

RESEARCH REPORT SERIES  
(*Survey Methodology* #2005-09)

**Results from Chinese Cognitive Interviews on the Census  
2000 Long Form: Language, Literacy,  
and Cultural Issues**

Yuling Pan, Barbara Craig<sup>1</sup>, and Suzanne Scollon<sup>2</sup>

Statistical Research Division  
U.S. Bureau of the Census  
Washington D.C. 20233

<sup>1</sup> Georgetown University

<sup>2</sup> Georgetown University

Report Issued: September 6, 2005

*Disclaimer:* This report is released to inform interested parties of ongoing research and to encourage discussion of work in progress. The views expressed are those of the authors and not necessarily those of the U.S. Census Bureau.

**Results from Chinese Cognitive Interviews on  
the Census 2000 Long Form:  
Language, Literacy, and Cultural Issues**

Yuling Pan  
Statistical Research Division  
U.S. Census Bureau

And

Barbara Craig  
Georgetown University

Suzanne Scollon  
Georgetown University

**Results from Chinese Cognitive Interviews on  
the Census 2000 Long Form:  
Language, Literacy, and Cultural Issues**

**ABSTRACT**

This report documents a study of cognitive interviews with recent Chinese immigrants using the Census 2000 long form (English form and the Chinese translation of the 2000 long form). It aims to identify issues associated with language use, cultural and literacy practices that immigrants bring with them from their home culture that can cause problems in filling out a census questionnaire. Results from cognitive interviews indicate that because of lack of the social context of survey practice in their home culture and lack of familiarity with filling out a questionnaire, recent Chinese immigrants exhibit most difficulties in form navigation and in interpretation of census key concepts. This study has also identified issues in the Chinese translation of the census form and language obstacles in the choice of writing system for Chinese translation. It highly recommends cognitive pretesting for the translation of census and survey instruments and supporting documents.

**Key words:** language and cultural issues, immigrants and survey participation, question interpretation, survey translation

## ***Contents***

1	Introduction	1
2	Purpose of the Current Study	2
3	Assumptions and Limitations	2
4	Methodology	3
4.1	Research team	3
4.2	Respondent recruitment	3
4.3	Respondent characteristics	6
4.4	Cognitive interviews	8
5	Results	9
5.1	Language barriers	
5.1.1	Orthography as a language barrier for the Chinese form	10
5.1.2	Translation issues	11
5.2	Form literacy as a new cultural experience	13
5.2.1	Difficulties with answering a questionnaire	14
5.2.2	Difficulties with form navigation	16
5.2.3	The role of English proficiency	18
5.3	Interpretation of key questions on the census form	19
5.3.1	Questions on race, ancestry and ethnic origin	19
5.3.2	The education question	20
5.3.3	The language question	21
5.3.4	Nativity questions	22
5.3.5	The relationship question	22
6	Conclusions	23
7	Recommendations	24
	References	26
	Appendices	28

## 1. INTRODUCTION

The foreign-born population in the United States increased from 9.6 million in 1970 to almost 29 million in March 2000. It represents a little over 10 percent of the total population, up from 7.9 percent in 1990. Moreover, European nations are no longer the dominant point of origin for most members of this population. Latin American countries along with the nations of Asia are the point of origin for slightly over 75 percent of the foreign-born population. Additionally, the Census 2000 Supplementary Survey<sup>1</sup> revealed that, nation-wide, there are about 45 million people aged 5 years and older who speak a language other than English at home. This represents about 18 percent of persons in this age group. Of these 45 million people, over 10.5 million either speak English "not well" or "not at all."<sup>2</sup>

With the increase of linguistic and cultural diversity in the United States, the US Census Bureau recognized the necessity for data collection instruments in languages other than English, and is making efforts to reduce language and cultural barriers for non-English speaking respondents to participate in decennial census and demographic surveys. In Census 2000, the Census Bureau provided translations of the census questionnaire in five languages other than English, including Chinese. In addition, there are language assistance guides in 49 languages (Briggs, 2003). Chinese is one of the five languages for the translation of the census questionnaire.

Obtaining high quality data from households where English is not the native language and where some or all of its residents have a limited knowledge of English requires more than just having a correctly translated data collection instrument. Recent research on the Spanish language American Community Survey computer assisted personal interview instrument indicated that some correctly translated questions still pose conceptual problems and other difficulties for Spanish speaking respondents (Carrasco, 2003). Research findings point to the need for conducting cognitive testing on all translated data collection instruments (de la Puente & Pan, 2003).

Filling out a census form or a government survey questionnaire is a social action that involves many factors, linguistic as well as sociocultural. Immigrants from other countries may not share the same behavior norms when they approach a survey questionnaire (Pan, 2003; Pan and Scollon, 2004). In order to provide effective language assistance to non-English speaking respondents, we need to understand what language and cultural barriers non-English speaking respondents encounter when filling out a census form or a government survey either in English or in their native language, how respondents perceive and fill out a translated questionnaire, and how the translated questionnaire works in the target language.

---

<sup>1</sup> The Census 2000 Supplementary Survey universe is limited to the household population and does not include the population living in institutions, college dormitories, and other group quarters.

<sup>2</sup> Li R.M., McCardle, P., Clark, R.L., Kinsella K. and Berch, D. eds. *Diverse Voices- Inclusion of Language-Minority Populations in National Studies: Challenges and Opportunities*. National Institute on Aging and National Institute of Child Health and Human Development. Bethesda, MD: 2001.

## **2. PURPOSE OF THE CURRENT STUDY**

The current study focuses on the investigation of how recent Chinese immigrants interact with the census form (either the English or the Chinese form) and how they interpret key questions on the census form. This study addresses the following research questions.

1. What language barriers do Chinese respondents encounter when filling out a census form, either in English or in Chinese?
2. Are there any navigation problems Chinese respondents encounter when completing a census form, either in English or in Chinese? If so, what are these navigation problems?
3. What translation issues hinder Chinese respondents' comprehension of key census questions?

This study aims to identify issues associated with language use, cultural and literacy practices that immigrants bring with them from their home culture that can cause problems in filling out a census questionnaire. We also take into consideration the role of language (English vs. Chinese) in form navigation. Thus we studied one group of Chinese respondents filling out the English census form and another group of Chinese respondents filling out the Chinese census form. In this way, we can identify issues with language use and literacy level in English and Chinese.

The purpose of the cognitive interviews in this project is two-fold. One is to evaluate the understanding of some key census concepts and questions by respondents who speak languages other than English and who are recent immigrants. The other is to assess the cognitive processes through which respondents of languages other than English fill out a census form and the issues they encounter in form navigation.

In addition to the aforementioned goals, this study also looks into the appropriateness of Chinese translation of the census 2000 long form. The English census form has received vigorous cognitive testing before it is finalized, but no prior cognitive testing was conducted to test the translations of the census form in non-English languages. The current study is the first attempt to conduct Chinese cognitive testing on the Chinese translation of the census form. We hope to identify translation issues as well as methodological issues associated with conducting cognitive interviews in languages other than English in this exploratory study.

## **3. ASSUMPTIONS AND LIMITATIONS**

This study is exploratory in nature. It has the following assumptions:

1. This study focuses on how Chinese-speaking respondents behave when they fill out an English census form or a Chinese translated census form, whether their interpretation of key census questions and perception of government surveys are influenced by their cultural background, and what problems they encounter in filling out a census questionnaire.

2. It aims at gathering information rather than comparing behavioral patterns between the two groups of respondents.

Because of the difficulties in recruiting recent Chinese immigrants (Section 4.2), and the complicated linguistic situation with the Chinese language (Section 5.1.1), this study has certain limitations, including:

1. Respondents are not selected to be representative of the population. Instead, they are selected based on particular characteristics of interest, for example, whether they are recent immigrants, and whether they are proficient in reading English or not.

2. Respondents are not randomly assigned into each group. They are assigned into the two groups based on their self-report of ability to read English. The group that filled out the English form is younger in age while the group that filled out the Chinese form is older. This is because: 1) the younger people are more likely than the older people to be proficient in English; and 2) the older people are more likely than the younger people to be proficient in reading traditional Chinese (see Section 5.1.1 for a full discussion on this issue). This reflects the language situation in recent Chinese immigrant communities in the United States.

## **4. METHODOLOGY**

This section describes our approach in recruiting respondents, issues and challenges that we encountered during the conduct of our research, and the cognitive interview process.

### **4.1 Research team**

The research team consists of three researchers and two research assistants. All three researchers are trained sociolinguists and have rich experience of working with immigrants. The first researcher is a first generation Chinese immigrant and is a native speaker of three Chinese dialects. The second researcher has conversant ability in Mandarin Chinese and has years of ESL (English as second language) teaching experience to immigrants. She has also taught Chinese students in Taiwan. The third researcher is a third generation Chinese immigrant with conversant ability in Mandarin and Cantonese, with teaching experience in Hong Kong, Taiwan, and Mainland.

The two research assistants are native speakers of Chinese. The first research assistant is a free-lance editor for a local Chinese newspaper. He speaks Mandarin only. The second research assistant is a graduate student at Georgetown University. She speaks Mandarin and Cantonese.

### **4.2 Respondent recruitment**

In this project we focused on studying recent immigrants and recruited respondents who had been in the U.S. for less than 16 years. Respondents with an elementary school education up to a master's degree were recruited for the study, with a range in age from 20-70. We also made an effort to recruit respondents who are with different occupations and who speak different Chinese dialects. Most respondents speak Mandarin Chinese, the national standard language of China, but

some speak one of the eight Chinese dialects, such as Cantonese, Shanghainese, or Fukienese. There are eight mutually unintelligible dialects spoken in China, but all these dialects share the same writing system. We believe it is important to include respondents who speak different Chinese dialects in this project to investigate if speakers of different Chinese dialects understand the Chinese translation of the census form.

In summary, we considered the following demographic characteristics when recruiting respondents from local Chinese communities in the Greater Washington, DC area:

- 1) Gender (male/female)
- 2) Age (20 to 70+ years)
- 3) Educational attainment (6 to 14 years)
- 4) Years of stay in the U.S. (newly arrived to 16 years)
- 5) Occupation (not employed, trades, professions, retired, etc.)
- 6) Chinese dialects at home (Mandarin, Cantonese, Fukienese, Shanghainese, etc.)

It should be mentioned that it is extremely difficult to recruit Chinese respondents. The difficulties in recruitment come from three sources: social practice, cultural practice, and sociohistorical circumstances. As a social practice, many Chinese people lack the experience of participating in civic duties, especially responding to a government survey. Using written self-report surveys as a data collection method is a foreign concept to ordinary Chinese people. Almost all our respondents in this project had never seen a survey form before. In China and in Taiwan, census data is collected through administrative channels, such as work units (e.g., companies, organizations or schools) and neighborhood committees. There is also a system of household registration in which local police departments keep records of household demographics, or go door-to-door in neighborhoods interviewing residents. Individual citizens are not aware of the need or the procedures for collecting data through surveys. When asked to complete a survey, the immediate reaction from ordinary Chinese people is “What is this?” “This is too much trouble,” or “What’s in it for me?”

