for different communities in their audience. For example the ABC
takes a proactive role in promoting safety during Australia’s bushfire season
(Australian Broadcasting Corporation, 2011c). R3 should consider adopting an
“unconventional strategy” that suits the local environment to address the channel’s
shortcomings (Norberg, 1996, p.10).

SA have shown they want to be informed about Hong Kong Government services.
Some of this information is contained in the mandatory announcements of public
interest (API). R3 could supplement the APIs with additional announcements
explaining how to get access to information about key government and NGO services
(MacFarland, 1997).

As SA value the Internet as their chief source of information, R3 should offer links to
government services on its website with phone numbers and email addresses. R3’s
website could also offer more information for Hong Kong’s English speaking
community. This could include a bulletin board system that allows Chinese
multilinguals to share information with people who are literate in Chinese. It could act
as a community advice board to help non-Chinese literates understand Chinese-only
information in the spirit of Web 2.0. This model has a precedent. To encourage
participation, Swedish Radio runs a website for minorities from different linguistic
backgrounds (European Broadcasting Union, 2011). If R3’s remit is to serve the
English speaking community of Hong Kong, and RTHK as an organisation is
dedicated to developing its Internet platform (RTHK, 2011n), then providing such

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32 Terrestrial Radio and TV channels in Hong Kong, including most RTHK radio channels, broadcast
one minute of government announcements every hour (V. Lee & Yu, 2006).
information is only a natural extension of its service. R3 should partner with more community organisations and print media so that they can pool their collective resources to share information.

5.3.1.1.4 Programme content
It is not a coincidence that August 2010 was chosen by the researcher for content analysis of R3 programming and news. It was a time period in which extraordinary events occurred in South Asia, namely, the floods in Pakistan. The lack of coverage beyond the simple reporting of the fact was poignant. By failing to provide follow-up commentary or interviews, R3 has neglected a large section of the English speaking community. Ignoring and subsequently isolating SA resonates with an earlier comment by former BBC manager Price who stated “there is a massive gap emerging between the havens and the have-nots not only between countries but also within countries” (G. Price, 2009, p.83). In defence of R3, the floods in Pakistan and Ramadan were discussed in the weekly Urdu language programme\(^3\), however, the reality is, the programme is sponsored by another government department.\(^4\) No other obvious efforts by R3 to reach minorities through internally commissioned programming were detected during the period of this thesis.

As a case in point of what possibilities exist, R3 could have contacted the Pakistan consulate, the Pakistan Association, the Pakistan Students’ or the UN to discuss the 2010 floods in an interview programme. R3 could have asked the presenter of the weekly Urdu programme to help arrange an interview. The producers of Hong Kong Today, Backchat, Morning Brew or Naked Lunch could have arranged an interview with a representative from one of the five mosques in Hong Kong to discuss Ramadan in Hong Kong. R3 dismissed such programming as too difficult, yet Metro Plus has a pre-recorded morning programme scheduled every day during the month of Ramadan. R3 could have also included local reaction to the Koran burning, instead of one of the news stories they aired which included a reaction from Germany. It is suggested that in future when important events such as these occur that reflect the interests of R3’s non-Caucasian audience that measures be taken to provide commentary and general follow-up to gratify the needs of minority listeners. R3 should be more conscious about what it broadcasts because unlike the

\(^3\) The host of the programme revealed this to the researcher in 2010 during an interview

\(^4\) The Nepali language programme Septahik Sandesh and Urdu language Hong Kong Kisham are sponsored by the Race Relations Unit of the Home Affairs Department (Race Relations Unit, Home Affairs Department, Hong Kong Government, 2011).
Internet, listeners cannot choose the stories that are fed to them (Hammersley, 2006).

5.3.1.1.5 Religious content
R3’s only dedicated religious content is Christian-focused; other major groups such as Muslims, Hindus and Sikhs do not benefit from a programme devoted to their religions. R3 has a weekly Christian programme, Thought for the Week, and special Christmas programmes in December, such as Operation Santa Claus and Tim Littlechild’s Christmas Show (RTHK, 2011j; RTHK, 2011s; RTHK, 2011t). Christmas figured prominently in the channel’s news headlines in December 2010. When challenged about the lack of diversity in Thought for the Week, R3 said other non-Christian groups were approached by the Religious Broadcasting and Television Advisory Committee (Hong Kong Christian Council, 2011) and they did not want to join in. It suggested it is possible that the Christian segment will be cancelled or a formal approach could be made to other faiths. In order to balance religious content, it would seem discriminatory to abandon the opportunity for other groups to contribute to programmes. The solution would be for R3 to consult other religious groups instead of the only religious contribution coming from a Christian organisation as explained in his interview. R3 could then rotate the segments between different groups or schedule them at different times to avoid using “one value system” (Jijiwa, 2009, p.63).

5.3.1.1.6 Entertainment content
PSBs have been criticised for using their funding for entertainment programmes at the expense of informative and educational ones (Committee on review of public service broadcasting, 2007; Trappel, 2008). In the case of R3’s entertainment content, broadcasting experts Albert Cheng and Ray Wong have stated that R3, and RTHK in general, should focus more on the needs of minorities instead of competing with commercial broadcasters. Given the intense interest among many SA towards cricket, R3 should be credited for its annual live broadcast of the Hong Kong Cricket Sixes, which includes teams from India and Pakistan. Cricket is a minority sport played by non-Chinese including Indians and Pakistanis in Hong Kong. A review of R3’s coverage shows that while it was mainly Caucasian males who discussed Hong Kong’s team during broadcasts, guests included a member of the South Asian community (RTHK, 2011q); however, since the team is comprised mostly of SA (Hong Kong Cricket Association, 2011) and the sport has great appeal to SA, it would
have been better if the coverage reflected the team’s composition and the community’s interest. Commentary about the players as another community only reinforces R3’s marginalisation of SA.

5.3.1.1.7 Community generated content
RTHK has rich a history of contributions from listeners arriving via letters and phone calls as detailed in Ralph Pixton’s “Open Line” (Pixton, 1978) whereby the audience is encouraged to contribute using phone, email, text messaging and Facebook. R3 could take this one step further by partnering with NGOs and other members of the English speaking community to create content. Recent advances in technology have made this much easier because they have established the audience as credible regular contributors to programmes such as CNN’s iReport (Cable News Network, 2011) and some minority groups consider it their right to contribute in this way (G. Price, 2009). Via this interactive communication, listeners could be considered reliable sources for coverage of community events. By turning to the community for content, R3 can get a better feel for the issues, and obtain “greater access to a higher volume and increased diversity of content” (M. Scott, 2009, p.7). R3 stated the channel is dominated by first language speakers who interact with the channel. In the absence of the voices that are not heard, community generated content can create a loop back to the station to help programmers understand the needs of the audience (MacFarland, 1997). If R3 is not prepared to consider the tastes of SA, then it is excluding a sizable membership of the international community which is its target audience (RTHK, 2010c). R3 is supported by RTHK’s mandate to be inclusive (RTHK, 2011e; RTHK, 2011p). By including SA, they are also likely to gain more listeners.

