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**2010 Census Language Program:
Pretesting of Census 2010 Questionnaire in Five Languages**

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1. INTRODUCTION

This study, 2010 Census Language Program: Pretesting of Census 2010 Questionnaire in Five Languages (Task Order 10), was designed to pretest the 2010 mailout/mailback self-administered census form that has been translated into Chinese, Korean, Vietnamese, and Russian. Cognitive interviews in English were conducted to determine whether issues found in any of the four target languages present similar problems in English; this testing verifies the presence of the problems. Because the Census Bureau has completed pretesting the content of the Spanish language census form in the context of a bilingual “swimlane” questionnaire, it was not included in this project.

This research project aims to identify and correct translation issues at the lexical (wording), syntactic (grammar and naturalness in target language), and pragmatic (sociocultural context and appropriateness) levels. According to Pan (Pan, 2007; Pan et al., 2006), cognitive testing of a translated instrument is effective in detecting translation issues at the lexical, syntactic, and pragmatic levels. Specifically, cognitive testing goes beyond the lexical and syntactic levels and can resolve more subtle issues that only surface at the pragmatic level. For example, cognitive testing can identify issues related to respondent comprehension and reaction because of cultural expectations and assumptions. Results from cognitive testing can then be used to achieve the intended effect and to improve translation quality so that it meets the Census Bureau Guideline for Translation (U.S. Census Bureau, 2004).

The objectives of this research are three-fold:

1. To ensure that the census form translation in each of the target languages is accurate, reliable, and appropriate at the lexical, syntactic, and pragmatic levels.
2. To ensure that the translated form is semantically, conceptually, and pragmatically equivalent to the English language census questionnaire.
3. To observe and document the verbal and nonverbal respondent behaviors that are exhibited during the cognitive interviews.

This undertaking is in response to the increasing challenges in ensuring high-quality data from linguistically isolated populations is included in the decennial census. The information collected using this form will be the fundamentals for the nation’s policy and decision making. Translating the census form into the target languages will increase the participation of linguistically isolated populations in the decennial census and help ensure an accurate count of

people in the United States. Thus, the quality and the effectiveness of the translations of the census form are critical to the success of the 2010 decennial census.

This task order includes organization of a panel of language experts, development of protocol for cognitive interviewing, recruitment of appropriate respondents, cognitive testing, analysis, and reporting recommendations for changes to the census form. Important byproducts of this research are the continued investigation and documentation of best practices for conducting cognitive interviews in languages other than English and Spanish. Documentation on techniques and probes that proved to be culturally appropriate and fruitful for each language will expand on the existing experience with techniques for English and Spanish, and will benefit the field of cognitive interviewing.

This report documents the final findings, from recruitment through protocol development to results, of qualitative research conducted by RTI International (RTI) and Research Support Services (RSS) under the direction of the U.S. Census Bureau. The specific research activities are

- organizing a panel of language experts;
- preparing a recruitment plan, including recruitment targets and consent forms;
- preparing and testing protocol for cognitive interviewing;
- translating the cognitive interview protocol, consent forms, and incentive receipts into target languages;
- conducting a 2-day training of the language experts;
- recruiting and screening participants;
- conducting and preparing interview summaries for two rounds of cognitive interviews in English as well as the target languages; and
- reviewing findings after the cognitive interviews were completed, and offering alternative translations as needed.

1.1 Materials to be Tested in Cognitive Interviews

The census form in English and its translations in the four non-English target languages were tested. The form is the short form questionnaire that contains questions on age, gender, name, Hispanic origin, race, tenure, and enumeration instructions. The intent and context of each question were shared with each language expert and a glossary containing the definition of terms used in the census form was also provided to the language experts. The translated materials were reviewed by a panel of language experts to correct typographical or other glaring errors before the conduct of the first round of cognitive interviews. As a result, the form was

reprinted in the four non-English languages but some issues remained in the Korean, Russian, and Vietnamese translations. Due to schedule constraints, the Census Bureau was unable to reprint the form in those languages for a second time. The remaining issues did not affect the cognitive interviews, and whenever possible, RTI manually corrected the translations on the form.

1.2 Schedule

Protocol development took place in December 2007 and January 2008. The teams of language experts met to complete the modified committee review of the protocol guide translations and other translated documents in January and February 2008. The first round of interviews commenced on February 18, 2008 and concluded by March 24, 2008. A presentation of findings and recommendations took place on March 31, 2008, at the Census Bureau. After the protocol guide and materials were revised for further testing, the second and final round of interviews began on April 19, 2008 and ended by May 20, 2008. The final presentation of findings and recommendations took place on May 27, 2008, at the Census Bureau.

2. METHODOLOGY

2.1 Introduction

The goal of the two rounds of cognitive interviewing was to conduct 108 cognitive interviews in the four target languages as well as in English.¹ Three sites were selected for the interviews: the greater Washington, DC area, Illinois, and North Carolina. These sites were selected based on the geographic proximity of the teams of language experts. This approach helped to control overall costs, and these sites have sufficient concentrations of Chinese-, Korean-, Vietnamese-, and Russian-speaking populations to represent the target language groups. This chapter outlines the protocol followed by the researchers to accomplish this goal. Because all steps in the protocol required extensive knowledge of the target languages, the first step was to organize a panel of experts for each language group.

2.2 Panel of Language Experts

The qualifications and experience considered in assembling the language teams included native-speaker language competence, education and work experience in the target culture, and knowledge of and experience with translation work. Preference was also given to individuals who had prior direct experience on similar projects, then to those with translation experience—either through translations of survey materials or with other translations for community organizations. Each language team was composed of one lead language expert and at least two other language experts. In addition to the Census Bureau analyst and Chinese language expert, an additional 14 language experts were identified and engaged in the research. Ten of the 14 language experts were staff and consultants from RTI, and four were staff and consultants from RSS. All staff members were cleared to work census projects by the Security Officer at the Census Bureau.

The language experts are listed below with their language team affiliations.

Chinese Language Team

- Dr. Yuling Pan, Chinese Language Team Lead, U.S. Census Bureau
- Ms. M. Mandy Sha, Chinese Language Expert, RTI
- Ms. Grace C. McKibben, Chinese Language Expert, RTI
- Ms. Qinghui Guo, Chinese Language Expert, RTI

¹ A total 109 cognitive interviews were conducted at the conclusion of the cognitive interviewing period.

Korean Language Team

- Ms. Hyunjoo Park, Korean Language Team Lead, RTI
- Ms. Jiyoung Son, Korean Language Expert, RTI
- Ms. Younhee Harm, Korean Language Expert, RTI

Russian Language Team

- Dr. Alisú Schoua-Glusberg, Russian Language Team Lead, RSS
- Ms. Olga Bezzubov, Russian Language Expert and Co-Lead, RSS
- Ms. Sophia Kholodenko, Russian Language Expert, RSS
- Ms. Evguenia Haps, Russian Language Lead, RSS

Vietnamese Language Team

- Ms. Mandy Sha, Vietnamese Language Team Lead, RTI
- Ms. Lan P. Nguyen, Vietnamese Language Expert, RTI
- Mr. PaulDinh Nguyen, Vietnamese Language Expert, RTI
- Ms. Jeanette T. Vo-Vu, Vietnamese Language Expert, RTI
- Mr. Doanh Pham, Vietnamese Language Expert, RTI (round 1 only)

English Language Team

- Dr. Alisú Schoua-Glusberg, English Language Team Lead, RSS
- Dr. Yuling Pan, U.S. Census Bureau
- Ms. Grace C. McKibben, RTI

The language experts participated in the translation of protocol, conduct of the cognitive interviews, preparation of interview summaries, and review of the cognitive interview findings and identification of alternative wording of translations.

2.3 Development of Cognitive Interview Protocol and Translations

Scripted cognitive interview protocol and the consent forms were developed in English and reviewed by staff at the U.S. Census Bureau. A copy of the consent forms and the cognitive interview protocol guide used in rounds 1 and 2 are provided in Appendices 1, 2, and 3.

The cognitive interview protocols documented the administration details, informed consent procedures, and the guide for cognitive interviewing. The guide includes a list of standard probes and special instructions and is used by the interviewers during an interview. The respondents were first asked to fill out the census form by themselves as if they received it at home via mail. They were then asked to read certain texts aloud to gauge their naturalness.

Additional probes were developed to test respondents' comprehension and reaction. Hypothetical vignettes of household composition were also administered to further evaluate the respondents' understanding of the terms used to describe different relationships that might not have been covered when talking about the respondents' own household. At the end of the cognitive interview, if time permitted, a debriefing section was administered.

The English interview protocol was tested and timed before it was translated. As part of the protocol guide development, language teams contemplated the impact of the statements included in the census form for each target ethnic/cultural population. If any specific issues needed to be addressed for that language, additional protocol guide questions were added.

In the second round of cognitive interviewing, we revised the interview protocol guide by deleting some probes and by adding probing questions to compare the alternative wordings with the current translations on the census form. The alternative wordings were developed by each language team based on the findings of the round 1 interviews. To compare the alternative wording with the current translation, we used a show card and elicited respondents' feedback and reaction to the changes that we recommended.

All materials used on this study have been approved by RTI's Human Subjects Institutional Review Board (IRB). The Census Bureau obtained a waiver from the Office of Management and Budget (OMB) for this work.

2.4 Translation Methodology for the Cognitive Interview Protocol

The English census form was translated through another Census Bureau contract. The translation task for this contract was to translate the cognitive interview protocol and materials, which followed a committee approach. Team or committee approaches to translation have been used since the 1960s (Nida, 1964), and more recently in the translation of data collection instruments (Brislin, 1976; Schoua-Glusberg, 1992; Guillemin, Bombardier, and Beaton, 1993; Acquadro, Jambon, Ellis, and Marquis, 1996). In recent years, survey researchers' and survey translators' dissatisfaction with traditional translation and assessment methods (such as back translation) has led to the wider adoption of team approaches. The U.S. Census Bureau Expert Panel on Translation and the Translation Task Force for the European Social Survey has indicated that back translation is not a satisfactory approach. Recently issued Census Bureau Guidelines for Survey Translation recommend following a team or committee approach (Pan and de la Puente, 2005).

For the translation of the cognitive interview protocol and materials, we used the modified committee approach.² For each language, a team of language experts worked simultaneously and independently, each translating one third of the protocol. In addition to translating the cognitive interview protocol, the language teams also translated the interview consent forms and incentive receipts into the target languages. After they completed their translations, a meeting was held to review the translated items, one by one, as a group. Each translator contributed to the discussion with the aim of improving and refining the first translation, making sure that it reflected the intent of the English original and flowed well in the target language. These reconciliation meetings were chaired by Dr. Schoua-Glusberg; she was assisted by Ms. Sha in the meetings for the Vietnamese and Chinese translations. The team discussions were generally held in English, and each member had to articulate the reasons for suggesting changes or improvements to the original translation.

2.5 Cognitive Interview Training of Language Experts

After finalizing the round 1 interview protocol and its translations, a comprehensive training was held in Chicago, Illinois. On February 16–17, 2008, all language experts attended this 2-day training. Both methodological and substantive issues were covered, as follows.

Day 1

- Welcome and introductions
- Background of this project and the task overview
- Cognitive interviewing techniques
- Review of the census test form and protocol guide
- Protocol guide demonstration
- Administering culturally appropriate probes
- Mock interviews #1
- Questions and answers

Day 2

- Day 1 agenda overview
- Data security

² The strength of the committee approach lies in the fact that consensus among bilinguals produces more accurate text than the subjective opinion of a single translator. Additionally, by striving for consensus, problems of personal idiosyncrasies, culture, and uneven skill in either language are overcome. The group process in the reconciliation meeting is somewhat akin to a brainstorming session in which the team looks together for alternative translations and selects by consensus.

- Review of recruitment procedures and materials
- Mock interviews #2
- Review of cognitive interview summaries
- Mock interviews #3
- Discussion
- Administrative issues and closing

A copy of the training agenda can be viewed in Appendix 4.

The training was designed to outline the research goals and objectives, to review the correct administration of the prepared probes as documented in the protocol guide, and to cover the specific language/culture wording and translations to the target languages. We also devoted time to stressing the significance of protecting Title 13 data and reiterated the importance of the informed consent process prior to the start of the interview. An important part of the training for the language experts involved learning how to administer culturally appropriate questions and probes.

Throughout the training, discussions of specific questions and probes were raised as language experts contemplated possible difficulties or concerns that respondents might raise or have. Recommended solutions were discussed during the training. During the language team breakout sessions, each team member practiced administering the protocol guide in the target language.

Another training was held prior to the second round of interviewing. Those trainings were conducted by each language team lead and in smaller groups.

2.6 Respondent Recruitment

To ensure efficient and successful recruitment of the targeted populations, RTI-RSS used a combination of methods that have been effective in the past. As the first step, we identified the appropriate community-based organizations for recruiting the targeted native speakers of each language. Based on our experience with recruiting similar populations for cognitive interviews, we knew that we needed to recruit more volunteers than the targeted number of participants. As needed to supplement the community-based recruiting, we placed advertisements in community publications and posted flyers at a variety of public locations including ethnic grocery stores and local churches as appropriate. We also directed our recruiting efforts toward both community organizations as well as adult education centers that offer English as a Second Language (ESL) classes for persons who speak little or no English. The language experts who were familiar with

the area where the cognitive interviews took place led the recruiting. In addition, recruitment targets were established based on American Community Survey (ACS) computer-assisted personal interviews (CAPI) conducted in 2006. They include all people (ages 15 and older) who reported speaking a language other than English at home and also reported that they speak English “not well” or “not at all.” A copy of the recruitment plan can be viewed in Appendix 5.

To determine eligibility, interested individuals were screened using a scripted series of questions. The eligibility criteria ensured that we recruited only persons who spoke the target language as their native or primary language. We also targeted a mix of age groups and various education levels. A copy of the screening questionnaires to determine language dominance as well as the screening questionnaire to determine eligibility for the English interviews can be viewed in Appendix 6.

2.7 Conducting the Cognitive Interviews

Cognitive testing of the census form was undertaken in English to help determine if problems found in the translated versions were simply problems already present in the original English version. The interviews for both rounds included 23 interviews each (12 interviews in the first round and 11 interviews in the second round) in Chinese, Korean, and Vietnamese, and 24 interviews in Russian (12 interviews in each round). Sixteen interviews in English (8 interviews in the first round and 8 interviews in the second round) were conducted. A copy of the census test form and its translations can be viewed in Appendix 7.

The interview began with an explanation of the research purpose and the informed consent procedures. After obtaining respondents’ written consent for participation and for audio recording, the interviewer captured verbal consent on tape. If consent for audio recording was not obtained, the interviewer did not turn on the tape recorder.

Next, the interviewer observed the respondents while they filled out the census test form, noting any specific signs of difficulty, confusion, hesitation, or annoyance. Once the respondents indicated that they had completed the form, the interviewer used the protocol guide to administer the scripted probes to discuss the meanings of specific statements or terms. Whenever needed, the interviewer used spontaneous probes to follow up on an answer given by the respondents. At the end of the interview, the interviewer administered the respondent payment procedures.

2.8 Reviewing Findings

After all cognitive interviews in the first round were completed and documented in the interview summaries, the language teams met to reassess the translation and results. They developed alternative translations, as needed, to be tested in the second round of interviewing. These recommendations were shared with the Census Bureau for review and final approval. In order to meet the project schedule, the teams reviewed the probing questions in the interview protocol guide that elicited universally consistent responses among round 1 respondents and determined which of those questions could be deleted for round 2 interviews. The language teams also drafted additional probing questions appropriate to the target language to test the alternative translations. Thus, in addition to testing the same materials as in round 1 interviews, round 2 interviews also tested the suggested changes by presenting to the round 2 interview respondents a show card comparing the original translations with the alternative translations, and by asking for their assessment of the two versions of translations.

After the completion of two rounds of interviews, the language teams met to review the results and to make recommendations to improve the translations in the target languages. Each language section contains detailed discussion on the recommendations for modifications to the 2010 census form in each language.

2.9 Reporting Results

Interview summary reports for each interview were prepared and delivered to the Census Bureau on a flow basis. An interim report for each language was submitted at the end of round 1. The report included recruiting and interview outcomes as well as aggregate data of all the interview summary reports for that language. These interim reports also included a discussion of any problematic wording or concepts in the materials found in the course of the cognitive interviews, as well as suggestions for probing questions for round 2 interviews. Two presentations were held at the Census Bureau. The first presentation took place after the round 1 interviews and reported the round 1 findings and recommendations. After the completion of round 2 interviews, a final presentation took place where the representatives from RTI, RSS, and the Census Bureau presented the findings from both rounds of interviews and made final recommendations. The findings and recommendations are documented in a final report.

3. ENGLISH INTERVIEWS: SUMMARY OF FINDINGS

3.1 Introduction

As stipulated in the RTI-RSS proposal to the U.S. Census Bureau, the English language interviews were carried out under the responsibility and direction of the Census Bureau and RSS. Round 1 interviews were conducted by the Census Bureau Research Analyst (Yuling Pan), by the Associate Task Manager (Alisú Schoua-Glusberg, from RSS), and by one RTI cognitive interviewer (Grace C. McKibben). Round 2 interviews were conducted by the Associate Task Manager.

Sixteen interviews were conducted, eight in each of the two rounds. The interviews were conducted in participants' homes, offices, and coffee shops in urban areas of Illinois and the greater Washington, DC area. All interviews were conducted with monolingual English speakers.

The 16 cognitive interviews were conducted between February 20 and May 20, 2008. Following informed consent procedures, the protocols were followed in each case. All interviews were audiotaped after obtaining respondents' consent to do so. Round 1 interviews lasted from 41 minutes to 90 minutes, and the average time was 57.38 minutes. Round 2 interviews lasted from 30 to 40 minutes, averaging 33 minutes.

The purpose of the English interviews was to determine if issues found in translated versions were due to issues that come up in English cognitive interviews as well. The findings from the English interviews were the basis for the interim and final presentation to the Census Bureau on March 31, 2008 and May 27, 2008, respectively.

3.2 Recruiting

The English team for the task order to pretest the 2010 census form in five languages recruited English monolingual speakers in urban and suburban areas in Illinois. Based on experience from previous studies, such as cognitive testing of translations of ACS CAPI materials and ACS multilingual brochures in multiple languages, recruitment focused on flyers and word of mouth. In addition, individuals who had responded to the recruitment call for the ACS project who fit the criteria for interview for this project were contacted and rescreened. We followed the targets for respondent demographic characteristics that were proposed in the RTI-RSS Staffing and Recruiting Plan. Table 3-1 provides the recruiting targets for English for each of the two rounds of interviews.

Table 3-1. English Recruitment Targets for Each Round of Interviews

Characteristic	Recruitment Target (%)	Target Number to Recruit	Range of Recruits
Educational attainment Completed level of school or degree that is...			
less than high school graduate	16.1	1.3	1–2
high school graduate, less than college graduate	56.9	4.5	5–7
college graduate	27.1	2.2	2–4
Race			
White	77.1	6.2	7–9
African American	12.4	1.0	1–2
Other	10.5	0.8	1–2
Gender			
Male	48.9	3.9	4–6
Female	51.1	4.1	4–6
Age			
34 or younger	22.7	1.8	2–3
35–54	29.7	2.4	2–4
55 or older	22.1	1.8	1–3
Total Number of Participants			8

Beginning immediately after training and for the duration of most of the data collection (February 19, 2008–May 19, 2008), we screened 27 individuals; 26 of them met the basic criteria (above age 18, able to read English, monolingual speakers). Based on their other characteristics such as educational attainment, age and gender, we scheduled 8 individuals for each round of cognitive interviews to meet the demographic distributions sought. Table 3-2 shows the demographics of the 16 participants interviewed. As shown in Table 3-2, the participants demonstrated the desired diversity in terms of age, education level, and gender. Their demographic characteristics satisfied the recruitment targets for English interviews.

Table 3-2. Demographics of the 16 Participants

Characteristic	Completed Interviews	
	Male 8	Female 8
Educational attainment		
Completed level of school or degree that is...		
less than high school graduate	0	2
high school graduate and no college degree	7	3
college graduate	1	3
Race		
White	6	6
African American	2	2
Other	0	0
Gender		
Male	8	0
Female	0	8
Age		
34 or younger	3	2
35–54	3	2
55 or older	2	4
Total Number of Participants	16	

In the first round, we did not reach the target number of college graduates (only one instead of the minimum goal of two) and the age distribution did not meet the goal (we interviewed one more person than desired in the youngest group and one fewer than desired in the oldest group). In the second round, we were able to compensate for these slight deficiencies.

Based on our experience and the questions we received from interested candidates, we felt that the major motivator for participation was the interview incentive.

3.3 Summary of Findings

The summary of findings reported in this section concerns issues critical to the understanding of the intended meaning of the questions and answer categories in the 2010 census form. We also document other issues identified in the cognitive interviews related to form navigation and perception of the form. It is important to mention that the questions in the census form have undergone extensive cognitive testing prior to this project. We do not anticipate any of our findings to be new or unexpected to the sponsors.

3.3.1 Overall Assessment of the English Version

Generally, the respondents felt that the questions in the English form sounded natural and were clear. Most respondents filled out the form as if it were a routine activity, displaying some degree of comfort and experience with this type of task. English speakers seemed to tackle the task with a certain degree of confidence that made them feel they did not need to read most instructions. This did not preclude their making mistakes in completing the form.

3.3.2 Question-by-Question Assessment

In this subsection, we discuss specific issues related to each instruction, question, and answer category that we tested in both rounds of the interviews. The instructions, questions, and answer categories under discussion are listed in the order in which they appear in the 2010 census form.

3.3.2.1 Start Here Instructions

The Start Here Box contains the following residence rules.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on February 1, 2008.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on February 1, 2008, count that person. Otherwise, he or she may be missed in the census.

Generally, respondents tended to start looking at the form at the Start Here note, and did not see anything else above that. Although several respondents did not notice the sentence instructing them to use a blue or black pen, most picked the correct writing utensil, possibly out of habit of filling other forms in blue or black ink.

This section contained instructions on how to fill out the form, namely the residence rules that respondents are expected to follow in reporting people living or staying at their residence on February 1. We probed on each of these rules and asked for respondents' interpretation of the rules and their assessment of the terms used. Generally, respondents processed the counting rules properly, even though they did not necessarily read them carefully. In particular, respondents who lived alone and did not have visitors staying at their residence felt their household situations were so simple and straightforward that the counting rules did not apply to them. To the respondents, the instructions sounded natural in English.

3.3.2.2 Specific Questions

Household Question

1. How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?

Issues

The question sounded natural to respondents. We probed for the meaning of terms that we suspected might be problematic in translation.

- (1) The phrase "living or staying" was understood in most cases as referring to people's permanent or (living) and temporary (staying) residence. Because this was a clear distinction across respondents, we decided it was unnecessary to probe again in round 2.
- (2) Even those respondents who did not read the instructions generally understood the intent of the question and how they were supposed to answer.
- (3) One respondent who was away at his seasonal home in Florida on February 1 was confused by this question because he did not feel he was living or staying at his Illinois home on that date.

Undercount Question

2. Were there any additional people staying here February 1, 2008 that you did not include in Question 1?

Issues

The question sounded natural to respondents. Most realized the intent of the question is to serve as a memory jog for respondents: to remind them about persons who may have been

staying with them that they did not think of reporting in Question 1. Others thought it was a way to doublecheck on the accuracy of the answer to Question 1.

- (1) One respondent who was temporarily staying at her current residence focused on the response option “people staying here temporarily,” and did not realize the question asked for additional people not listed on Question 1. Therefore, she marked that response option in error.
- (2) In round 1 we probed on the meaning of foster children. Respondents were familiar with the concept of foster children. They were generally able to define it accurately. Some, however, defined it as synonymous with adopted children, focusing primarily on the lack of blood relationship rather than on the specific type of guardianship or legal arrangement.

Tenure Question

3. Is this house, apartment, or mobile home —

Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

Issues

This question included a number of complex concepts. Nonetheless, respondents generally understood the terminology sufficiently to find a response that accurately reflected their housing situation. The least understood concept was home equity loan: the younger and less educated respondents had only a vague idea of what the term meant. Several had difficulty distinguishing between mortgages and home equity loans. Others had very confused thoughts about how real estate loans function. One respondent thought that a person needed to have a mortgage first in order to be able to get a home equity loan.

Some respondents had difficulty imagining someone occupying housing without payment of rent. One interesting case was that of a respondent who was temporarily living with her mother. The mother was the homeowner. Because the respondent paid rent to her mother, she felt that she should mark the third response choice (rented).

Another respondent had difficulty finding a response choice that fit her situation: she had a reverse mortgage. While she was not paying for the home, she did not feel she owned it free and clear. The third option did not seem to fit her situation either.

Person 1 Instructions

Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? *Print name below.*

Last name _____

First name _____ MI _____

Issues

- (1) Respondents did not exhibit problems deciding who to list as Person 1. The majority listed themselves first, because they were one of the owners or renters and they were completing the form. The simplest situation, of course, was for one-person households where there was no option about who to list.
- (2) Some respondents entered the last name in the boxes for first name and vice versa.
- (3) All understood that MI was asking for the first letter of a middle name. However, several respondents with middle names indicated they normally do not use their middle initial, and did not enter it on the form.
- (4) A few respondents remarked that there was no column labeled Person 1.