At a cultural level, Chinese people make a clear distinction between inside and outside relations. Inside relationships refer to those within the family or between people who have frequent and longstanding relationships with each other. Outside relationships refer to the brief contacts between strangers in a given social setting, such as service encounters, buying a ticket, getting a meal in a restaurant. This distinction affects every aspect of communication in many Asian cultures, including Chinese (Pan, 2000; Scollon and Scollon, 2001). In cultures where the distinction between inside and outside relationships is strong, many people will not speak with strangers. As our research assistant asserted, because of their reticence to talk with strangers, Chinese people only approach unknown people through an introduction from a mutual acquaintance.

Sociohistorical circumstances and life experiences also affect potential respondents willingness to grant an interview. Recruiting Chinese respondents was further complicated by two main factors, time pressures and distrust of government. Though at home in China they had heard much about the wonderful life in America, on arrival they were faced with the shock of



having to cope with a new language and way of life. If they had jobs they had to work long hours for little pay. If they had no jobs they had to spend all their time looking for work. Either finding employment or finding a better job required mastering English, so nobody had the time to try to understand and fill out a survey form, especially if it was in English. Recent immigrants from China were also influenced to some extent by their experience with the household population registration system instituted in China in 1958. Under this system, citizens are registered in a household and cannot work in a different location. Millions of people in cities like Beijing and Shanghai are registered in rural locales and do not have the documents necessary to legally work in the city. Known as the ‘floating population,’ they are in many ways analogous to undocumented immigrants in the United States. Given this background, it is not surprising that people were hesitant to respond to a government survey and expressed fear of losing their residence rights.

In recruiting respondents, members of the research team began with their acquaintances in local Chinese communities to get an introduction to other immigrant families. We also used a method of snowball sampling to recruit respondents. This was done for three reasons: first, as we were not using a random or representative sampling method, it was possible to use a ‘convenience sample.’ Second, Chinese sociocultural interaction norms favor the use of one’s in-group network when asking for assistance, so asking one’s friends to respond to the Census form in cognitive interviews, or to discuss their immigration experiences in the in-depth personal interviews, was perfectly reasonable to Chinese immigrants. Third, friends would often introduce or recruit their friends for interviews, thus acting as intermediaries in drawing upon their own extended networks. This recruitment method worked well because with a proper introduction from someone within the social network of the Chinese immigrant community, we were able to get to recruit respondents with a variety of characteristics.

Despite our success at recruiting acquaintances, we were aware that we needed to move out of our personal social networks to reach different types of respondents, so we decided to vary our recruiting efforts in order to get a more broadly stratified sample in terms of social demographics. The real challenge of recruitment lay in recruiting respondents with whom we had no former contact. We first tried to recruit respondents at Chinese grocery stores and restaurants where there is a high concentration of Chinese immigrants. Initially, we found that people were willing to talk with us on the basis of a casual chat. Once we introduced the topic of interviewing, however, they withdrew completely. We only recruited one respondent through this method.

Next we contacted a variety of centers providing services to Chinese immigrants, including a social services center in Washington, DC’s Chinatown, a local adult education program in Arlington, Virginia, and a state-supported community college in Annandale, Virginia. With the help of the contact persons at these local adult learning centers, we were able to recruit some of their students to be interviewed. Even with help from these centers, though, we found it challenging to gain trust and cooperation from respondents. In an English class at Chinatown Service Center, students initially agreed to be interviewed. But when we were ready to conduct the interviews, many students changed their minds. Our research team then volunteered to teach an English class at the Center in order to build rapport with the students

there. After one class, some students agreed to be interviewed. Thus by recruiting widely and creatively, we were able to find a sufficiently varied group of respondents.

### **4.3 Respondent characteristics**

Altogether, we recruited 20 respondents for the cognitive interview. Ten respondents filled out the Census 2000 English form (long form), and ten respondents filled out the Census 2000 Chinese form (long form). We made an effort to keep some social characteristics, such as education, years in the U.S. and occupation, comparable for these two groups, but due to the difficulties we encountered in recruiting respondents, sometimes we had to take whoever was willing to be interviewed without strictly following our guidelines for social characteristics.

Table 1 and Table 2 are summaries of respondent characteristics.

**Table 1. Characteristics of respondents in cognitive interview: Chinese form**

<b>Responde nt ID</b>	<b>Gender</b>	<b>Age</b>	<b>Education</b>	<b>Yea rs in USA</b>	<b>Occupati on</b>	<b>Chinese dialect</b>	<b>Language in interview</b>
R1	Male	51	MA	16	Language Instructor	Mandarin	Mandarin
R2	Male	47	College	14	Editor	Mandarin	Mandarin
R3	Female	47	High school	1	Nanny	Shanghai dialect	Mandarin
R4	Female	47	High school	> 1 year	Nanny	Shanghai dialect	Mandarin
R5	Female	45	High school	5	Nanny	Shangdong dialect	Mandarin
R6	Male	60+	College	> 1	Retired professor	Cantonese	Mandarin
R7	Female	48	Some college	13	Social worker	Shanghai dialect	Mandarin
R8	Female	52	College	4	Language instructor	Shanghai dialect	Mandarin
R9	Female	28	MA	1	Student	Mandarin	Mandarin
R10	Female	40+	College	3	Unemploy ed	Shangdong dialect	Mandarin

**Table 2. Characteristics of respondents in cognitive interview: English form**

<b>Respondent ID</b>	<b>Gender</b>	<b>Age</b>	<b>Education</b>	<b>Years in USA</b>	<b>Occupation</b>	<b>Chinese dialect</b>	<b>Language in interview</b>
R1	Male	24	BA	12	Student	Mandarin	English
R2	Female	39	MA	16	Engineer	Cantonese	English
R3	Female	31	BA	6	Government employee	Cantonese	Cantonese (mixed with English)
R4	Male	46	MD	10	Technician	Shangdong dialect	Mandarin
R5	Female	45	College	12	Teacher	Mandarin	Mandarin
R6	Female	40	MA	10	Engineer	Cantonese	Mandarin
R7	Female	30	Some College	4	Librarian	Mandarin	Mandarin
R8	Female	24	High school	5	Student	Taiwanese	English
R9	Female	34	High school	5	Student	Taiwanese	English
R10	Male	55	BA	6	Language instructor	Shanghai dialect	Mandarin

#### **4.4 Cognitive interviews**

We conducted 20 cognitive interviews, 10 interviews using the Census 2000 English form (the long form), and 10 interviews using the Census 2000 Chinese translation form (long form). We placed respondents in the two groups of cognitive interviews (one filling out the English form, and the other filling out the Chinese form) based on their self-report of their English proficiency.

At the initial contact with our respondents, we asked each of them if they were proficient in reading English. If so, they were given the English form to fill out. If not, they were given the Chinese form to fill out. The cognitive interviews were conducted in Chinese with the respondents who filled out the Chinese form, while respondents filling out the English form were given a choice of reporting their thoughts in either English or Chinese. Most of them chose to report their thoughts in Chinese while filling out the English form, but a few used a mix of Chinese and English responses.

We selected questions 1- 20 for Person 1 and questions 1- 2 for Person 2 for the cognitive interviews because we wanted to find out the respondents' understanding of key census questions, including:

- Race, ancestry and ethnic origin questions (how respondent interpret race, ancestry and ethnic origin questions)
- The education question (how respondents answer the education question)
- nativity questions (how respondents refer to the year of entry, citizenship, language usage)
- The language question (how respondents respond to the language question and their self-evaluation of language proficiency)
- The relationship question (how respondents understand the terms in relationship questions)

These questions are closely related to immigrants' migration and acculturation experiences. They serve as a starting point of our further investigation on immigrants' perception of and reaction to government surveys that we conducted in the subsequent research (see our report on "Immigrants' acculturation experiences and participation in Census interviews" -- forthcoming).

The interviewing phase took place from October 2002 to February 2003. In total, we conducted 20 cognitive interviews; each interview lasted from 60 to 90 minutes. Interviews were conducted using the concurrent and retrospective think-aloud methods with a paper-and-pencil instrument. All interviews were tape-recorded, with the participants' permission, to facilitate transcription and summary of the results. A copy of the interview protocol and a copy of questions 1-20 for person 1 and questions 1-2 for person 2 in English and a copy of Chinese of these questions are attached as Appendices A, B, and C.

Interviews were summarized based on the topics outlined in the cognitive interview protocol. The analysis focuses on two aspects: issues related to form navigation and those related to the respondents' understanding of key census questions. For form navigation, we coded our observation of the respondents' interaction with the form, including how they started filling out the form, how they marked their answers and how they followed the instructions. Instructions for observation are included in the interview protocol (see Appendix A). For the comprehension of key census questions, we categorized and examined the respondents' answers to the probes in cognitive interviews and their narration in reporting their thoughts. In doing so, we identified some problems associated with cultural and literacy practices that Chinese immigrants bring with them from their home culture.

## **5. RESULTS**

This section reports the results from the cognitive interviews, summarizing language barriers, translation problems, and form navigation issues noted in the cognitive interviews. The results reported here combined the findings from cognitive interviews with both English and Chinese forms unless it is specifically indicated that the findings relate to just English or Chinese language census forms.

## **5.1 Language barriers**

The Census 2000 Chinese long form is a direct translation from the Census 2000 English long form with the same form layout and conventions. The translation is in traditional Chinese characters and was completed by contractors outside of the Census Bureau. There was no cognitive testing conducted to pretest the translation.

From the cognitive interviews, we identified two main language problems for the respondents: orthography as a language barrier and translation issues.

### **5.1.1 Orthography as a language barrier for the Chinese form**

Orthography refers to the representation of the sounds of a language by written symbols, that is, the writing system of a language. There are two versions of the Chinese writing system: a system of traditional characters and one of simplified characters. Traditional characters are used in Taiwan and Hong Kong, and are widely used in many overseas Chinese communities. The simplified characters were adopted in Mainland China in the late 1950s and have been in use in Mainland China and Singapore since then.

The Chinese translations of Census Bureau documents and survey instruments are all in traditional characters because of the historical trend that early Chinese immigrants came from pre-Communist China, Taiwan, or Hong Kong and were literate in traditional characters. Over the last two decades, however, Mainland China has become the dominant point of origin for Chinese immigrants. The younger generation of Chinese immigrants received their education in simplified characters. Many of them cannot read traditional characters at all. Those who can read traditional characters are middle-aged or older, or are highly-educated people.

For this reason, we had trouble finding young respondents who could complete the Census 2000 Chinese form. For older people with less education, reading traditional characters is a problem, too. Many people declined to participate in the project simply because they couldn't read traditional characters.