5.3.1.1.8 Content advisory groups
R3 should consider establishing its own advisory panel that is separate from the one that advises RTHK as a whole. Although the RTHK panel includes representatives from various sectors of society, there are only one or two people in its membership of 122 who could be identified as representatives of the English speaking community (RTHK, 2011o). The role of the panel is perhaps best summed up by RTHK as

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35 The RTHK advisory panel comprises members from the fields of academia, medical services, education, social welfare, art and culture, information and technology, business, and district councils.
having only a Chinese language version of its membership. R3 could complement a professional body of advisors with a rotating listeners’ committee also drawn from members of the English speaking community. A dedicated committee for R3 would ensure greater representation and a sense of belonging (Millwood Hargrave, 2002).

Apart from soliciting views from those who wish to be identified in formal meetings, R3 should have a regular feedback programme. Producers should go out into the community to solicit views from people who do not normally contact the channel due to technological or confidence issues. These people should be given equal access to participate in commenting on the channel. A similar programme is aired on other RTHK channels and other PSBs such as the BBC and ABC (Australian Broadcasting Corporation, 2011d; British Broadcasting Corporation, 2011g; RTHK, 2011c).

5.3.1.1.9 Summary of content
RTHK management and presenters have acknowledged they experience difficulties in providing a good quality AM signal in Hong Kong (Li, 2008; RTHK, 2011h; RTHK, 2011u) yet SA have shown they are willing to make an effort to access content if it is appealing. The BBC World Service signal is sometimes even more difficult to tune into36, yet based on the findings of this study, SA seem willing to tolerate the crackle and interference for its content. The issue with R3 is not so much the signal but more about the lack of relevant content. An attitude of inclusion that might involve a wider variety of guests is within reach of R3 producers and presenters and since guests are not paid, it would not incur any extra expenses.

5.3.1.2 Scheduling
The two SA programmes broadcast every Sunday night on R3 are scheduled between 7:05 and 9:00 pm which corresponds to the most desirable time slot collectively chosen by the questionnaire respondents. Comments by DBC news director Ambrose Law and community worker Roshan Bishwakarma supported evening broadcasts, but contradicted community worker Ansah Malik’s comment that Sunday night might not be the best time. Once a time is established, regularity is “crucial” (Scannell, 1996, p.9).

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36 Observations made by the researcher while listening to Hong Kong radio for the past 21 years
R3 could also consider moving some of its programmes to another RTHK channel – for example the nightly programme Teen Time and the Sunday morning Sunday Smile, which are sponsored by the Education and Manpower Bureau and aim to help Hong Kong school students improve their English (EDB, 2011; Li, 2008). The programmes are dominated by Chinese speakers of English who already have a dedicated RTHK channel and other forms of access to information. The programme should be moved to RTHK’s youth channel, R2, to allow programming on R3 for a community that relies on English for information. Resources for people who use English as a lingua franca are already limited and so programmes serving the majority Chinese community should be placed on one of RTHK’s four Chinese channels or the bilingual R4 channel.

5.3.1.3 Staffing
Some of the experts who were interviewed suggested that R3 should employ more multilingual SA staff to improve content. This might be viewed as positive action, a policy that attempts to address imbalances (Equality and human rights commission (UK), 2011). Media organisations throughout the UK have made a shift to include more minorities that have become part of the tapestry of the British community (Cole, 2006). The BBC has a policy that ensures diversity throughout the organisation (British Broadcasting Corporation, 2011a). RTHK could follow the example of the Hong Kong Police which has hired minority community liaison officers (Tsang Yimsheung, 2010) and even made changes to constable requirements to encourage non-Chinese multilinguals to join the force (Cheung, 2011). If the current policy is too difficult to change, R3 could introduce policies presently used by ABC Adelaide Local Radio manager Bennett who said his organisation had regular staff meetings to discuss changes. R3 could invite SA community representatives to such meetings to brainstorm with staff.

5.3.1.4 Revision of mandate
Perhaps the PSB mandate to serve minorities and the Reithian model of inform, educate and entertain need to be remodeled for English language public radio in Hong Kong. As R3 stated, the channel is interested in serving a different audience and does not have a sense of obligation towards minorities. However, there is a difference between organisational definitions and operational definitions. R3’s mandate includes serving minorities while its output does not. In order for R3 to serve minorities without interfering with its current audience, the
channel should adopt the principle of inclusiveness and drop the notion of serving minorities. The concept of inclusion would help to define the audience as being the entire English speaking community and avoid marginalising minorities in “cultural ghettos” by only serving them with specific programmes (Schejter et al., 2007, p.13).

While maintaining English as a lingua franca, R3 should change its role to be a multi-ethnic broadcaster to reflect the tapestry of the English speaking community of Hong Kong. A realignment would allow R3 to partner with other groups representing the English speaking community. Models of such collaboration have precedents outside of Hong Kong. Lotus FM, a South African Broadcasting Corporation channel, for example, targets the Indian community (South African Broadcasting Corporation Limited, 2011b) and supports a project that preserves the identity of community members (The 1860 Project, 2011).

5.3.1.5 Publicity
If R3 is to truly serve the English speaking community it should publicise its services. Fermi Wong described the channel as “invisible”. NGOs such as Caritas and Christian Action publish regular multilingual newsletters, which include English translations (Caritas Youth and Community Service, 2010; Christian Action & SHINE, 2011). R3 could work with such organisations and publications to cross promote their respective activities and radio programmes. R3 could also do live broadcasts or phone-in reports of events in the SA community such as community fairs and carnivals. The channel could have a regular calendar feature that lists and discusses these events. This events calendar could also be placed on R3’s website and cross promoted by NGOs. The programmes suggested here are simple and inexpensive and more appealing than labour-intensive daily programmes on finance and politics.