Age Question

7. What is Person 1's age and what is Person 1's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes

Age on February 1, 2008	Month	Day	Year of birth
_____	_____	_____	_____

Issues

- (1) Some respondents took issue with the fact that a baby can be listed as Person 1, as evidenced by the instruction on how to enter the age of a baby younger than 1 year old.
- (2) About one third of the respondents could not properly apply the rule to report a baby's age as 0 when child was less than 1 year old. They wanted to enter the age as number of months.
- (3) In entering the age and birth date of persons other than themselves, some respondents exhibited uncertainty about dates and ages. A few seemed hesitant about disclosing others' birthdates.

Instruction Right Before Hispanic Origin Question

→NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

Issues

Respondents appeared somewhat puzzled by this instruction indicating that Hispanic origin is not a race. Several respondents could not make sense of the instruction. Respondents with the highest education levels seemed to be most able to understand that the census form indicates to people that they should distinguish between Hispanic origin and race. Several others processed the intent properly even if they could not articulate it, realizing they were being told to be sure to answer both Question 8 and Question 9.

Hispanic Origin Question

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – *Print origin, for example,*

Issues

Several respondents felt this question did not apply to them. Three left it blank. Some respondents displayed lack of familiarity with Hispanic groups.

Race Question

9. What is Person 1's race?

Issues

Most respondents had no particular problems with this question. They could easily find the category that represented their race. However, some were confused by the different strings of boxes for entering verbatim.

Generally, they were comfortable with the use of the term race. It is worth mentioning, however, that none of the English language respondents interviewed were Hispanic. In addition, one African-American respondent who left Question 8 blank indicated she did so because the question asked her to state “what race you is. I put no race because I’m no Latino, Hispanic or Spanish.”

Overcount Question

10. Does Person 1 sometimes live or stay somewhere else?

- No Yes –Mark *all that apply*
- | | |
|---|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal
or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

Issues

In this question we tested four terms anticipated to be potentially problematic in translation: in college housing, at a seasonal or second residence, for child custody, and in a nursing home. In English, none of these response choices created difficulties. Respondents were able to define them and provide examples in such a way that confirmed they understood the terms as intended. In college, housing was considered to include situations in which college students lived on campus, in dormitories, or university-provided apartments. Other examples respondents provided as seasonal or second residences included “snowbirds” living in Florida during the winter, or living in a weekend home somewhere. “In a nursing home” was well understood and was defined as staying in a long-term care facility, temporarily or permanently, due to illness, disability, or old age.

Some respondents took issue with the fact that the option “for child custody” was offered for Person 1, whom they understood should be an adult. The overwhelming majority understood this option to refer to situations where parents did not live together, and the child alternated between parents who had some type of shared custody. This led a few respondents to try to think of a meaning for child custody that referred to adults switching residences to care for a child. One example had to do with visitation, where a parent’s home may not have been considered safe for the child to visit and, therefore, to spend time with the child the adult was forced to stay elsewhere. This additional example was offered: in order to have a stronger case when asking the court for custody of a child, an adult may have rented a residence that was better than his/her actual dwelling, so that the court would rule in this person’s favor.

Relationship Question

2. How is [this person] related to Person 1? Mark x ONE box.

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

Issues

We used vignettes to test some specific terms in the relationship question and identified the following issues:

- (1) All the relationship terms tested in the vignettes were properly understood and used in the selected scenarios.
- (2) Some younger respondents were unfamiliar with the term roomer.
- (3) Some respondents were unfamiliar with the term housemate.

Person 7 Page

Related to Person 1?

Issues

For Persons 7–12 on the form, we tested the term “related to Person 1.” Respondents understood this to be a Yes/No question. However, they varied in their understanding of the question intent. While the question aims to elicit a Yes in cases where the Person in question is related to Person 1 by blood or by law (in-law family or adoption), half of the respondents in round 1 felt the question only sought to elicit blood relationships (Note: For time-saving reasons, “related to Person 1” was not tested in the second round.)

3.4 Recommendations for Alternative Wording to be Tested in Round 2 Interviews

We understand that the English form cannot change as a result of this testing project; therefore, we did not focus on ways to improve it. No alternative wording was tested in round 2. However, to compare with the test of the translated versions, we did ask respondents what name they would give to the object in the picture of the mobile home. All indicated they would call it mobile home or trailer.

4. CHINESE INTERVIEWS: SUMMARY OF FINDINGS

4.1 Introduction

As stipulated in the RTI-RSS proposal to the U.S. Census Bureau, the Chinese language interviews were carried out under the responsibility and direction of the Census Bureau and RTI. Two rounds of interviews were conducted by the Census Bureau Research Analyst (Yuling Pan), RTI Task Manager (M. Mandy Sha), and two cognitive interviewers from RTI (Qinghui Guo and Grace C. McKibben).

Twelve interviews were conducted in the first round using protocol 1, and 11 interviews were conducted in the second round using protocol 2 for a total of 23 interviews in Chinese. Most interviews were conducted in participants' homes; some were conducted in local public libraries, community centers, and language schools in the greater Washington, DC area and in the greater Chicago area. Seventeen interviews were conducted in Mandarin Chinese and 6 interviews were conducted in Cantonese Chinese.³ Of the 23 respondents recruited for cognitive interviews, 16 were monolingual speakers of Chinese, and 7 were bilingual speakers of Chinese and English but with only elementary English skills in speaking and writing.⁴

Interviews in round 1 were conducted between February 19, 2008 and March 14, 2008, while the interviews in round 2 were conducted between April 18, 2008 and May 11, 2008. Following informed consent procedures, protocol 1 was followed in round 1. A revised protocol with show card comparisons added was used in round 2 to test alternative wordings in translation. All interviews were audiotaped after obtaining respondents' consent to do so. Round 1 interviews lasted from 57 minutes to 120 minutes, and the average time was 90.25 minutes. Round 2 interviews lasted from 65 to 90 minutes, with an average time of 82.82 minutes.

The Chinese language expert team met after the completion of each round of interviews to review findings. Based on the findings, we recommended alternative wording for translation of the 2010 Chinese census form.

³ Of the 6 respondents who were interviewed in Cantonese, 5 also spoke Mandarin, and 1 of the 6 spoke Mandarin and Toishan dialect. Of the 17 respondents who were interviewed in Mandarin, a number of respondents also spoke other dialects: Taiwanese, Shanghainese, Fujian dialect, Henan dialect, and Shandong dialect.

⁴ These respondents self-reported their English speaking and reading skills as "not very well."

4.2 Recruiting

The Chinese language team for the task order to pretest the 2010 census form in five languages recruited Chinese monolingual and Chinese-English bilingual speakers in Illinois. Based on experience from previous studies, such as the projects of cognitive testing of translations of ACS CAPI materials and ACS multilingual brochures in multiple languages, we focused on word-of-mouth and snowball recruiting, particularly at local Chinese schools. These word-of-mouth efforts were supplemented with recruitment through distributing flyers at two Chinese churches and three community centers, posting notices on two Chinese Internet communities, and posting flyers at several Chinese grocery stores in the target areas. In addition, individuals in the greater Washington, DC area who responded to the recruitment call for the ACS multilingual brochure project and who fit the criteria for interview were contacted and rescreened for this project. No new recruitment was conducted in the greater Washington, DC area.

We followed the general guidelines stated in our recruiting plan: “Chinese-speaking respondents’ characteristics, which suggests the need to include high school and college graduates as well as people who have not graduated from high school. People who lived in the United States at least 1 year ago should be oversampled relative to recent immigrants. The population over 55 should be included. Recruiting will target Mandarin and Cantonese dialects.” Table 4-1 displays the recruiting targets for Chinese-speaking respondents for the each round of interviews.

For 8 weeks (February 18, 2008–April 13, 2008), we screened 48 individuals and found 39 persons who met the basic criteria (above age 18, able to read simplified Chinese, and English-speaking and reading ability self-identified as not at all or not well). Based on their other characteristics such as educational attainment, place of birth, year of entry, and preferred dialect, we scheduled 23 participants for the cognitive interviews. Table 4-2 shows the demographics of the 23 participants for the two rounds of cognitive interviews. The 23 participants demonstrated a wide range in terms of age, education level, place of birth, year of entry, language ability, gender, and dialect preference. Their demographic characteristics satisfied the recruitment targets for this project.

Table 4-1. Chinese Recruitment Targets for Each Round of Interviews

Characteristic	Recommended Range (%)	Recruitment Target (%)	Target Number to Recruit	Range of Recruits
Educational attainment Completed level of school or degree that is...				
less than high school graduate	40–50	45	5.4	5–6
high school graduate and no college degree	30–40	40	4.8	4–6
college graduate	Less than 20	15	1.8	1–2
Place of Birth				
Born in China	70–80	75	9.0	8–10
Born in Taiwan	Attempt to recruit	10	1.2	1–2
Born in U.S. or other	Less than 20	15	1.8	1–2
Year of Entry				
Living in U.S. 1 year ago	Nearly all	100	12.0	11–12
Not living in U.S. 1 year ago	Minimum	0	0.0	0–1
Gender				
Male	N/A	50	6.0	4–8
Female	N/A	50	6.0	4–8
Age				
34 or younger	10–20	15	1.8	1–2
35–54	30–40	40	4.8	4–6
55 or older	40–50	45	5.4	5–6
Language of Administration				
Mandarin	N/A	70	9	8–10
Cantonese	N/A	30	3	2–4
Total Number of Participants				11–12

Table 4-2. Demographics of the 23 Participants

Characteristics	Completed Interviews	
	Male	Female
	11	12
Educational attainment Completed level of school or degree that is...		
less than high school graduate	7	3
high school graduate and no college degree	2	8
college graduate	2	1
Place of Birth		
Born in China	10	9
Born in Taiwan	1	1
Born in U.S., HK, or other	--	2
Year of Entry		
Living in U.S. 1 year ago	11	11
Not living in U.S. 1 year ago	--	1
Age		
34 or younger	1	1
35–54	4	7
55 or older	6	4
Language of Administration		
Mandarin	10	7
Cantonese	1	5
Total Number of Participants	23	

While our recruitment efforts were successful in meeting our target quotas, we encountered some difficulties. Specifically, while recruiting respondents for round 1 interviews, we had difficulty finding enough Chinese-speaking persons with less than a high school education, and also experienced some difficulty recruiting those younger than 34 years old, because younger Chinese-speaking persons in America tend to be at least somewhat bilingual. We also had slight difficulty finding enough male respondents; the majority of the individuals who responded to posted or distributed flyers were women. Thus, we oversampled female

respondents by one, and compensated for this in round 2, interviewing six male respondents and five female respondents in that round. Finally, in round 1, while we focused on recruiting individuals who have lived in the United States for at least 1 year, we did not intentionally seek out individuals who entered earlier than 2000. Thus, only two respondents fall in this category in round 1. For round 2, we intentionally recruited more individuals who came to the United States in the 1980s and 1990s, and interviewed five respondents who came to the United States in the 1980s and 1990s.

Among the recruiting methods, word of mouth was by far the most effective in reaching the interview target population. In addition, many individuals who responded to flyers self-reported that they speak English well or very well, despite the fact that the flyer said explicitly that we were seeking individuals who could read and write simplified Chinese but had limited English abilities. Thus, the flyer method was suboptimal.

Based on our experience and the frequent questions we received, we felt that the interested people were mostly motivated by the interview incentive or by utilizing their Chinese language skills. Some people also showed strong interest in expressing opinions on the Chinese translation materials. Our recruiting difficulties indicated that Chinese immigrants with less than high school education tended to be most skeptical about the study and most cautious about participating. The difficulties in recruiting male respondents and respondents younger than age 34 may be partly because recruitment efforts centered on community centers and language schools, which were less likely to be frequented by men or younger individuals. To compensate, in round 2 we expanded our word-of-mouth efforts to restaurants. We also enlisted the help of a youth director at a local community center in spreading word about the project. These efforts led to more success in recruiting younger respondents. Finally, based on the experience from the ACS study, we expected people who grew up in Taiwan or Hong Kong to be more likely to have limited ability to read simplified Chinese. We were pleasantly surprised to find that the four respondents who were born in Taiwan and Hong Kong did not have significant difficulties reading simplified Chinese.

4.3 Summary of Findings

The summary of findings reported in this section concerns translation issues and cultural issues critical to the understanding of the intended meaning of the questions and answer categories in the 2010 census form. We also document other issues identified in the cognitive interviews related to form navigation and perception of the form. In addition, our analysis of findings focuses on concepts that did not translate well in the Chinese language and on

translation issues that led to misunderstanding or misinterpretation of the intended meaning of the questions and answer categories. The section concludes with our final recommendations for alternative wording in the Chinese translation (see Table 4-3).

4.3.1 Overall Assessment of the Chinese Translation

Generally, the Chinese translation of the 2010 census form was grammatically correct, complete, and accurate at the lexical (word) and syntactic (sentence) level. However, many Chinese-speaking respondents found it difficult to comprehend the instructions, questions, and some of the answer categories on the census form. Many of them reported that they had to read a sentence or a question a few times before they could figure out its intended meaning. From our interview observation, we noticed that it took a long time for most of the Chinese respondents to complete the form. Respondents showed confusion and asked many questions when trying to fill out the form.

We believe the difficulty in completing the census form was caused by translation issues, cultural issues, respondents' lack of form literacy, and their unfamiliarity with filling out a questionnaire.

4.3.1.1 Translation Issues

Although the Chinese translation was grammatically correct and accurate in most cases, the translation tended to use high-level vocabulary, difficult wording, and long, complex sentence structures. Some parts of the translated materials did not read naturally in the Chinese language. The following issues were identified:

- (1) The Chinese text sounded very much like a translation. That is, it did not flow well and did not sound natural in Chinese. Most of the individual sentences were correctly translated from the English original; however, respondents had only a vague idea of what the Chinese text said. They frequently had difficulty understanding the intended meaning of a question or an instruction.
- (2) The Chinese translation was mainly a word-for-word direct translation, which means the Chinese translation followed the English text too closely. In some instances, the translation was similar to the English text in syntax or sentence ordering. This resulted in complex and long sentences that caused comprehension problems and hindered respondents in fully understanding and processing the meaning of the questions and answers on the form.
- (3) The translation used difficult wording or uncommonly used words, which caused confusion and unnecessary difficulty for respondents, especially for respondents with lower levels of education.

- (4) The translation used formal register (classical Chinese words) instead of modern Chinese words. Classical Chinese words are normally used in written Chinese and are more difficult for people with low education levels to understand, which created some comprehension problems for Chinese-speaking respondents.

4.3.1.2 Cultural Issues

We identified the following problems:

- (1) In some cases, a particular translated term had a different concept in Chinese culture. That is, the Chinese language had an equivalent term for an English word, but with a slightly different meaning, or the meaning differed in the Chinese language or culture. For example, the Chinese equivalent term for “nursing home” did not include providing care for the elderly.
- (2) Sometimes, a particular translated term failed to convey the intended meaning because there was no equivalent concept in Chinese culture. For example, the term “mobile home” was translated literally as “moving home,” but it did not register with Chinese-speaking respondents because there is no such a concept of “mobile home” in the Chinese culture. Most respondents in this project failed to understand the meaning of this translated term.

4.3.1.3 Unfamiliarity with Form

Finally, we learned that many of the Chinese-speaking respondents were not familiar with a questionnaire, which created the following problems:

- (1) Respondents exhibited noticeable difficulties in comprehending the instructions and questions. They did not know or understand the purpose of the census form. They interpreted it as meaning they should include everyone in their neighborhood or they should fill out the form from the perspective of a general person (i.e., any homeowner). For example, one respondent put homeowner in the “boxes marked for name” for Person 1. They then commented that this was an impossible task because they did not know the situation of their neighborhood. Because of confusion about the purpose of the census form, the rate of completion of questions as intended was relatively low. Following is a brief summary of the percentage of respondents who could answer the questions as intended:
 - a. In both rounds of interviews, 10 out of 23 (43.5%) respondents answered all the questions as intended.
 - b. Six out of 23 respondents (26%) completed 70–90% of the questions as intended.
 - c. Three out of 23 respondents (13%) answered 50–70% of the questions as intended.
 - d. Four out of 23 respondents (17.5%) completely failed to answer any questions as intended.
- (2) Many respondents were not familiar with the multiple choice format in the census form and did not know how to mark an answer. They either did not mark anything when the answer should be “No,” or they marked “X” in every answer choice for

“None” or “No,” or they marked an “x” for the right choice and marked a check “✓” for the answer choices that do not apply.

We believe that some of the navigation difficulties could be reduced by using simpler, clear language in the translation, but some problems go beyond translation. We will document these issues in this report for future research consideration.

4.3.2 *Question-by-Question Assessment*

In this subsection, we will discuss specific issues related to each instruction, question, and response choice that we tested. The instructions, questions, and response choices under discussion are listed in the order in which they appear on the 2010 census form.

4.3.2.1 *Start Here Instructions*

The Start Here Box contains the following residence rules.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on February 1, 2008.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on February 1, 2008, count that person. Otherwise, he or she may be missed in the census.

We probed on each of these rules and asked for respondents’ interpretation of these rules and their assessment of the language used in the translation. Two issues were identified: specific wording problems, and long and complicated sentences.

Following is a list of problematic terms:

- (1) House was translated as 住宅 (residence). This high-level vocabulary was more difficult for respondents with lower education.
- (2) Mobile home was translated as 活动房屋 (moving or activity house). Most respondents in both rounds of interviews interpreted this to mean a room for activities, or activity place, or a home that was moving, or people moving in a house. There is no equivalent concept or equivalent phenomenon in Chinese culture. Many respondents had no idea what a mobile home is and could not comprehend the term.

- (3) Nursing home was translated as 疗养院 (resting and caring institute). During the interviews, our respondents seemed to understand the term. However, with further probing, we learned that the term meant mental hospital for Hong Kong Chinese and Taiwan Chinese, while it meant a recreational facility or a resort for Mainland Chinese speakers. It does not mean personal care for the elderly and the sick.
- (4) The term anyone was correctly translated as 任何人. However, it created a problem for some respondents in that they interpreted the term to mean anyone or everybody in the neighborhood. They commented that they could not fill out the form because they did not have the information for everyone in the neighborhood.
- (5) Permanent place to stay was literally translated as 永久居留住处 (permanent residence). Most respondents interpreted the term to mean permanent resident status (green card holder) because that phrase was commonly used to describe legal residency status.

After the round 1 interviews, we proposed alternative wording for these problematic words. We developed a new phrase for the term mobile home because there is no such concept in Chinese. For the term nursing home, we propose to use two terms to express the meaning. Table 4-3 provides specific recommendations.

Respondents found the sentence structure of these instructions to be long and complex. Most commented that the instructions did not read well in Chinese, and some phrases or sentences sounded awkward. For example, the following instruction caused difficulty and illustrates this problem.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on February 1, 2008, count that person. Otherwise, he or she may be missed in the census.

The Chinese translation is: 如果有一位没有永久居留住处的人在 2008 年 2 月 1 日时居留在这里，请将其计算在内，不然的话，人口普查就可能将此人漏掉。

The Chinese translation followed the English sentence structure by starting with “If.” It also used difficult wording (classical Chinese words): 此 (this) and 其 (he/she). The phrase “permanent place to stay” was translated directly, which caused confusion because the Chinese respondents all interpreted this as permanent residency status. The Chinese respondents reported that they were not sure who was being discussed. They thought this instruction meant someone with permanent residency (legal status) vs. someone without legal status. They decided to report people with permanent residency, and indicated that they should not report people visiting or without legal status on the census form.

Another issue was that some respondents thought that they should include people in their neighborhood on the form, which seemed to be an impossible task for them. They finally decided to include their family members only because they did not know about people in their neighborhood.

After the round 1 interviews, we proposed alternative translations to replace problematic sentences. We restructured the long and complex sentences in the five bullet points, used shorter sentences, and replaced difficult wording with commonly used words. Results from round 2 interviews show that respondents understand the alternative translations better. Table 4-3 provides specific recommendations.

4.3.2.2 Specific Questions

Household Question

1. How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?

Issues

The words living or staying did not present a problem to the respondents, but the structure of the question was long and cumbersome, and it did not sound natural. As discussed previously, most respondents did not understand the term “mobile home.”

Recommendation

We propose restructuring the sentence and using simple terms to make it easy and clear to understand.

Current translation:

在 2008 年 2 月 1 日在这个住宅、公寓或活动房屋里居住或暂住的人数是多少？

(On February 1, 2008 in this house, apartment, or mobile home what is the number of people living or staying?)

Proposed change:

在 2008 年 2 月 1 日那天，有几个人在这所房子、公寓或移动式房屋里居住或暂住？

(On the date of February 1, 2008, how many people were living or staying in this house, apartment, or mobile home?)

Undercount Question

2. Were there any additional people staying here February 1, 2008 that you did not include in Question 1?

Issues

- (1) The current translation was too close to the English sentence structure; it sounded awkward in Chinese. It was unnecessarily long and also used unnecessarily difficult wording [e.g., 于 (at), 未 (not), 包含 (include)]. The word “staying” in the question was translated as “living.” Many respondents reported that they were confused by this question because it did not make much sense when Question 1 already asked about the number of people living or staying in this house. Some respondents commented that they understood the literal meaning of this question, but did not understand what the question was asking. Other respondents did not know what this question was asking. One respondent concluded that this question was the most difficult to understand among all the questions and phrases on the form. Some respondents skipped this question.
- (2) Specific words in the answer categories for this question caused problems. The current translation of some terms did not capture the intended meaning of the original concept. For example, all respondents interpreted the term “foster children” as children under the temporary care of one’s relatives and friends. In China, there is no equivalent concept of a government-sponsored foster child program.
- (3) Another problem was the translated terms of “people staying here temporarily and no additional people.” The current translation used the wording 人口 (population) for the term “people.” So the phrase “people staying here temporarily” sounded like “transient population.” The phrase “no additional people” sounded like “no other population,” which gave the impression that respondents needed to count a lot of people.

Recommendations

- (1) We propose restructuring the sentence by breaking the long sentence into two shorter ones and using simple, commonly used words to facilitate comprehension, as follows:

Current translation:

是否有其他人于 2008 年 2 月 1 日在此居住但未包含在第一题人数中？

(Were there other people living at this place but were not included in the number of people in Question 1?)

Proposed change:

除了在第一题已经包括的人以外，是否还有其它人在 2008 年 2 月 1 日
暂住在这里？

(Besides the people you have already included in Question 1, were there other people staying here on February 1, 2008?)

- (2) Use a descriptive phrase to convey the concept of “foster children” to convey this concept because the existing term in Chinese does not mean a foster program sponsored by the government. The descriptive term will use the phrase 政府委托寄养的孩子 (foster children through a government-sponsored program).
- (3) The term population must be changed to 人(person) in the two-response options.

Tenure Question

3. Is this house, apartment, or mobile home —

Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

Issues

- (1) The question format was confusing to most respondents. It did not look like a question. Some respondents interpreted the dash “—” as the number one (in Chinese, the number one is written as 一). In addition, this question was written in passive voice in English. The Chinese translation retained the passive voice structure, but it sounded awkward. Although most respondents could answer the question as intended, they had to reread the question a few times and found the question very complicated. They all commented that this question could be asked in a much simpler and more straightforward way.
- (2) In the first response option “owned by you or someone in this household with a mortgage or loan? *Include home equity loans,*” the current translation of this sentence was confusing because of the placement of the phrase “include home equity loans” and the wording “members of any family.” The phrase include home equity loans was placed outside the brackets of a mortgage or loan?, which made it sound like it was not a type of loan.
- (3) The second response option, “owned by your or someone in this household free and clear” had the same problematic wording “a member of any family.” The word household was translated as family, which did not capture the Census Bureau’s definition of household.
- (4) In the fourth response option, “occupied without rent,” the current translation of occupied was interpreted by some respondents as “occupied illegally or by force” only. It had negative connotations in that someone was occupying the house without a rental lease and could be driven out any time.

Recommendations

- (1) We propose to change the question stem from a half sentence to a full question by using a question format and a question mark, and to use a simple straightforward sentence to ask the question.

Current translation:

此住宅、公寓或活动房屋的所有权类型为—

(This residence, apartment, or mobile home's type of ownership is –)

Proposed change:

这个房子、公寓或移动式房屋的所有权属于下面哪一种类型？

(Which one of the following types of ownership does this house, apartment, or mobile home belong to?)

Note: If this recommendation is accepted and implemented, the question mark in each of the answer categories should be deleted.

- (2) Change the phrase “members of any family” to “a member of your household,” and change the placement of “Include home equity loans” to make it parallel with the term “mortgage or loan.”
- (3) The phrase “illegally occupied” should be replaced with the correct wording for “occupied without rent.”

Person 1 Instructions

Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? Print name below.