Another issue that needs attention is that language choice is always related to social group membership and self-identity. As previous studies (Pan, 1998; Scollon and Pan, 1997; Scollon and Scollon 1998) show, the choice of a writing system indicates an ideological position and a claim of identity. The use of traditional characters presupposes that the implied readers and intended audience are people from Taiwan and Hong Kong and thus people from Mainland China are excluded. In our project, many mainland Chinese-born respondents felt that they were not supposed to fill out the form because the use of traditional characters in the Chinese translation suggested to them that the form was meant for people from Taiwan or Hong Kong. They commented that the Chinese form looked strange to them and that if they received a form in traditional characters, they would not want to complete it.

This poses a new challenge for the Census Bureau. If the Bureau intends to have its translated questionnaires reach the target immigrant population, it needs to take into consideration the social implications to respondents of adopting a certain writing system for translating its survey instruments.

### 5.1.2 Translation issues

Researchers in survey development have long advocated the use of simple language in writing survey questions (e.g. Converse and Presser, 1986). The English Census survey instruments have to go through vigorous pre-testing procedures to ensure that the content and language are appropriate for the research goals. The current versions of translated documents, however, have not been pre-tested. Research efforts at the Census Bureau (e.g. de la Puente, 2002, Carrasco, 2003) call for the establishment of a pre-testing policy and procedures to test translated documents. The Census Bureau's revised pre-testing standard (reference here) includes the requirement to pretest translated materials in all languages. The findings in our project support the need for standardized pre-testing procedures for translated documents.

Following are a summary of translation problems identified in our project:

- Syntactic structure (question vs. statement)

The Chinese translation of the census form lacks consistency in translating the questions. The 20 questions under study in this project are all in question format in the English original. But in the Chinese form, some questions are translated into a question format, while other questions are translated into an incomplete statement format or a phrase. For example, the English form asks, "What is this person's name?" "What is this person's race?" The Chinese translation is "This person's name:" "The ethnicity/race that this person belongs to:" The respondent has to complete the sentence by choosing an answer. It poses more burden on the respondent. Respondents first had to convert the incomplete statement format into a question form, and then they understood what they were supposed to do. Some respondents hesitated for some time before they could proceed with the process.

- Word choice

Some key words in the English questionnaire were mistranslated. The Chinese translation either uses a word that differs in its semantic coverage from the original English word or collapses two concepts into one word. For example, the word "house" in the English form was translated into "residence", which has a broader semantic coverage – the meaning is not as specific as "house". Many Chinese respondents interpreted it as referring to the residential area where they lived, such as their neighborhood or district. The Chinese term used for "apartment" is also ambiguous. It could mean one apartment unit or an apartment building. Some respondents interpreted it as referring to an apartment building and put down the number of residents in the whole building. And some respondents simply said "I don't know how many people live in my apartment building. I'll just write the number for my own family then."

The Chinese form uses the same word for "race" and "ethnic origin" in translation. Because of this, the respondents found it redundant to answer the race question and the ethnic origin question.

- Registers (classical Chinese vs. vernacular Chinese)

The written form of a language is always considered more formal than the spoken form. But for some languages, the written and the spoken form have a diglossic relationship. That is, the written form is the high form of the language used for formal occasions and the spoken form is the low form for daily life situations. In these languages, the written form is significantly different from the spoken form. The written and spoken forms of the Chinese language have the elements of diglossia. The Chinese translation of the Census 2000 questionnaire employs many terms from classical Chinese which are not used in modern spoken Chinese. For example:

ci - zhe (this)

此 - 這

fei - bu (not)

非 - 不

fou - bu (no)

否 - 不

zhi - de (possessive particle)

之 - 的

heshi - shenme shihou (when, what time)

何時 - 什麼時候

The first character (or first set of characters) in each pair is a classical Chinese character while the second character is more commonly used in speaking. The first set of characters are present on the Census 2000 Chinese form. For example:

Q1. 此人的姓名:

Q1: This person's name:

Highly educated Chinese can read both versions without any problem, but for less-literate respondents, classical Chinese characters present problems in their comprehension of the questions. Some respondents misinterpreted these words or the questions that use these words. Some stopped and pondered over these terms for a long time. The following is an example.

e.g., Q13 此人是否美國公民？ (Is this person a CITIZEN of the United States?)

否，非美國公民 (No, not a citizen of the United States)



This question asks if the person is a citizen of the United States. The last response option is “No, not a citizen of the United States.” In this response option, two classical Chinese characters “否” (“no”) and “非” (“not”) are used instead of commonly used characters for “no” (不) and “not” (不是). One respondent could not figure out the meaning of this response option. She interpreted it as “illegal immigrant” because the character “非” (not) is often used in combination of “非法” (illegal). She read the question and response options over and over. Finally she said: “I’m not a citizen of the United States, but I have permanent residency. That is, I’m a legal immigrant. I’m NOT an illegal immigrant. There is NO place for me to mark the answer.”

- Concepts

Some concepts are difficult to convey in another language because the target culture may not have that phenomenon or system. For example, “foster child”, and “Hispanic” are difficult concepts for Chinese-born respondents because there is no foster child system in China and many Chinese have never heard the term “Hispanic”. Some respondents interpreted “Hispanic” as “western language speakers” because the Chinese word used in translation is literally “west” “language” “origin”.

The translation problems identified in this project are not unique to the Chinese language. They can be present in translations of all languages. The important issue here is that the translation of a survey instrument is not merely a reproduction of the English original. Many linguistic and cultural considerations are involved in the selection of words and sentence structures to convey the original meaning to a target audience. Translation is essentially the creation of a new document. Therefore, a translation should go through a careful review process and vigorous pre-testing procedures to check its validity and cultural appropriateness (de la Puente, Pan and Rose, 2003). The Census Bureau issued its translation guideline last year to have the pre-testing procedures in place for all translated materials.

## **5.2 Form literacy as a new cultural practice**

The ability to fill out a questionnaire is a special form of literacy not universal even among English-literate populations. Gerber and Wellens (1995) demonstrate that less-literate English-speaking respondents are confronted with difficulties in processing self-administered questionnaires. These difficulties include unfamiliarity with the conventions of filling out surveys and forms, and an inability to deal with ambiguity in lexical items and phrases. For foreign-born respondents, the challenge can be even greater not only because of language barriers, but also because form literacy may be a new cultural practice in their life experience. In this section we discuss issues associated with language and cultural barriers that Chinese immigrants in our study encountered when they were trying to complete a census form.

From a linguistic point of view, there are two basic requirements governing answering<sup>3</sup> questions in a questionnaire. First is the performance requirement, and second is the inscription<sup>3</sup> requirement. The performance requirement stipulates that the respondent perform a certain task with each question in the questionnaire. Thus every question requires an action in using the language: first to comprehend the words and sentence structure in a question, and then either to mark a given choice, or to write in the answer in the write-in box, according to the format provided.

At the same time, visual symbols of images, graphics, font size and color contain important communicative functions. Questionnaire design follows graphical design principles to motivate respondents to attempt the task presented to them and to aid respondents to accurately answer the questionnaire once they are motivated to do so (Jenkins and Dillman, 2002). Therefore the inscription requirement assumes that the respondent knows how to interpret these visual symbols and how to act accordingly. The respondent needs to follow the inscription practices presented in a form, such as format, layout, font, and page orientation. The inscription practices have structural information, such as instructing the respondent where to go and what to look for in a form. They also function to convey content meaning; for example, questions are presented in a different font from that of the response options or instructions.

Understanding the performance and inscription requirements in filling out a questionnaire is a literacy skill acquired during one's educational and life experience. For respondents coming from a different educational environment and cultural background, navigating a form can be as difficult as reading a foreign language.

### **5.2.1 Difficulties with answering a questionnaire**

From the cognitive interviews with our respondents in this study, we identified two main difficulties in the task of answering questions on a questionnaire. One is how to deal with questions with multiple response options; the other is how to deal with questions that are not relevant to a respondent's situation. These difficulties are most obvious with respondents who filled out the Chinese form. It is less troublesome for the group of respondents to fill out the English form, but the group of respondents that filled out the English form did experience some of the problems listed below.

Because many of the respondents in this project have never seen a questionnaire before, they relied heavily on conversation norms in answering the questions. That is, they expected items to follow the question-answer sequence; questions that follow this sequence are relatively easy for the respondents to handle.

---

<sup>3</sup> *The distinction between performance and inscription is borrowed from van Leeuwen, who proposes that genres of speech and writing are in fact multimodal: speech genres combine language and action in an integrated whole, written genres combine language, image and graphics in an integrated whole. Speech genres should therefore be renamed "performed" genres and written genres "inscribed genre." (2003).*

e.g., A: Question  
B: Write-in box or line

Or  
A: Question  
B: Yes  
No

These questions follow the sequence of an adjacency pair: Question – answer. The respondent can proceed with these questions by assuming that he is taking a turn in a conversation to answer a question.

Questions that have multiple response options, such as the following, are most problematic for the respondents, because the adjacency pair sequence is interrupted by the multiple response options.

A: Question  
B: Option 1  
Option2  
Option3  
Option 4  
Option 5  
...  
...

During our interviews, respondents appeared to be busy processing the response options and often forgot about the question. Sometimes they even forgot that they were supposed to mark an answer. They just read all the response options and then moved on to the next question. Some of them were obviously confused by the multiple response categories. One respondent even asked: “Why are there so many answers to one question? What should I do?”

Another problem arose with questions that are not relevant to the respondent’s situation. When respondents encountered questions that were not applicable to their situation, they tended to skip the questions, not marking any response options to those questions. They read the question and response options, and then moved to the next question. Sometimes they answered the question verbally, but didn’t mark the answer on the questionnaire.

e.g., Q16. **“Does this person have any of the following long-lasting conditions?”**

The respondent answered verbally “No, she doesn’t have these problems. She is in good health, so I’m not marking any answers” and then went on to the next question. This shows that the respondent is not very clear about the expectations for answering a questionnaire. That is, they were unaware that they are supposed to mark one answer for each question, unless they are instructed to do otherwise.

## 5.2.2 Difficulties with form navigation

In our study, the group of respondents that filled out the Chinese form showed difficulties in form navigation in the following areas: format and layout, font, skip pattern, and marking a response option.

- Format and layout

This group of respondents seemed to be puzzled by the format of the questionnaire, such as where to start. Some started by reading the fine print on the top of the first page, some turned the front page over and started with the roster page, and some started with the page of Person 1.

Another issue associated with the format is the ‘forced-choice’ format of a questionnaire. That is, for many questions, response options are provided for a question and respondents have to choose one of the given response options. This is based on a form of data collection geared to statistical analysis. This format may be too direct for a Chinese respondent, as it leaves no ‘wobble room’ for a ‘maybe’ answer. We found some support for this view during the cognitive interviews. Two young women from Taiwan didn’t always choose from among the listed items and checkboxes. Sometimes they wrote in an answer, sometimes they left an item blank if they didn’t see the answer they liked. Even when they did check off one answer, they often wrote it in again on the blank line, or wrote something to expand or clarify why they had checked a box (e.g. checking ‘husband/wife’ for Person 1’s relationship to Person 2, and then writing in ‘wife’ on the line below).