5.3.1.6 Alternatives
Apart from promoting R3 to minorities and new audiences, RTHK could consider moving R4’s classical music broadcasts to a digital channel. This would free up R4’s FM frequency, which could be taken over by a new ethnic minority channel. It would also make reception easier due to the large number of basic mobile phones that have built-in FM receivers and listening would not incur extra fees. R4’s classical music programming, while enjoyable and pleasurable, is non-essential and caters for a very small segment of the population. It could be argued that when presented well, classical music programmes inform, educate and entertain; however, they offer little in terms of real world needs. Moving R4 to digital alone would affect even fewer
listeners than changing R3. While R3 had 0.8% of the Hong Kong radio market in 2007, R4 had only 0.6% (Consumer Search & HKBA, 2007).

5.3.2 Meso
The present study, which has contributed to the understanding of minority groups in Hong Kong, has found SA have a need to be informed about issues affecting their identity. It has also identified how the government and NGOs can use public radio to communicate with minorities. This section on the meso aspect of the findings will discuss the kind of content minorities prefer, how it can be communicated and how public radio can be used to address topics that are taboo in some societies.

5.3.2.1 Preference for information
SA have shown they are active consumers of media, but their first choice is not radio. The 31% of SAs who listen to the radio on a daily basis is lower than the 40.7% rate for the general population (Consumer Search & HKBA, 2007). If they do listen to the radio, SA seek international information, preferring the BBC which has a focus on news (British Broadcasting Corporation, 2011j; RTHK, 2011n). The choice of the speech-based format of the BBC World Service indicates that SA, as a group, are more interested in information than in the music and entertainment offered by R3. This contradicts R3’s belief that people may ask for certain content but in reality want “rubbish”. A review of the daily BBC World Service schedule reveals an emphasis on international news and sports as well as a chance for listeners to interact (British Broadcasting Corporation, 2011h).

Community workers Ansah Malik and Fermi Wong said the Chinese language media use derogatory terms and negative stereotyping when reporting on SA. In contrast the English language SCMP and The Standard have actively reported on racial hatred towards SA in Hong Kong (Moy, 2010; SCMP, 2010a; Tsang, 2010b). The preference for the BBC World Service and other English language media suggests English is indeed a lingua franca for SA. It would appear that those SA who can understand Chinese language media may also be easily offended by the content on Chinese language radio and thus would feel more comfortable using media that is associated with their identity or at least does not appear to object to it.

5.3.2.2 Language preference
The popularity of the BBC World Service, R3, Metro Plus and AM864 shows that SA are comfortable with English. Reports cited in the literature review showed that when faced with the choice of English and Chinese, SA prefer English (HKCS & PolyU,
2007; HKPRI, 2006b; MAD, 2004; K. Tang et al., 2006). As discussed in previous sections, the Hong Kong Government should be partnering with R3 to share information, but if it does so it should also be careful to use a form of English that is intelligible to SA and others for whom English is a lingua franca.

If resources were available, the best choice would be to broadcast in the various mother tongues as reflected by questionnaire and focus group responses, a finding which is supported by previous studies (HKPRI, 2006b; MAD, 2004). One good example of this is the introduction of the Nepali and Urdu language programmes in 2008. R3 claimed “there are some who don’t speak English well and there was no broadcasting for them, so this is a way of filling that gap” (A. Evans, 2008). The value of mother tongue communication should be noted by the government, especially when providing essential services such as healthcare, housing, social support and - perhaps controversially - education. The government should help to preserve the language and culture of minorities, especially so that children who are immersed in Chinese language schools can still communicate with older monolingual family members.

5.3.2.3 Women's health
One way of communicating with ethnic minority women might be through radio as it offers the convenience of reaching into the household. In China, for example, taboo topics such as sex have been tackled on live radio. One such programme was deemed successful because a radio phone-in programme offered anonymity and unbiased advice (Yu, 2010). In Hong Kong, there is potential for talk shows to begin to reflect the real situation for SA because they will not have to reveal their true identities. Interactions on such programmes could provide very rich information for government service providers such as the Department of Health and Education Department. Unless their needs are addressed minority women will remain the “invisibles of the invisibles” (HKCS & PolyU, 2007, p.1).

5.3.3 Macro
The macro level of this investigation focused on the national role of public service broadcasting which is regularly reviewed in Australia, the UK, New Zealand and South Africa (British Broadcasting Corporation, 2011e; Radio New Zealand, 2010; SBS, 2011a; South African Broadcasting Corporation Limited, 2011c). This research revealed how a publicly funded organisation mandated to serve different sectors of
the community has failed in its mandate. The implications of the invisibility of public radio and ways of remedying the invisibility are discussed in this section along with broadcasting policy.

5.3.3.1 Invisibility of public radio
Even though the Hong Kong Government emphasises the use of English in its trilingual-biliterate language policy, government-funded R3 appears to be invisible. The questionnaire and expert interview findings show SA are largely unaware of R3 yet the best official language to communicate with SA is English. The findings suggest there is an even deeper language policy problem in Hong Kong. As a PSB in Hong Kong, RTHK should give equal time and resources to each of the three main languages (Cantonese, Putonghua and English) based on the government’s policy. This would help to raise the profile of R3 and improve its ability to serve its target audience; however even the government is struggling to deliver its message effectively. The Hong Kong Journalists Association investigated complaints of a lack of English language news releases by the Government Information Service (GIS). The study found Chinese releases outnumbered English ones 5.48:1 (Yam, 2010). Ironically, a release about how Hong Kong should make efforts to include ethnic minorities was issued in Chinese only (Yam, 2010).

5.3.3.2 Development of digital radio
SA are willing to buy a new digital radio if they could listen to programmes made for their ethnic group but they do not want to pay more than HK$100. If a scheme that offers air time to minority communities on RTHK’s digital channels is launched, the government should ensure EM are fully informed and do not have to pay extra to access services that are free for the rest of the community. In developed radio markets such as Australia, take-up of digital radio has been slow, accounting for 7.6% of listening, and that’s believed to be to simulcasts of existing analogue channels (Cauchi, 2011). The best solution is to develop digital along with existing analogue services. This is the approach used in Europe where publicly funded broadcasters have a technological neutral stance whereby “old” media do not suffer due to the development of new media platforms (European Broadcasting Union, 2011).

5.3.3.3 Community broadcasting
Radio station applications are vetted by the HKBA which focuses on economic development and on whether new licences will affect existing broadcasters. Despite
this, low-power and possibly low-budget FM broadcasts are conducted every night along the Hong Kong harbour front (Hong Kong Tourism Board, 2011) and low power FM broadcasts were also used during a sporting event in Shatin37 in 2008 (Information Services Department of the Government of the Hong Kong Special Administrative Region, 2008). Perhaps these two examples illustrate how low power FM broadcasting can be used in Hong Kong without interrupting existing services.