Last name _____

First name _____ MI _____

Issues

- (1) The current translation of this instruction was very confusing to most respondents. They had a hard time parsing this instruction or deciding who would be Person 1. The current translation was very close to the English sentence structure, and some

- words were not accurately translated, e.g., 信息 (information). Some respondents spent a long time reading it over and over, and some were obviously confused. Many respondents commented that this instruction was very complicated, too wordy, not clear, hard to understand, and that the translation did not sound natural in Chinese. Some respondents stated that they did not understand the instruction at all.
- (2) Some respondents commented that the first sentence in the instruction, “Please provide information for each person living here,” should be separated from the rest of the paragraph because this column of the form is for Person 1 only, not for everyone. Person 2 and Persons 3, 4, 5 are on the next page. This first sentence is actually a subtitle of this form. The sentence, “Please provide information for each person living here,” should be placed as a separate line. The next sentence, “Start with a person living here ...” should become the first sentence of a new paragraph. Some respondents also commented on the number of questions in this column. They suggested that a new series of numbers should be given for each person. For example, Person 1, name field is Question 1, followed by Questions 2, 3, and 4. In this way, the numbering system will be parallel with the rest of the form (Person 2, Person 3, Person 4); otherwise, it is confusing to the respondent. We believe this is a form design issue. Recognizing the constraint of space on the form, we do not plan to make any recommendations for form design issues. Therefore, we simply wish to document the issue for future research.
 - (3) The current translation used two words (姓氏) to mean “last name.” Although these two words both mean last name, the first character (姓) usually refers to last name, and the second character (氏) refers to a woman’s maiden name in traditional Chinese. When he saw the two characters together, one respondent put his name and his wife’s maiden name in the field for last name.
 - (4) For the term “name” as in given name, the current translation used the two words 名字. These two words, depending on the context, can mean full name or given name in Chinese. So some Chinese respondents put their full name, instead of their given name, in the boxes marked for name.
 - (5) Another problem with the name field is that some Chinese respondents put their names in Chinese and some wrote their names in English. The instruction read 请在下方用正楷填写 (Please use formal style of writing to fill it out below). This instruction does not clearly specify the language for filling out the name, so some respondents commented that since they were filling out a Chinese form, they should report their names in Chinese. Some said that since they were residing in the U.S., they should report their names in English. Names were inconsistently reported.

Recommendations

- (1) We propose to restructure the Person 1 instruction by clearly defining Person 1 and using more common words.

Current translation:

请提供在此居住的每个人的信息。请首先填写在此居住并是拥有或租赁此住宅、公寓或活动房屋的人。如果拥有人或租赁人居住在其它地方，则请先填写在此居住的任何成年人。这是第 1 位人士。

(Please provide [public] information for each person living here. First please fill out the person who lives here and also owns or rents this house, apartment, or mobile home. If the owner or renter lives at another place, then please fill out any adult living at this place. This will be Person 1.)

Proposed change:

请提供在这个房子居住的每个人的资料。请首先填写第一位人士，即是拥有或租赁这所房子、公寓或移动式房屋，并且住在这里的户主。如果拥有人或租赁人居住在其它地方，请将这个房子居住的任何一位成年人填写为第一位人士。

(Please provide [personal] information for each person living in this house. Please first fill out information for Person 1. That is, the head of the household who owns or rents this house, apartment, or mobile home, and is also living here. If the owner or renter lives at another place, then please take any adult living in this house as Person 1.)

- (2) We propose using one Chinese character (姓) for last name and one character (名) for given name to avoid confusion.
- (3) We also recommend specifying the language for reporting names, either in English or in Chinese, to make it clear to respondents what language they should use to report their names.

Age Question

7. What is Person 1's age and what is Person 1's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes

Age on February 1, 2008	Month	Day	Year of birth
_____	_____	_____	_____

Issues

- (1) The current translation asked only for the date of birth. The first part of the age question for Person 1 was missing in the translation. The translation read “What is Person 1's date of birth?”

- (2) Most respondents showed confusion about the relationship between Person 1 and the baby age instruction. They commented that Person 1 could not be a baby less than 1 year old.
- (3) The instruction for writing the birthday in the box stated “Print numbers in boxes.” Some respondents were confused about what numbers to put in the boxes, because in Chinese, a common practice is to write months in numbers such as 2 月 (February). Thus, the instruction seemed superfluous and distracting.

Recommendations

- (1) We recommend that the age question be added to Question 7 for Person 1.
- (2) We propose to change the age of the baby instruction to indicate that if the person in question is less than 1 year old, please fill out [his/her] age as 0 year old.
- (3) Replace the word “numbers” in the instruction of “Print numbers in boxes” by the phrase “birth year, month, and date” to make it clear. The alternative wording reads “Print birth year, month, and date in the boxes.”

Instruction Right Before Hispanic Question

→NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

Issues

This instruction was very confusing to respondents for several reasons.

- (1) The word BOTH was incorrectly translated as “simultaneously.” The word BOTH was in uppercase letters in the English original. However, uppercase letters cannot be shown in Chinese characters.
- (2) The instruction did not sound natural in Chinese. Respondents were confused by the order of the two sentences in this instruction. They did not understand why they were asked to answer the two questions simultaneously and then were told that “Hispanic origins are not races.”
- (3) This instruction appeared before the two questions to which it refers. Some respondents showed confusion regarding what questions the instruction referenced.

Although respondents were not very clear about this instruction, they did not consider it much because the instruction seemed irrelevant to Chinese.

Recommendations

- (1) We propose to move the sentence “For this census ...” to the beginning of the statement and add a word “therefore” before the sentence “Please answer BOTH Question 8 ... and Question 9 ...” This will follow the Chinese way of reasoning by giving the background information first; thus, it will sound natural in Chinese.

(2) We proposal to add a word 下面 (below) to indicate that the instruction refers to questions below.

(3) To make the word BOTH stand out, we propose to underline it in Chinese.

Current translation:

注:请同时回答有关西班牙后裔的第 8 个问题和有关种族的第 9 个问题。在此次人口普查中, 西班牙后裔不是种族类别。

(Note: Please answer simultaneously Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races)

Proposed change

注: 在此次人口普查中, 西班牙后裔不是种族类别。因此请填写下面有关西班牙后裔的第 8 个问题以及有关种族的第 9 个问题。

(Note: For this census, Hispanic origins are not races. Therefore, please answer below both Question 8 about Hispanic origin and Question 9 about race.)

Hispanic Origin Question

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – *Print origin, for example,*

Issues

This question did not present a major problem to Chinese respondents because all of them thought that this question did not apply to them. They could simply mark the option of “No” without going through all the options. A few respondents skipped this question. But most respondents picked the category of “No, not of Hispanic, Latino, or Spanish.” Two respondents wrote 中国 (China) in Chinese in the write-in box below the “Print origin” instruction. They said that they couldn’t find a suitable choice for this question, and saw that the instruction before the write-in box asking them to fill in country of origin, so they wrote 中国 (China). There is a translation problem with the instruction “Print origin.” The phrase was translated as “Print country of origin,” which can be confusing to respondents; thus, two respondents wrote 中国 (China) in the write-in box.

However, one problem was noted: this question did not provide specific instructions on how to mark an answer from the multiple choice format. Some respondents with low education levels had a hard time figuring out how to mark their answers. They used an “×” to mark the right option, and a check mark “✓” to mark the categories that did not apply. For example:

- × No, not of Hispanic, Latino, or Spanish
- ✓ Yes, Mexican, Mexican Am., Chicano
- ✓ Yes, Puerto Rican
- ✓ Yes, Cuban
- ✓ Yes, another Hispanic, Latino, or Spanish origin – *Print origin, for example,*

Recommendations

- (1) The current translation of “print country of origin” should be replaced by alternative wording to mean “ethnic origin.”
- (2) We recommend adding an instruction on how to mark the answer in this question, if space allows. Again, recognizing the constraint of space on the form, we simply want to document the issue here for future consideration.

Race Question

9. What is Person 1’s race?

Issues

Most Chinese respondents did not have problems with this question, perhaps because the option of “Chinese” was provided in the response choices and Chinese respondents easily found their category and identified themselves with it. Although they did not agree with the race categories presented on the form, they commented that Chinese was the closest description of their race in the response choices.

However, some respondents had problems finding a category for their American-born children or grandchildren. They commented that there was no category for American-born Chinese and did not know where to list them. Although they usually chose the category Chinese for American-born Chinese, they were not sure if that was the right choice.

Overcount Question

10. Does Person 1 sometimes live or stay somewhere else?

- No
- Yes –Mark *all that apply*
 - In college housing
 - In the military
 - At a seasonal or second residence
 - For child custody
 - In jail or prison
 - In a nursing home
 - For another reason

Issues

The question itself was clear to most respondents. Only a few respondents did not understand what this question was asking.

We tested four problematic terms in the answer categories: in college housing, at a seasonal or second residence, for child custody, and in a nursing home. We identified the following issues:

- (1) The current translated term “college” can mean “high school” in Hong Kong, and the term is not used in Taiwan.
- (2) The term “seasonal” is not clear in Chinese. Some Chinese respondents misinterpreted it as “seasonally” and misinterpreted the phrase as “(people) moved seasonally and stayed in a second home.”
- (3) All 23 Chinese respondents thought that the term for child custody applied to adults only because the translation means “in order to provide supervision or care for a child.” They all commented that it meant that an adult needed to move to a different place so they could supervise their children or take care of the children. They stated that this was a common practice in China because many Chinese people sent their children to schools in big cities in China or abroad to receive better education.
- (4) The term nursing home was interpreted as “mental hospital” by Hong Kong and Taiwanese respondents, and interpreted as a kind of recreational resort for the privileged and wealthy people by Mainland Chinese.

Recommendations

- (1) We recommend replacing the term college with the term 大学 (university) to avoid any misunderstanding.
- (2) Add the word residence after seasonal to make it clearer.
- (3) Change the translated term of “in order to provide child custody” to “because of the child custody” to make it clear that this option applies to children only.
- (4) To fully describe the concept of nursing home, we recommend using two phrases: 安养中心 (facility for care and resting) and 养老院 (old people’s home) because there is no equivalent term for nursing home in Chinese. These terms address one aspect of the concept of nursing home in American culture. Together, they convey the entire meaning of a nursing home to Chinese respondents.

Relationship Question

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

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

Issues

Using hypothetical vignette descriptions of household compositions, we tested some specific terms in the relationship question, including “adopted son and daughter,” “stepson or daughter,” “roomer or boarder,” “housemate or roommate,” and “unmarried partner.” Some of these terms did not present a problem to Chinese respondents. Of the terms tested, we identified the following issues:

- (1) The term boarder in the response option of “roomer or boarder” was interpreted as someone staying for a short time.
- (2) The translated term of housemate (同屋者) was not commonly used. Respondents could understand the term in its context but they commented that they never heard of this term. Some respondents thought that the term referred to husband and wife or sibling living in the same room.
- (3) All respondents interpreted the current translation of unmarried partner as referring to a dating couple, not necessarily living together; i.e., a boyfriend and girlfriend relationship.

Recommendations

- (1) We propose to replace the current translation of boarder by another term 包食宿的住宿者 (renter or a resident paying for room and board), to capture the meaning of room and board.
- (2) Replace the current translation of housemate with a descriptive term 同住合租人 (house-sharing co-renter) to capture the meaning of housemate.
- (3) Use the term 同居伴侣 (cohabiting partner) to replace the current translation of unmarried partner to make it clear that the term refers to an unmarried couple living together. Many respondents in the interview used the new term to describe this concept.

Person 7 Page

Related to Person 1?

Issues

For Persons 7–12 on the form, we tested one term “related to Person 1?” We found that the Chinese translation of this phrase meant “related to Person 1 by blood or by bloodline.” It did not mean a kinship relationship by marriage or by law.

Recommendations

We propose to use the term kinship to capture the meaning of being related to Person 1 either by bloodline or by marriage or law.

4.4 Alternative Translations Tested in Round 2 Interviews

After the completion of round 1 interviews, the Chinese language expert team conducted two meetings to review the findings and propose alternative wordings for the Chinese translation. We focused on working out alternative wording for instructions, questions, and concepts. We proposed the following revisions:

- (1) Restructure long and complex sentences.
- (2) Replace difficult wording with commonly used words.
- (3) Replace ambiguous terms with clear and straightforward terms (e.g., unmarried partner).
- (4) Develop descriptive phrases for concepts that do not exist in Chinese (e.g., foster children).
- (5) Use the current terms for outdated terms.

Because of the scale of the proposed changes and the nature of these changes, we tested critical alternative translations in round 2 interviews to see how the proposed changes worked compared with the current translations. We revised the interview protocol guide for round 2 interviews by deleting some probes and by adding debriefing questions to compare the alternative wording with the current translations on the census form. We used a show card for comparison between the current translation and the proposed translation and elicited respondents' feedback and reaction to the changes that we recommended. Round 2 interview respondents were asked to give their interpretation of the two terms or statements under comparison to see which term or statement worked better for easy comprehension and for conveying the original English meaning. For terms that do not have equivalents in Chinese, we used Census Bureau definitions (e.g., foster children) and pictures to describe the terms and asked respondents for their understanding and interpretation.

Round 2 interview results show that for specific terms, the proposed alternatives clearly worked better than the current translations on the census form. Respondents preferred all of the revised terms. For the revised statements, the proposed changes were much clearer in meaning and easier for respondents to process. The majority of respondents preferred the proposed alternative statements, but some respondents preferred the current translations. We learned that the reason for their preference of the current translations was that they looked like formal written Chinese, not because the current translations were easier to understand. Interestingly, we observed that respondents who preferred the current translation with formal written Chinese style tended to be those with lower education levels and those who did not have a good understanding of the statements being compared. We attribute this to an acquiescence tendency, in that

respondents wanted to pick one statement that looked correct. In this case, the formal written style looked correct. This confirms our assessment that the current translation tended to use a higher level of wording and sentence structure. Therefore, for our final recommendations, we recommend using the proposed alternatives for all problematic terms and the statements as well.

We did not test alternative translations that aimed to correct translation errors (e.g., missing or outdated terms) in round 2 interviews because of the time constraint of a cognitive interview. These are straightforward corrections; some are editorial corrections. The Chinese expert team met and discussed each of the changes and made sure that the alternative translations were correct. These corrections are also included in the recommendation list in Table 4-3.

4.5 Envelope Message

Round 2 interviews tested a message that appears on the census form envelope. The envelope message states that:

U.S. Census Form Enclosed
YOUR RESPONSE
IS REQUIRED BY LAW

The Chinese team developed the Chinese translation based on prior research (e.g., ACS translation project). The Chinese translation reads:

信封内附有美国人口普查表
(The envelope encloses a U.S. census form)
根据法律规定，您必须填写人口普查表。
(According to law regulation, you must fill out the census form.)

We added a few words in the Chinese translation to provide contextual information. For example, in the first line, “enclosed” is a difficult word to translate, and passive voice structure is not commonly used in Chinese. The Chinese translation needs to restructure the sentence and change the passive voice structure into an active voice structure. A few extra words (e.g., envelope, census form) are needed to provide necessary context for Chinese to understand the message.

For the second sentence, the Chinese translation needs to be restructured, and the passive voice should be changed to active voice. The word “response” must be followed by another word in Chinese so the second sentence has to repeat the words “census form.” The second sentence used some wording tested in the ACS translation project.

The Chinese translation of the envelope message worked very well with round 2 interviews. All of the respondents understood that the envelope contained a U.S. census form and that they must fill out the census form as required by law. Therefore, we recommend using this translation as the final one.

Table 4-3. Summary of Proposed Changes: Chinese Recommendations

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Information	Global change	信息 ([public] information)	资料 ([private] information)	The current translated term refers to public information. We propose to replace it with another term more commonly used to refer to personal information. This term was tested in the 2006 ACS CAPI project and used in the ACS CAPI materials.
This	Global change	此 ([classical formal Chinese] this)	这 (个) ([modern Chinese] this)	The current translation of the term “this” uses a very formal, classical Chinese wording. It creates unnecessary comprehension problem for respondents. The proposed change uses a modern Chinese term for “this.” NOTE: In some cases, an extra word needs to be added to make the phrase grammatical in Chinese.
Mobile home	Start Here instructions Question 1 (Person 1) Question 5 (Person 1)	活动房屋 (moving house)	移动式房屋 (mobile home)	Majority of respondents interpreted the current translation as “activity room” or “moving house.” We propose to use a descriptive phrase that means mobile home for this term because there is no equivalent term in Chinese.
Nursing home	Start Here instructions Person 1, (Question 10) Persons 2-6, (Question 7)	疗养院 (A place to recuperate/mental hospital)	安养中心/养老院 (Care facility/Home for the elderly)	The current translated term means mental hospital in Hong Kong and Taiwan, and a recreational resort in Mainland China. It does not convey the meaning of personal care of the sick and the elderly. We propose to use two terms (care facility and home for the elderly) to convey this meaning because there is no equivalent term of nursing home in Chinese.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
<p>Before you answer Question 1, count the people living in this</p>	<p>Start Here instructions</p>	<p>回答第 1 题之前, 请按以下原则计算居住在此住宅、公寓或活动房屋内的人数。 (Prior to answering Question 1, please calculate the number of people living in this house, apartment or moving house using our principles.) • 计算大部分时间在此居住和睡觉的所有人, 包括婴儿 (Calculate all people who live and sleep at this place most of the time, including babies)</p>	<p>在回答第 1 题以前, 请您按以下规定, 计算住在这所房子、公寓或移动式房屋里的人数。 (Before you answer Question 1, please count the people living in this house, apartment or mobile home using our instructions.) • 请包括大部分时间都在这里居住和睡觉的所有的人, 包括婴儿。 (Please include all people who live and sleep here most of the time, including babies)</p>	<p>The current translation uses long and complex sentence structure. We propose to restructure the sentence to make it simpler and easy to understand.</p>

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Do not count anyone living away either at college or in the Armed forces.	Start Here instructions	<ul style="list-style-type: none"> 请勿计算离家上大学或参军的任何人。 (Please not to count anyone living away at college or in the Armed Forces.)	<ul style="list-style-type: none"> 请不要计算离家上大学或参军的人。 (Please do not count persons living away at college or in the Armed Forces.)	The term “anyone” is confusing to respondents because it implies everybody in the universe. We propose to replace it with “person” and use a more commonly used word for the phrase “do not” because the current translation uses a very formal word.
Do not count anyone in a nursing home, jail, prison, detention facility, etc., on February 1, 2008.	Start Here instructions	<ul style="list-style-type: none"> 请勿计算 2008 年 2 月 1 日居住在疗养院、监狱、看守所、拘留所等机构内的任何人。 (Please not to count anyone who occupies a nursing home, jail, prison, detention facility, etc. on February 1, 2008.)	<ul style="list-style-type: none"> 请不要计算在2008年2月1日那天在安养中心/养老院、监狱、看守所、拘留所等机构内的人。 (Please do not count persons in a nursing home, jail, prison, detention facility, etc. on the day of February 1, 2008.)	The current translation sounds awkward and uses difficult wording. We propose to restructure the sentence and use simple terms, and replace the term nursing home with two terms to describe it.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.	Start Here instructions	<ul style="list-style-type: none"> 请勿将这些人填写在本表格中，即使他们将在离开大学、疗养院、军队或监狱等机构后返回这里。不然的话，他们就可能会被统计两次。 (Please not to include these people on this form, even if they will return here after they leave university, the nursing home, the military, jail, etc. Otherwise in that situation, they may be counted twice.)	<ul style="list-style-type: none"> 即使这些人将在离开大学、安养中心/养老院、军队或监狱等机构后返回这里，请都不要将这些人填写在这个表格里。不然，他们就可能会被统计两次。 (Even if these people will return here after leaving university, the nursing home, the military, etc., please do not include them on the form. Otherwise, they may be counted twice.)	The current translation sounds awkward and uses difficult wording. We propose to restructure the sentence and use simple terms, and replace the term nursing home with two terms to describe it.
Someone who has no permanent place to stay	Start Here instructions	没有永久居留住处的人 (Someone who has no permanent residency)	没有固定住所的人 (Someone who has no fixed/regular residence)	The current translation was interpreted as “permanent resident status legal status” by respondents. We propose to change it to the commonly used term for this concept.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
If someone who has no permanent place to stay is staying here on Feb. 1, 2008, count that person. Otherwise he or she ...	Start Here instructions	如果有一位没有永久居留住处的人在 2008 年 2 月 1 日时居留在这里, 请将其计算在内, 不然的话, 人口普查就可能将此人漏掉。 (If someone who has no permanent residency occupies this place on February 1, 2008, please count that individual in your calculation. Otherwise in that situation, Census Bureau may miss this individual.)	在2008年2月1日那天, 如果有一位没有固定住所的人暂住在这里, 请包括这个人。不然, 人口普查就可能会把他漏掉。 (On the day of February 1, 2008, if there is someone who has no fixed/regular residence staying here, please include this person. Otherwise, Census Bureau may miss him or her.)	The current translation is too close to the English sentence structure. It sounds awkward. The word “staying” was incorrectly translated as living. It also uses difficult wording. We propose to restructure the sentence and use simple terms.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?	Start Here instructions Q1 text	在 2008 年 2 月 1 日在这个住宅、公寓或活动房屋里居住或暂住的人数是多少? (On February 1, 2008 in this house, apartment, or mobile home what is the number of people living or staying?)	在 2008 年 2 月 1 日那天, 有几个人在这所房子、公寓或移动式房屋里居住或暂住? (On the date of February 1, 2008, how many people were living or staying in this house, apartment, or mobile home?)	The current translation uses long sentence structure and does not sound natural. We propose to restructure the sentence to use simple terms.
Were there any <u>additional</u> people staying here February 1, 2008 that you <u>did not include</u> in Question 1?	Start Here page Question 2 text	是否有 <u>其他人</u> 于 2008 年 2 月 1 日在此居住但未 <u>包含</u> 在第一题人数中? (Were there <u>other people</u> living at this place but <u>were not included</u> in the number of people in Question 1?)	除了在第一题已经包括的人以外, 是否还有 <u>其它人</u> 在 2008 年 2 月 1 日暂住在这里? (<u>Apart</u> from the people you have already included in Question 1, were there <u>other people</u> staying here on February 1, 2008?)	The current translation is too close to the English sentence structure and sounds awkward. The word “staying” was incorrectly translated as living. The translation also uses difficult wording. We propose to restructure the sentence and use simple terms.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Foster children	Start Here page Question 2 First response option	寄养的儿童 (children under care [temporary and at a relative or friend's])	政府委托寄养的孩子 (children under government-sponsored care)	The current translation does not capture the intended meaning of the original concept. It means “children under the temporary care of one’s relatives and friends.” We propose to use a descriptive phrase to convey this concept because there is no equivalent term in Chinese.
People staying here temporarily	Start Here page Question 2 Fourth response option	暂住人口 (transient population)	暂住在这个住所的人 (people staying here temporarily)	The current translation implies transient population. We propose to change it to mean person temporarily staying.
No additional people	Start Here page Q2 Last response option	无其它人口 (No other population)	没有其它人 (No other people)	The current translation implies no other population. We propose to change it to mean no other person.
Is this house, apartment, or mobile home -	Start Here page Q3 text	此住宅、公寓或活动房屋的所有权类型为— (The type of ownership of this house, apartment, or mobile home is -)	这个房子、公寓或移动式房屋的所有权属于下面哪一种类型? (Which one of the following type of ownership is this house, apartment, or mobile home?)	The question format is confusing to respondents because it does not look like a question. The dash “—” is interpreted as the number one in Chinese. In Chinese, the number 1 is written as “一.” We propose to change it to a full question by using a question format and a question mark. NOTE: If this proposed change is accepted, the question mark in each of the answer choices under Q3 should be deleted.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Owned by you or someone in this household with a mortgage or loan? <i>Include home equity loans.</i>	Start Here page Q3 First response option	归您或某个家庭成员所有（有抵押或贷款）？ <i>包括房屋净值贷款</i> ）。（Pertaining to you or a member of any family (with a mortgage or loan)? <i>Include home equity loans.</i>	属于您或您住户的某个成员（有房屋抵押贷款或房屋净值贷款）（Belongs to you or any member of your household (with a mortgage or loan <i>or home equity loans</i>)	The current translation is confusing because of the placement of the phrase <i>include home equity loan</i> (outside the parentheses) and the wording “a member of any family.” The term household on the form means family. We propose to use another term, household, and change the wording of a member of any family to a member of your household. The phrase <i>include home equity loans</i> should appear inside the parentheses to make it part of the loans.
Owned by you or someone in this household free and clear (without a mortgage or loan)?	Start Here page Q3 First response option	归您或某个家庭成员所有，没有任何债务（无抵押或贷款）？（Pertaining to you or a member of any family without any debt (no mortgage or loan)	属于您或您住户的某个成员，没有任何债务（无抵押或贷款）（[It] Belongs to you or any member of your household without any debt (no mortgage or loan)	The current translation is confusing because of the wording members of any family. The current translation of household means family in Chinese. We propose to use another term, household, and change the wording of a member of any family to a member of your household.
Occupied without payment of rent	Start Here page Q3 Last response option	无需支付租金占用（Taken away to be used without payment of rent)	可以免租金住用(Can stay here without payment of rent)	The current translation could mean “occupied illegally” or “occupied by force.” It should be replaced by a phrase that means “live here without payment of rent.”