- Font (how to interpret different fonts)

On survey forms, font size and shape have instructional functions. In the Census 2000 form, questions are in boldface, response options are in regular font, and instructions are in italic font. Skilled readers can quickly identify the meanings and functions of different fonts and identify questions and spaces for answers effortlessly. Many respondents in our project showed a lack of that skill. Some of them read all the printed text on the form, including the fine print for office use or promotional text and read all explanations and instructions.

- Skip pattern

Research has shown that skip patterns in questionnaires can be problematic even for English-literate respondents. Skip instructions may pose a problem for a number of reasons, including the location of skip instructions, the respondent’s attention focus, and respondent’s expectations in reading questions (Redline, Dillman, Smiley, Carley-Baxter and Jackson, 1999). For respondents who have never dealt with a self-administered survey form, the skip pattern causes enormous confusion, especially for those respondents with less education.

The most obvious error occurred when the respondent answered every question without any skipping. They saw and actually read out the skip instruction, but didn’t know what to do with them. They assumed that they had to answer each and every question on the questionnaire.

The word “skip” did not register in their scheme of reference. When probed, they said: “It says here “Skip to Q9.” Why do I need to skip to Q9?”

- How to mark a response option

It is important to be aware that the same symbol can have different meanings in different cultures. For example, in American culture, marking an “x” in a form has a value of being true. It means “yes”. But in Chinese culture, an “x” means “no”. It has the value of being false, while a check “√” means “yes”. This causes a lot of confusion for Chinese-speaking respondents. Many respondents used a check to mark their answers. One interesting phenomenon is that they marked an “x” for those response options that do not apply to them and marked a check for those that apply.

e.g., Q9. **“What is the highest degree or level of school this person has COMPLETED?”**

- No schooling completed
- Nursery school to 4<sup>th</sup> grade
- 5<sup>th</sup> grade or 6<sup>th</sup> grade
- 7<sup>th</sup> grade or 8<sup>th</sup> grade
- 9<sup>th</sup> grade

In this example, the respondent completed 6 years of schooling. She marked an “x” for all the options that are not true for her situation, and marked a check “√” for the option that applies to her.

The following example shows a second problem in marking a response option. Some respondents in our study do not know only one option should be marked for the “Yes” or “No” response category. They marked all the options, using “x” to indicate a value of being false and a check “√” to indicate a value of being true.

e.g., Q16. **Does this person have any of the following long-lasting conditions:**

- |  | Yes                      | No                                  |
|--|--------------------------|-------------------------------------|
| a. Blindness, deafness, or a severe vision or hearing impairment?  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

In this case, the respondent marked an “x” to mean: “It is not true that I have this condition,” and marked a check “√” to mean: “It is true that I don’t have this condition.”

When examples are given in a question, some respondents simply checked one item from the example list that applied to their situation without marking the appropriate option or writing in the box provided.

Example 3.

Q18. **What is this person’s ancestry or ethnic origin?**

□□□□□□□□□□□□□□□□□□□□□□

□□□□□□□□□□□□□□□□□□□□□□

√

(For example, Italian, Jamaican, ...Chinese, Taiwanese)

In this example, it is required that respondents write in the answer in the write-in boxes. Some respondents in our study just made a check “√” over the term Chinese without writing in anything in the write-in boxes.

### 5.2.3 The role of English proficiency

Because of different approaches to information gathering in China, most Chinese-born respondents have never had the experience of completing a survey questionnaire. Of the ten respondents who filled out the Chinese form in our cognitive interviews, only one had filled out a census 2000 short form. One respondent had experience in filling out government forms for Chinese immigrants at a service center in Washington, DC’s Chinatown. Most respondents had never seen a survey questionnaire in their lifetime, nor had they participated in any kind of survey. It turned out that the group of respondents that filled out the Chinese form had more problems with the process than the group of respondents that filled out the English form despite the fact that neither group had experience filling out questionnaires.

In this study, respondents whose English proficiency was good enough to complete the form could follow the performance and inscription requirements in answering the questionnaire, although some of them skipped questions that did not apply to them. One possible explanation for their ease in completing the form is that they received a portion of their education in English either in China or in the U.S., when many of them came to the U.S. as foreign students. While learning a foreign language, students learn not only the language skills, but also the literacy practices of the target culture. Foreign language education is a socialization process of learning a new culture and a new set of literacy skills, as well as a new language.

Many of respondents who filled out the English form commented that filling out a questionnaire is like taking the TOEFL (Test of English as a Foreign Language), which means you have to pick one answer out of multiple choices and go through all the questions. Most of them used an X to mark the answer except one respondent. She commented that she was following the Chinese practice in using a check to mark her answers. She was well aware that the two languages have different practices in using the symbols to mark a choice. This finding suggests that there is a close relationship between socialization and literacy practices and that the

socialization process is an important factor to consider when dealing with foreign-born respondents.

Another possible explanation is that the English census form does not have the flaws or shortcomings that we identified with the Chinese form. The English census form has been through careful and vigorous cognitive pre-testing and revision. The Chinese translation of Census 2000 form is intended for respondents who are fluent in Chinese but do not understand English and consequently are unable to complete the English language census form. The assumption is that providing translations in respondents' native languages will ease the process of filling out a form, and thus encourage more people to respond. But if the translation does not go through cognitive pre-testing, it will not be an effective tool to collect data. The findings from cognitive interviews in our project showed that respondents who filled out the Chinese Census questionnaire had more problems than those who filled out the English questionnaire. The above-mentioned problems identified with performance tasks and form literacy mainly occurred in cognitive interviews with respondents filling out the Chinese form.

### **5.3 Interpretation of key questions on the census form**

This section discusses how Chinese-born respondents interpreted some key census questions. The findings reported in this section pertain to both English and Chinese forms unless stated otherwise. In this section, we focus on the analysis of questions that are related to Chinese immigrants' life experiences. These questions include race, ancestry or ethnic origin, education, language, nativity and relationship.

#### **5.3.1 Questions on race, ancestry and ethnic origin**

The cognitive interviews clearly showed that Chinese-speaking respondents do not make a distinction between race and ethnic origin. This finding is similar to that of other studies on race and ethnic origin conducted by Census staff (e.g. Crowley et. al. 2002). Respondents in our project interpreted race and ethnicity as two interchangeable terms. The Chinese translation makes it even more problematic, because the translation uses the same word for race and ethnic origin.

#### **The Hispanic origin question:**

##### **Q5. Is this person Spanish/Hispanic/Latino?**

For the two groups of respondents, this question was interpreted as asking about one's race with a focus on Hispanic or Spanish-speaking populations. Obviously it excludes Asians. Respondents found it strange and discriminating, because this question does not include all categories of races. They asked why this question stands out focusing on Spanish-speaking populations and doesn't ask about Asian races. Some respondents wrote in "Asian" in the "other Spanish/Hispanic/Latino" category.

Many respondents do not understand the word "Hispanic". The Chinese translation doesn't help much, because the word for "Hispanic" is translated as "western language

descendant”. Some respondents interpreted it to mean western language speakers or English speakers.

### **The race question**

#### **Q6. What is this person’s race?**

The race question was interpreted as asking more general information about one’s race. It is the same question as Hispanic origin but is more inclusive and has more categories. For these respondents, “race” is interpreted as bloodline, skin color, and biological characteristics. They showed confusion over the combination of skin color (e.g. white, black), nationalities (e.g. Japanese, Vietnamese), and ethnicities (e.g. Asian Indian, Chinese) in the response categories. They didn’t have any problems in marking their race because Chinese is listed as one of the categories. But they asked why the question doesn’t have a category for ‘yellow skin color’.

### **The question on ancestry and ethnic origin**

#### **Q10. What is this person’s ancestry or ethnic origin?**

In the Census Bureau’s notion, “ancestry” and “ethnic origin” are synonyms. To many Chinese speaking respondents, however, these are two distinct concepts. “Ancestry” has a very specific connotation, particularly in the Chinese context. It means one’s hometown, a specific birthplace of one’s father or ancestors, or the specific place one’s ancestors come from. Some respondents picked the answer “Chinese” because it is provided in the example<sup>4</sup>. Some respondents put down the name of the city or province where they came from.

Our respondents interpreted the term “ethnic origin” to mean different ethnic groups inside of China, such as Han, Manchurian or Korean. This happened more with the Chinese form since the respondents could logically think it was designed to refer to their frame of reference. This supports the notion that respondents can only interpret the meaning of terms within their own context or frame of reference.

### **5.3.2 The education question**

#### **Q9. What is the highest degree or level of school this person has COMPLETED?**

This question is based on the U.S. education system. Respondents who received their education in countries other than the United States find it hard to match their schooling to the categories provided in the response options. For example, Chinese immigrants categorize their schooling as elementary school (1<sup>st</sup> to 6<sup>th</sup> grade), middle school (1<sup>st</sup> to 3<sup>rd</sup> grade), high school (1<sup>st</sup> to 3<sup>rd</sup> grade), college degree, master’s degree, and doctoral degree. If they have 7 years of schooling, they would report that they had completed 1<sup>st</sup> grade of middle school. Many respondents don’t know how to translate their schooling into the American system. Some feel

---

<sup>4</sup> It should be noted that the English form doesn’t list Chinese as an example in the list of examples for ancestry and ethnic origin question, but the Chinese translation lists Chinese as one of the examples.



that there are no right categories for them due to differences in the education systems of China and the United States. They are not sure if they should count their education in China and if so, how to mark that in the response categories provided in this question. Some of them just picked one category and said that “this looks closest to my situation.” Some of them simply left it blank without marking any categories.

### 5.3.3 The Language question

- Q11. a. Does this person speak a language other than English at home?  
b. What is this language?  
c. How well does this person speak English**

The language question asks about a person’s ability to speak a language other than English at home and his or her English proficiency. Respondents demonstrated a good understanding of the question, but were not sure about the answers they provided. The definition of a language is not always clear and language use is always contextualized by whom a person speaks to and what the situation is. Even in the home domain, language use is not as easy to define as one would think. For example, one respondent put down “Mandarin” for the language she speaks at home and commented that:

“I only speak Mandarin to my son. I speak Hunan dialect to my parents and English to my husband. I didn’t put down Chinese because I speak Mandarin, Hunan dialect, and Cantonese. It can be quite confusing. I put down Mandarin because that’s the language I decided that my son should speak.”

In this case, the designation of Mandarin as her home language is her wish about the language that her son should speak. It does not represent her linguistic ability in Mandarin or her total linguistic repertoire.