Community Radio is a growing alternative sector, even in places with developed PSBs for ethnic minorities. For example, around nine million Australians listen to community radio every month (radioinfo, 2011a). Operating a community channel would be difficult in Hong Kong due to the licensing requirements, though the government could use a scheme allowing partnerships with tertiary institutions as is the case with Radio Adelaide which is partly funded by a university and includes programmes for the minority Aboriginal community (Radio Adelaide, 2011). Despite difficulties in reaching a wide audience, alternatives such as this one offer potential worth exploring.

In response to a government proposal for RTHK to provide support for community broadcasting38, RTHK staff agreed to provide minority programming. Only 54% approved of the proposal for community groups to produce their own programmes for broadcast on RTHK channels (RTHK, 2010e). If SA are allowed to produce their own shows, RTHK should be prepared to be flexible. Interviews and observations among 300 managers in 100 minority broadcasters in 11 countries by Browne showed that the audience sought information and the structure of such programmes was quite casual in terms of timing (D. R. Browne, 2002). In order to get suitable programmes from community groups, RTHK producers should work with SA content makers to enable them to adapt to the organisation’s broadcasting schedules.

5.3.3.4 Alternatives to terrestrial broadcasting
Access to the Internet has become easier and cheaper in Hong Kong. NGOs have centres which provide support and free access. If EM have the time, they have the platform to contribute to online media. Making their messages mainstream might be a challenge though, because they have less access to finance but make up for this with

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37 Shatin is an urban district in the New Territories of Hong Kong
38 The Hong Kong government’s Community Broadcasting Involvement programme was still under discussion in August 2011 (Radio Television Hong Kong, 2011k)
their specialised knowledge of the market (Wilson et al., 1995). Minorities should utilise low cost technological advances to their advantage such as the Internet which is ideal for small, fragmented audiences (Guyot, 2007). Groups such as Green Radio and universities in Hong Kong have found a way around the government’s regulations by broadcasting through the Internet (Yi, 2010).
5.4 CONTRIBUTION TO RESEARCH
This research has shown that the PSB remit of inform, educate and entertain can be limited to the mainstream, especially when the broadcast language is aligned to a particular group. If PSB is to encompass minorities that would otherwise be left out, then it should be inclusive. The concept of inclusiveness applies to content as well as to catering for all those who use a language as a lingua franca. For example, where English is a minority language, channels using it as a medium of communication should be inclusive. Although R3 informs, educates and entertains, it also excludes certain minorities because the content does not fully reflect Hong Kong’s international community.

The research has also revealed the Hong Kong Government needs to keep working on improving the lives of South Asians in Hong Kong. Despite the introduction of the race discrimination ordinance in 2009, SA are still concerned about discrimination. The Hong Kong Government needs to work more closely with society to eliminate all forms of discrimination. The Hong Kong Government also needs to work more closely with SA to understand their needs instead of assuming they will integrate into a predominantly Chinese society.

5.5 LIMITATIONS OF THE RESEARCH
Despite efforts to provide a comprehensive coverage of the SA community with regards to R3’s mandate, some shortcomings in this study are apparent. The issues of sampling, data collection and the availability of existing material are discussed in the following sections.

5.5.1 Sampling
Convenience and snowball sampling were used throughout the data collection process due to the difficulty in locating members of the SA community. These forms of sampling do not allow for proper randomisation and to that extent they are a limitation. On the other hand, the size of the questionnaire sample, n=316, does go some distance towards negating bias.

The attitudes of children were not measured for this thesis although the literature review and discussion drew on to specific studies of primary school children. One of the main reasons for excluding children was a personal discomfort about causing stress among young participants and a belief that research with children is better done by more experienced researchers and in teams. Nevertheless, Ku et al's 2005
study (Ku et al., 2005) on the attitudes of SA primary school students discussed challenges faced by SA children. The 2011 YMCA of Hong Kong report on the attitudes of Chinese children towards their SA counterparts showed discrimination remains (W. Tang, 2011). Current and future studies involving the attitudes of children are discussed in the section 5.6.

5.5.2 Questionnaires
Although the review of literature showed that long, complicated questionnaires have been used in previous studies in Hong Kong, perhaps there is always the possibility that respondents were just simply being kind in filling them in and did so without seriously considering their answers. There is a possibility that the response rate for the questionnaires was low because the questionnaires were too long and asked too many personal questions.

5.5.3 More transparency
RTHK is a government department that is attempting to play the role of a public broadcaster. In researching this thesis, RTHK was unwilling to share complete survey data, saying that it was confidential. At the same time, one of RTHK’s roles is to ensure a certain level of transparency on the part of the Hong Kong Government. Would it not be fair to monitor the organisation that monitors the government? If RTHK claims its editorial freedom is being challenged, the public should be allowed to review how internal decisions are made at RTHK and how they may affect the funding of personnel and equipment that might reduce the effectiveness of news gathering. It was not always possible to obtain the responses necessary to reveal the details of R3 and its audience as surveyed by RTHK.

5.5.4 Researcher’s reflection
As much as the researcher attempted to take on an emic viewpoint, ultimately, some etic biases were inevitable due to being white and perhaps being viewed as belonging to the “majority” community; and being from outside of the SA community. This is unavoidable in this kind of research where the researcher does not speak the same language or share the same religion.
5.6 OPPORTUNITIES FOR FURTHER RESEARCH
Radio research was discussed in section 2.2.2 of the literature review. Private and public broadcasters support regular research. The present study and its findings naturally lead to new areas of interest and potential RQs. As this thesis was completed, for example, digital audio broadcasting was about to start in Hong Kong. With at least two organisations, DBC and RTHK, set to dedicate channels to EM, research on the impact of digital broadcasting is warranted. Recent research on the needs of minorities found there should be improvements in broadcasting services for sexual minorities (BBC working group on portrayal and inclusion of lesbian, gay and bisexual audiences, 2010).

The present study has revealed that most SA were not aware of digital radio but would be prepared to buy a new set if it were cheap. As digital radio develops its delivery mechanism in Hong Kong with the building of infrastructure such as transmitters, a question ripe for investigation is how digital radio will compete with audio reception already available on smart phones – a path already chosen by Commercial Radio in Hong Kong. As research among SA is carried out, those with the control – the majority Chinese – RTHK needs to be monitored to see if they have the patience and understanding to work with minority groups in Hong Kong. Will DBC take a long-term strategy and work to make its for-profit channel viable? Will RTHK administrators demonstrate sensitivity and understanding and allow minorities to create a channel in their own way instead of a channel based on majority values?