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.	Q5, Person 1 instruction	<p>请提供在此居住的每个人的信息。请首先填写在此居住并是拥有或租赁此住宅、公寓或活动房屋的人。如果拥有人或租赁人居住在其它地方，则请先填写在此居住的任何成年人。这是第 1 位人士。</p> <p>(Please provide [public] information for each person living here. First please fill out the person who lives here and also owns or rents this house, apartment, or mobile home. If the owner or renter lives at another place, then please fill out any adult living at this place. This will be Person 1.)</p>	<p>请提供在这个房子居住的每个人的资料。请首先填写第一位人士，即是拥有或租赁这所房子、公寓或移动式房屋，并且住在这里的户主。如果拥有人或租赁人居住在其它地方，请将这个房子居住的任何一位成年人填写为第一位人士。</p> <p>(Please provide [personal] information for each person living in this house. Please first fill out information for Person 1. That is, the head of the household who owns or rents this house, apartment, or mobile home, and is also living here. If the owner or renter lives at another</p>	The current translation of this instruction is very confusing to respondents. It is very close to the English sentence structure and is difficult to parse. We propose to restructure the sentence by breaking it into shorter sentences and using common words.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
			place, then please take any adult living in this house as Person 1.)	
Last Name	Person 1, Question 5 Persons 2-6, Q1	姓氏 (Family name and maiden name)	姓 (Family name)	The current translation was interpreted as one's last name and one's wife's maiden name. We suggest changing it to the simple term "last name."
First Name	Person 1, Q5 Persons 2-6, Q1	名字 (Name)	名 (Given name)	The current translation can refer to full name. We propose to change it to the simple term "given name."
What is Person 1's age and what is Person 1's date of birth?	Person 1, Q7 Persons 2-6, Q4	第一位人士的出生年月日是什么? (What is Person 1;s date of birth?)	第一位人士的年龄及出生年月日是什么? (What is Person 1;s age and date of birth?)	The first part of the question (age) is missing in the translation. The age question needs to be added to this question.
<i>Please report babies as age 0 when the child is less than 1 year old</i>	Person 1, Q7 Persons 2-6, Q4	请将不足 1 岁的婴儿年龄填写为 0 岁。 (For babies less than 1 year old, please fill out the age as 0 year old.)	如果此人不满 1 岁, 请将年龄填写为 0 岁。 (If this person is less than 1 year old, please fill out [his/her] age as 0 year old.)	Respondents showed confusion over the relationship between Person 1 and age of the baby. We restructured the sentence to make it clearer.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Print numbers in boxes	Person 1, Q7 Persons 2-6, Q4	请将数字填入方格中 (Please fill in the boxes with numbers.)	请将出生年月日填入方格中 (Please fill in the boxes with birth year, month, and day.)	Respondents were confused about what number to put in the boxes because in Chinese, it is a common practice to write months in numbers. Thus, the instruction seemed superfluous and distracting. We propose to replace the word “number” by “birth year, month, and date” to make it clear.
NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.	Person 1, note before Q8 Persons 2-6, Note before Q5	注: 请同时回答有关西班牙后裔的第 8 个问题和有关种族的第 9 个问题。在此次人口普查中, 西班牙后裔不是种族类别。(Note: Please answer both Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.)	注: 在此次人口普查中, 西班牙后裔不是种族类别。因此请填写下面有关西班牙后裔的第 8 个问题以及有关种族的第 9 个问题。(Note: For this census, Hispanic origins are not race. Therefore, please answer below both Question 8 below about Hispanic origin and Question 9 about race.)	This instruction was very confusing to respondents for several reasons. It does not sound natural in Chinese. Respondents were not clear what questions the instruction referred to. We propose to add a word “below” to indicate that the instruction refers to questions below. We also proposed to move the sentence “For this census ...” to the beginning of the statement to make it sound natural in Chinese. The word BOTH appears in uppercase letters in the English original. However, uppercase letters cannot be shown in Chinese characters. To make the characters stand out, the Chinese word that means BOTH must be underlined.
Print origin	Person 1 Q8, Persons 2-6, Question 5	填写原国籍 (print original citizenship)	填写祖籍 (print origin)	The current translation means “former citizenship” or original citizenship. Some respondents wrote China in the write-in line. It should be replaced by the term origin.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Hmong	Person 1 Question 9, Persons 2-6, Question 6	赫蒙人 (Hmong)	苗人 (Hmong)	The current translation is a phonetic translation not commonly used in Chinese.
Cambodian	Person 1 Question 9, Persons 2-6, Question 6	高棉人 (Cambodian)	柬埔寨人 (Cambodian)	The current translated term is outdated. There is another, more recent term for Cambodian.
College	Person 1, Question 10 Persons 2-6, Question 7	高校 (advanced school)	大学 (university)	The current translated term can mean high school in Hong Kong and is not used in Taiwan. We propose to replace it by the term “university” to avoid any misunderstanding.
At a seasonal or second residence	Person 1, Question 10 Persons 2-6, Question 7	在季节性或第二住所 (At a seasonal or second residence)	在季节性住所或第二住所 (At a seasonal residence or second residence)	The term “seasonal” is not clear in Chinese. We propose to add the word “residence” after seasonal to make it clear.
For child custody	Person 1, Question 10 Persons 2-6, Question 7	为监护孩子 (To supervise/take care of children)	由于孩子监护权的原因 (Because of child custody issues)	The current translation meant “in order to supervise/take care of children.” We propose to change it to “because of the child custody.”
Unmarried partner	Persons 2-6, Question 2	未婚伴侣 (unwed partner)	同居伴侣 (live-in partner)	The current translation refers to a dating couple, not necessarily living together, i.e., a boyfriend and girlfriend relationship. We propose to replace it by another term to mean cohabiting partner.
Housemate or roommate	Persons 2-6, Question 2	同屋者或室友 (house-sharing person or roommate)	同住合租人或室友 (house-sharing co-renter or roommate)	The translated term “housemate” is not commonly used. We propose to replace it by another term to capture the meaning of housemate.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Roomer or boarder	Persons 2-6, Question 2	房客或寄宿者 (renter or temporary resident)	房客或包食宿的住宿者 (renter or a resident paying for room and board)	Boarder was interpreted as someone staying for a short time. We propose to replace it by another term to capture the meaning of room and board.
Related to Person 1?	Persons 7 - 12	亲缘关系 (blood-related)	亲属关系 (kinship)	The current translated term was interpreted as “related by blood only.” We propose to use the term kinship.
If you don't have room to list everyone who lives with you and has not been counted, please list the others below. <i>You may be contacted by the Census Bureau for the same information about these people.</i>	On the back page, before Person 7	如果前面的空间不够您列出居住在此住宅或公寓的所有人，请将未列入的其他人列在下面。人口普查局可能会与您联系，以获取这些人的相同信息。 (If the prior space is insufficient [for you] to list the people who live at this residence or apartment, please list those other people below.)	如果前面的部分不够填写所有居住在这个房子或公寓的人，请将尚未列入的人列在下面。人口普查局可能会跟您联系，以获取这些人的相同资料。 (If the part in the front is insufficient [for you] to fill out all the people who live at this residence or apartment, please list those other people below.)	The current translation uses long sentence structure and does not sound natural. We propose to restructure the sentence and use simple terms.

(continued)

Table 4-3. Summary of Proposed Changes: Chinese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
		Census Bureau may be in contact with you to get the same [public] information for these people.)	Census Bureau may get in touch with you to get the same [private] information for these people.)	
U.S. Census Form Enclosed	Envelope message	信封内附有美国人口普查表 (The envelope encloses a U.S. census form)	[Same as the original translation developed by the Chinese team]	“Enclosed” is a difficult word to translate, and passive voice structure is not commonly used in Chinese. The Chinese translation should restructure the sentence and make the passive voice structure into an active voice structure. A few extra words (e.g., envelope, census form) are needed to provide the necessary context for Chinese to understand the message.
YOUR RESPONSE IS REQUIRED BY LAW	Envelope message	根据法律规定，您必须填写人口普查表。 According to law regulation, you must fill out the census form.	[Same as the original translation developed by the Chinese team]	The Chinese translation needs to be restructured, and the passive voice structure should be made into an active voice structure. The word “response” needs to be followed by another word in Chinese, so the second sentence has to repeat the words census form. The second sentence used some wordings tested in the ACS translation project and it has worked well for the Chinese respondents.

5. KOREAN INTERVIEWS: SUMMARY OF FINDINGS

5.1 Introduction

As stipulated in the RTI-RSS proposal to the U.S. Census Bureau, the Korean language interviews were carried out under the responsibility and direction of RTI. Interviews were conducted by three cognitive interviewers from RTI. The breakdown of interviews is as follows: 7 interviews in the greater Washington, DC area by Hyunjoo Park and 16 interviews in Illinois, 8 each by Jiyoung Son and Younhee Harm.

Following informed consent procedures, the interview protocol was followed in each case. All interviews were audiotaped after obtaining respondents' consent to do so.⁵ The round 1 interviews lasted from 57 minutes to 1 hour, 40 minutes. The average time was 76 minutes. The round 2 interviews lasted from 65 minutes to 137 minutes. The average time was 92 minutes.

All interviews were conducted between February 27 and March 12, 2008, in round 1 and between April 19 and April 30, 2008, in round 2. The Korean language team met after the completion of round 1 interviews to review findings. Based on the findings, the Korean language team recommended alternative wordings for translation of the census form. The alternative wordings were tested in round 2 interviews to gather evidence to support the recommendation that alternative wording worked better to deliver the message as intended. The Korean language team met again after the round 2 interview to review the findings. A list of recommendations is provided at the end of this chapter.

5.2 Recruiting

The Korean language team recruited Korean monolingual respondents in two regions: greater Washington, DC and Chicago, Illinois. Based on experience from previous studies, such as the projects of cognitive testing of translations of ACS CAPI materials and ACS multilingual brochures in multiple languages, we used diverse methods for recruitment. They included placing advertisements in local ethnic newspapers, electronic on-line listings, and at locations frequented by Korean-speaking persons.⁶ We also sought help from Korean community leaders, which proved to be helpful in recruiting for elderly respondents with less

⁵ There was a partial recording loss for 15 minutes in the round 2 interview because of battery problems.

⁶ This includes the Korean Internet community, community centers and associations, and businesses and churches frequented by Korean-speaking persons in the greater Washington, DC and Chicago areas.

than a high school education.⁷ The recruitment effort was also aired on the local Korean TV news channel in the greater Chicago area. Snowball recruiting (word of mouth) through the actual respondents was done after the interview as well. In addition, individuals who had responded to the recruitment call for the ACS project who fit the criteria for interview for this project were contacted and rescreened.

We followed the general guidelines outlined in the recruitment plan, which indicated that the targeted Korean-speaking persons had relatively higher education levels. The year of entry and age distributions paralleled the patterns required for the Chinese-speaking sample and suggested a similar recruiting effort.

Table 5-1 displays the recruiting targets for Korean-speaking respondents for each round of interviews.

We screened 137 Korean individuals; 65 people met the selection criteria (above age 18, able to read Korean, English-speaking and reading ability self-identified as not at all or not well). Based on their other characteristics such as educational attainment, place of birth, and year of entry, we scheduled 23 individuals (12 for round 1 and 11 for round 2) for the cognitive interviews.

Among the recruiting methods, advertisements in Korean newspapers appeared to be most effective. However, this method was not very successful in recruiting elderly people who did not complete high school. They tended to be more skeptical about the study and were cautious about participating. Word of mouth or referral from a trustworthy source (e.g., Korean church pastors or Korean community center) was more effective.

Detailed demographic profiles of the 23 respondents are summarized in Table 5-2.

⁷ This was the biggest challenge observed on the ACS project because of the stigma of reporting lower educational attainment.

Table 5-1. Korean Recruitment Targets for Each Round of Interviews

Characteristic	Recommended Range (%)	Recruitment Target (%)	Target Number to Recruit	Range of Recruits
Educational attainment Completed level of school or degree that is...				
less than high school graduate	10–20	15	1.8	1–2
high school graduate and no college degree	40–50	50	6.0	5–7
college graduate	30–40	35	4.2	4–5
Place of Birth				
Born in Korea	Nearly all	100	12.0	11–12
Born in U.S. or other	Minimum	0	0.0	0–1
Year of Entry				
Living in U.S. 1 year ago	Nearly all	100	12.0	11–12
Not living in U.S. 1 year ago	Minimum	0	0.0	0–1
Gender				
Male	N/A	50	6.0	4–8
Female	N/A	50	6.0	4–8
Age				
34 or younger	10–20	15	1.8	1–2
35–54	40–50	40	4.8	4–6
55 or older	40–50	45	5.4	5–6
Total Number of Participants				12

Table 5-2. Demographics of the 23 Participants

Characteristic	Completed Interviews	
	Male 11	Female 12
Educational attainment		
Completed level of school or degree that is...		
less than high school graduate	0	3
high school graduate and no college degree	3	7
college graduate	8	2
Place of Birth		
Born in Korea	11	12
Born in U.S. or other	0	0
Year of Entry		
Living in U.S. 1 year ago	10	11
Not living in U.S. 1 year ago	1	1
Age		
34 or younger	1	2
35–54	6	3
55 or older	4	7
Total Number of Participants	23	

5.3 Summary of Findings

The summary of findings reported in this section concerns translation issues and cultural issues critical to the understanding of the intended meaning of the questions and answer choices in the 2010 census form. We also document other issues identified in the cognitive interviews related to form navigation and perception of the form, because this also could affect the understanding of the form. The section concludes with a table of recommendations for alternative translations to be tested in round 2 interviews.

5.3.1 Overall Assessment of the Korean Translation

Overall, the Korean translation of the 2010 census form was grammatically correct. However, some Korean-speaking respondents found it difficult to comprehend the instructions, questions, and some response choices on the form. Many of them reported that they had to spend some time reading and making sense of the questions. Although respondents were asked to fill out the census form by themselves as if they received it at home, most of them still asked questions or requested help from the interviewers. Out of the 23 respondents, one respondent could not fill out the form by herself and said she would go to the Korean community center to ask for a help if she received this kind of form. A couple of respondents did not fill out the form as intended and listed nonhousehold members or only one person's information in the household. Factors that contributed to difficulty in completing the form were translation, age, education, and general unfamiliarity with filling out a form. Thus, the amount of time that the respondents took to fill out the form varied, ranging from less than 10 minutes to much longer. Elderly respondents with a lower educational attainment had most difficulty in understanding the translation and in filling out the form.

Although the translation was correct at the lexical and syntactical levels in most cases, some Korean-speaking respondents in both rounds of interviews found the Korean translation difficult to understand. One primary reason was the frequent use of Hancha-rooted words.⁸ In addition, some sentences did not sound natural. We identified the following translation issues as problems:

- (1) The translation used many Hancha-rooted words, which were considered formal and not commonly used. This created confusion and unnecessary difficulty for respondents, especially those with lower educational attainment. The sentences with unfamiliar Hancha-rooted words gave some Korean respondents only a vague idea of what exactly the Korean texts were trying to say.
- (2) The Korean translation was mainly a direct translation that did not consider Korean syntax or sentence ordering. This resulted in long sentences that hindered respondents from easily comprehending the meaning of the questions and response choices on the form.

⁸ The Korean language may be written using Chinese characters, known as Hancha; and Korean script, known as Hangul. However, in the modern Korean language, Hangul is almost always exclusively written, as in this census form. Because some Korean vocabulary is derived from the Chinese language, even when it is written in Hangul, it may be unintelligible to the readers. In this report, we will discuss such words as "Hancha-rooted words." We will refer to those words that are not derived from Chinese as Hangul. Although not every Hancha-rooted word is difficult because some Hancha-rooted words are immersed in Korean language and are commonly used, some Hancha-rooted words are considered more difficult compared to Hangul and some of them are only used as legal terms, not in everyday conversation.

- (3) Possibly related to use of Hancha-rooted words and direct translation, respondents generally felt that the Korean text did not sound natural.

We identified the following sociocultural issues as problems:

- (1) The translated term failed to convey the intended meaning because there was no equivalent concept in Korean culture. For example, the term “foster children” was translated as “consigned children,” and no respondent understood the concept of foster children from the current translation.
- (2) More than half of the Korean respondents had difficulty in writing the ages of the persons on the form because of the difference in age-counting convention between the United States and Korea.

5.3.2 *Question-by-Question Assessment*

This subsection discusses specific issues related to each instruction, question, and response choice that was tested during the interviews. The instructions, questions, and response choices under discussion are listed in the order they appear on the 2010 census form.

5.3.2.1 *Start Here Instructions*

The Start Here Box contains the following residence rules.

The Census must count every person living here on February 1, 2008. Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on February 1, 2008.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on February 1, 2008, count that person. Otherwise, he or she may be missed in the census.

We probed on each of these rules and asked for respondents’ interpretation of these rules and their assessment of the language used in the translation. Two issues were identified: specific wording problems and problems with direct translation.

- (1) Census was written phonetically in Korean as 센서스(Census). To recent immigrants, this term was unfamiliar and they could not figure out what it meant. If phonetic translation of Census has been used before, for consistency and name recognition purpose, Census Bureau may wish to keep it. Otherwise, we

recommend using 센서스 인구조사(census population study) to deliver the intended message.

- (2) “As of February 1, 2008” was translated as “2008년 2월 1일 현재”. The current translation included 현재(Present time), possibly to emphasize the importance of the date February 1, 2008. However, because 현재 could mean “present time,” some respondents were confused about the point of time reference.
- (3) Some respondents reported that the meaning of 여기(here) was unclear and they also did not understand why many types of housing structures were mentioned. This confusion prompted several respondents to count the number of residents in their neighborhood, rather than in their household only.
- (4) To be grammatically correct in the Korean language, proper spacing is required among certain words. For example, a space should be placed between “교도소” and “등” (in the third and fourth bullets).
- (5) The translated text used Hancha-rooted words that tended to make the sentences sound unnatural, and this practice seemed unnecessary. Some sentences were also directly translated with uncommonly used Korean words, resulting in comprehension issues. For example, for the first bullet, the current translation did not clarify who should be included. Korean respondents reported they could guess what was meant to some extent but the text sounded like translated sentences.
- (6) In the fourth bullet, “military” was omitted and not translated.
- (7) Some of the English words were not consistently translated, such as live and stay. Sometimes live was translated to 살다, but sometimes to 거주하다. As another example, living and staying was translated to 살거나 머물고 in Question 1, but to 살거나 체재 in Question 10, Person 1.

After the round 1 interviews, we proposed a list of alternative translations to replace the problematic sentences. We rewrote the sentences to sound more natural and replaced difficult wording with commonly used Hangul words. Following is an example to illustrate this problem and how the alternative wording addressed this issue:

Example 1—first instruction in the Start Here Instructions:

The census must count every person living here on February 1, 2008.

Current translation:

본 센서스에는 2008년 2월 1일 현재 여기에 거주하는 모든 사람들이 포함되어야 합니다.

(The Census must include every person who reside here as of February 1, 2008, the present time.)

Proposed change:

본 센서스 인구조사에는 2008년 2월 1일을 기준으로 이 집에 살고 있는 모든 사람들이 포함되어야 합니다.

(The Census population study must include every person living in this home on February 1, 2008.)

As the current Korean translation stands, the respondents were not sure what *여기* (here) meant. Several respondents were unclear about the time reference point because of the word *현재*(the present time). Thus, the Korean language team modified the sentence by replacing “here” with “in this home” and deleting “the present time.” Phonetic translation of census was also changed to *센서스 인구조사*(census population study) to deliver the intended message. This sentence also contained a Hancha-rooted word *거주*(reside) for translation of live. Although this word is commonly used in the Korean language, it was not used consistently throughout the form. Therefore, the Korean team recommended using *살다* (live) consistently because this is more accurate translation and a simple Hangul word. Results from round 2 interviews showed that respondents understood the alternative translations better. Specific recommendations are provided in Table 5-3.

Additionally, although the majority of respondents did not read the sentence above the Start Here arrow instructing them to use a blue or black pen, nonetheless most did. Upon probing, they explained that is what is normally expected of people when they fill out a form.

5.3.2.2 Specific Questions

Household Question

1. How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?

Issues

- (1) Respondents were confused about whom to count and when. A third of respondents attempted to count the residents of the whole apartment building rather than the number of residents in their apartment unit, or people in their neighborhood. Derived from an English word “apartment”, *아파트*(Apat) is used in Korean as a borrowed word meaning both apartment community consisting of several apartment buildings and individual apartment unit. However, when Koreans refer to their home, they do not say the type of home such as *아파트*(Apat), but just say *우리집*(Woorijip, meaning our home). Thus, the Korean respondents reported that they did not understand why many types of

homes appeared on the form when it was only intended to ask about the number of people in their household. This confusion seemed partly caused by the Korean monolingual respondents' unfamiliarity with the census form and partly by a lack of understanding of the purpose of the census.

(2) Some Korean respondents were confused about the point of reference due to the word **현재** (present time), which was added to emphasize the time reference in Korean translation.

(3) Half of the respondents did not understand what the form meant by **이동식 주택**(mobile home) and they interpreted this to mean a recreational vehicle (RV) or a camping car. This confusion stemmed from the lack of an equivalent concept or equivalent phenomenon in the Korean culture. Many respondents had no idea what a mobile home was and could not comprehend such a term.

Recommendation

We propose rewriting the sentence using illustrative terms to make it easy and clear to understand.

Current translation:

2008년 2월 1일 현재 이 주택, 아파트 또는 이동식 주택에 몇 명의 사람이 살거나 머물고 있었습니까?

(On Feb 1, 2008 at the present time, how many people were living or staying in this house, apartment or mobile home?)

Proposed change:

2008년 2월 1일에, 몇 명의 사람이 이 집에 살거나 머물고 있었습니까? (On Feb 1, 2008, how many people were living or staying in this home?)

The Korean language team tested the phrase “이 집 (이 주택, 아파트 또는 이동식 주택 – 예: 트레일러 홈) (This home (this house, apartment or mobile home – ex: trailer home).” This proposed wording received positive reactions from round 2 respondents. By adding an example of a mobile home, respondents understood the meaning better and they clearly understood that the question was asking about their home, not their neighborhood.

However, some respondents commented that the parentheses in this phrase may provide visual divide if they appeared many times on the form. Thus, the Korean language team recommends using the entire phrase only once when it first appears on the form and using **이 집**(this home) without parentheses for easy reading. From this recommendation, the

entire phrase with parentheses should appear in the second instruction of the Start Here instructions as below:

Current translation

이 주택, 아파트 또는 이동식 주택에 살고 있는 사람의 수를 파악하십시오 (Grasp the number of people living in this house, apartment, or mobile home)

Proposed change:

이 집(주택, 아파트 또는 이동식 주택-예: 트레일러홈)에 살고 있는 사람의 수를 세십시오.(Count the number of people living in this home (house, apartment or mobile home – ex: Trailer home))

Undercount Question

2. Were there any additional people staying here February 1, 2008 that you did not include in Question 1?

Mark all that apply.

- Children, such as newborn babies or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in baby sitters
- People staying here temporarily
- No additional people

Issues

- (1) Some Korean respondents were confused about the point of reference because of the word **현재** (present time), which was added to emphasize the time reference in Korean translation. They did not understand the question.
- (2) When the text was translated into Korean, the words “additional” and “that you did not include” were not underlined; for some reason the underlining did not appear in Korean text. This difference may have contributed to the respondents’ confusion and difficult in understanding the question.
- (3) The term foster children was translated to **위탁아**(Back-translated to “consigned children”). Only one respondent in round 1 interviews thought this meant children in a foster family. The rest of the respondents interpreted this term to mean children under temporary care of one’s relatives/friends. Some thought of babysitting on a daily basis and others thought of children who were overseen by a guardian.⁹ This confusion was caused by the lack of an equivalent concept in Korean culture.
- (4) Unfamiliar phrases about blood relationships also caused confusion because respondents were not familiar with the term. “Relatives such as adult children,

⁹ In Korea, recently there is a trend to send young children to relatives or even strangers in the U.S. for education. Those who became guardians in the U.S. to take care of these young children often receive money for their service from the children’s parents in Korea.

cousins, or in-laws” was directly translated to “성인자녀, 사촌 또는 인척 등의 친척”. However, respondents thought that adult children were not relatives, but were family. Also, “Children, such as newborn babies or foster children” was translated to “신생아 위탁아 등의 자녀(sons and daughters such as newborn babies or foster children)”. Respondents thought that foster children could not be examples of sons and daughters because in Korea sons and daughters usually mean only biological sons and daughters.¹⁰

- (5) Formal and uncommonly used Hancha rooted words caused confusion for some respondents. “Live-in babysitters” was translated to “상주 베이비시터”.

However, “상주” is a Hancha rooted word, which is not commonly used to describe this situation.

Recommendations

- (1) We propose to rewrite the response choice to deliver the intended message and to facilitate comprehension.
- (2) We recommend use of a descriptive phrase to translate the term foster children. The current translation of foster children in Korean does not convey the meaning of a foster program sponsored by the government.

Current translation:

신생아 위탁아 등의 자녀(sons and daughters such as newborn babies or consigned children)

Proposed change:

신생아, 정부위탁아 등의 어린 아이(young children such as newborn babies and government consigned children)

Tenure Question

3. Is this house, apartment, or mobile home —

Mark *ONE* box.

- Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

Issues

- (1) This question format was confusing to some respondents. The format differed from the other questions because it did not look like a question. Instead, the

¹⁰ In the Korean culture, blood relationships are regarded as very important. Thus, adoption is not widely accepted and sons/daughters tend to mean only biological sons/daughters (Lee, 2007)

question/statement was to be completed with one of the response choices. Respondents preferred questions to be separated from the response choices.