Another respondent shared a similar situation but put down Chinese as her home language. She explained that: “I speak both Cantonese and Mandarin at home, sometimes English to my children. I think Chinese can include the two languages (Cantonese and Mandarin) here.” As these examples show, because of the variety of languages and dialects covered by the English term “Chinese,” there is no easy way to interpret Chinese speakers’ written responses to the language question on the US Census form without the context supplied by their oral explanations.

Another issue related to the language question is that this question does not ask whether the person knows another language, uses another language in their daily life, or speaks another language in some other domain, such as work. The way this question is formulated and formatted embeds an assumption that a person would speak only one language in the home. The person cited above regularly speaks at least two Chinese languages at home and is fully competent in another Chinese language as well as English.

For the sub-question on English proficiency level (“How well does this person speak English?”), respondents stated that the four response categories “Very well, well, not well, not at

all” forced them to choose between two opposites, “well” and “not well”. They would like to see a middle category of “average”. One view is that if Chinese people tend to be modest in assessing their English ability, they would think that their level is not up to the “well” category, but not as bad as “not well”. Since there is no middle category, they have to choose “not well”. That would put many people in the “not well” category, who may actually have average proficiency (or above).

#### **5.3.4 Nativity questions**

**Q12. Where was this person born?**

**Q13. Is this person a CITIZEN of the United States?**

**Q14. When did this person come to live in the United States?**

The nativity questions ask about place of birth, citizenship, and the year a respondent began living in the United States. Immigration is one of the most salient events in an immigrant’s life experience. Chinese immigrants in our project recalled very well the year of their entry into the United States, the process of getting a US visa, and the process of becoming a US citizen. Naturalization is one of the main goals in their life as an immigrant.

The concept of “naturalization” is difficult in both English and Chinese. But those respondents who immigrated to the US in the first place or those who were naturalized after having stayed in the US for some years demonstrated a remarkable knowledge of naturalization procedures and the process of becoming a US citizen. They were aware of immigration requirements, including the length of stay in the United States necessary before one can apply for citizenship. They were also aware of the specific steps in being naturalized, such as interviewing with an INS officer and taking the oath of allegiance. Those respondents who are on student visas and are still studying at colleges showed a lack of understanding of the word “naturalization”. This shows that if a concept is related to the respondent’s life experience, it is easier to process the question.

However, respondents felt that the format of the question is misleading and confusing. The question is simple and straightforward, but the response options are too complicated. Another problem is that this question does not ask whether the respondent has permanent residency status, which represents a large number of immigrants. Many respondents who are permanent residents of the United States feel that if they check “No, not a citizen of the United States”, they are grouped in the same category as those who hold student visa or a visitor visa or who are undocumented immigrants. Thus the response options for this question may actually encourage inaccurate reporting by Chinese immigrants who are permanent residents because they may refrain from answering at all or they won’t choose the “NO, not a citizen of the United States” option.

#### **5.3.5 The Relationship question**

[On Person 2 page]

**Q2. How is this person related to Person 1?**

The relationship question lists many relationship terms, many of which are in pairs (e.g. husband/wife, natural-born son/daughter). Respondents tended to choose one response option and also write something on the write-in line to specify their choice and to specify the gender of the reported person. For example, one respondent marked “husband/wife” and wrote in “wife” on the write-in line for the category of “other relative”.

Some relationship terms are problematic to respondents. The group of respondents that filled out the Chinese census form interpreted adopted son/daughter and foster child as the same construct because there is no foster child system in their home culture and they are not familiar with that system in the United States. The Chinese form even uses the term “adopted son/daughter” for the construct of “foster son/daughter”. On the other hand, respondents filling out the English census form did not demonstrate much problem with the ‘foster child’ terminology.

Translation creates some problems for relationship terms. The term “stepson” or “stepdaughter” is not a common term in Chinese. Due to the cultural stigma attached to divorce and re-marriage, Chinese people tend to use an indirect expression to talk about “stepson/stepdaughter”, such as “my husband’s child” or “my wife’s child”. In most cases, Chinese people avoid saying it at all. As a result, the Chinese language does not have an equivalent term for “stepson” or “stepdaughter”. The Chinese translation creates a new term for stepson and stepdaughter by combining the first character “step” from “stepfather” or “stepmother” and the characters of “son” and “girl”. More-literate respondents can guess the meaning of the coined word by understanding the meaning of each individual character. Less-literate respondents rely more on reading aloud the characters to understand their meaning. Unfortunately, the pronunciation of “stepdaughter” is exactly the same as “prostitute”, which is a common word in the Chinese language. Respondents burst into laughter when they read aloud the term “stepdaughter”. Some respondents said: “I understand the meaning of this word, but it just doesn’t sound right.”

The term “roomer, boarder” is difficult for respondents to interpret in both the English and Chinese forms. Many said that they did not understand the term. They also commented that they would only include on the census form family members or extended family residing in their households. They thought that persons in the categories of roomer, boarder, housemate, roommate and non-relative should fill out their own census forms.

## **6. CONCLUSIONS**

From the cognitive interviews, we identified some language and cultural problems that arise in the process of answering a census questionnaire. Language obstacles are evident in the choice of writing system and translation problems. The writing system of traditional characters in the Census 2000 Chinese form prevents certain groups of respondents from even making an attempt at responding to the census questionnaire.

The cognitive interviews also show that many Chinese-born respondents lack the training in literacy skills that are required for answering a census questionnaire even in Chinese. The

Chinese-born respondents brought with them the literacy practices they acquired from their home culture, which differ from the practices in American culture. This suggests that the literacy skills required to fill out census survey forms could be a potential problem for foreign-born populations.

Cognitive interview findings further indicate that Chinese-born respondents' understanding of census concepts and questions depends on their degree of familiarity with American society. This applies to the group of respondents who filled out the English form as well as who filled out the Chinese form. Thus the willingness of Chinese immigrants to respond to a survey or interview is directly influenced by the degree to which they have become acculturated to and feel a part of American society. In addition, the better their English proficiency is, the better prepared they are to meet the challenges of responding to English survey questionnaires.

For the segment of Chinese-speaking (and non-English speaking) immigrant population that has not acculturated to American society, the use of self-administered census form may not be feasible. It would be more effective to arrange for them to be enumerated through face-to-face interviews at a public place, as they are already accustomed to being counted this way in China<sup>5</sup>. Moreover, many immigrants regularly avail themselves of translation and health services at local community social service centers, or attend adult English as a second language classes. Providing a mechanism for enumeration of immigrants at such locations would increase access to these respondents and help ensure the accuracy of the data collected. The Census Bureau partnership program will play an essential role in this effort.

## 7. RECOMMENDATIONS

Our recommendations are based on the findings and conclusions detailed above. In order to gain access to Chinese immigrants, increase trust between respondents and enumerators, and improve the accuracy of response data, we present the following recommendations for consideration when translating the decennial census and demographic survey instruments and supporting documents into Chinese:

**1. Prepare Chinese translations of census survey instruments and questionnaires in both simplified and traditional characters.** The current practice at the Census Bureau is to provide Chinese translation in traditional characters. We recommend adopting two writing systems in Chinese translation. If a choice must be made between the two forms of writing (based on the expense of creating and using two versions of the Chinese census form), we recommend that the simplified writing system be adopted instead of the traditional writing system currently in use on the Chinese translation of the census form, because most recent immigrants who need language assistance came from Mainland China in which the simplified version of Chinese characters is used.

---

<sup>5</sup> See SRD report "Immigrants' Acculturation experiences and participation in census interviews." (forthcoming)

This research has inspired the DMD Language R&D Working Group to adopt two versions of Chinese writing system for the translation of decennial census materials for the 2010 Census, including the language assistance guides for the 2004 and 2006 Census Tests.

**2. Provide clear instructions on how to fill out a census form or a questionnaire.** We recommend that the translated census form should include simple and clear instructions appropriate in the target language and tailored to the needs of the target population. The instructions should include how to go through the questionnaire and how to mark a response option. The instructions can be in a separate cover sheet as additional information to respondents.

**3. Pretest all translations for validity, accuracy and cultural appropriateness before sending them to the field.** Due to the variety of spoken forms of Chinese languages employed by the recent immigrant population, pretesting current and newly translated forms is absolutely essential. This is especially important in order to prevent the use of word forms which are pronounced differently in different varieties and may result in embarrassing or culturally inappropriate expressions.

## REFERENCES

- Briggs, Carol. (2003). "The Census Bureau's Decennial Language Program." Paper presented at the Annual Conference of American Association for Applied Linguistics. Arlington, VA. March 22-25.
- Converse, Jean M. and Presser Stanley. (1986). Survey Questions. Newbury Park: Sage Publications.
- Carrasco, Lorena. (2003) "Collecting Quality Census Data from Linguistic Minorities". Paper presented at the Annual Meeting of the Paper to be presented at the Annual Meeting of the American Association for Applied Linguistics Arlington, VA. March 22-25.
- de la Puente, Manuel. (2002) "A blueprint for obtaining high quality data from non-English speaking households: Translation guidelines, pretesting standards, and related research." Presentation at the 57<sup>th</sup> Annual Conference of the American Association for Public Opinion Research. St. Petersburg, FL. May 16-19.
- de la Puente, Manuel, Yuling Pan and Deborah Rose. (2003). "An Overview of Proposed Census Bureau Guideline for the Translation of Data Collection Instruments and Supporting Materials." Proceedings of the Federal Committee on Statistical Methodology Research Conference. Arlington, VA. November 17-19.
- Gerber, Eleanor and Tracy R. Wellens. (1995) "Literacy and the self-administered form in special populations: A primer." In Joint Proceedings of the American Statistical Association. Pp. 1087-1092.
- Jenkins, Cleo and Don A. Dillman. (2002) "The influence of alternative visual design on respondents' performance with branching instructions in self-administered questionnaires." In Surveys Nonresponse, ed. by Rober Groves, et al. New York: John Wiley & Sons, Inc. pp179-193.
- Li, Qiang. (2002) "The two distinct psychological spheres and opinion surveys in China". In Shehuixue Yanjiu (Sociological Research), the Chinese Academy of Social Sciences. March Issue, pp. 40-44.
- Pan, Yuling. (1998) "Public literate design and ideological shift: A case study of Mainland China and Hong Kong." Language and ideology: Selected papers from the 6<sup>th</sup> International Pragmatics Conference, Vol. 1, ed. by J Verschueren. Antwerp: International Pragmatics Association. Pp433-451.
- Pan, Yuling. (2000). Politeness in Chinese face-to-face interaction. Stamford, CT: Ablex Publishing Corporation.