It was suggested above that R3 supplement the government’s APIs to give minorities more information about services. Although APIs were not the focus of this study, they were noted in the course of monitoring R3 content. It is recommended that a study be undertaken to measure the effectiveness of the APIs and their suitability for people who do not use English as a first language. The APIs should also be analysed from a cultural point of view to see how appropriate they are for non-Chinese. One consideration is translation alternatives. APIs broadcast on TV are often voiced in Cantonese with English subtitles (Information Services Department of the Government of the Hong Kong Special Administrative Region, 2011).

A further issue to consider is the value of continually researching minorities in Hong Kong. As this study is completed, we must consider whether the findings will have an
impact on policy makers or not. While SA and community workers were happy to contribute to the study, they were also interested to know what will be done with the data and whether any changes will result. Will there be changes? More studies on the needs of EM continue, but will they be effective? A study to consider now is whether investigations on the EM community have any impact.

An investigation into the needs of EM students in Chinese classrooms is being conducted by Kennedy et al. (Kennedy et al., 2011b). The study includes surveying the attitudes of SA children and will provide a further narrative on the attitudes and possible changes in identity of SA children. A study into the attitudes of SA youth towards identity in relation to English as a lingua franca has been conducted by Gu and Patkin (Gu & Patkin, under review). Such studies may reinforce the role of English among SA in Hong Kong and their reliance on English language public radio.
5.7 CONCLUSION
This thesis has explored whether the public broadcaster R3 was fulfilling its mandate to serve minorities. The research found that the channel did not feel obligated to cater for minorities who use English as a lingua franca. It also found that among one minority group, SA, media are used primarily to obtain information. It also found that R3 could improve its service to SA by including content that appeals to their identity. The findings have greater implications for the wider community of Hong Kong, including FDWs, who use English as a lingua franca.

R3 said the channel is already a minority broadcaster and described possible efforts to serve individual communities as “too niche and it moves away from the direction of the general universal approach policy.” Despite this it is recommended that RTHK and its supervisory government bureau, the CEDB, urgently review R3’s service remit. It is also recommended that RTHK closely monitor the performance of R3 in cooperation with a broad spectrum of its diverse audience group that reflects the tapestry of the community who use English as a lingua franca. Perhaps then we can all sing along to the R3 jingle “An international station for an international city, R T H K Radio 3.”

The researcher greatly appreciates the cooperation of Hong Kong’s South Asian community.
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Appendix 1: Definitions of inform, educate and entertain according to online dictionaries from Mirriam-Webster and Oxford

<table>
<thead>
<tr>
<th>Definitions of inform, educate and entertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform</td>
</tr>
<tr>
<td>1 obsolete : to give material form to</td>
</tr>
<tr>
<td>2a : to give character or essence to &lt;the principles which inform modern teaching&gt;</td>
</tr>
<tr>
<td>b : to be the characteristic quality of : animate &lt;the compassion that informs her work&gt;</td>
</tr>
<tr>
<td>3 obsolete : guide, direct</td>
</tr>
<tr>
<td>4 obsolete : to make known</td>
</tr>
<tr>
<td>5: to communicate knowledge to &lt;inform a prisoner of his rights&gt;</td>
</tr>
<tr>
<td>intransitive verb</td>
</tr>
<tr>
<td>1: to impart information or knowledge</td>
</tr>
<tr>
<td>2: to give information (as of another's wrongdoing) to an authority &lt;informed on a member of his own gang&gt;</td>
</tr>
<tr>
<td>(Mirriam-Webster, 2011c)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1: To shape the mind, character, etc.; to instruct, teach, train; to provide with knowledge</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2: To impart knowledge of some particular fact, occurrence, situation, etc.</td>
</tr>
<tr>
<td>(Oxford, 2011)</td>
</tr>
<tr>
<td>Educate</td>
</tr>
<tr>
<td>1a : to provide schooling for &lt;chose to educate their children at home&gt;</td>
</tr>
<tr>
<td>b : to train by formal instruction and supervised practice especially in a skill, trade, or profession</td>
</tr>
<tr>
<td>2a : to develop mentally, morally, or aesthetically especially by instruction</td>
</tr>
<tr>
<td>b : to provide with information : inform &lt;educating themselves about changes in the industry&gt;</td>
</tr>
<tr>
<td>3: to persuade or condition to feel, believe, or act in a desired way &lt;educate the public to support our position&gt;</td>
</tr>
</tbody>
</table>
(Mirriam-Webster, 2011a)

To bring up (young persons) from childhood, so as to form (their) habits, manners, intellectual and physical aptitudes.

To train (any person) so as to develop the intellectual and moral powers generally.

(Oxford, 2011)

Entertain

a archaic : maintain b obsolete : receive
2: to show hospitality to <entertain guests>
3a : to keep, hold, or maintain in the mind <I entertain grave doubts about her sincerity> b : to receive and take into consideration <refused to entertain our plea>
4: to provide entertainment for
5: to play against (an opposing team) on one's home field or court

(Mirriam-Webster, 2011b)

To maintain, keep up
To engage agreeably the attention of (a person); to amuse. In recent use often also ironical: = ‘to try to entertain’ (with something stupid or uninteresting).

(Oxford, 2011)
Appendix 2: Urdu / English questionnaire

<table>
<thead>
<tr>
<th>QNO.</th>
<th>Media Studies Questionnaire</th>
</tr>
</thead>
</table>

I am a student from Southern Cross University (Australia) and the information from this questionnaire will be used in my thesis. The questionnaire focuses on how RTHK Radio 3 meets your personal needs. There are no right or wrong answers. The results might be published, though your name and details will NOT be known. Your identity will not be revealed to a third party. You may withdraw from this survey at anytime. By completing (and returning) this questionnaire, it is implied you agree to take part.

Mark boxes □ to choose your answer. Thank you!

1. What is your gender?
   - Male □
   - Female □

2. What is your ethnicity?
   - Indian □
   - Nepali □
   - Pakistani □

3. What is your religion?
   - Jain □
   - Muslim □
   - Hindu □
   - Buddhist □
   - Bahai □
   - Sikh □
   - Athiest □
   - Christian □
   - Other (please specify) □

4. What is your mother tongue (first language)?
   - Urdu □
   - Hindi □
   - Nepalese □
   - Other (please specify) □
5. What is your highest level of education? (Please tick just one)

<table>
<thead>
<tr>
<th></th>
<th>No schooling</th>
<th>Form 3</th>
<th>Form 5</th>
<th>Diploma/Certificate</th>
<th>Associate Degree</th>
<th>Post Graduate</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How old are you?