- (2) 주택자기자본대출(Current translation of home equity loan, back-translated to “house self capital loan”) was an unfamiliar term, and respondents had great difficulty understanding it. Most respondents guessed that it might mean some loans related to their home, such as getting a loan to buy a house with some capital, such as mortgage. Some respondents said they knew the meaning of this term from the English word (home equity loan) in parentheses because this word was widely used in the Korean-American community. Those who understood the concept of a home equity loan thought this could simply be called 주택담보대출(home collateral loan).
- (3) Hancha-rooted words were used quite often, particularly in the response choices such as 임차(rented), 세대(household), 점유(appropriated), 부동산(real estate), 대출(loan), 소유(possession), 부채(debt), 지급(provision). These words could easily be written in Hangul. Some of these Hancha-rooted words, such as 임차(rented), are only used as formal, legal terms. The fourth option “Occupied without payment of rent” was translated as “임차료를 지급하지 않고 점유”. Unlike the English original, translated text was interpreted as “occupied illegally or by force” due to the connotation of a Hancha-root word of “점유”.
- (4) The word household was translated inconsistently. In the rest of the census form, household was translated to “가구”, but it was translated as “세대” here in the first and second response choices. The responses should be changed to be consistent with the rest of the form.

Recommendations

- (1) We propose to change the question stem from a half sentence to a full sentence to directly ask about ownership of the home.
- (2) Use 주택담보대출(Home collateral loan) to translate the term home equity loan because the current Korean translation of this term does not convey the correct meaning.
- (3) Replace difficult Hancha-rooted words with commonly used words.
- (4) Use 가구(household) for consistency.

Current translation:

(This house, apartment, or mobile home)
. (Mark only one)

? (home equity loan) . (Owned by you or someone in this household with mortgage loan or loan? Include Home self capital loan.)

() ? (Owned by you or someone in this household without mortgage loan or loan?)

?(Rented?)

?(Deforce the space without furnishing rent?)

Proposed change:

.(Please choose one of the following response choices which best describes ownership status of this home)

() . (You or another person in this household owns this home with a loan (mortgage etc). Include home collateral loan (home equity loan))

() (You or another person in this household owns this home without debt (mortgage or loan))

대(렌트) 중 (rented (rent))

() (Live for free without paying rent(rent))

Phone Number Question

What is your telephone number? We may call if we don't understand an answer.

Issue

The question “What is your telephone number?” was very clear; all respondents understood that they were to write their phone numbers. However, some were confused by the statement “we may call if we don't understand an answer” because the translation was incomplete. Some of the respondents thought they could call the Census Bureau when they had questions while filling out the form. The Korean translation “답변이 이해되지 않으면 설명을 위해 전화드릴 수 있습니다(if an answer is not understood, a call could be made for explanation) omitted the subject of the sentence. Thus, it is not clear who is going to call, which caused confusion.

Recommendations

We propose to complete the translation by adding one sentence to clarify the intent of this sentence.

Current translation:

답변이 이해되지 않으면 설명을 위해 전화드릴 수 있습니다.
(If answers were not understood, a call can be made for explanation.)

Proposed change:

귀하의 답변이 이해되지 않을 경우, 보충 설명을 듣기 위해 인구조사국에서
전화를 드릴 수도 있습니다. (If your answers were not understood, the Census
Bureau may make a call to hear your additional explanation.)

Person 1 Instructions

Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? Print name below.

Last name _____

First name _____ MI _____

Issues

- (1) Person 1 instructions and Question 5 about Person 1's name appeared together. Because the Person 1 instructions contained much information, the translated text was also long. Several respondents thought that the question would be easier to understand if the instructions and the question were kept separate. The translated sentences also contained several Hancha-rooted words. These sentences could be shortened with easy Hangul words to help respondents parse the sentences easily.
- (2) Person was inconsistently translated to 거주인(resident) or 사람(person). The Korean language team recommends consistently using 가구원(household member) to clearly state that the question is asking about its household member, not the general public or neighbors. Due to a lack of space in the Korean text, several respondents read Person 1 as Person 10. This is because the Korean letter "o" looks similar to number "0" and they appeared very close in the translated texts. To reduce this confusion, the translation of person 1 should appear in underlined or bold font to make it stand out.
- (3) Half of the Korean respondents wrote their names in Korean or asked in which language they should write their names because the form was in Korean. In addition, "Print name below" was directly translated to, "
". In the Korean language, there is no such concept as "print" for handwriting. Often, print reads phonetically in Korean as 프린트(Print), which means publishing or copying some documents using a

machine. Thus, the current translation should be clearly written again to deliver the intended message.

- (4) Korean naming convention does not include a middle name or initial. Most monolingual respondents did not know what a middle name or initial was, unless they had seen it before in a name in English. The term middle initial was translated to **중간 이름**(middle name), which is somewhat different from the English original. Those who had heard of the term middle name but did not clearly understand what middle initial meant reported that they put the initial of their first letter or second letter of the first name.¹¹ This confusion was also compounded by the language in which they chose to write their names. Even those who knew about **중간이름**(current Korean translation of middle initial, back-translated to, middle name) were not sure what to put in a box marked for **중간이름**(middle name) because they wrote their names in Korean. They were not sure whether they had to write the whole letter or the consonant/vowel.

Recommendations

- (1) We propose to separate the question from the definition of Person 1.
- (2) Rewrite the sentence with easy words and shorten the sentence so respondents can easily parse the sentence.
- (3) Make Person 1 stand out from the text by using underlined or bold text.
- (4) Translate person to household member consistently.
- (5) Use a more descriptive translation for middle initial since the current translation does not convey the intended meaning.

Current translation:

1 . (Please provide information for each individual residing here. Start with a person who owns or rents this house, apartment, or mobile home. If the owner or renter resides somewhere else, start with any adult residing here. That person will be Resident 1.)

Proposed change:

¹¹ In Korean naming convention, one's name typically consists of a one-letter last name and a two-letter first name. Traditionally, this full name appears as last name first, then first name following the last name. For example, the Korean language team leader's name, Hyunjoo Park would be written as **박현주**(Park: last name, Hyunjoo: first name) in Korean. Respondents who had partial knowledge of a middle initial reported that they would write H as middle initial because **현**(Hyun) appears in the middle of the full name (and its initial was H). Those who are more attuned to English may write their names in English language order: first name and last name such as **현주박** (Hyunjoo: first name, Park: last name). They reported they would write J (for "Joo") as middle initial.

_____ **1** _____ .(Please provide information for every person living here. Please write first for a person who owns or rents this home. If that person lives somewhere else, start with any adult living in this home. That person will be household member 1.)

Age Question

7. What is Person 1's age and what is Person 1's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes

Age on February 1, 2008	Month	Day	Year of birth
_____	_____	_____	_____

Issues

- (1) All but one respondent understood how to record age when the child was less than 1 year old. Most respondents wrote the birth dates and birth years without difficulty.
- (2) However, respondents had difficulty calculating age; more than two thirds had a hard time writing the age for themselves and their household members. Some spent a long time calculating ages or did not write down the age as intended. Different age-counting convention among Koreans may have caused this confusion. Traditionally, Koreans are considered 1 year old at birth and they add another year at New Year's. For example, if a baby was born December 31, 2007, the baby would be 2 years old using the age-counting convention in Korea on February 1, 2008 although she would be 0 year old using the U.S. age-counting convention. Depending on the birth day and census day (February 1, 2008 on this form), there could be an age difference of 2 years, depending on which age counting-convention respondents followed. This task was also very difficult for those who were aware of U.S. age-counting convention. It was challenging because they had to first recall different birthdays of household members and then calculate the ages from those dates to follow the U.S. age-counting convention, which was unfamiliar to them.

Recommendations

- (1) We recommend revising the question about age, clarifying that it is using U.S. age-counting convention, not Korean. The question text should use the concept of 만나이(Man-nai), which is the same as U.S. age-counting convention.

- (2) Use 적어주십시오(write) instead of 인쇄체로 기입하십시오(Print) because there is no concept of “print” and this text contains the Hancha-rooted word 기입(write).

Instruction Right Before Question 8 and Hispanic Origin Question

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

Issues

- (1) Many respondents said that this note and question did not apply to them and were not sure what they meant. In spite of this confusion, however, most did not have problems with this question because they could easily find their response choice.
- (2) Hispanic, Latino or Spanish origin was not completely or accurately translated; it was phonetically written as 라틴아메리카, 라티노 또는 스페인계(Latin America, Latino or Spanish origin). Because of the word “아메리카” (America), some respondents thought this meant people of America in general, including people in the United States or Canada.
- (3) Some respondents thought the note belonged to Question 7, not to Question 8/Question 9 because of the lack of space between Question 7 and the note.
- (4) There was a typo in the note; several respondents reported this while reading aloud. “질문8와” should be corrected to “질문8과”

Recommendations

- (1) We propose using a more accurate translation of “Hispanic, Latino or Spanish” and correcting grammatical errors.
- (2) Even though it was not tested in the round 2 interview, respondents may understand the note more clearly if the sentence “For this census ...” is moved to the beginning of the statement, and the word “therefore” is added before the sentence “Please answer BOTH Question 8 ... and Question 9 ...”. Such phrasing follows the Korean way of reasoning by giving background information first.

Current translation:

라틴 아메리카계 출신에 대한 질문 8와 인종에 대한 질문 9에 모두 대답해 주십시오. (Please answer BOTH Question 8 about Latin American origin and Question 9 about race.)

Proposed change:

중남미 혹은 히스패닉 출신에 대한 질문 8 과 인종에 대한 질문 9 에 모두 대답해 주십시오. (Please answer BOTH Question 8 about Central/South American or Hispanic origin and Question 9 about race.)

Race Question

9. What is Person 1's race?

Issues

- (1) Half of respondents in round 1 interviews thought country of origin would be a better term than race because the term they chose was “Korean” and their counterparts were also listed, i.e., Chinese, Filipino, etc. However, most respondents did not have problems with this question because they could easily find their response choice.
- (2) There was a visual divide because of the write-in boxes. Some respondents had difficulty in locating the “Korean” response choice because the write-in boxes (for tribes, Other Asian, and some other race) were not indented and, thus, created a visual divide.

Recommendation

There is no recommendation.

Overcount Question

10. Does Person 1 sometimes live or stay somewhere else?

- | | | |
|-----------------------------|---|---|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes –Mark <input type="checkbox"/> <i>all that apply</i> | |
| | <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| | <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| | <input type="checkbox"/> At a seasonal
or second residence | <input type="checkbox"/> In a nursing home |
| | | <input type="checkbox"/> For another reason |

Issue

“For child custody” was translated to 보육원 (meaning day nursery/daycare center), which is very different from the English original. Several respondents thought of the term 고아원(orphanage). Because this is an unfamiliar concept to most Koreans, a short, descriptive phrase describing “for child custody” is recommended. Beyond the cultural issue, “for child custody” suggested reasons or circumstances while other response choices suggested a place or a location.

Recommendation

We recommend replacing the current translated term of for child custody with 양육권 문제로 다른 곳에서(in the other place due to child custody) since the current translation carries different meanings.

Relationship Question

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

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

Issues

- (1) Housemate or roommate was translated to (Housemate person or roommate). Many respondents understood the meaning of these words but said 하우스메이트인 (a combination of the phonetic expression of housemate in Korean and the Korean word “인” meaning person) was unfamiliar. They thought that housemate and roommate meant basically the same thing and preferred to see only 룸메이트(roommate).
- (2) Grandchildren was translated as “손주”, which technically only means “grandson” in Korean although colloquially people may say it to mean a grandchild in general. Several respondents thought this response meant grandsons only and excluded granddaughters.

Recommendations

- (1) We recommend replacing 하우스메이트인 또는 룸메이트(Housemate person or roommate with) 룸메이트(Roommate) because it is a more familiar term.
 - (2) We recommend replacing 손주(Grandson) with 손자/손녀(Grandson/granddaughter) to convey the exact meaning that was intended.
-

Person 7 Page

Related to Person 1?

Issue

“Related to Person 1?” was translated as 거주인 1 과 친척 관계입니까?(Is relative relationship with Person 1?). As mentioned earlier, Korean culture emphasizes blood relationships. Thus, respondents wanted to see a clearer definition of relatives to answer this question. For example, some respondents answered they would answer “no” to this question if the respondent was Person 1 and the respondent’s daughter was Person 7, because the respondent’s daughter was family, not a relative. For the same reason, respondents said they would answer “no” if the respondent was Person 1 and the respondent’s spouse was Person 7 since they were not related by blood.

Recommendation

We propose to differentiate family and relatives or in-laws to clarify the intention of this question.

Current translation:

거주인 1 과 친척관계입니까? (Is relative relationship with resident 1?)

Proposed change:

가구원 1 의 가족/친인척? (Family, relative or in-laws to household member 1?)

Other Issues

Navigation instructions

Return instructions

Call instructions

Navigation instructions, return instructions, and call instructions were not tested with respondents during the cognitive interviews because of the interview time limit. The Korean language team identified the issues reported here. Although the Korean language team had not tested these issues with the respondents, the instructions contained obvious translation errors that should be revised to deliver the intended message.

Issues

- (1) Many instructions were translated inaccurately and incompletely, which may have confused respondents. For example, “If more than six people were counted in Question 1 on the front page, turn the page and continue” is translated to “앞

페이지의 질문 1에서 6명이 되면 뒷 페이지에서 계속하십시오(back translated to, “If (...) becomes 6 at Question 1 on the front page, continue from the back page”), which omits the subject of the sentence. “You may e-mail comments to Paperwork@census.gov” was translated to “이메일을 이용해

Paperwork@census.gov의 주소를 보낼 수도 있습니다(back translated to, “it is possible to send the address of Paperwork@census.gov using e-mail”).

Respondents had difficulty understanding the statement because of the translation.

- (2) “Form” (in census form) is inconsistently translated: in some places, it was translated as “서식” and was translated in other places as “양식”, which both mean form.

Recommendation

We propose to rewrite the sentences to correct obvious grammatical errors and to make the sentences more natural and accurate.

5.4 Alternative Translations Tested in Round 2 Interviews

After round 1 interviews were completed, the Korean language team met twice to review the findings and propose alternative wording for the Korean translation. We focused on finding alternative wording for instructions, questions, and concepts that fit into the space limitations on the census form. We proposed the following revisions:

- (1) Restructure long and complex sentences.
- (2) Replace difficult Hancha-rooted words with commonly used words.
- (3) Develop descriptive phrases for concepts that do not exist in Korean (e.g., foster children).
- (4) Complete the translation.

Because of the scale of the proposed changes and the nature of these changes, we tested critical alternative translations in round 2 interviews to see how the proposed changes worked compared with the current translations. Due to the time constraints of the cognitive interview, we did not test phrases/sentences that need straightforward corrections, such as grammatical errors. These corrections are included in the recommendation list in Table 5-3.

We revised the interview protocol guide for round 2 interviews by deleting some probes and by adding debriefing questions to compare the alternative wording with the current translations on the census form. To compare the alternative wording with the current translation, we used a show card and elicited respondents’ feedback and reaction to the changes that we recommended. From previous cognitive interview experience, we learned

that some respondents feel tired toward the end of the interview and they tended to rush in answering questions in this phase. If they found some systematic pattern, for example, all new wording is in Card B, we were concerned that the respondents just chose the wording in Card B consistently without reading two wordings under comparison carefully. To minimize this tendency, we placed alternative wording randomly either in Card A or in Card B so that respondents would stay involved until the end of the interview.

Round 2 interview results show that the proposed alternative worked better than the current translation for most cases. For the revised statements, the proposed changes were much clearer in meaning and easier for respondents to process. The majority of respondents preferred the proposed alternative statements, but some preferred the current translations or did not like any versions. We learned that respondents preferred the current translations mainly because they were shorter. As mentioned previously, this preference seems to occur because the respondents became fatigued as the cognitive interview went on. The Korean language team met again after the round 2 interview and developed alternative wording for a few additional questions and responses (that had not received positive comments from the majority of the respondents in the round 2 interview). Table 5-3 provides specific recommendations for these changes.

5.5 Envelope Message

Round 2 interviews tested a message that appears on the census form envelope. The envelope message states that:

U.S. Census Form Enclosed
YOUR RESPONSE
IS REQUIRED BY LAW

The Korean language team developed the Korean translation, which reads:

센서스 인구조사 설문지 동봉
(Census population study questionnaire enclosed.)
귀하의 참여는
법에 규정된 의무입니다
(Your participation is a duty regulated by law.)

The Korean language team took two factors into account when translating this envelope message. First, we tried to fit the small space in the envelope so we intentionally used a short phrase with a Hancha-rooted word 동봉 (enclosed) for the first phrase.

For the second statement about mandatory participation, we purposely translated the sentence indirectly to incorporate the previous research findings from the ACS 2006 project. From that project, we learned that direct translation to describe mandatory characteristics of participation felt negative.

The Korean translation of the envelope message worked very well with round 2 interviews. Ten out of 11 respondents understood that there was a census questionnaire enclosed in the envelope. All 11 respondents in round 2 interviews understood the message in the intended way and no one expressed confusion or negativity. Therefore, we recommend using this translation in the final version.

Table 5-3. Summary of Proposed Changes: Korean Recommendations

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Census form	Throughout the form	서식 / 양식 (Form)	설문지 (Questionnaire)	Census form is inconsistently translated to “서식 or 양식”, both meaning form. For example, “서식” was used when translating “This is the official form for all the people at this address” at the top of the census form while “양식” was used when translating “Thank you for completing your official 2008 Census Test form” at the end of the form. Since form could be used to denote general forms, we recommend using questionnaire to specifically refer to this census form.
Census	Top/ End/note before Q8 (Person 1) and Q5(Persons 2-6)	센서스 (Census)	센서스 인구조사 (Census population study)	Census was phonetically written in Korean, and some respondents had difficulty understanding its meaning. We recommend using 센서스 인구조사(census population study) to deliver the intended message.

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
The Census must count every person living here on February 1, 2008.	[Instruction: first sentence]	2008 2 1 (The Census must include every person who reside here as of February 1, 2008, the present time.)	2 1 2008 (The Census population study must include every person living in this home on February 1, 2008.)	Census was phonetically written in Korean, and some respondents had difficulty understanding its meaning. We recommend using (census population study) to deliver the intended message. (residing) is a difficult Hancha-rooted word and we recommend using an easier Hangul word. Due to confusion of the word “ ”, another word “ ” meaning the same (as of) is recommended. Several respondents said they were not sure what “here” meant and it was specified as (this home) in the proposed sentence. The proposed sentence reflected all of these recommendations. Most respondents did not understand what mobile home meant because no such dwelling exists in Korea. We recommend using a phrase to explain this concept. However, due to space limitations, we also recommend adding an example in parentheses to provide additional information. We recommend using this whole phrase only once when it appears first and using the phrase without parentheses to facilitate reading.
Guidelines	[Instruction: second sentence]	지침 (Instruction)	작성안내 (Filling-out guidelines)	The current translation uses a difficult Hancha-rooted word. The proposed translation is also consistent with the word used at the end of the census form about time estimate.

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Live/stay	[Instruction /Q1/Q2/Q5/Q10]	거주하는(reside) 살거나 체재하는 (live or stay)	Live should be translated to “살다” consistently. Stay should be translated to “머물다” consistently.	The translation of live/stay is inconsistent. Sometimes, live is translated as 살다, but sometimes as 거주하다. Living and staying is translated as 살거나 머물고 in Q1, but as 살거나 체재 in Q10.
This house, apartment, or mobile home	[Instruction /Q1/Q3/Q5]	이 주택, 아파트, 또는 이동식 주택 (This house, apartment, or mobile home)	이 집(주택, 아파트 또는 이동식 주택-예: 트레일러홈) This home (house, apartment, or mobile home-Ex: trailer home)	Some respondents attempted to count all residents of the whole apartment building, and some were confused by the many types of homes listed in the instruction/question. To reduce the confusion, we recommend adding “this home” and putting the other types of homes in parentheses. Most respondents did not understand what mobile home meant because there is no such dwelling in Korea. We recommend using a phrase to explain this concept. However, due to space limitations, we also recommend adding an example in parentheses to provide additional information. We recommend using this whole phrase only once when it appears first and using the phrase without parentheses to facilitate reading.

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Count all people, including babies, who live and sleep here most of the time.	[Instruction: first bullet]	아기를 포함하여 대부분의 시간을 거주하는 모든 거주인의 수를 파악하십시오. (Grasp the number of all residents, including babies, who reside most of the time.)	아기를 포함하여, 대부분의 경우 이 집에서 살고 있는 사람의 수를 세십시오. (Count the number of people, including babies, who live and spend most of the time in this home.)	The current translation does not sound natural and uses many difficult Hancha-rooted words unnecessarily. The proposed translation clearly defines who should be included. We recommend adding a comma in the sentence and replacing “파악하십시오 (grasp)” with “세십시오(count).”
Do not count anyone in a nursing home, jail, prison, detention facility, etc.	[Instruction: third bullet]	2008 2 1 , (Do not include the number of persons in a nursing home, jail, prison, detention facility, etc on Feb 1, 2008, present time.)	2008 2 1 , (Do not include persons in a nursing home, jail, prison, detention facility, etc, using Feb 1, 2008 as point of reference.)	There should be a space between and . This sentence does not sound natural because of a Hancha-rooted word (the number of persons). We recommend changing this word to (person). Some respondents were confused about the point of reference because of the word (present time). To reduce confusion due to , we recommend replacing this word with (point of reference).

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
<p>Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc.</p>	<p>[Instruction: fourth bullet]</p>	<p>(Do not include them even if they will return after college graduation, from the nursing home, jail, etc.)</p>	<p>(Do not include them even if they are supposed to return after college graduation or if they return from the nursing home, the military or the jail, etc.)</p>	<p>There should be a space between and and between and . The current translation does not sound natural because of the adverb “ ” so we suggest the use of another word “ ”. In the current translation “the military” was omitted. “ ”is an English expression that is not often used in Korean and sounds unnatural. The proposed translation reflects these recommendations.</p>
<p>The Census must also include people without a permanent place to stay.</p>	<p>[Instruction: sentence above the last bullet]</p>	<p>센서스에는 일정 거주 지역이 없는 사람도 포함되어야 합니다.(The Census must also include people without a stable place to stay.)</p>	<p>센서스 인구조사에는 일정 거주 지역이 없는 사람도 포함되어야 합니다.(The Census population study must also include people without a stable place to stay.)</p>	<p>Census was phonetically written in Korean and some respondents had difficulty understanding its meaning. We recommend using the term 센서스 인구조사(census population study).</p>

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
If someone who has no permanent place to stay is staying here on February 1, 2008, count that person.	[Instruction: fifth bullet]	<p>2008 2 1</p> <p>(If someone who has no permanent place to stay is residing here on February 1, 2008, count that person.)</p>	<p>2008</p> <p>2 1</p> <p>(If a person who has no permanent place to stay is staying in this home on February 1, 2008, count that person.)</p>	<p>The current translation includes a difficult Hancha-rooted word () unnecessarily. (somebody) is rarely used in Korean and this word makes the sentence read unnaturally. We recommend that (person) be used instead. We also recommend adding a comma in the middle of the sentence.</p>

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?	[Q1]	2008 2 1 ? ? (On Feb 1, 2008 at the present time, how many people were living or staying in this house, apartment or mobile home?)	2008 2 1 , ? ? (On Feb 1, 2008, how many people were living or staying in this home?)	Some respondents were confused about the point of reference because of the word (present time). To reduce confusion due to , we recommend replacing this word with ” which carries the same meaning. We also recommend rearranging the sentence so it sounds more natural.
Were there any <u>additional</u> people staying here February 1, 2008 that you <u>did not include</u> in Question 1?	[Q2]	2008 2 1 1 ? (Were there any additional people staying here February 1, 2008 that you did not include in Question 1?)	2008 2 1 1 ? (Were there any additional people staying at this home February 1, 2008 that you did not include in Question 1?)	In the English original, “that you did not include...” is underlined, but the emphasis is lost in translation. The proposed sentence clarifies that we are asking respondents whether there are people who are not counted in Question 1. We recommend changing “here” to “home” because several respondents did not understand what “here” referred to exactly. Some were confused about the point of reference because of the word (present time). To reduce confusion due to , we recommend replacing this word with (point of reference).