- Pan, Yuling. (2003). The Role of Sociolinguistics in the Development and Conduct of Federal Surveys. Proceedings of the Federal Committee on Statistical Methodology Research Conference. Arlington, VA. November 17-19.
- Pan, Yuling and Suzanne Scollon. (2004). "Opening the Circumference of Census Taking: A Nexus Analysis". Paper presented at the 2004 Annual Conference of American Association for Applied Linguistics, Portland, Oregon, May 1-4.
- Redline, Cleo, Smiley, Richard, Carley-Baxter, Lisa and Arrick Jackson (1999). "Making visible the invisible: An experiment with skip instructions on paper questionnaires" Paper presented at the American Association for Public Opinion Research. St. Petersburg, Florida. May, 1999.
- Scollon, Suzanne and Yuling Pan. (1997). "Generational and regional readings of the literate face in China." Paper presented at China's Second Symposium on Intercultural Communication (October 10-14), Beijing, China.
- Scollon, Ron and Suzanne Scollon. (1998). "Literate design in the discourse of revolution, reform and transition: Hong Kong and China." Written Language and Literacy, vol.1 (1): 1-39.
- Scollon, Ron and Suzanne Scollon. (2001). Intercultural communication: A discourse approach. Second Edition. Oxford: Blackwell.
- Van Leeuwen, Theo. (2003). "Ten reasons why linguists should pay attention to visual communication." Visual Communication.

## **APPENDICES**

**Appendix A:** Cognitive Interview Protocol for Census 2000 Long Form (self-administered)

**Appendix B:** Census 2000 Long Form (English form)  
Questions 1-20 for Person 1 and questions 1-2 for Person 2

**Appendix C:** Census 2000 Long Form (Chinese form)  
Questions 1-20 for Person 1 and questions 1-2 for Person 2



## **Appendix A**

### **Cognitive Interview Protocol Census 2000 Long Form (self-administered)**

#### **Introduction**

Hi, I'm Yuling Pan, and I work for the Census Bureau. The Census Bureau develops news survey questionnaires every year. And we interview people like you to test new questionnaires. Today, we are asking for your help in testing a census form which asks for some general information about the people in your household. We have found that the best way for me to do this is to have people fill out the questionnaire, to see how the questions work for them. What I would like you to do is fill out the form exactly the way you would if you had received it at home in the mail, but with a couple of differences.

First, I would like you to think aloud as you fill it out. I am interested in your answers, but I am also interested in the process you go through in your mind when you answer the questions. I would like you to tell me what you are thinking and feeling as you fill it out, just sort of talk it out for me. From time to time, I'll ask you some questions about your answers, or about the questions themselves. Remember, there are no right or wrong answers, because only you know what you are thinking.

Also, just so that I can tell where you are in the questionnaire, I'd like to ask you to read it aloud to me. Don't make any special effort to read things you don't think you'd have read at home. But if you find yourself reading something, read it out loud to me.

#### **Consent Form**

Another thing is that I would like to ask you for your permission to record this interview, so I don't have to rely on my memory later on. It will be audio-taped, if that's all right with you. The tapes are used for research purpose only. If that's all right with you, I'd like you to sign this consent form.

Your answers are completely confidential. Your name, and any names you put on this form will never be used in any of our reports. Your participation in this study is completely voluntary and you can decline to answer any particular question you don't want to answer.

Let me turn on the tape-recorder and ask you again:

“Do I have your permission to record this interview?”

Here is the form. I should mention that when the form mentions “here”, that will be the place you are currently living, not this office. Also I should remind you that this form is for Census 2000. So please make necessary changes when it asks about dates.

**General probes** (use as appropriate):

Tell me what you are doing.  
Tell me what you are thinking.  
How did you arrive at that answer?  
What does that mean to you?  
Can you tell me more about that?  
If you are reading something, will you read it aloud?

### **FRONT PAGE**

By observation: What does the respondent read?

Step 1

**“Can you tell me in your own words what Step 1 is asking you to do?”**

Step 2

**“Can you tell me in your own words what this step is asking you to do?”**

Note: Do not probe foster children/roomers/housemates, living/staying here.

### **ROSTER PAGE**

By observation: Where do they start?

**“Can you tell me why you chose these people?” “ Who are they?”**

### **PERSON 1**

Ask the following probes in retrospect for questions 1-4:

Q1

**Can you tell me what you were thinking when you filled out Question 1?**

**Why did you choose to put down that person?**

Q2

By observation: Does the respondent read the explanation?

Q3

No probing

Q4

By observation: Does the respondent seem to be confused with the American way of writing down dates (mm/dd/yy)

**How did you arrive at that answer?**

Ask the following probes in retrospect for questions 5-7:

By observation: Does the respondent read the NOTE for Q 5 &6?

Q5

**Can you tell me in your own words what this question is asking you?**

**What does the word “Spanish/Hispanic/Latino” mean to you?**

Q6

**Can you tell me in your own words what this question is asking you?**

**How did you choose that answer?**

**Did you notice that you can choose more than one race for this question?**

Q7

**What is this question asking you?**

**What would the word “separated” mean to you in this question?**

Ask the following probes in retrospect for questions 8-10:

Q8

**How did you arrive at that answer?**

**What is troubling you?**

By observation: Does the respondent read the instruction?

Does the respondent follow the skip pattern?

Q9

**Can you tell me in your own words what this question is asking you?**

**How did you choose that answer?**

By observation: Does the respondent read the instruction?

Q10

**How did you arrive at that answer?**

**What does the word “ancestor or ethnic origin” mean to you in this question?**

By observation: Does the respondent read the example?

Ask the following probes in retrospect for questions 11-14:

Q11

**In your own words, what is this question asking you?**

**How did you choose that answer?**

**What would “very well” mean to you in this question?**

**How would “very well” be different from “well”?**

**Can you give an example of how somebody speaks English very well, well, not well, not at all?**

Q12

**What is this question asking you?**

**How did you arrive at that answer?**

By observation: any narratives given for this question?

Q13

**In your own words, what is this question asking you?**

**How did you arrive at that answer?**

**What does the phrase “citizen of the United States” mean to you in this question?**

**What does “born abroad of American parent or parents” mean to you here?**

**What does “citizen by naturalization” mean here?**

By observation: Does the respondent follow the skip pattern?

Q14

**Can you tell me in your own words what this question is asking you?**

**How did you arrive at that answer?**

Ask the following probes for questions 15-19

Q15

**What is this question asking you to do?**

**How did you arrive at that answer?**

By observation: Does the respondent follow the skip pattern?

Q16

**Tell me in your own words, what is this question asking you?**

**How did you choose that answer?**

**What does “long-lasting conditions” mean to you in this question?**

**What does “blindness” mean to you in this question?**

**What does “substantially limits” mean to you in this question?**

Q17

**Can you tell me in your own words what this question is asking about?**

**What does “physical, mental, or emotional condition” mean to you here?**

**How did you arrive at that answer?**

Q18

By observation: Does the respondent follow the skip pattern?

Q19

**In your own words, what is this question asking you?**

**How did you choose that answer?**

**What does “currently responsible for” mean to you in this question?**

By observation: Does the respondent read the instruction?  
Does the respondent follow the skip pattern?

Q20

**In your own words, what is this question asking you?**

**What does “active duty” mean to you in this question?**

**How did you arrive at that answer?**

By observation: What does the respondent read?

Does the respondent follow the skip pattern?

## **DEBRIEFING**

Pretest protocol for sociolinguistic interviews here.

1. Is it easy or difficult to fill out this form?
2. Is the instruction easy to follow?
3. Did you read the notes and instructions while filling out forms?
4. How many people are there living in your house? Who are they?
5. You mentioned that you have \_\_\_\_ number of years of schooling. Was that in the United States or somewhere else?
6. You mentioned that you speak \_\_\_\_\_ language at home. Is that standard \_\_\_\_\_ or a dialect of \_\_\_\_\_?
7. You mentioned that you came to live in the United States in the year of \_\_\_\_\_. Was that the year you first came to the US to live? Did you go back to live in your home country since then?
8. Under what conditions did you come to the US?
9. Are there any sensitive questions to other people in this form?
10. Are there any difficult questions to other people in this form?
11. Do you have any questions for me?

Ask about Person 2 after debriefing. Decide whether to focus on relationship terms or nativity questions after debriefing. If person 2's experience is very different from Person 1, ask nativity questions about Person 2.

## **PERSON 2**

Q1

By observation:       What does the respondent read?

Q2

**In your own words, what is this question asking you?**

**How did you choose that answer?**

**What does this phrase mean to you?**

**What does "foster child" mean to you?**

By observation: Read some phrases out or point to some phrases (e.g. natural-born son/daughter, stepson/stepdaughter, roomer, boarder) and then ask "what are you thinking?" Watch the respondent's reaction/behavior.

## **Appendix B**

Census 2000 Long Form (English form):

Questions 1-20 for Person 1 and questions 1-2 for Person 2



# United States Census 2000

U.S. Department of Commerce  
Bureau of the Census



This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law. Complete the Census and help your community get what it needs — today and in the future!

## Start Here Please use a black or blue pen.

- 1** How many people were living or staying in this house, apartment, or mobile home on April 1, 2000?

Number of people

**INCLUDE** in this number:

- foster children, roomers, or housemates
- people staying here on April 1, 2000 who have no other permanent place to stay
- people living here most of the time while working, even if they have another place to live

**DO NOT INCLUDE** in this number:

- college students living away while attending college
- people in a correctional facility, nursing home, or mental hospital on April 1, 2000
- Armed Forces personnel living somewhere else
- people who live or stay at another place most of the time

- Please turn the page and print the names of all the people living or staying here on April 1, 2000.



**If you need help completing this form, call 1-800-471-9424 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.**

**TDD** – Telephone display device for the hearing impaired. Call 1-800-582-8330 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.

**¿NECESITA AYUDA?** Si usted necesita ayuda para completar este cuestionario llame al 1-800-471-8642 entre las 8:00 a.m. y las 9:00 p.m., 7 días a la semana. La llamada telefónica es gratis.

The Census Bureau estimates that, for the average household, this form will take about 38 minutes to complete, including the time for reviewing the instructions and answers. Comments about the estimate should be directed to the Associate Director for Finance and Administration, Attn: Paperwork Reduction Project 0607-0856, Room 3104, Federal Building 3, Bureau of the Census, Washington, DC 20233.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget.

# List of Persons

➔ Please be sure you answered question 1 on the front page before continuing.

2 Please print the names of all the people who you indicated in question 1 were living or staying here on April 1, 2000.

Example — Last Name

J O H N S O N

First Name MI

R O B I N J

Start with the person, or one of the people living here who owns, is buying, or rents this house, apartment, or mobile home. If there is no such person, start with any adult living or staying here.

Person 1 — Last Name

First Name MI

Person 2 — Last Name

First Name MI

Person 3 — Last Name

First Name MI

Person 4 — Last Name

First Name MI

Person 5 — Last Name

First Name MI

Person 6 — Last Name

First Name MI

Person 7 — Last Name

First Name MI

Person 8 — Last Name

First Name MI

Person 9 — Last Name

First Name MI

Person 10 — Last Name

First Name MI

Person 11 — Last Name

First Name MI

Person 12 — Last Name

First Name MI

➔ Next, answer questions about Person 1.