7. What is your occupation?

8. What is your monthly income?

<table>
<thead>
<tr>
<th>Monthly Income</th>
<th>$2,000 - $3,999</th>
<th>$4,000 - $5,999</th>
<th>$6,000 - $9,999</th>
<th>$10,000 - $14,999</th>
<th>no income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$20,000 - $24,999</td>
<td>$15,000 - $19,999</td>
<td>under $2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more than $25,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How well do the following Hong Kong media meet your information needs?

<table>
<thead>
<tr>
<th>Media</th>
<th>Not Sure</th>
<th>Very Unsatisfying</th>
<th>Unsatisfying</th>
<th>Satisfying</th>
<th>Very Satisfying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. How important is media for the following?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Getting information</th>
<th>Increasing your confidence</th>
<th>Learning about the world</th>
<th>Staying in touch with others</th>
<th>Escaping your worries</th>
<th>Killing time</th>
<th>Part of your routine</th>
<th>Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not sure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Unimportant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unimportant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Do you listen to the radio?

- No (if no please go to question 13)
- Yes

12. Which radio channel do you listen to the most? (Please choose just one)

- AM864
- Radio 4
- Commercial Radio Chinese
- BBC World
- Metro Plus
- RTHK Radio 3
- RTHK Chinese
- Metro Chinese
- Other (please specify)
### 13. What would prevent you from listening to the radio?

<table>
<thead>
<tr>
<th>Not interested</th>
<th>No time</th>
<th>Don't have a radio</th>
<th>Difficult to tune in</th>
<th>Other (please specify)</th>
</tr>
</thead>
</table>

### 14. What would be the most convenient time for you to listen to the radio on a weekday? (You may choose more than one)

- 9:30am-1:00pm
- 8:30am-9:30am
- 6:30am-8:30am
- 5:00am-6:30am
- 7:00pm-9:00pm
- 6:00pm-7:00pm
- 3:00pm-6:00pm
- 1:00pm-3:00pm
- 11:00am-5:00am
- 10:00am-1:00am
- 9:00pm-10:00pm

### 15. What would be the most convenient time for you to listen to the radio on the weekend? (You may choose more than one)

- 1:00pm-4:00pm
- 9:00am-1:00pm
- 8:00am-9:00am
- 6:00am-8:00am
- 10pm-2:00am
- 8:00pm-10:00pm
- 6:00pm-8:00pm
- 4:00pm-6:00pm
- 2:00am-5:00am
### Media Studies Questionnaire

**QNO.: U**

#### Question 16:

**How interesting are the following kinds of radio features?**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Very Interesting</th>
<th>Interesting</th>
<th>Uninteresting</th>
<th>Very Uninteresting</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>News about Pakistan</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>English music</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>General news</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Pakistani music</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>International news</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Sports news</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>News about China</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Western entertainment news</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Hong Kong weather</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Hong Kong news</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Stock market news</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Political talk-show</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Traffic news</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Cantonese lessons</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Shows for children</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
<td>□</td>
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<td>Uninteresting</td>
<td>Interesting</td>
<td>Very Interesting</td>
<td></td>
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<tr>
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</table>

<table>
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<th>Educational</th>
<th>Hong Kong government services</th>
<th>Sports events</th>
<th>English lessons</th>
<th>Competitions</th>
<th>Hong Kong politics</th>
<th>Chinese culture</th>
<th>Cooking</th>
<th>Community events</th>
<th>Health</th>
<th>English plays</th>
<th>Your religion</th>
<th>Elderly life</th>
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</table>

QNO: U

Media Studies Questionnaire
17. How satisfied are you with media coverage of Pakistanis in Hong Kong?

<table>
<thead>
<tr>
<th>Satisfied</th>
<th>Very Unsatisfied</th>
<th>Unsatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coverage of Pakistanis in local newspapers

Coverage of Pakistanis on local TV

Coverage of Pakistanis on local radio

Perception of Pakistanis

18. How do you rate the existence of discrimination towards Pakistanis in the following areas in Hong Kong?

<table>
<thead>
<tr>
<th>Serious</th>
<th>Not serious</th>
<th>Not at all serious</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Getting a job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keeping a job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to healthcare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to housing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to government services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not sure</th>
<th>Very serious</th>
<th>Serious</th>
<th>Not serious</th>
<th>Not at all serious</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. Have you heard about digital radio?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Would you be prepared to buy a digital radio if it meant you could listen to programmes for Pakistanis in Hong Kong?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. How much would you be prepared to spend on a digital radio?

<table>
<thead>
<tr>
<th>Less than $100</th>
<th>Between $101 and $200</th>
<th>More than $200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. Overall, what do you expect the most from a radio station?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

If you would like to receive a summary of the results of this study, please write your email address here.

__________________________________________

[Signature]
Appendix 3: Observation and reflection on the administering of the questionnaire

Observation Report re: Mr John Patkin

Park in Hong Kong from 2pm- 6-00 pm October 17th 2010

Report written by Dr Pamela Schulz University of South Australia School of Communication and International Studies and visiting Lecturer H K Baptist University

Introduction

I was invited by Mr Patkin Doctoral Candidate who is doing research in a qualitative manner in studying users and gratification of listeners to Radio Hong Kong. His target group for study was identified as people and communities of “South Asian descent”. I was invited to sit at a short but viewable distance to warrant objective observation his approach, demeanor Proxemics, engagement and interaction with the subjects identified for his study. Mr Patkin arranged to pick me up from my hotel where we drove in a taxi to a large park frequented by visitors, tourists and ethnic minorities on a Sunday in particular. He also briefed me thoroughly the day before of the nature of his research, his questionnaire and his desire to interview and find out direct from his sources what special needs or reactions his subjects had to programming in regard to the programmes presented by Radio TV Hong Kong a public broadcaster.

Preparation

I was particularly impressed by the fact that Mr Patkin had a badge printed in four community languages identifying himself as a university researcher. He also had with him questionnaires in several languages relative to the ethnic groups identified for his study. According to Mr Patkin these had been translated into languages such as Nepali and Hindi along with several others.