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Children, such as newborn babies or foster children	[Q2: first response choice]	(Sons and daughters such as newborn babies or consigned children)	, (Young children such as newborn babies and government consigned children)	Most respondents did not understand the meaning of foster children as intended from the current translation so we need to provide a short description of foster. The proposed change received positive reaction from respondents. In Korean culture, blood relationships are emphasized so respondents thought foster children could not be their sons/daughters. We recommend replacing sons/daughters with the term young children, which keeps the original intention of the English text.
Relatives, such as adult children, cousins, or in-laws	[Q2: second response choice]	(Relatives, such as adult children, cousins, or in-laws)	, (Adult children or relatives/in-laws such as cousins)	In Korean culture, blood relationships are emphasized so respondents thought adult children were not relatives, but rather family. We recommend separating adult children from examples of relatives.
Live-in babysitters	[Q2: third response choice]	(Always staying babysitter)	, (Live-in baby sitter)	The current translation is “Always staying baby sitter.” We recommend changing the wording to (live-in) because it is a more accurate translation.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Is this house, apartment, or mobile home — - mortgage or loan? <i>Include home equity loans.</i> - Owned by you or someone in this household free and clear (without a mortgage or loan)? - Rented? - Occupied without payment of rent?	[Q3]	, , (This house, apartment or mobile home.)	.(Please choose one of the following response choices which best describes ownership status of this home.)	The format of this question and response choices differs from the rest of the questions on the form, which confused respondents. We recommend deleting the question mark after the response choices and changing the wording of the sentences accordingly.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Owned by you or someone in this household with a mortgage or loan?	[Q3: first response choice]	귀하 또는 이 세대의 다른 사람이 모기지론 또는 대출로 이 부동산을 소유하고 있습니까? (Owned by you or someone in this household with mortgage loan or loan)	본인 혹은 이 가구의 다른 사람이 대출(모기지론 등)로 이 집을 소유 (You or another person in this household owns this home with a loan (mortgage etc).)	Household is sometimes translated as 세대 and sometimes as 가구 on the form; however, both words mean household. Here, it was translated to 세대. Also, this sentence uses difficult Hancha-rooted words unnecessarily; we recommend replacing those words with easy Hangeul words. We recommend changing the response choice format to declarative sentences to be consistent with the changed question format.
<i>Include home equity loans.</i>	[Q3: first response choice]	주택자기자본대출을 포함시키십시오. (<i>Include Home self capital loan</i>)	주택담보대출 (홈에퀴티론)을 포함시키십시오. (<i>Include home collateral loan(home equity loan)</i>)	Most respondents did not understand the current translation of home equity loan. We recommend using 주택담보대출, which is commonly used in Korean to describe this type of loan. Since several respondents knew the English phrase <i>home equity loan</i> , we recommend adding that phonetic expression of this word in Korean in parentheses.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Owned by you or someone in this household free and clear (without a mortgage or loan)?	[Q3: second response choice]	귀하 또는 이 세대의 다른 사람이 부동산을 주택관련 부채(모기지론 또는 대출) 없이 소유하고 있습니까? (Owned by you or someone in this household without debt (mortgage loan or loan)?)	본인 혹은 이 가구의 다른 사람이 빚(모기지 또는 대출)없이 이 집을 소유 (You or another person in this household owns this home without debt (mortgage or loan))	Household is sometimes translated as 세대 and sometimes as 가구 on the form; however, both words mean household. Here, it was translated to 세대. Also, this sentence uses difficult Hancha-rooted words unnecessarily; we recommend replacing those words with easy Hangeul words. We recommend changing the response choice format to declarative sentences to be consistent with the changed question format.
Rented?	[Q3: third response choice]	임차 중입니까? (Rented?)	임대(렌트) 중 (rent(rent))	The current translation of rent (임차) is accurate but it is a rarely used legal term. Since most respondents knew the word rent (in English), we recommend using 임대 and adding 렌트 in parentheses. We recommend changing the response choice format to declarative sentences to be consistent with the changed question format.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Occupied without payment of rent?	[Q3: 4 th response choice]	임차료를 지급하지 않고 점유하고 있습니까? (Deforce the space without furnishing rent?)	임대료(렌트비)를 내지 않고 무료로 살고 있음 (Live for free without paying rent)	The current translation uses difficult Hancha-rooted words and several respondents interpreted the sentence incorrectly because of the connotation of 점유(deforce). We recommend rewriting the sentence using easy Hangul words. The current translation of rent (임차료) is accurate but it is a rarely used legal term. Since most respondents knew the word rent (in English), we recommend using 임대료 and adding 렌트 in parentheses. We recommend changing the response choice format to declarative sentences to be consistent with the changed question format.
We may call if we don't understand an answer.	[Q4]	답변이 이해되지 않으면 설명을 위해 전화드릴 수 있습니다. (If answers were not understood, a call can be made for explanation.)	귀하의 답변이 이해되지 않을 경우, 보충 설명을 듣기 위해 인구조사국에서 전화를 드릴 수도 있습니다. (If your answers were not understood, the census Bureau may make a call to hear your additional explanation.)	The omission of the subject of the sentence confused respondents. The subject of the sentence must be added and details should be provided for clear understanding. The proposed translation reflects these recommendations.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
This will be Person 1. What is Person 1's name?		1 ? (Please provide information for each individual residing here. Start with a person who owns or rents this house, apartment, or mobile home. If the owner or renter resides somewhere else, start with any adult residing here. That person will be Resident 1. What is resident 1's name?)	(Note: Please provide information for every person living here. Please write first for a person who owns or rents this home. If that person lives somewhere else, start with any adult living in this home. That person will be household member 1 . What is household member 1's name?)	
Print name below.	[Q5]	이름을 아래에 인쇄체로 기입하십시오 (Print your name below.)	이름을 아래에 써 주십시오. (Write your name below.)	Half of the respondents wrote their names in Korean and they did not understand the term 인쇄체(print). Rather than using a difficult Hancha-rooted word 기입(write), we recommend using 써(write), which has the same meaning but is pure Hangul.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
MI	[Q5]	중간이름 (Middle name)	중간이름 첫자 (The first letter of middle name)	<p>Most respondents did not think the current translation meant middle initial. The recommended short phrase translation could help clarify the meaning a little more but it may not address the issue entirely because there is no corresponding concept of middle name in Korean.</p> <p>We recommend that the position of this phrase be moved up, next to last name if space is an issue because Korean last names are typically much shorter than first names.</p>
What is Person 1's age and what is Person 1's date of birth?	[Q7]	? (What is this person's age and date of birth?)	? (What is this household member's actual age and date of birth?)	<p>The term Person was inconsistently translated to (resident) or (person). We recommend consistently using (household member) to clearly state that the question is asking about its household member, not the general public such as residents in their apartment building.</p> <p>The Korean age-counting convention is different from U.S. convention. That is, Koreans are considered 1 year old at birth and another year older at New Year's. The proposed translation clarifies that this question asks about U.S. age-counting convention, not Korean convention.</p>
<i>Print numbers in boxes.</i>	[Q7]	(Print age in the box.)	.(Write age and birth year/month/date in the box.)	<p>Print was translated to “ ” a difficult Hancha-rooted word. Since some respondents did not understand what (print) meant, we recommend using (write).</p> <p>The current translation was inaccurate in that it mentioned only age, not date of birth. The proposed translation corrected all of these problems.</p>

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
<i>Report</i>	[Q7]	(Please write.)	(Please write.)	(write) is a difficult Hancha-rooted word. We recommend using an easy Hangul word to help respondents better understand the sentence.
Age on Feb 1, 2008,	[Q7]	2008 2 1 (Age on Feb 1, 2008, the present time)	2008 2 1 (Age on Feb 1, 2008, the point of reference)	Some respondents were confused about the point of reference because of the word (present time). To reduce confusion due to , we recommend replacing this word with “ ” which carries the same meaning.
Hispanic, Latino, or Spanish origin?	[Note before Q8/Q8]	라틴 아메리카, 라티노 또는 스페인계 (Latin America, Latino or Spanish origin)	중남미 혹은 히스패닉 출신 (Central/South American or Hispanic origin)	Hispanic, Latino or Spanish origin was not completely or accurately translated; it was phonetically written as 라틴아메리카, 라티노 또는 스페인계(Latin America, Latino or Spanish origin). Because of the word 아메리카(America), some respondents thought this meant people of America in general, including people in the United States or Canada.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
<p>NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.</p>	<p>[Note Before Q8]</p>	<p>: 5 6 (Note: Please answer BOTH Question 5 about Latin America origin and Question 6 about race. For this census, Latin American origin does not mean race.)</p>	<p>: 5 6 (Note: Please answer BOTH Question 5 about Central/South American or Hispanic origin and Question 6 about race. For this census population study, Hispanic origin does not mean race.)</p>	<p>Census was phonetically written in Korean and some respondents did not understanding its meaning. We recommend using (census population study) to deliver the intended message.</p> <p>Hispanic, Latino or Spanish origin was not completely or accurately translated; it was phonetically written as 라틴아메리카, 라티노 또는 스페인계(Latin America, Latino or Spanish origin). Because of the word “아메리카(America),” some respondents thought this meant people of America in general, including people in the United States or Canada.</p>

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Is this person of Hispanic, Latino, or Spanish origin?	[Q8]	, ? (Is this person of Latin American, Latino or Spanish origin?)	?(Is this household member of Central/South American or Hispanic origin?)	Person was inconsistently translated to (resident) or (person). We recommend consistently using (household member) to clearly state that the question is asking about its household member, not the general public, such as residents in their apartment building. Hispanic, Latino or Spanish origin was not completely or accurately translated; it was phonetically written as 라틴아메리카, 라티노 또는 스페인계(Latin America, Latino or Spanish origin). Because of 아메리카(America), some respondents thought this meant people of America in general, including people in the United States or Canada.
American Indian or Alaska Native — <i>Print name of enrolled or principal tribe.</i>	[Q9]	.(Print name of enrolled or principal tribe.)	.(Please write name of enrolled or principal tribe in English.)	Print was translated to , a difficult Hancha-rooted word. Since some respondents did not understand what (print) meant, we recommend using 써 주십시오(write).
Print race	[Q9]	(Print race.)	.(Please write race.)	Print was translated to , a difficult Hancha-rooted word. Since some respondents did not understand what (print) meant, we recommend using 써 주십시오(write).

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Does this person sometimes live or stay somewhere else?	[Q10]	?(Does this resident sometimes live or stay somewhere else?)	?(Does this household member sometimes live or stay somewhere else?)	Person was inconsistently translated to (resident) or (person). We recommend consistently using (household member) to clearly state that the question is asking about its household member, not the general public such as residents in their apartment building. This translation uses difficult Hancha-rooted words unnecessarily. For consistency, stay should be translated to “.”
Child custody	[Q10: 2 nd response choice]	보육원(Nursing center)	양육권 문제로 다른 곳에서(In the other place due to child custody)	The current translation is totally wrong but there is no simple translation because there is no equivalent concept in Korean. We recommend using a short phrase to deliver the original meaning as proposed.
Related to Person 1?	[People 7]	1 ? (Is relative relationship with resident 1?)	1 / ? (Family, relative or in-laws to household member 1?)	Because Korean culture emphasizes blood relationships, people tend to strictly distinguish direct family from relatives. We recommend clarifying the phrase by including direct family and in-laws. Because of the space limitations, we recommend converting the sentence to a phrase; this change will not affect the message delivery.
Housemate or roommate	[Relationship term : 5 th response choice at the right column]	하우스메이트인 또는 룸메이트 (Housemate person or roommate)	룸메이트 (Roommate)	Several respondents were unsure of the meaning of 하우스메이트인(housemate person) and most respondents thought that the basic meaning of roommate and housemate was the same. We recommend using roommate only to reduce confusion.

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Grand children	[Relationship term :last response choice at the left column]	손자(Grandson)	손자/손녀(Grandson/gr anddaughter)	The current translation, 손자(grandson) technically means grandson in Korean, not granddaughter. However, colloquially people often say 손자 when they mean a grandchild, regardless of the child's gender. To eliminate confusion, we recommend listing both grandson and granddaughter.
If more people were counted in Question 1, continue with Person 2.	[Note below Q10 at Person 1]	질문 1 에서 파악된 인원이 더 있다면 거주인 2 로 계속하십시오. (If more number of people is grasped at Q1, continue as resident 2.)	질문 1 의 답에 포함시킨 사람이 더 있다면, 가구원 2 로 설문지를 계속 작성해 주십시오. (If there is additional people included in the answer of Q1, continue filling out the questionnaire as household member 2.)	The current translation is inaccurate and unclear; it does not deliver the intended message. We recommend rewriting the sentence to help respondents understand the sentence better.

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
If more people were counted in Question 1 on the front page, continue with Person #.	[At the bottom of the Q7 (Persons 2-6)]	<p>앞 페이지의 질문 1에서 파악된 인원이 더 있다면 거주인 #으로 계속하십시오.</p> <p>(If more number of persons is grasped at Q1 on the front page, continue as resident #.)</p>	<p>첫 장 질문 1의 답에 포함시킨 사람 중 응답하지 않은 사람이 있다면, 가구원 #로 설문지를 계속 작성하십시오.</p> <p>(If there are persons which are not answered about among people included in the answer of Q1 on the first page, continue filling out the questionnaire as household member #.)</p>	The current translation is inaccurate and unclear; it does not deliver the intended message. We recommend rewriting the sentence to help respondents understand the sentence better.
Print name of Person #	[Q4 (Person 2-)]	<p>거주인 #의 이름을 인쇄체로 기입하십시오(Print name of resident #.)</p>	<p>가구원 #의 이름을 써 주십시오. (Write name of household member #.)</p>	Person was inconsistently translated to 거주인(resident) or 사람(person). We recommend using 가구원(household member) to clearly state that the question is asking about its household member, not the general public such as residents in their apartment building. Half of the respondents wrote their names in Korean and they did not understand the term 인쇄체(print). Rather than using a difficult Hancha-rooted word 기입(write), we recommend using 써(write), which has the same meaning but is pure Hangul.

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Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
If more than six people were counted in Question 1 on the front page, turn the page and continue.	[Note below Q7 at Person 6]	<p>앞 페이지의 질문 1 에서 6 명이 되면 뒷 페이지에서 계속하십시오. (If (...) becomes 6 at Q1 on front page, continue from the back page.)</p>	<p>첫 장의 질문 1 에 쓴 가구원수가 6 보다 크면, 뒷장으로 넘겨 설문지를 계속 작성해 주십시오. (If the number at Q1 on the first page is bigger than 6, turn the page and continue filling out the questionnaire.)</p>	<p>The current translation is inaccurate and unclear; it does not deliver the intended message. We recommend rewriting the sentence to help respondents understand the sentence better.</p>
If you don't have room to list everyone who lives with you and has not been counted, please list the others below.	[Instruction above Person 7]	<p>(If you don't have room to list everyone who lives with you and has not included, list the others below.)</p>	<p>1 , (If you don't have room to list every household member who lives with you, please write below.)</p>	<p>The current translation is inaccurate and unclear; it does not deliver the intended message. Also the current translation uses difficult Hancha-rooted words such as (reside) and (write). We recommend rewriting the sentence to help respondents better understand the intended meaning.</p>

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
<p>TDD — Telephone display device for the hearing impaired. Call 1-800-786-9448 between 9:00 a.m. and 9:00 p.m., Monday through Saturday, and between 11:00 a.m. and 9:00 p.m., Sunday.</p>	<p>[Return instruction: 2nd box, 2nd sentence]</p>	<p>TDD - 1-800-786-9448 - 9:00 a.m. - 9:00 p.m., 11:00 a.m. - 9:00 p.m. (TDD — Telephone display device for the hearing impaired. Call 1-800-786-9448 between 9:00 a.m. and 9:00 p.m., Monday through Saturday, and between 11:00 a.m. and 9:00 p.m., Sunday.)</p>	<p>(TDD) 1-800-786-9448 (- 9:00 a.m. - 9:00 p.m., 11:00a.m. - 9:00 p.m.) (If you want to use device for the hearing impaired (TDD), Call 1-800-786-9448 between 9:00 a.m. and 9:00 p.m., Monday through Saturday, and between 11:00 a.m. and 9:00 p.m., Sunday.)</p>	<p>The current translation is inaccurate and unclear; it does not deliver the intended message. We recommend rewriting the sentence to help respondents understand the sentence better.</p>

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
<p>If you need help completing this form, call 1-866-872-6868 between 9:00 a.m. and 9:00 p.m., Monday through Saturday, and between 11:00 a.m. and 9:00 p.m., Sunday.</p>	<p>[Return instruction: 2nd box, 3rd sentence]</p>	<p>1-866-872-6868 - 9:00 a.m. - 9:00 p.m., 11:00 a.m. - 9:00 p.m.</p> <p>(If you need help completing this form, call 1-866-872-6868 between 9:00 a.m. and 9:00 p.m., Monday through Saturday, and between 11:00 a.m. and 9:00 p.m., Sunday.)</p>	<p>1-866-872-6868 (- 9:00 a.m. - 9:00 p.m., 11:00a.m. - 9:00 p.m.)</p> <p>(If you need help completing this questionnaire, call 1-866-872-6868 between 9:00 a.m. and 9:00 p.m., Monday through Saturday, and between 11:00 a.m. and 9:00 p.m., Sunday.)</p>	<p>“Census form” is inconsistently translated as or both meaning form. For example, was used when translating “This is the official form for all the people at this address” at the top of the census form while was used when translating “Thank you for completing your official 2008 Census test form” at the end of the form. Since form could be used to refer to general forms, we recommend using questionnaire to specifically refer to this census form.</p>

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
<p>The U.S. Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete, including the time for reviewing the instructions and answers. Send comments regarding this burden estimate or any other aspect of this burden to:</p>	<p>[Last box on the back page]</p>	<p>10</p> <p>Paperwork Reduction Project 0607-0919-DR, U.S. Census</p>	<p>10 ()</p> <p>Paperwork Reduction Project 0607-0919-DR, U.S. Census Bureau, 4600 Silver Hill Road, AMSD-3K138, Washington, DC 20233.</p>	<p>“Census form” is inconsistently translated and sounds unnatural. We recommend shortening the sentence to sound more natural and consistently using the term questionnaire. The English meaning stays the same.</p> <p>The current translation uses many difficult Hancha-rooted words; we recommend rewriting the sentence using easy Hangul words.</p>

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
		<p>Bureau, 4600 Silver Hill Road, AMSD-3K138, Washington, DC 20233.</p> <p>Paperwork@census.gov</p> <p>“Paperwork Project 0607-0919-DR”</p> <p>(The U.S. Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete, including the time for reviewing the instructions and answers. Send comments regarding</p>	<p>Paperwork@census.gov</p> <p>“Paperwork Project 0607-0919-DR”</p> <p>(The U.S. Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete (including the time for reviewing the instructions and answers). Send comments regarding this estimate time or any other aspect of this burden to: Paperwork Reduction Project</p>	

(continued)

Table 5-3. Summary of Proposed Changes: Korean Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
		this estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-0919-DR, U.S. Census Bureau, 4600 Silver Hill Road, AMSD-3K138, Washington, DC 20233. It is possible to send the address of Paperwork@census.gov using email.)	0607-0919-DR, U.S. Census Bureau, 4600 Silver Hill Road, AMSD-3K138, Washington, DC 20233. You may e-mail comments to Paperwork@census.gov. When you are sending it, write "Paperwork Project 0607-0919-DR" as the subject.)	

6. VIETNAMESE INTERVIEWS: SUMMARY OF FINDINGS

6.1 Introduction

As stipulated in the RTI-RSS proposal to the U.S. Census Bureau, the Vietnamese language cognitive interviews were carried out under the responsibility and direction of the Census Bureau and RTI. Two rounds of interviews were conducted by four cognitive interviewers from RTI (Lan P. Nguyen, Jeanette T. Vo-Vu, PaulDinh Nguyen, and Doanh Pham) and the team was led by the RTI Task Manager (M. Mandy Sha).

Twelve interviews were conducted in the first round using protocol 1, and 11 interviews were conducted in the second round using protocol 2, for a total of 23 interviews in Vietnamese. Most interviews were conducted in participants' homes; some were conducted in local public libraries, community centers, and language schools in Illinois, North Carolina, and the greater Washington, DC area. Of the 23 respondents recruited for cognitive interviewing, the vast majority were monolingual speakers of Vietnamese, and three were bilingual speakers of Vietnamese and English but with only elementary English skills in speaking and writing.

The interviews in round 1 were conducted between February 19, 2008 and March 14, 2008, while the interviews in round 2 were completed between April 18, 2008 and May 11, 2008. Following informed consent procedures, protocol 1 was used in round 1. A revised protocol with show card comparisons added was used in round 2 to test alternative wording in translations. All interviews were audiotaped after obtaining respondents' consent to do so. The round 1 interviews lasted from 73 minutes to 135 minutes, and the average time was 87.7 minutes. The round 2 interviews lasted from 120 to 160 minutes, with an average time of 141.4 minutes.

The Vietnamese language expert team met after the completion of each round of interviews to review the findings. Based on the findings, we recommended alternative wordings for translation of the 2010 census form.

6.2 Recruiting

The Vietnamese language team recruited Vietnamese monolingual and Vietnamese-English bilingual speakers in Illinois, North Carolina, and the greater Washington, DC area. Based on experience working in the Vietnamese community, we focused on word-of-mouth and snowball recruiting. These word-of-mouth efforts were supplemented with recruitment by distributing flyers at churches and grocery stores frequented by Vietnamese-speaking

persons, beauty and nail salons, community colleges and schools that offer English as a Second Language (ESL) classes, and mutual aid associations in the target areas.

We followed the general guidelines in the narrative in our recruiting plan: “Vietnamese-speaking respondents’ characteristics, which suggests that the Vietnamese-speaking sample needs to include a majority of people who have not graduated from high school. People who lived in the United States at least one year ago and those that were born in Vietnam should be oversampled. The population over 55 should be included and constitute a third of the sample.” Table 6-1 displays the recruiting targets for Vietnamese-speaking respondents for each round of interviews.

For 9 weeks (February 18, 2008 to April 18, 2008), we screened 46 individuals and found 37 persons who met the basic criteria (above age 18, able to read and write Vietnamese, English speaking and reading ability were self-identified as not at all or not well). Based on their other characteristics such as educational attainment, place of birth, and year of entry, we scheduled 23 men and women between the two rounds of cognitive interviewing.

Table 6-1. Vietnamese Recruitment Targets for Each Round of Interviews

Characteristic	Recommended Range (%)	Recruitment Target (%)	Target Number to Recruit	Range of Recruits
Educational attainment				
Completed level of school or degree that is...				
less than high school graduate	80–90	80	9.0	7–9
high school graduate and no college degree	5–10	10	1.5	1–2
college graduate	5–10	10	1.5	1–2
Place of Birth				
Born in Vietnam	Nearly all	90	11.0	10–11
Born in U.S. or other	Under 20	10	1.0	0–1
Year of Entry				
Living in U.S. 1 year ago	Nearly all	100	12.0	11–12
Not living in U.S. 1 year ago	Minimum	0	0.0	0
Gender				
Male	N/A	50	6.0	5–6
Female	N/A	50	6.0	5–6
Age				
34 or younger	20–30	25	3.0	3–4
35–54	30–40	35	4.2	4–5
55 or older	30–40	40	4.8	4–5
Total Number of Participants				12

As shown in Table 6-2, the 23 respondents represented a diverse set of characteristics, such as age, educational attainment, and gender. All were individuals born in Vietnam who had lived in the United States for at least 1 year. Their demographic characteristics satisfied the targets for the recruitment ranges. Additionally, because vocabulary use varies by region, we included a mix of speakers: 6 respondents represented the northern region of Vietnam, 4 represented the central region, and 13 represented the southern region.

Table 6-2. Demographics of the 23 Participants

Characteristics	Completed Interviews	
	Male	Female
	11	12
Educational attainment Completed level of school or degree that is...		
less than high school graduate	9	7
high school graduate and no college degree	1	3
college graduate	1	2
Place of Birth		
Born in Vietnam	11	12
Born in U.S. or other	--	--
Year of Entry		
Living in U.S. 1 year ago	11	12
Not living in U.S. 1 year ago	--	--
Age		
34 or younger	4	2
35–54	3	6
55 or older	4	4
Total Number of Participants	23	

In general, recruiting experience across the target languages on this study indicated that those with less than high school education tended to be more skeptical about the study and were cautious about participating. Although the recruitment targets for the Vietnamese speakers included a majority of people who have not graduated from high school, our recruitment efforts were successful. We encountered difficulty with finding at least one respondent who was a Vietnamese monolingual and could read and write in Vietnamese but was *not* born in Vietnam. Although we used intensive word-of-mouth efforts to recruit someone with these characteristics, we were unable to recruit this individual within the timeframe of the second and final round. This did not affect the target range for the place of birth recruitment target.

Among the recruiting methods, word-of-mouth and in-person recruiting were by far the most effective approaches in reaching the interview target population. Based on our experience and the frequent questions we received, we felt that the interested people were mostly motivated by the interview incentive or by utilizing their Vietnamese language skills. Some people also showed strong interest in expressing opinions on the Vietnamese translation materials.

6.3 Summary of Findings

The summary of findings reported in this section concerns translation and cultural issues critical to the understanding of the intended meaning of the question and answer categories in the 2010 census form. In addition, our analysis of findings focuses on concepts that did not translate well in the Vietnamese language and on translation issues that led to misunderstanding or misinterpretation of the intended meaning of the questions and answer categories. The section concludes with a table of our final recommendations for alternative wordings in the Vietnamese translation (see Table 6-3).

6.3.1 Overall Assessment of the Vietnamese Translation

Generally, respondents felt that the Vietnamese translation of the 2010 census form was grammatically correct, complete, and accurate at the word and sentence level. However, some Vietnamese-speaking respondents found it difficult to comprehend the instructions, questions, and some of the response choices of the form. As a result, some respondents did not complete the form as intended.

We believe the difficulty in completing the census form was influenced by translation issues, cultural issues, and respondents' lack of survey experience and their unfamiliarity with filling out a form. The Vietnamese translation was generally correct at the lexical and syntactical levels, but some of the translated materials did not read naturally in the Vietnamese language. Although the vocabulary in the form mainly derived from the northern region of Vietnam, it did not seem to affect comprehension for respondents from another region. The biggest issue was that some of the concepts expressed in the form were not meaningful in the Vietnamese language or culture.

The following issues were identified:

- (1) Some Vietnamese translation was mainly direct translation—it followed the English text too closely. In some instances, the translation followed the English syntax or sentence ordering. This resulted in some comprehension problems, and a general feeling that the Vietnamese text sounded very much like a translation;

that is, it did not flow well and did not sound natural. Respondents could not fully understand and process the meaning of the questions and answers in the form.