## FOR OFFICE USE ONLY

A. JIC1

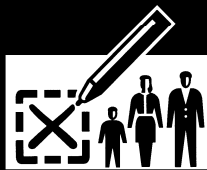
B. JIC2

C. JIC3

D. JIC4

# Person

# 1



Your answers are important! Every person in the Census counts.

**1** What is this person's name? Print the name of Person 1 from page 2.

Last Name

First Name

MI

**2** What is this person's telephone number? We may contact this person if we don't understand an answer.

Area Code + Number

**3** What is this person's sex? Mark  ONE box.

- Male
- Female

**4** What is this person's age and what is this person's date of birth?

Age on April 1, 2000

Print numbers in boxes.

Month      Day      Year of birth

**→** NOTE: Please answer BOTH Questions 5 and 6.

**5** Is this person Spanish/Hispanic/Latino? Mark  the "No" box if **not** Spanish/Hispanic/Latino.

- No, not Spanish/Hispanic/Latino
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, other Spanish/Hispanic/Latino — Print group. ↗

**6** What is this person's race? Mark  one or more races to indicate what this person considers himself/herself to be.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — Print name of enrolled or principal tribe. ↗

- Asian Indian
- Chinese
- Filipino
- Japanese
- Korean
- Vietnamese
- Other Asian — Print race. ↗
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Other Pacific Islander — Print race. ↗

- Some other race — Print race. ↗

**7** What is this person's marital status?

- Now married
- Widowed
- Divorced
- Separated
- Never married

**8** a. At any time since February 1, 2000, has this person attended regular school or college? Include only nursery school or preschool, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

- No, has not attended since February 1 → Skip to 9
- Yes, public school, public college
- Yes, private school, private college



**8 b. What grade or level was this person attending?**

Mark  ONE box.

- Nursery school, preschool
- Kindergarten
- Grade 1 to grade 4
- Grade 5 to grade 8
- Grade 9 to grade 12
- College undergraduate years (freshman to senior)
- Graduate or professional school (for example: medical, dental, or law school)

**9 What is the highest degree or level of school this person has COMPLETED? Mark  ONE box.**

If currently enrolled, mark the previous grade or highest degree received.

- No schooling completed
- Nursery school to 4th grade
- 5th grade or 6th grade
- 7th grade or 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade, **NO DIPLOMA**
- HIGH SCHOOL GRADUATE** — high school DIPLOMA or the equivalent (for example: GED)
- Some college credit, but less than 1 year
- 1 or more years of college, no degree
- Associate degree (for example: AA, AS)
- Bachelor's degree (for example: BA, AB, BS)
- Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
- Professional degree (for example: MD, DDS, DVM, LLB, JD)
- Doctorate degree (for example: PhD, EdD)

**10 What is this person's ancestry or ethnic origin?**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(For example: Italian, Jamaican, African Am., Cambodian, Cape Verdean, Norwegian, Dominican, French Canadian, Haitian, Korean, Lebanese, Polish, Nigerian, Mexican, Taiwanese, Ukrainian, and so on.)

**11 a. Does this person speak a language other than English at home?**

- Yes
- No → Skip to 12

**b. What is this language?**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(For example: Korean, Italian, Spanish, Vietnamese)

**c. How well does this person speak English?**

- Very well
- Well
- Not well
- Not at all

**12 Where was this person born?**

- In the United States — Print name of state.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- Outside the United States — Print name of foreign country, or Puerto Rico, Guam, etc.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**13 Is this person a CITIZEN of the United States?**

- Yes, born in the United States → Skip to 15a
- Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad of American parent or parents
- Yes, a U.S. citizen by naturalization
- No, not a citizen of the United States

**14 When did this person come to live in the United States? Print numbers in boxes.**

Year

--	--	--	--	--

**15 a. Did this person live in this house or apartment 5 years ago (on April 1, 1995)?**

- Person is under 5 years old → Skip to 33
- Yes, this house → Skip to 16
- No, outside the United States — Print name of foreign country, or Puerto Rico, Guam, etc., below; then skip to 16.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- No, different house in the United States

**15** b. Where did this person live 5 years ago?

Name of city, town, or post office

Did this person live inside the limits of the city or town?

- Yes  
 No, outside the city/town limits

Name of county

Name of state

ZIP Code

**16** Does this person have any of the following long-lasting conditions:

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a. Blindness, deafness, or a severe vision or hearing impairment?  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying? | <input type="checkbox"/> | <input type="checkbox"/> |

**17** Because of a physical, mental, or emotional condition lasting 6 months or more, does this person have any difficulty in doing any of the following activities:

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a. Learning, remembering, or concentrating?  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Dressing, bathing, or getting around inside the home?   | <input type="checkbox"/> | <input type="checkbox"/> |
| c. (Answer if this person is 16 YEARS OLD OR OVER.) Going outside the home alone to shop or visit a doctor's office? | <input type="checkbox"/> | <input type="checkbox"/> |
| d. (Answer if this person is 16 YEARS OLD OR OVER.) Working at a job or business?                                    | <input type="checkbox"/> | <input type="checkbox"/> |

**18** Was this person under 15 years of age on April 1, 2000?

- Yes → Skip to 33  
 No

**19** a. Does this person have any of his/her own grandchildren under the age of 18 living in this house or apartment?

- Yes  
 No → Skip to 20a

b. Is this grandparent currently responsible for most of the basic needs of any grandchild(ren) under the age of 18 who live(s) in this house or apartment?

- Yes  
 No → Skip to 20a

c. How long has this grandparent been responsible for the(se) grandchild(ren)? *If the grandparent is financially responsible for more than one grandchild, answer the question for the grandchild for whom the grandparent has been responsible for the longest period of time.*

- Less than 6 months  
 6 to 11 months  
 1 or 2 years  
 3 or 4 years  
 5 years or more

**20** a. Has this person ever served on active duty in the U.S. Armed Forces, military Reserves, or National Guard? *Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the Persian Gulf War.*

- Yes, now on active duty  
 Yes, on active duty in past, but not now  
 No, training for Reserves or National Guard only → Skip to 21  
 No, never served in the military → Skip to 21

b. When did this person serve on active duty in the U.S. Armed Forces? *Mark  a box for EACH period in which this person served.*

- April 1995 or later  
 August 1990 to March 1995 (including Persian Gulf War)  
 September 1980 to July 1990  
 May 1975 to August 1980  
 Vietnam era (August 1964—April 1975)  
 February 1955 to July 1964  
 Korean conflict (June 1950—January 1955)  
 World War II (September 1940—July 1947)  
 Some other time

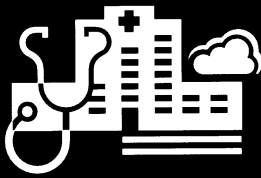
c. In total, how many years of active-duty military service has this person had?

- Less than 2 years  
 2 years or more



# Person

# 2



Census information helps your community get financial assistance for roads, hospitals, schools and more.

**1** What is this person's name? Print the name of Person 2 from page 2.

Last Name

First Name

MI

**2** How is this person related to Person 1? Mark  ONE box.

- Husband/wife
- Natural-born son/daughter
- Adopted son/daughter
- Stepson/stepdaughter
- Brother/sister
- Father/mother
- Grandchild
- Parent-in-law
- Son-in-law/daughter-in-law
- Other relative — *Print exact relationship.*

If NOT RELATED to Person 1:

- Roomer, boarder
- Housemate, roommate
- Unmarried partner
- Foster child
- Other nonrelative

**3** What is this person's sex? Mark  ONE box.

- Male
- Female

**4** What is this person's age and what is this person's date of birth?

Age on April 1, 2000

Print numbers in boxes.

Month      Day      Year of birth

→ NOTE: Please answer BOTH Questions 5 and 6.

**5** Is this person Spanish/Hispanic/Latino? Mark  the "No" box if *not* Spanish/Hispanic/Latino.

- No, not Spanish/Hispanic/Latino
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, other Spanish/Hispanic/Latino — *Print group.* ↘

**6** What is this person's race? Mark  one or more races to indicate what this person considers himself/herself to be.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↘

- Asian Indian
- Chinese
- Filipino
- Japanese
- Korean
- Vietnamese
- Other Asian — *Print race.* ↘
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Other Pacific Islander — *Print race.* ↘

Some other race — *Print race.* ↘

**7** What is this person's marital status?

- Now married
- Widowed
- Divorced
- Separated
- Never married



## **Appendix C**

Census 2000 Long Form (Chinese form):

Questions 1-20 for Person 1 and questions 1-2 for Person 2

# United States Census 2000

U.S. Department of Commerce  
Bureau of the Census



這是給在此地址居住的全部人士填寫的正式調查表。表格內的問題簡單清楚，而且您的答案是絕對受法律保護的。請您填寫這份調查表，以幫助您的社區爭取現在和將來所需要的資源！

## 請從這裡 開始填寫



請用黑色或藍色鋼筆或原子筆填寫

在2000年4月1日時，有多少人在此住宅、公寓(單位)，或流動房屋生活或居住？

人數

- ① 人數必須**包括**以下人口：
- 寄養孩子、房客或同屋者
  - 2000年4月1日在此居住，且並無其他永久住所的人
  - 雖有其他住所，但因工作而絕大部份時間都在此居住者

**不要包括**以下人口：

- 因上大學而不在此居住者
- 2000年4月1日在懲教機關、護理院或精神病院生活者
- 在軍隊服役並在別處生活者
- 大多數時間都在別處生活或居住者

- ➔ 請翻到下一頁並填寫2000年4月1日在此居住或生活的全部人士之姓名。

如果您在填寫本表格時需要幫助，請於每日上午八時至晚上九時之間打免費電話到：1-800-471-9401 查詢。

人口普查局估計一個普通家庭約需三十八分鐘的時間來完成本調查表格，其中包括閱讀填表說明和核對答案之時間在內。您若對此估計有不同意見，可將意見寄給"Associate Director for Finance and Administration, Attn: Paperwork Reduction Project 0607-0856, Room 3104, Federal Building 3, Bureau of the Census, Washington, DC 20233."