Observations

I sat approximately 15 metres from his sphere of contact with people. It was a major thoroughfare along the mid-section of the park lined with trees. Shortly afterwards he was joined by a young communications student who identified herself as Lyn and was available to hand out questionnaires to people to fill in their community language and to post back in reply paid envelopes to the researcher.
I was interested immediately in Mr Patkin’s appropriate use of Proxemics and mostly approached people with a space of approximately 1 - 1.5 metres head to head. This appeared the most successful approach as when he approached more closely I noted a downturn of the subject’s heads and a slight retreat. He obviously noted this and kept his space to this distance. On a first approach there sometimes appeared to be a slight questioning of the work and I noted on at least three occasions people looking at what may have identification of the work and questions. When Mr Patkin used a clipboard I noted that his subjects were much more likely to agree to interview.

At one point when he approached three men sitting along the concourse in the shade he approached them gave his standard opening spiel and then stood apart for about 25 seconds while the “lead” gentleman explained his understanding of the research. Then they agreed Mr Patkin sat and opened his folder and got out his tape recorder. During this beginning point another of the men organised to buy ice creams from nearby.

It was noted that this male around 30 years of age and heavily bearded in wearing some traditional dress accoutrements bought one each and for each of the research team. I was not included in this as I was observing from around 10 metres distance. I may perhaps conclude here that he was pleased that someone was actually interested in their needs and use of local communications and radio programmes.

During another interview with a sole gentleman sitting shade near the “research area” one man was initially reluctant but then really became animated and smiled and gesticulated pointing around and chatting with Mr Patkin. He seemed pleased to be interviewed and I noted the mirroring of body language which shows a kind of agreement when engaged in conversation.

While several women were approached and also by the young female researcher it was noted they more often politely declined. There was also some reflection that some of the females approached many in very traditional dress may well have been illiterate and unable to participate. However I did note at least four occasions nearby where women accompanied by men took the questionnaires from the female researcher for later filling in and to post return.
I noted that on one occasion when the young female researcher approached near a group of males in the park seated near trees that they refused to speak to her (albeit in a polite fashion) but after she departed they made what appeared to be lewd gestures with their hands describing her figure and were laughing somewhat. I recommend that when approaching males, that females be accompanied by males and that they have an official badge to wear to give authority in some circumstances such as these.

I noted that the researcher Mr Patkin used the random approach technique to capture interviews for his research. It could be argued that he only approached likely positive or successful candidates who could speak English and that this would bias the sample from time to time. It is also clear the use of questionnaires will help alleviate this bias somewhat but is also dependent on literacy of the respondents.

Overall I spent more than three hours observing this research undertaking and despite Mr Patkin being there on a very hot day and being harassed by overzealous security personnel he was authoritative and kind and appeared to be very genuine and professional in his approach to a difficult and significant area of interest.

Dr Pamela Schulz (Dip Soc BA [Comm.] Grad DipT  M Ed  DComm.)

University of South Australia and visiting lecturer Hong Kong Baptist University October 2010
Reflection on data collection by Ms Lyn Yang

Dear John,

I was just thinking about writing something about my very first observation on ethnic minorities in Hong Kong.

As far as I concerned, the majority of ethnic minorities in Hong Kong are disadvantage group and marginalized from mainstream. They are mostly confined to their tribal, quite isolated and struggling to participate in the society. Actually, I think they have already reluctantly and silently accepted the current living condition due to their lack of education, right of discourse and huge language barrier. Instead of fighting for the rights that ring hollow, they are rather more concern about meeting the needs of their material life. However, the minority of ethnic minorities are well educated and well-integrated to mainstream. They are the key components of striving for rights of ethnic minority and ultimately the real beneficiaries.

One interesting observation on them is that they are quite a passive group of people which seldom volunteer to contact people outside their tribal, but if you take the initiative to approach them especially for help, they would feel quite delighted and flattered. For example, when I asked a group of young Pakistani males for helping me do the survey, their eyes suddenly sparkled with smiling faces. I think they felt quite surprised and flattered to receive this unexpected encounter. It did in another way reflect their lack of interaction with local people, maybe females, especially.

However, I could have been totally wrong about my understanding of ethnic minorities because I only knew them through a very superficial way by only asking them to do survey. Actually, I would like to know them in a deeper sense after I am involved in the research. I am thinking about to do a series of feature stories by interviewing ethnic minorities with different social status and backgrounds. What do you think?

Thanks
Lyn
P.S It’s no problem if you want to use my name.
Reflection on data collection by Ms Rain Wang

My idea of ethnic minorities in Hong Kong:

Before doing the research, I paid little attention on this issue. All I know about is Philippine domestic helpers and discontent among Muslim in Hong Kong that mosques were inadequate compared to the number of Muslims. I have no personal contact with ethnic minorities before and have no idea who are them, where are they come from and how their living is.

How I feel about interacting with them:

Most of them were friendly and nice, especially women. Men were likely to be more dominant and impatient. The interesting thing was some of them were even more interested in the fact that being accidentally engaged in such conversation rather than the questionnaire itself.

Do I feel differently after being involved in the research?

Yes, I began to pay more attention on minorities groups after doing the research. I am curious about what do they feel about living in Hong Kong as members of ethnic minorities, do they feel being discriminated or ignored. And what are the life conditions of them, what are most of them doing to make a living. I want to learn more about ethnic minorities, both their physical and psychological conditions.
My name is John Patkin. I am conducting research as part of my degree at Southern Cross University (Australia). My project is titled: Does RTHK Radio 3, a public broadcaster, meet the needs of Hong Kong’s South Asian community? I have chosen you as a member of the South Asian community.

The research I am doing involves answering some questions that will show what you think about media in Hong Kong. Your participation is voluntary. It will take about 10 minutes. Your consent will be confirmed by completing the questionnaire. All the information gathered in this research is confidential. It will be kept securely and confidentially for 7 years at the university. The results may be published or discussed at conferences. However individual data will not be reported.

If you have any questions, please ask me or email me (jpatkin.10@scu.edu.au) or my supervisor (Dr Paul Stapleton paulstapleton@gmail.com Ph 2948 8823)

The results will be part of a Thesis that will be available at a later stage in the university’s library. If you would like to receive a summary of the results please check the appropriate box on the questionnaire and leave your email address.

(Once you complete the questionnaire, please return it to the on-site researcher or post it with the attached stamped and addressed envelope)

This research has been approved by the Human Research Ethics Committee at Southern Cross University. The approval number is ECN-10-33

If you have concerns about the ethical conduct of this research or the researchers, the following procedure should occur.