- (2) The translation used difficult wording or uncommonly used words. This caused confusion and unnecessary difficulty for respondents, especially those with a lower level of education.
- (3) In some cases, the translated term failed to convey the intended meaning because there is no equivalent concept in Vietnamese culture. For example, the term mobile home was translated literally as moving home, but it did not register with all of the Vietnamese-speaking respondents because there is no concept of mobile home in the Vietnamese language.
- (4) Some Vietnamese-speaking respondents were not familiar with a survey form. They exhibited noticeable difficulties in comprehending the instructions and questions. They did not know how to fill out a form or how to mark an answer. They commented that the form was very complicated and confusing. Some of the difficulties can be reduced by using plain and clear language in the translation, but some problems go beyond translation issues.

Additionally, the Vietnamese translation used a small font size on the form, possibly to accommodate the words in the available space. Some elderly respondents complained that it was difficult to read the text.

6.3.2 *Question-by-Question Assessment*

In this subsection, we discuss specific issues related to each instruction, question, and answer category that we tested. The instructions, questions, and answer categories under discussion are listed in the order in which they appear in the 2010 census form.

6.3.2.1 *Start Here Box*

The Start Here Box contains the following residence rules.

The Census must count every person living here on February 1, 2008.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on February 1, 2008.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on February 1, 2008, count that person. Otherwise, he or she may be missed in the census.

We probed on each of these rules and asked for respondents' interpretation and their assessment of the language used in the translation. In general, the respondents felt comfortable with the rules and the translation. We document two types of issues here: problematic terms and naturalness and editing of the sentences.

Following is a list of problematic terms:

- (1) Census was translated as *Điều tra dân số* (investigation of population counting). The reference to an investigation may conjure an image of surveillance.
- (2) Census Bureau was translated as *Cục Điều tra dân số* (Administration of the Investigation of Population Counting). The word "cục" is usually used to describe a separate entity from the government with authority and power of its own and is viewed as a bureaucratic entity, which has a negative connotation. In Vietnam, law enforcement and the military are both *cục*, and the U.S. immigration authority, USCIS (formerly INS), is also a *cục*. The reference to a *cục* and an investigation seemed to deepen the sense of surveillance.
- (3) Mobile home was translated as "nhà di động." The word used to mean mobile is the same as in mobile phone; however, mobile phone is a widely accepted concept whereas mobile home is not. Some respondents interpreted this to mean a home that was moving, or people were moving in a house. This occurred because of the lack of an equivalent concept in the Vietnamese language.
- (4) "People without a permanent place to stay" and "someone who has no permanent place to stay" were translated as *người không có nơi thường trú* (people who are not (a) permanent resident(s) of a place). However, permanent resident, an immigration residency status conferred by the USCIS (formerly the INS) is also a "thường trú người," but this phrase does not intend to describe immigrants.

After the round 1 interviews, we proposed alternative wording for these problematic words. For the term mobile home, we recommended adopting the same term used in the temporary housing information brochure published by the Federal Emergency Management Administration (FEMA). We also recommended alternative translation for Census and Census Bureau. Results from round 2 interviews showed that respondents preferred the alternative translations or understood them better. For the phrase people without a permanent place to stay, we concluded that the most appropriate way to deliver the intended meaning was to use a plain descriptive phrase. Table 6-3 provides specific recommendations.

Additionally, the sentence structure of these instructions could be more natural. Some phrases or sentences sounded awkward because the Vietnamese translation followed the English sentence structure too closely, and they required editing.

Following is a list of the issues:

- (1) The instructions used phải (must), but the tone followed the English too closely and did not sound natural.
- (2) The instructions started with Khong (not to [do something]) in a descriptive way, but the translation did not use the imperative voice that would have been more appropriate for the instructions.
- (3) The instructions used Quân Lực Hoa Kỳ (in the Armed Forces) but lacked a preposition “in.”
- (4) The translation for Start Here should have been italicized to match the formatting in the English form.

Another issue identified in the instructions was what constitutes a household. Some respondents who lived in a large household with extended families decided to include only their immediate family members. Additionally, most respondents tended to start looking at the form after the Start Here arrow, and did not see anything else above that, including the instruction to use a blue or black pen. Nevertheless, a majority of the respondents used a blue or black pen as intended, possibly out of habit of filling out other forms in blue or black ink.

After the round 1 interviews, we proposed a list of alternative translations to replace the problematic sentences and for more natural wording. Table 6-3 provides specific recommendations.

6.3.2.2 Specific Questions

Household Question

1. How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?

Issue

The phrase living or staying did not present a problem to the respondents. However, the Vietnamese words on the form used to mean live (cư ngụ) and stay (sống) are not consistent throughout the form. For example, cư ngụ was used in the household question (Question 1) to mean stay but it was placed to mean live in the Start Here instructions. Nevertheless, most respondents did not feel that the two words were too different from each other.

Recommendation

Edit the form throughout so that *cu ngu* and *sống* are consistently used for their intended meaning. Although the respondents did not find the inconsistencies problematic, it is a good practice to avoid such inconsistency to prevent any undue interpretations.

Undercount Question

2. Were there any additional people staying here February 1, 2008 that you did not include in Question 1?

Issues

- (1) Several respondents did not know the intent of this question. Some checked multiple boxes of response choices because they believed that they were supposed to specify in this question those people that were counted in Question 1. Some checked “no additional people” as intended, but only because they thought that none of the available response choices matched their situation. In other words, they still felt that this question was to specify their household composition, but because no response choice fit their situation, they checked the intended answer option.
- (2) The current translation of some terms did not capture the intended meaning of the original concept. For example, the term foster children (*trẻ em chăm nuôi*) was interpreted by all respondents as children under care by one’s relatives, friends, or a babysitter. This occurred because there is no equivalent concept of a government-sponsored foster child program in Vietnam.

In addition, a few respondents reacted to the Vietnamese term “*bảo mẫu*” on the form, which was used to mean babysitter. It is a Chinese-rooted word and may not be widely used among Vietnamese. It also reminded a respondent of his resettlement experience where a *bảo mẫu* was assigned. Additionally, if the term “in-laws” is intended to capture familial relationships through marriage or by law, the translation was too narrow. The translation was *hoặc cha (mẹ) chồng (vợ)* (father or mother of husband or wife (parents-in-law)).

Recommendations

- (1) Underline the Vietnamese words for “additional” and “did not include.” Those words were underlined in the census form in English, which conceivably provided a visual reminder to respondents about the intent of this question. The phrase “did not include” was translated to “did not write.” which might imply that respondents needed to write (specify) something in Question 2; we recommend changing it to “did not include.” In fact, “include” and “write” were used interchangeably throughout the translation and we recommend keeping the use of each term consistent because they have different meanings. Additionally, the Vietnamese translation on the form used “no other people” to mean “no additional people.”

We propose adding the word additional to emphasize that this question captures the possible undercount from Question 1, and does not specify one's household composition.

- (2) Because the term “foster children” in Vietnamese does not cover the meaning of the foster care program sponsored by the U.S. government, two alternative terms can be considered as possible translation options. The first option is “con nuôi,” which our research indicates is the Vietnamese term used by the New York public schools and some social agencies in California to mean foster child. It literally means a child to be taken care of; however, this does not seem to be unambiguous because it could also mean an adopted child in Vietnamese. The second option is con được chính phủ trả tiền nhờ nuôi (a child that the government pays for taking care of her/him). Our testing showed that the second option was more indicative of the foster care program and we recommend using it on the census form.
- (3) Use a descriptive phrase “người giữ trẻ sống cùng trong nhà” (Person who cares for the child living in the house), to mean “live-in baby-sitter.” Respondents will understand this simpler language. Additionally, because there is no equivalent term to describe all in-laws in Vietnamese, we propose a descriptive phrase: Họ hàng bên chồng (hoặc bên vợ) (Relatives of husband (or wife)).

Tenure Question

3. Is this house, apartment, or mobile home —

Mark **ONE** box.

- Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

Issues

- (1) The question format was confusing to some respondents because it was not a question, although most respondents provided an answer as intended.
- (2) None of the respondents understood the Vietnamese translation for home equity loans. Respondents might have been unfamiliar with such a financial term, but even homeowners did not know what it meant.
- (3) The Vietnamese translation to mean mortgage (khoản vay tài trợ địa ốc) did not produce comprehension issues among respondents. However, there is a more modern term that can be used to mean mortgage, and is significantly shorter in length.

Recommendations

- (1) Edit the question text and the response options to make the sentence structure less confusing. Table 6-3 compares the translation on the form and the proposed translation. First, the question text should end with “có phải.” In the translated

version of the second option (owned by you or someone in this household free and clear), delete the first three words “Có phải là”. If the response option is intended to be a continuation of the question text, Có phải là repeats the last word in the question text and adds additional auxiliary verbs. This is repetitive and unnecessary. Because of the deletion, the sentence should be restructured by moving the word owned to the front of the sentence; the word mà (that) must be added for grammatical purposes as well. In the phrase that appeared in parentheses on the form, “without a mortgage or loan,” the proposed translation contrasted with the first response option further by saying that there is no loan or mortgage “left.”

- (2) The Vietnamese translation on the form says to “write home equity loan” instead of “include home equity loans;” this should be corrected to avoid the perception that respondents are required to write in the value of the loan. Furthermore, in the last response option (occupied without payment of rent), we propose adding the word “here” so it reads more smoothly with the format of the tenure question; the current translation on the form is too general about the location occupied.
- (3) Because the term home equity loan in Vietnamese does not convey the intended meaning, several alternative terms are possible options. Respondents preferred the fourth option, Kể cả các khoản vay thêm dùng nhà thế chấp (Include all the additional loan on the collateral of the home value that you owned), more frequently, possibly because it is more descriptive and, therefore, the most inclusive of all the alternative terms.
- (4) Use the more modern term to mean mortgage (trả góp - gradual payments [mortgage]).

Specific recommendations and edits to the tenure question based on the discussion above can be viewed in Table 6-3.

Person 1 Instructions

Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1’s name? *Print name below.*

Last name _____

First name _____ MI _____

Issues

- (1) The translation on the form used two words “Tên họ” to mean last name. Depending on the context, they can mean full name or family name in Vietnamese. Consequently, some Vietnamese respondents wrote their full name, instead of the intended family name, in the box marked for last name.
- (2) For the term “name” as in given name, the translation on the form used two words “Tên gọi.” Because of the Vietnamese naming convention, many respondents did

not write their given name as intended or did not know whether they should write down their legal given name, a nickname that is used in daily life, or their middle and given names together.¹²

- (3) Almost no respondents wrote in the box marked for MI (middle initials), possibly because they were not used to writing their name separately like this. There are no equivalent abbreviations for MI in Vietnamese, and the current translation used a phrase “Tên Đệm Viết Tắt” to denote mean MI. That phrase literally means “middle name in short.” Due to regional differences, some people say Tên lót (middle name) and we suggested testing it.

Recommendations

- (1) Use one Vietnamese word “Họ” for last name and one word “Tên” for first name to avoid confusion. This structure might also help respondents to become used to the idea of writing their name in separate fields in this question.
- (2) Keep “Tên Đệm Viết Tắt” to mean MI. Our testing showed that the alternative term “Tên Lót Viết Tắt” produced a similar comprehension level.
- (3) To make the Person 1 instructions sound more natural, edit the instructions, replacing (1) “information FOR each person” (cho) with “information ABOUT each person” (về); (2) “house, apartment or mobile home” with “house, OR apartment or mobile home” (hay). The two occurrences of “or” were denoted by different words so the sentence does not sound dense. In the text “What is Person 1’s name,” the current translation for “name” was “tên.” That word was proposed for first name. To avoid confusion, the proposed translation will use Họ tên (full name) here.

¹² Vietnamese names are constructed this way: surname + middle name + given name. For example, in a male name like Hồ Chí Minh, Hồ is the surname, Chi is the middle name, and Minh is the given name. A woman’s name, Nguyễn Phương Lan, also follows the same structure. However, middle names are rarely used to identify a person, or people may not have a middle name, particularly men. In daily life, Vietnamese-speaking persons go by a nickname, such as a name indicative of the birth order in the family (“the third”), not often by their legal given name.

Age Question

7. What is Person 1's age and what is Person 1's date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes

Age on February 1, 2008

Month

Day

Year of birth

Issue

No major issues were identified in this question. However, some respondents were distracted by the placement of the baby instruction at Question 7, Person 1, because they understood from the instructions that Person 1 could only be an adult. Additionally, the phrase "Age on February 1, 2008" was italicized in the Vietnamese translation but should appear in regular font to match the census form in English.

Instruction Right Before Hispanic Origin Question

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Race Question 9. For this census, Hispanic origins are not races.

Issues

- (1) This instruction appeared before the Hispanic origin and race questions to which it referred. Some respondents were confused about what questions the instruction was talking about. Although the respondents were not very clear about this instruction, they did not think too much about it because it seemed irrelevant to them.
- (2) The current translation was inconsistent in the word usage for origin and race, which made the sentence illogical. The note says:

Xin trả lời CẢ HAI Câu Hỏi 8 về nguồn gốc sắc tộc châu Mỹ nói tiếng Tây Ban Nha và Câu Hỏi 9 về sắc tộc. Đối với bản điều tra dân số này, nguồn gốc sắc tộc Mỹ La-tinh nói tiếng Tây Ban Nha không được coi là chủng tộc.

(Answer BOTH Question 8 about Hispanic color lineage origin and Question 9 about color lineage. For this census, Hispanic color lineage origins are not racial lineages.)

Recommendations

Restructure the note and use consistent vocabulary, as follows:

Xin trả lời CẢ HAI câu hỏi, Câu Hỏi 8 về nguồn gốc Châu Mỹ nói tiếng Tây Ban Nha và Câu Hỏi 9 về chủng tộc. Đối với bản thống kê dân số này, nguồn gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha không được coi là chủng tộc

(Answer BOTH questions, Question 8 about Hispanic origin and Question 9 about racial lineage. For this census, Hispanic origins are not racial lineages.)

The specific discussion about the translation for Hispanic, Hispanic origin, and race can be viewed in the issue reported for the Hispanic origin question (in the following section).

Hispanic Origin Question

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – *Print origin, for example,*

Issues

This question did not present a major problem to the Vietnamese-speaking respondents because many of them thought that this question did not apply to them. Some marked the option “No” without going through all the options; however, a few respondents left it blank. Some phrases or sentences appeared problematic, as follows.

- (1) Four response choices started with *Có* (yes), which is a direct translation and did not seem natural. In this context, a Vietnamese speaker usually answers by saying “right,” not “yes.”
- (2) Hispanic was translated to người Mỹ La Tinh nói tiếng Tây Ban Nha (Spanish-speaking Latin American person). However, being Hispanic does not always mean Spanish-speaking or Latin American. Another issue was the grammatical structure of the translation for Hispanic, which read “person American Latin Spanish-speaking.” The phrase read as if it was only about Americans from the United States because the words “person” and “American” are right next to each other. Additionally, the term Latino was translated to “Latin” and Spanish origin was translated to “Spanish-speaking.”

Recommendations

- (1) Replace Có (yes) in the current translation with Phải (right). The former is a direct translation and not as natural as the latter. In this context, one usually answers by “right” but not “yes.”
- (2) Add Châu (continent) in the descriptive phrase for Hispanic to make it clear that this term is not only about Americans from the United States. We also found that there is no equivalent translation for Hispanic in the Vietnamese language. The translation may only be achieved on the pragmatic level. For example, although a Hispanic person may not be Spanish-speaking or from Latin America, it might be the pragmatic way to communicate what Hispanic means. On the other hand, Spanish origin can be clearly denoted as being Spanish and not Spanish-speaking. Additionally, because the census form lists Hispanic and Latino separately, we recommend using Latino as is to mean Latino.

Specific recommendations and how the Hispanic origin question should be edited based on the discussion above can be viewed in Table 6-3.

Race Question

9. What is Person 1's race?

Issues

Most Vietnamese respondents did not have problems with this question. Because the option of Vietnam was provided in the response choices and the Vietnamese-speaking respondents could easily find their race and could identify themselves with it, they understood how to respond. Although they did not agree with the race categories presented on the form, they commented that Vietnam was the closest description of their race in this question.

Throughout the form, two terms were used to mean race: sắc tộc and chủng tộc. In the race question for Person 1, the question text used sắc tộc, but chủng tộc was used in the “Some other race, Other Asian [races] and print race” phrases. For Persons 2-6, only chủng tộc was used. We propose editing the form and the race question to use chủng tộc (racial lineage) only, because sắc tộc indicates color of the skin.

Another editorial issue is the response choices intended for Japanese, Korean, and Vietnamese. Currently, the translation indicates places (Japan, Korea, Vietnam) but not races (Japanese, Korean, Vietnamese).

Overcount Question

10. Does Person 1 sometimes live or stay somewhere else?

- No Yes –Mark all that apply
- | | |
|---|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal
or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

Issues

The question itself was clear to most respondents. We tested four terms: in college housing, at a seasonal or second residence, for child custody, and in a nursing home and identified the following issues:

- (1) The response choice “at a seasonal or second residence” was translated as second or temporary residence (Tại nơi cư ngụ thứ hai hoặc nơi cư ngụ tạm thời). It reversed the order of the words “seasonal” and “second” shown in the census form, and used “temporary” to describe seasonal.
- (2) The response option “for child custody” was translated as “Là trẻ em được giám hộ”. The phrase “giám hộ” conveys “custody,” but was viewed by some respondents as something similar to police custody or protective monitoring. The sense of surveillance may be heightened because this phrase was placed right above the response option “in jail or prison.”
- (3) The response option “in a nursing home” was translated as “Tại cơ sở điều dưỡng.” Although a few respondents understood it as intended, to some respondents, it suggested a luxurious place, such as a resort.

Recommendations

- (1) Replace temporary with seasonal so that the translation more accurately reflects seasonal residence and corrects the order that it should appear in the response choice.
- (2) Because for child custody was a difficult concept to translate, a few possible translation options were tested. According to the Vietnamese language Web site of the Superior Court of California County of Santa Clara, custody is translated in Vietnamese as quyền trông (right to care for). Thus, the translation options used quyền trông (right to care for) to mean custody and the first option worked best: Vì quyền được trông nuôi trẻ (Because of legal right to raise a child/to be raised).
- (3) Use a less ambiguous and more descriptive translation to mean nursing home. Because there is no equivalent term for nursing home in Vietnamese, we recommend using the two phrases “home for the elderly” and “home for the very ill” together. (The intended meaning is “chronically ill,” but it was difficult to translate.) Each of these two terms addresses one aspect of the concept of nursing home in the United States. Together they may convey the entire meaning of a nursing home to Vietnamese respondents. If saving space is desired, the translation could say ill instead of “very ill.”

Specific recommendations can be viewed in Table 6-3.

Relationship Question

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

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

Issues

Using hypothetical vignettes of household composition, we tested some specific terms in the relationship question, including adopted son or daughter, stepson or stepdaughter, roomer or boarder, housemate or roommate, and unmarried partner. Some of these terms did not present a problem to Vietnamese respondents. Of the terms tested, we identified the following issues:

- (1) All respondents recognized the translation for adopted son or daughter, “con nuôi”. However, the type of adoption respondents understood does not usually involve a legal process but rather is an informal arrangement. For example, a con nuôi could be a child that was given to you by another person, a child that you found abandoned in public but now lived with you, or a symbolic relationship.
- (2) The translation for stepson or stepdaughter, con riêng của vợ kế/chồng sau (child separately born of first wife or second husband), presented little problems. However, the translation referred to “first wife or second husband” and was superfluous and inaccurate.
- (3) Respondent often regarded the translation on the form for housemate or roommate as a roomer or boarder, possibly because the translation addressed only the sharing of a space, not rent: Người cùng nhà hoặc cùng phòng (person who shares a house or shares a room).
- (4) The translation on the form for roomer or boarder addressed only the renter aspect of the role of a roomer or a boarder, but not meals. It was: Người thuê phòng hoặc ở trọ (person who rents a room or a resident).

Recommendations

- (1) Since adoption is a legal procedure in the United States, add the word “legally” so the phrase reads “legally adopted child.”
- (2) Delete the reference to the number of marriages in the translation on the form for stepson or stepdaughter.

- (3) Add “rent” to the translation for housemate or roommate to emphasize the responsibility of sharing rent, which is a key element in the role of a housemate or a roommate: Người cùng thuê nhà hoặc cùng thuê phòng (Person who co-rents a house or person who co-rents a room)
- (4) For roomer or boarder, we recommend revising the translation to allow a more descriptive translation. Two options were tested, and we recommend the first option since it allows no ambiguity: Người thuê phòng hoặc người thuê phòng có trả tiền ăn (person who rents a room or person who rents a room and pays for meals)

Specific recommendations can be viewed in Table 6-3.

Person 7 Page

Related to Person 1?

Issues

For Persons 7–12 on the form, we tested a short question “related to Person 1.” We found that the Vietnamese translation of this phrase was largely interpreted to mean “related to Person 1 by blood or by bloodline” because of the phrase “thân thích,” which meant close/blood relation. However, without the presence of that phrase, the translation sounded too general, and some round 2 respondents interpreted the short question as having any kind of relations with Person 1, even a friendship.

Recommendations

We recommend keeping the original translation. It conveys the meaning of kinship relationship by marriage or by law; however, our findings showed that more respondents would consider the blood relationship first.

6.4 Alternative Translations Tested in Round 2 Interviews

After the completion of round 1 interviews, the Vietnamese language expert team conducted several meetings to review the findings and propose alternative wording for the Vietnamese translation. We focused on working out alternative wording for instructions, questions, and concepts. We proposed the following revisions:

- (1) Restructure long and complex sentences.
- (2) Replace difficult or inconsistent wording by commonly used words.
- (3) Replace ambiguous terms with clear and straightforward terms (e.g., last name).
- (4) Develop descriptive phrases for concepts that do not exist in Vietnamese (e.g., foster children).
- (5) Use modern terms in place of outdated terms.

Because of the scale of the proposed changes and the nature of these changes, we tested critical alternative translations in round 2 interviews to see how the proposed changes worked compared with the current translations. We revised the interview protocol guide for round 2 interviews by deleting some probes and by adding probing questions to compare the alternative wording with the current translations on the census form. We used a show card for comparison between the current translation and the proposed translation and elicited respondents' feedback and reaction to the changes that we recommended. Round 2 interview respondents were asked to give their interpretation of the current translation and the translation options under comparison to see which worked better for easy comprehension and for conveying the original English meaning. For terms that do not have equivalents in Vietnamese, we used Census Bureau definitions (e.g., foster children) and pictures to describe the terms and asked respondents for their understanding and interpretation.

The round 2 interview results show that for specific terms, the majority of the proposed alternatives clearly worked better than the current translations on the census form. Except for a few terms reported earlier, all the changed terms were well received by respondents. Therefore, for our final recommendations, we recommend using the proposed alternatives for all of the applicable problematic terms and the statements.

We did not test alternative translations that aimed to correct translation errors (e.g., missing term, inconsistency, or sentence structure) in round 2 interviews because of the time constraint of a cognitive interview. These are straightforward corrections; some are editorial corrections. The Vietnamese language team met and discussed each of the changes and made sure that the alternative translations were correct. These corrections are also included in the recommendation list in Table 6-3.

6.5 Envelope Message

The round 2 interviews tested a message that appears on the census form's outgoing envelope. The envelope message states that:

U.S. Census Form Enclosed
**YOUR RESPONSE
IS REQUIRED BY LAW**

The Vietnamese language team developed the Vietnamese translation. It reads:

Mẫu điền Thống kê Dân số Mỹ được gửi trong phong bì này
LUẬT PHÁP YÊU CẦU QUÝ VỊ PHẢI TRẢ LỜI
(US Census Form Enclosed in the Envelope
THE LAW REQUIRES THAT YOU MUST RESPOND)

Although the English does not mention the presence of the envelope, its mention in the translation makes the sentence sound more natural in Vietnamese. For the second sentence, the translation starts with “the law” so the intent of the message is clearer. All respondents understood the translation as intended, and we recommend using it on the outgoing envelope.