填表者可以對任何沒有"Office of Management and Budget" (即OMB) 字樣之間卷調查不予理會。



# 住戶名單

➔ 請先確定您已回答首頁上的第一個問題，然後繼續填寫

2 請逐一填寫2000年4月1日在此居住或生活的全部人士之姓名。

例子 — 姓

李  
名  
安明 中間名首個字母

請從此房屋之其中一位業主，或正在購買或租賃此住宅、公寓（單位），或流動房屋的人士開始填寫。若無此人，則請從在此居住或生活的任何成年人開始。

第一個人 — 姓

名 中間名首個字母

第二個人 — 姓

名 中間名首個字母

第三個人 — 姓

名 中間名首個字母

第四個人 — 姓

名 中間名首個字母

第五個人 — 姓

名 中間名首個字母

第六個人 — 姓

名 中間名首個字母

第七個人 — 姓

名 中間名首個字母

第八個人 — 姓

名 中間名首個字母

第九個人 — 姓

名 中間名首個字母

第十個人 — 姓

名 中間名首個字母

第十一個人 — 姓

名 中間名首個字母

第十二個人 — 姓

名 中間名首個字母

➔ 下一步，回答有關第一個人的各組問題。

A. JIC1

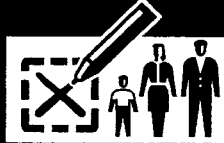
B. JIC2

C. JIC3

D. JIC4

# 第一個人

# 1



您的答覆  
非常重要  
人口普查  
人人有份

**1** 此人的姓名：請用大寫字母填寫第二頁上所列之第一個人的姓名。

姓

名

中間名首個字母

**2** 此人的電話號碼：若對所填寫的答案有不明白之處，我們可能打電話給此人詢問。

區域號+電話號碼

**3** 此人的性別：選一項並標上☒記號。

- 男  
 女

**4** 此人的年齡及出生年月日

2000年4月1日時的年齡

請在空格填入數字。

月 日 年 出生

→ 注意：請同時回答第5和第6兩組問題。

**5** 此人是否為西班牙裔/西語裔/拉丁美洲裔？若非西班牙裔/西語裔/拉丁美洲裔，在“否”項之空格標上☒記號。

- 否，非西班牙裔/西語裔/拉丁美洲裔  
 是，墨西哥人、墨西哥裔美國人、奇卡諾人  
 是，波多黎各人  
 是，古巴人  
 是，其他 西班牙裔/西語裔/拉丁美洲裔 - 請填寫

**6** 此人所屬的族裔：在此人自己認為所屬的一個或多個族裔的格子內標上☒記號以表明此人之族裔類別。

- 白人  
 黑人  
 美洲印第安人或阿拉斯加土著 - 請填寫其登記或主要部落之名稱

- 亞洲印度人  
 華人  
 菲律賓人  
 日本人  
 韓國人  
 越南人  
 其他亞洲人 - 請填寫
- 夏威夷土著  
 關島或夏莫洛人  
 薩摩亞群島人  
 其他太平洋群島人 - 請填寫

其他族裔 - 請填寫

**7** 此人的婚姻狀況：

- 已婚  
 喪偶  
 離婚  
 分居  
 未婚

**8** a. 此人在2000年2月1日之後，有沒有在任何時候就讀過正規學校或大學？包括托兒所或學前班、幼稚園、小學以及與取得高中畢業證書或大學學位證書相關之學校教育。

- 沒有，自2月1日之後沒有就讀 → 跳到第9題  
 有，公立學校、公立大學  
 有，私立學校、私立大學



- 8** b. 此人所就讀之學校類別或年級：選一項並標上  記號。
- 托兒所、學前班
  - 幼稚園
  - 一至四年級
  - 五至八年級
  - 九至十二年級
  - 大學本科生 (一至四年級)
  - 研究院或專科學院 (如：醫學院、牙科學院或法律學院)

- 9** 此人所持最高學位或畢業 / 結業之最高學歷：選一項並標上  記號。如果目前仍在上學，則標上前一年級或已取得的最高學位。
- 未曾完成過任何學校教育
  - 學前班至四年級
  - 五至六年級
  - 七至八年級
  - 九年級
  - 十年級
  - 十一年級
  - 十二年級，無畢業證書
  - 高中畢業 - 高中畢業證書或相當於高中畢業之證書 (如：GED)
  - 修過一些大學學分，但不足一年
  - 修讀過一年以上大學課程，無學位
  - 二年制學位證書 (如：AA, AS)
  - 學士學位 (如：BA, AB, BS)
  - 碩士學位 (如：MA, MS, MEng, MEd, MSW, MBA)
  - 專業學位 (如：MD, DDS, DVM, LLB, JD)
  - 博士學位 (如：PhD, EdD)

**10** 此人的祖籍或族裔：

(例如：義大利人、牙買加人、非洲裔美國人、高棉人、佛得角人、挪威人、多明尼加人、法裔加拿大人、海地人、韓國人、黎巴嫩人、波蘭人、奈及利亞人、墨西哥人、中國人、台灣人及烏克蘭人等)

- 11** a. 此人是否在家講英語以外的另一種語言？
- 是
  - 否 → 跳到第12題
- b. 這種語言是：

(例如：華語、韓語、義大利語、西班牙語、越語)

c. 此人說英語的水準：

- 非常好
- 好
- 不好
- 完全不會

**12** 此人的出生地：

- 美國 - 請用大寫字母填寫州名

- 美國之外 - 請用大寫字母填寫外國國名，或者波多黎各、關島等

**13** 此人是否美國公民？

- 是，美國出生 → 跳到第15(a)題
- 是，在波多黎各、關島、美屬維爾京群島或北馬里亞納群島出生
- 是，雖在國外出生，但父母或其中一人為美國公民
- 是，歸化入籍為美國公民
- 否，非美國公民

**14** 此人來美的年份：請在空格填入數字  
年

**15** a. 此人在五年前是否在此房屋或公寓 (單位) 居住 (1995年4月1日)？

- 此人不足五歲 → 跳到第33題
- 是，在此住宅 → 跳到第16題
- 否，美國之外 - 請用大寫字母填寫外國國名，或者波多黎各、關島等；然後 跳到第16題
- 否，在美國其他住宅

**15 b.** 此人五年前在何處生活?

城市, 城鎮或郵局名稱

是否在市或鎮內?

- 是  
 否, 在市 (鎮) 外

縣 (郡)

州

郵碼區號

**16** 此人是否有下列長期性身體不良狀況?

- |   |                          |                          |
|---|--------------------------|--------------------------|
|   | 是                        | 否                        |
| a. 失明、耳聾、或者聽覺或視覺有嚴重障礙                     | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 嚴重妨礙一項或多項基本身體活動能力 (如行走、上樓梯、伸手、抬起或搬運東西) | <input type="checkbox"/> | <input type="checkbox"/> |

**17** 如果此人在身體、精神或情緒上有六個月或以上時間處於不良狀況, 在進行以下活動時是否有困難?

- |                            |                          |                          |
|----------------------------|--------------------------|--------------------------|
|                            | 是                        | 否                        |
| a. 學習、記憶或集中精神              | <input type="checkbox"/> | <input type="checkbox"/> |
| b. 穿衣、洗澡或在家裡走動             | <input type="checkbox"/> | <input type="checkbox"/> |
| c. (十六歲或以上者需回答) 單獨出門購物或看醫生 | <input type="checkbox"/> | <input type="checkbox"/> |
| d. (十六歲或以上者需回答) 工作         | <input type="checkbox"/> | <input type="checkbox"/> |

**18** 此人在2000年4月1日是否未滿十五歲?

- 是 → 跳到第33題  
 否

**19 a.** 此人是否有十八歲以下的孫子或孫女在此房屋或公寓 (單位) 居住?

- 是  
 否 → 跳到第20a 題

**b.** 此人目前是否要負擔在此房屋或公寓 (單位) 居住之十八歲以下的孫子或孫女的大部份基本生活費?

- 是  
 否 → 跳到第20a 題

**c.** 此人撫養其孫子或孫女有多久? 如果此人承擔一個以上孫子或孫女的經濟責任, 那麼請以撫養期最長之孫子或孫女之情形回答問題。

- 不足六個月  
 六個月至十一個月  
 一或二年  
 三或四年  
 五年或以上

**20 a.** 此人曾否在美國軍隊、後備兵團或美國國防警衛軍服役? 服役不包括後備兵團或美國國防警衛軍之軍訓, 但卻包括戰時服役, 如參與波斯灣戰爭。

- 是, 正在服役  
 是, 過去曾服役, 但現在不服役  
 否, 只受過後備兵團或美國國防警衛軍之軍訓 → 跳到第21題  
 否, 未曾服役 → 跳到第21題

**b.** 此人何時在美國軍隊服役? 在此人各服役期間標上 (X) 記號。

- 1995年4月或之後  
 1990年8月至1995年3月 (包括波斯灣戰爭)  
 1980年9月至1990年7月  
 1975年5月至1980年8月  
 越戰期間(1964年8月 - 1975年4月)  
 1955年2月至1964年7月  
 韓戰 (1950年6月 -1955年1月)  
 第二次世界大戰 (1940年9月 -1947年7月)  
 其他時期

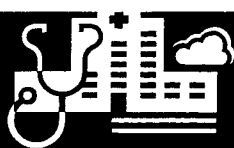
**c.** 此人在美國軍隊服役的時間總共為幾年?

- 不滿二年  
 兩年或以上



# 第二個人

# 2



人口普查資料  
幫助您的社區  
得到公路建設  
醫院及學校等  
方面財政資助

1 此人的姓名：請用大寫字母填寫第二頁上第二個人的姓名。  
姓

名 中間名首個字母

2 此人與第一個人之關係：  
選一項並標上 (X) 記號。

- 夫 / 妻
- 親生兒子 / 女兒
- 養子 / 養女
- 繼子 / 繼女
- 兄弟 / 姐妹
- 父親 / 母親
- 孫子 / 孫女
- 岳 (外) 父 / 岳 (外) 母，或公 (家) 公 / 婆 (家) 婆
- 女婿 / 兒媳
- 其他親戚關係 - 請準確填寫

如果與第一個人無親戚關係，則此人是：

- 房客，寄宿者
- 同屋者，室友
- 未婚同居者
- 寄養孩子
- 其他非親戚關係

3 此人的性別：選一項並標上 (X) 記號。

- 男
- 女

4 此人的年齡及出生年月日

2000年4月1日時的年齡

請在空格填入數字。

月 日 年出生

注意：請同時回答第5和第6兩組問題。

5 此人是否為西班牙裔 / 西語裔 / 拉丁美洲裔？若非西班牙裔 / 西語裔 / 拉丁美洲裔，在“否”項之空格標上 (X) 記號。

- 否，非西班牙裔 / 西語裔 / 拉丁美洲裔
- 是，墨西哥人、墨西哥裔美國人、奇卡諾人
- 是，波多黎各人
- 是，古巴人
- 是，其他 西班牙裔 / 西語裔 / 拉丁美洲裔 - 請填寫

6 此人所屬的族裔：在此人自己認為所屬的一個或多個族裔的格子內標上 (X) 記號以表明此人之族裔類別。

- 白人
- 黑人
- 美洲印第安人或阿拉斯加土著 - 請填寫其登記或主要部落之名稱
- 亞洲印度人
- 華人
- 菲律賓人
- 日本人
- 韓國人
- 越南人
- 其他亞洲人 - 請填寫
- 夏威夷土著
- 關島或夏莫洛人
- 薩摩亞群島人
- 其他太平洋群島人 - 請填寫

其他族裔 - 請填寫

7 此人的婚姻狀況：

- 已婚
- 喪偶
- 離婚
- 分居
- 未婚