Write to the following:
The Ethics Complaints Officer
Southern Cross University
PO Box 157
Lismore NSW 2480
Email: ethics.lismore@scu.edu.au

All information is confidential and will be handled as soon as possible

CONSENT FORM FOR INTERVIEW
Title of research project: Does RTHK Radio 3, a public broadcaster, meet the needs of Hong Kong’s South Asian community?

Name of researcher: Mr. John PATKIN

Principal supervisor: Dr. Paul Stapleton

(Contact details of the researcher and the supervisor are contained in the information sheet about this research)

NOTE: This consent form will remain with the Southern Cross University researcher for their records.

Tick the box that applies, sign and date and give to the researcher

I agree to take part in the Southern Cross University research project specified above. Yes ☐ No ☐

I have been provided with information about the purpose, methods, demands, risks, inconveniences and possible outcomes of this research, including any likelihood and form of publication of results. Yes ☐ No ☐

*I agree to be interviewed by the researcher Yes ☐ No ☐

*I agree to allow the interview to be audio-taped Yes ☐ No ☐

*I agree to make myself available for further interview if required Yes ☐ No ☐

I understand that my participation is voluntary Yes ☐ No ☐

I understand that I can choose not to participate in part or all of this research at any time, without negative consequence to me Yes ☐ No ☐

*I understand that my name will be disclosed and or published39 Yes ☐ No ☐

I understand that all information deemed confidential will not be published, however it will be kept securely and confidentially for 7 years at the University Yes ☐ No ☐

I am aware that I can contact the supervisor or researcher at any time with any queries Yes ☐ No ☐

39 This applied to expert interviews only
If I have concerns about the ethical conduct of this research, I understand that I can contact the SCU Ethics Complaints Officer Yes ☐ No ☐

Participant’s name:

Participant’s signature:

Date: ______________________

☐ Please tick this box and provide your email address below if you wish to receive a summary of the results:

Email:

This research has been approved by the Human Research Ethics Committee at Southern Cross University. The approval number is ECN-10-33

If you have concerns about the ethical conduct of this research or the researchers, the following procedure should occur.

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Southern Cross University
PO Box 157
Lismore NSW 2480
Email: ethics.lismore@scu.edu.au

All information is confidential and will be handled as soon as possible.
INTERVIEW INFORMATION SHEET

My name is John Patkin. I am conducting research as part of my degree at Southern Cross University (Australia). My project is titled: Does RTHK Radio 3, a public broadcaster, meet the needs of Hong Kong’s South Asian community?

Your participation is voluntary. It will take about 10 minutes. Your consent will be confirmed by signing the consent form. All the information gathered in this research is confidential. It will be kept securely and confidentially for 7 years at the university.

If you have any questions, please ask me or email me (jpatkin.10@scu.edu.au) or my supervisor (Dr Paul Stapleton paulstapleton@gmail.com Ph: 29488823)

The results will be part of a Thesis that will be available at a later stage in the university’s library. If you would like to receive a summary of the results please leave your email address with me.

This research has been approved by the Human Research Ethics Committee at Southern Cross University. The approval number is ECN-10-33

If you have concerns about the ethical conduct of this research or the researchers, the following procedure should occur.

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The Ethics Complaints Officer
Southern Cross University
PO Box 157
Lismore NSW 2480
Email: ethics.lismore@scu.edu.au
All information is confidential and will be handled as soon as possible

---

40 This was for interviews with the general SA population
Appendix 5: How satisfying are media in Hong Kong?

<table>
<thead>
<tr>
<th>Medium</th>
<th>Level of satisfaction</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>9.1 Newspapers</td>
<td>Very unsatisfying</td>
<td>16</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td>Unsatisfying</td>
<td>50</td>
<td>16.4</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td>26</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>Satisfying</td>
<td>168</td>
<td>55.1</td>
</tr>
<tr>
<td></td>
<td>Very satisfying</td>
<td>45</td>
<td>14.8</td>
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<td>100.0</td>
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<tr>
<td>9.2 Television</td>
<td>Very unsatisfying</td>
<td>29</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>Unsatisfying</td>
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</tr>
<tr>
<td></td>
<td>Satisfying</td>
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<td></td>
<td>Very satisfying</td>
<td>43</td>
<td>14.0</td>
</tr>
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<td></td>
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<td>100.0</td>
</tr>
<tr>
<td>9.3 Radio</td>
<td>Very unsatisfying</td>
<td>39</td>
<td>13.2</td>
</tr>
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<td></td>
<td>Unsatisfying</td>
<td>75</td>
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<td>73</td>
<td>24.7</td>
</tr>
<tr>
<td></td>
<td>Satisfying</td>
<td>84</td>
<td>28.4</td>
</tr>
<tr>
<td></td>
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<td>8.4</td>
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</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Very unsatisfying</td>
<td>18</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>Unsatisfying</td>
<td>26</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>27</td>
<td>8.9</td>
<td></td>
</tr>
<tr>
<td>Satisfying</td>
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<td>42.3</td>
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<tr>
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<td>105</td>
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<tr>
<td>Total</td>
<td>305</td>
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</tr>
</tbody>
</table>
Appendix 6: How important is media for…? (elements of Uses and Gratifications)

<table>
<thead>
<tr>
<th>U and G element</th>
<th>Level of importance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Unimportant</td>
<td>6</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
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<td>1.3</td>
</tr>
<tr>
<td></td>
<td>Important</td>
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<tr>
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<tr>
<td><strong>10.2 Increasing your confidence</strong></td>
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<td>5.9</td>
</tr>
<tr>
<td></td>
<td>Unimportant</td>
<td>20</td>
<td>6.5</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td>21</td>
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</tr>
<tr>
<td></td>
<td>Important</td>
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<td>1.3</td>
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<tr>
<td><strong>10.4 Staying in touch with others</strong></td>
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<td>14</td>
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</tr>
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<td></td>
<td>Unimportant</td>
<td>19</td>
<td>6.2</td>
</tr>
<tr>
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<td></td>
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<td>Very important</td>
<td>140</td>
<td>45.5</td>
</tr>
<tr>
<td></td>
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<td><strong>10.5 Escaping your worries</strong></td>
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</tr>
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<tr>
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<td></td>
</tr>
<tr>
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</tbody>
</table>

### 10.6 Killing time

<table>
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<tr>
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<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Unimportant</td>
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<td>Not sure</td>
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<tr>
<td>Important</td>
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<tr>
<td>Very important</td>
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### 10.7 Part of your routine

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### 10.8 Entertainment

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Appendix 9: Programmes designed to appeal to SA

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16.17 Your culture

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