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Census	Global	Điều tra dân số (investigation of population counting)	Thống kê Dân số (statistics of population counting)	The translation on the form presents the census as a form of investigation. If a less threatening image is desired, the proposed translation shows the term used in contemporary Vietnam to mean census (the Vietnamese government conducts a decennial census of its population). In round 2, the respondents interpreted the proposed translation as intended. We recommend implementing “Thống kê Dân số” to mean census on the form. (If used as a title, capitalize the first letter of each word: Thống Kê Dân Số.)
Census Bureau	Global	Cục Điều tra dân số (Administration of the Census)	Văn Phòng Thống Kê Dân Số (Office of Census)	Cục is usually a separate entity from the government with authority and powers of its own and is viewed as a bureaucracy. In Vietnam, law enforcement and the military are both cục, and the U.S. immigration authority, USCIS (formerly the INS), is also a cục. The proposed translation used “Văn Phòng,” which may be a less loaded term to indicate Census Bureau as a government entity. (However, it literally means an office and could mean a smaller organization than cục). In round 2, as we had expected, cục was interpreted as a larger organization than Văn Phòng. Because Văn Phòng is a less loaded term and is still appropriate to describe the Census Bureau, we recommend “Văn Phòng Thống Kê Dân Số”.
2008 Census Test	Top bar heading, Start Here page	Điều Tra Dân Số Năm 2008 (Census Year 2008)	Bản Thử Nghiệm Thống Kê Dân Số Năm 2008 (Test of Census Year 2008)	The original translation does not say “Test”. The proposed translation corrects the omission.
Start Here	Start Here box	Bắt đầu ở đây	<i>Bắt đầu ở đây</i>	Italicize this phrase because it is italicized (and bolded) on the English form.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
The Census must count every person living here on February 1, 2008	Start Here instructions	Bản Điều Tra Dân Số <u>phải</u> tính tất cả những người cư ngụ ở đây vào ngày 1, tháng Hai, 2008 [<u>phải</u> means must]	Bản Thống Kê Dân Số <u>Cần phải</u> tính tất cả những người cư ngụ ở đây vào ngày 1, tháng Hai, 2008 [<u>cần phải</u> means “need should”]	The translation on the form closely matches the English to say “must.” The proposed translation used a more natural phrasing, which literally means “need should.” This was not tested again in round 2 and we recommend it be used on the form.
Do not	Start Here instructions	Không (not to)	Đừng (don’t)	The original translation on the form is a more descriptive wording; the proposed translation used the imperative tense to mirror the tone of the English. This was not tested again in round 2 and we recommend it be used on the form.
In the Armed Forces	Start Here instructions	Quân Lực Hoa Kỳ (US Armed Forces)	trong Quân Lực Hoa Kỳ (in the US Armed Forces)	The translation is missing “in” and the proposed translation corrected this issue. This was not tested again in round 2 and we recommend it be used on the form.
Mobile home	Start Here instructions	nhà di động (moving home)	nhà lưu động (movable home)	In round 1, some respondents did not understand what a moving home might be. FEMA uses nhà lưu động to mean mobile home in their temporary housing information brochure, see: http://www.fema.gov/pdf/media/2006/vie_trail_mobile.pdf . The proposed translation used the same term. In round 2, when shown a picture of a mobile home, respondents stated that both the original and proposed translation made sense. We recommend using nhà lưu động on the form, since it possibly already has name recognition within certain Vietnamese communities (e.g., Gulf area) due to FEMA’s presence there.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Were there any <u>additional</u> people staying here February 1, 2008 that you <u>did not include</u> in Question 1?	Under-count question (Question 2 in the Start Here page)	Có thêm người nào khác sống ở đây vào ngày 1 tháng Hai, 2008 mà quý vị không ghi trong Câu Hỏi 1 không?	<u>Có thêm</u> người nào khác cư ngụ ở đây vào ngày 1 tháng Hai, 2008 mà quý vị <u>không tính</u> trong Câu Hỏi 1 không?	The original translation did not underline “additional” or “did not include” as the English form did. It also used sống to mean staying, but that word is used in other parts of the document to mean living. The proposed translation added the underline and used cư ngụ to mean staying so that consistent terminology is used throughout the form. Additionally, the translation on the form refers to “did not write [in Question1]” to mean “did not include.” This is a different action and the proposed translation corrected for it. This was not tested again in round 2 and we recommend it to be used on the form.
Foster child	Under-count question, response option	trẻ em chăm nuôi (a child being taken care of)	<p>Option 1. Con nuôi (“adopted child”, a child that you take over from a person or a child that you found abandoned in public)</p> <p>Option 2 and Final Recommendation: con được Chính phủ trả tiền nhờ nuôi (a child that the government pays for taking care of her/him).</p>	<p>According to the New York public schools, con nuôi is used to mean foster child in the Vietnamese language publication of the menu application. See: http://www.k12.dc.us/schools/pdfs/Menu/Applications/DCPS%20Vietnamese%20Meal%20Application%20Instruction%2006-07.pdf</p> <p>In round 2, we tested con nuôi and an additional description “con được Chính phủ trả tiền nhờ nuôi.” The second option is more indicative of the foster care program and we recommend using it on the form.</p>

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
In-law	Under-count question, response option	hoặc cha (mẹ) chồng (vợ) (father or mother of husband or wife)	Họ hàng bên chồng (hoặc bên vợ) (Relatives of husband (or wife))	If the form intends to say in-law to describe the relationships through marriage, then the translation on the form is too narrow. There is no equivalent overall term in Vietnamese. The proposed translation would be the closest and the results in round 2 supported this.
Live-in baby sitters	Under-count question, response option	người bảo mẫu sống cùng trong nhà (a nanny living in the house)	người giữ trẻ sống cùng trong nhà” (Person who cares for the child living in the house)	The translation used on the form, bảo mẫu, is derived from Chinese and may not be a vocabulary familiar to some people. It also reminded a round 2 respondent of his resettlement experience where they lived with bảo mẫu. The proposed translation used a plain description and was understood as intended by round 2 respondents.
No additional people	Under-count question, response option	không có người nào khác (no other people)	không có thêm người nào khác (no other additional people)	The current translation does not say additional, while the word additional appears in the English original text. The proposed translation added additional to reflect more accurately the English wording. This was not tested again in round 2 and we recommend it to be used on the form.
Mortgage	Tenure question, first response option	khoản vay tài trợ địa ốc (mortgage)	trả góp (gradual payments [mortgage])	The proposed translation used trả góp to mean mortgage, which is a modern term. It literally means gradual payments, and can be understood as mortgage by context. We recommend using the more modern term on the form.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Home equity loan	Tenure question, first response option	Ghi cả các khoản vay bằng phần nhà được sở hữu (write down (loan of equity/fairness for the owned portion of the home)	<p>Option 1. Khoản vay dùng nhà thế chấp (loan uses the house for credit)</p> <p>Option 2. Khoản vay tín chấp bằng giá trị nhà (loan uses value of house for credit)</p> <p>Option 3. Khoản vay thêm tín dụng bằng giá trị nhà (additional loan based on value of the house)</p> <p>Option 4 and Final Recommendation: Kể cả các khoản vay thêm dùng nhà thế chấp (Include all the additional loan on the collateral of the home value that you owned)</p>	<p>Respondents did not understand the translation used on the form. The proposed translation included four options. The first option is used by the ANZ branch bank stationed in Vietnam (http://www.anz.com/vietnam/vn/Personal/Borrowing/Home_Equity_Loans.htm)</p> <p>The second and third options are variations of the first option. However, we believe that Option 4 may be the most inclusive and indicative because it is more descriptive. In round 2, more respondents interpreted Option 1 and Option 4 as intended but respondents preferred Option 4 more frequently, as we had expected. We recommend Option 4 be used on the form.</p>

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Occupied without payment of rent	Tenure question, last response option	Có người cư ngụ mà không cần phải trả tiền không (Is living without payment of rent)	Có người cư ngụ tại đây mà không cần phải trả tiền không (Living here without payment of rent)	The translation on the form was too general about the location occupied. The proposed translation added “here” so it reads more smoothly with the question 3 format.
Owned by your or someone in this household free and clear (without a mortgage or loan)	Tenure question, second response option	<p>Có phải là quý vị hoặc người khác trong gia đình này sở hữu hoàn toàn hoặc không còn vướng nợ (không vay nợ hoặc vay tài trợ địa ốc) không?</p> <p>(Is owned by you or another person in this household completely [free and clear] (no loan or mortgage)?)</p>	<p>Thuộc sở hữu hoàn toàn của quý vị hoặc người khác trong gia đình mà không còn vướng nợ (không còn vay nợ hoặc trả góp) không?</p> <p>(Owned completely [free and clear] by you or another person in this household (no loan or mortgage left)?)</p>	The proposed translation deleted the first three words, “Có phải là” because if the response option is intended to be a continuation of the question text, Có phải là repeats the last word in the question text and adds additional auxiliary verbs. This is repetitive and unnecessary. Because of the deletion, the sentence was restructured by moving “owned” to the front of the sentence; the word “mà” (that) was added as well. In the phrases in parentheses (without a mortgage or loan), the proposed translation contrasted with the first response option further by saying that there is no loan or mortgage left).

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Last Name First Name MI	Name (Question 5, Person 1)	Tên họ Tên gọi Tên Đệm Viết Tắt	Tested: Họ Tên Tên lót Viết Tắt Final recommendation: Họ Tên Tên Đệm Viết Tắt	In round 1 respondents interpreted the translation of last name to mean full name. The proposed translation used only one word to precisely say family name and given name. In round 2, all respondents interpreted the proposed translation as intended. For MI, the original translation was “Tên Đệm Viết Tắt,” meaning “middle name in short” (there was no way to use the abbreviation MI to mean middle initials because it would not make sense). Due to regional differences, there is another way to say middle name: Tên lót. In round 2, the respondents understood both as intended. Thus, we recommend keeping the original translation.
Please provide information for each person living in the here... who owns or rents this house, apartment, or mobile home...	Person 1 in-structions	xin cung cấp thông tin cho mỗi người sống ở đây. Bắt đầu từ người sở hữu hoặc thuê căn nhà, căn hộ, hoặc ngôi nhà di động này... Người số 1 tên là gì? (Please provide information for each person living here...who owns or	Xin cung cấp thông tin về mỗi người sống ở đây. Bắt đầu từ người sở hữu hoặc thuê căn nhà, căn hộ hoặc nhà lưu động này... Người số 1 Họ tên là gì? (Please provide information about each person living here...who owns or	To make the Person 1 instructions sound more natural, the proposed translation replaced a few words: (1) information FOR each person (cho) with information ABOUT each person (về); (2) house, apartment or mobile home” with “house, OR apartment or mobile home (hay). The two instances of “or” were denoted by different words so the sentence does not sound dense. This was not tested again in round 2 and we recommend it be used on the form. For “What is Person 1’s name,” the translation on the form to mean name (tên) is what we proposed to use to mean first name. To avoid confusion, the proposed translation used Họ tên to mean full name.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
What is Person 1's name?		rents this house, apartment, or mobile home... What is Person 1's name?)	rents this house, or apartment, or mobile home... What is Person 1's full name?)	
Age on February 1, 2008	Age question	[Text is italicized]	[Text not italicized]	Do not italicize this phrase because the English form does not italicize it.
Please answer BOTH question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.	Note before Hispanic origin question	Xin trả lời CẢ HAI Câu Hỏi 8 về nguồn gốc sắc tộc châu Mỹ nói tiếng Tây Ban Nha và Câu Hỏi 9 về sắc tộc. Đối với bản điều tra dân số này, nguồn gốc sắc tộc Mỹ La-tinh nói tiếng Tây Ban Nha không được coi là chủng tộc (Answer BOTH Question 8 about Hispanic color lineage origin and Question 9 about color lineage. For this census, Hispanic color lineage origins are not racial	Xin trả lời CẢ HAI câu hỏi, Câu Hỏi 8 về nguồn gốc Châu Mỹ nói tiếng Tây Ban Nha và Câu Hỏi 9 về chủng tộc. Đối với bản thống kê dân số này, nguồn gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha không được coi là chủng tộc (Answer BOTH questions, Question 8 about Hispanic origin and Question 9 about racial lineage. For this census, Hispanic origins are not racial lineages.)	The translation on the form used inconsistent translation to mean Hispanic origin and race. As a result, the note did not read logically. The proposed translation used consistent vocabulary. Additionally, we edited the note to say "answer BOTH questions." This was not tested again in round 2 and we recommend it to be used on the form.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Yes	Hispanic origin question (Question 8, P1; and Question 5; P2-P6)	Có (yes)	Phải (right)	The current translation says “yes,” as the English version does. However, it is more natural in Vietnamese to say “right” when affirming an answer. This was not tested again in round 2 and we recommend it to be used on the form.
Race	Race question	sắc tộc	chủng tộc	The current translation for race (for Person 1) indicates color of the skin, and literally means “color lineage.” But chủng tộc was used in the “Some other race,” “Other Asian,” or “print race” phrases in Person 1. For Persons 2-6, only chủng tộc was used. We recommend using chủng tộc (racial lineage).
Hispanic	Hispanic origin question (Question 8, P1; and Question 5; P2-P6)	người Mỹ La Tinh nói tiếng Tây Ban Nha (Spanish-speaking Latin American person)	<p>Option 1 and Final Recommendation: người Châu Mỹ La Tinh nói tiếng Tây Ban Nha (Spanish-speaking Latin American continent person)</p> <p>Option 2. Hispanic</p>	<p>Because of the grammatical structure, the translation on the form read as if this were about an American from the United States. The proposed translation added the word “continent” to make it clearer that we are not talking about Americans from the United States. We also tested the respondents’ understanding of the term Hispanic as is. We found that Hispanic is not a term recognized by many respondents, but Latino is.</p> <p>There is no equivalent translation for Hispanic in Vietnamese. The translation may only be achieved on the pragmatic level. For example, although a Hispanic person may not be Spanish-speaking or from Latin America, it might be the pragmatic way to</p>

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
				communicate what Hispanic means in Vietnamese. Because the census form lists Hispanic and Latino separately, we recommend the proposed translation Option 1 to mean Hispanic, and use Latino as is to mean Latino.
Japanese Korean Vietnamese	Race question (Question 9, P1; and Question 6; P2-P6)	Nhật (Japan) Đại Hàn (Korea) Việt Nam (Vietnam)	Người Nhật (Japanese) Người Đại Hàn (Korean) Người Việt Nam (Vietnamese)	The original translation says Japan, Korea, and Vietnam, which are geographic places. However, all the other response choices are about races. The proposed translations corrected for this and we recommend using them on the form.
Does Person 1 sometimes live or stay somewhere else?	Over-count question	Thỉnh thoảng Người số 1 có cư ngụ ở nơi khác không? (Does Person 1 sometimes stay somewhere else?)	Thỉnh thoảng Người số 1 có sống hoặc cư ngụ ở nơi khác không? (Does Person 1 sometimes live or stay somewhere else?)	The original translation was missing the word live. The proposed translation corrected for it and we recommend using it on the form.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Nursing home	Over-count question	Tại cơ sở điều dưỡng (A place for resting)	<p>Tại viện dưỡng lão hay nơi cho người bệnh rất nặng (At a nursing home clinic for the elderly or a place for people who are very ill)</p> <p>Final Recommendation:</p> <p>Tại viện dưỡng lão hay nơi cho người bệnh nặng</p>	<p>The translation on the form evoked the image of a luxurious place, such as a resort. The proposed translation seems less ambiguous, although the description of “very ill” is not ideal and there might be a space issue. In round 2, the proposed translation worked well to convey the intended meaning. However, as we had anticipated, some respondents questioned the “very ill” part. The spacing issue also continued to be a concern. We recommend shortening the proposed translation by deleting the word rất (very) to address respondents’ concern about the emphasis of very ill: Tại viện dưỡng lão hay nơi cho người bệnh nặng.</p>

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
For child custody	Over-count question	Là trẻ em được giám hộ (Is a child to be monitored or protected)	<p>Option 1 and Final Recommendation: Vì quyền được trông nuôi trẻ (Because of legal right to raise a child/to be raised)</p> <p>Option 2. Vì là trẻ được quyền trông nuôi (For this child has a legal right to be raised)</p> <p>Option 3: Vì đứa trẻ này được người bảo trợ hợp pháp nuôi (For this child is to be raised with a legal guardian)</p>	<p>The term used on the form to convey custody (giám hộ) was viewed by some respondents as something similar to police custody or protective monitoring. According to the Vietnamese language Web site of the Superior Court of California County of Santa Clara, custody is translated in Vietnamese to be quyền trông (right to care for), see: http://www.scselselfservice.org/viet/fam/default.htm</p> <p>The proposed translation offered several possibilities for testing in round 2. Option 1 worked best and we recommend using it on the form.</p>

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
At a seasonal or second residence	Over-count, response choice	Tại nơi cư ngụ thứ hai hoặc nơi cư ngụ tạm thời (second or temporary residence)	Tại nơi ở theo thời vụ, hoặc nơi ở thứ hai (residence for certain seasons, or second residence)	The translation on the form said “second” first (the English term put “second” last), and used “temporary” to describe seasonal. The proposed translation accurately denoted that the residence is used or intended for use in only certain seasons. However, in round 2, some respondents did not understand what a residence for certain seasons might be (there is very little variation of seasons in Vietnam). If the original translation’s temporary residence could mean a seasonal residence, then we recommend keeping the original translation. Otherwise, we recommend the proposed translation, knowing that cultural context plays a role in the comprehension of what a seasonal residence might be.
Adopted child	Relationship question (Persons 2-6)	Con nuôi	Con nuôi hợp pháp (legally adopted child)	Since adoption is a legal procedure, the proposed translation added “legally” in hopes that it would clarify the role of an adopted child. This helps to distinguish it from a foster child. In round 2, the proposed translation worked well.
Stepchild	Relationship question (Persons 2-6)	Con riêng của vợ kế/chồng sau (child separately born of first wife or second husband)	Con riêng của vợ/chồng (child separately born of wife or husband)	The description “first wife or second husband” is superfluous in the translation on the form. The proposed translation deleted the reference to the number of marriages. It worked well in round 2.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
Housemate or roommate	Relationship question (Persons 2-6)	Người cùng nhà hoặc cùng phòng (person who shares a house or shares a room)	Người cùng thuê nhà hoặc cùng thuê phòng (Person who co-rents a house or person who co-rents a room)	The translation on the form was often regarded as a roomer or a boarder because their translations were similar. The proposed translation added the word rent to emphasize the responsibility of sharing rent, which is a key element of the role of a housemate or a roommate. It worked well in round 2.
Roomer or boarder	Relationship question (Persons 2-6)	Người thuê phòng hoặc ở trọ (person who rents a room or a resident)	<p>Option 1 and Final Recommendation: Người thuê phòng hoặc người thuê phòng có trả tiền ăn (person who rents a room or person who rents a room and pays for meals)</p> <p>Option 2. Người thuê phòng hoặc người ăn ở trọ (person who rents a room or a resident that gets fed)</p>	The translation on the form does not accurately reflect that a roomer and boarder might receive meals. In the proposed translation, the first option is lengthy but more descriptive. The second option is more concise, but may not be as indicative. In round 2, both terms were preferred by an equal number of respondents. We recommend the first option since it allows no ambiguity.
Related to Person 1?	Persons 7-12	Có quan hệ thân thích gì với Người số 1 không? (Is closely/blood related to Person 1?)	Tested: Có quan hệ gì với Người số 1 không? (Is related to Person 1?) Final Recommendation: Use original translation	The proposed translation deleted “thân thích,” which indicates close/blood relationships. However, in round 2, we found that without the mention of thân thích, the phrase sounded too general. For example, some respondents interpreted it as having any kind of relations, such as a friendship. We recommend keeping the original translation, since it indicates both close and blood relationships.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
If more people were counted in Question 1...	Go to Person 2 instruction	Nếu câu hỏi 1 có hơn một người, tiếp tục điền người số 2 (If Question 1 was more than 1 person, continue with Person 2)	Nếu câu trả lời cho Câu hỏi 1 có hơn 1 người, tiếp tục điền người số 2 (If answer for Question 1 was more than 1 person, continue with Person 2)	The proposed translation clarifies that the form taker shall refer to the answer in the household member question (Question 1 in the Start Here page). This was not tested again in round 2 and we recommend it to be used on the form.
If you don't have room...	Instruction at Person 7 page	Quý vị không còn chỗ... (You don't have room left...)	Nếu quý vị không đủ chỗ ... (If you don't have enough room...)	The proposed translation began with “if” and used a more positive tone “enough room”; both of these modifications more accurately reflect the intended message of the English. This was not tested again in round 2 and we recommend it to be used on the form.
Official 2008 Census Test form	Instruction below Person 12	mẫu Điều Tra Dân Số 2008 chính thức (official 2008 census form)	mẫu điền Thử Nghiệm Thống Kê Dân Số chính thức (official 2008 Census Test form)	The original translation did not say test. The proposed translation corrected for it. It also replaced “mẫu” with “mẫu điền” to mean form for consistency because the latter is the terminology used in other places on the form.

(continued)

Table 6-3. Summary of Proposed Changes: Vietnamese Recommendations (continued)

English on the Form	Location on the Form	Current Translation (back-translation)	Proposed Translation (back-translation)	Final Recommendation and Justification
U.S. Census Form Enclosed YOUR RESPONSE IS REQUIRED BY LAW	Envelope message	Mẫu điền Thống kê Dân số Mỹ được gửi trong phong bì này LUẬT PHÁP YẾU CẦU QUÝ VỊ PHẢI TRẢ LỜI (US Census Form Enclosed in the Envelope THE LAW REQUIRES THAT YOU MUST RESPOND)	[Same as the original translation developed by the Vietnamese language team]	Although the English version does not mention the presence of the envelope, its mention in the translation makes the sentence sound more natural in Vietnamese. For the second sentence, the translation starts with “the law” so the intent of the message is clearer. All respondents understood the translation as intended, and we recommend using it on the outgoing envelope.

The following questions are edited based on our recommendations.

Tenure Question (Question 3 in the Start Here page)

QUESTION TEXT: Căn nhà, căn hộ, hoặc nhà lưu động này có phải –

BOX 1:: Thuộc sở hữu của quý vị hoặc người khác trong gia đình hiện đang vay nợ hoặc trả góp không? *Kể cả các khoản vay thêm tín dụng bằng giá trị nhà.*

BOX 2: Thuộc sở hữu hoàn toàn của quý vị hoặc người khác trong gia đình mà không còn vướng nợ (không còn vay nợ hoặc trả góp) không?

BOX 3: Là nhà thuê không?

BOX 4: Có người sống ở đây mà không cần phải trả tiền không?

Hispanic origin question (Person 1, Question 8)

QUESTION TEXT: Người số 1 có phải là người gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha, Latino, hoặc Tây Ban Nha không?

BOX 1: Không, không phải là người gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha, Latino, hoặc Tây Ban Nha.

BOX 2: Phải, là người Mễ Tây Cơ, người Mỹ gốc Mễ Tây Cơ, Người Chicano

BOX 3: Phải, là người Puerto Rican

BOX 4: Phải, là người Cuba

BOX 5: Phải, là người gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha, Latino hoặc Tây Ban Nha khác – [THE REST IS UNCHANGED]

Hispanic origin question (Persons 2-6, Question 5)

QUESTION TEXT: Người này có phải là người gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha, Latino, hoặc Tây Ban Nha không?

BOX 1: Không, không phải là người gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha, Latino, hoặc Tây Ban Nha.

BOX 2: Phải, là người Mễ Tây Cơ, người Mỹ gốc Mễ Tây Cơ, Người Chicano

BOX 3: Phải, là người Puerto Rican

BOX 4: Phải, là người Cuba

BOX 5: Phải, là người gốc Châu Mỹ La-tinh nói tiếng Tây Ban Nha, Latino hoặc Tây Ban Nha khác – [THE REST IS UNCHANGED]

7. RUSSIAN INTERVIEWS: SUMMARY OF FINDINGS

7.1 Introduction

As stipulated in the RTI-RSS proposal to the U.S. Census Bureau, Russian language interviews were carried out under the responsibility and direction of the Census Bureau and RSS. Two rounds of interviews were conducted by the RSS Russian team of cognitive interviewers (Evguenia “Jenya” Haps, Sophia Kholodenko, and Olga Bezzubov) under the direction of Alisú Schoua-Glusberg.

Twelve interviews were conducted in each round. The cognitive interview protocol was revised between the two rounds. The interviews were conducted in participants’ homes and coffee shops in urban and suburban areas of Illinois. All interviews were conducted with either monolingual Russian speakers or limited-English speakers of Russian and English who cannot read English well.

All interviews in round 1 were conducted between February 22, 2008 and March 22, 2008. Round 2 interviews were conducted between April 26, 2008 and May 15, 2008. Following informed consent procedures, the protocol for each round was followed as appropriate. A revised protocol with show card comparisons added was used in round 2 to test alternative wordings in translation. All interviews were audiotaped after obtaining respondents’ consent to do so. The round 1 interviews lasted from 60 minutes to 100 minutes, and the average time was 86.25 minutes. The round 2 interviews lasted from 60 to 150 minutes, with an average time of 94 minutes.

The Russian language expert team communicated after completion of each round of interviews to review findings. Based on round 1 findings, we recommended alternative wording for testing in round 2. Based on round 2 findings we recommended alternative wording for the Russian translation of the 2010 census form.

7.2 Recruiting

The Russian language team for the task order to pretest the 2010 census form in five languages recruited Russian monolingual and Russian-English bilingual speakers in Illinois. Based on experience with ACS CAPI materials and ACS multilingual brochures in multiple languages, recruitment focused on word-of-mouth and newspaper advertising. These efforts were supplemented with an announcement during the Russian radio hour at a local radio station. Individuals who responded to the recruitment call for the ACS project who fit the criteria for interview for this project were contacted and rescreened.

We followed the general guidelines in the narrative in our Recruiting Plan: “Recruiting of Russian-speakers should oversample high school and college graduates and people who lived in the United States at least one year ago. People over the age of 55 should also be oversampled.” Table 7-1 provides recruiting targets for each round of interviews.

Table 7-1. Russian Recruitment Targets for One Round of Cognitive Interviews

Characteristic	Recommended Range (%)	Recruitment Target (%)	Target Number to Recruit	Range of Recruits
Educational attainment Completed level of school or degree that is...				
less than high school	10–20	15	1.8	1–2
high school graduate, less than college graduate	40–50	50	6.0	5–7
college graduate	30–40	35	4.2	4–5
Place of Birth				
Born in Russia	30–40	40	4.8	4–6
Born in Ukraine	30–40	40	4.8	4–6
Born in Uzbekistan or Belarus	Attempt to recruit	5	0.6	0–1
Born in U.S. or other	Less than 20	15	1.8	1–2
Year of Entry				
Living in U.S. 1 year ago	Nearly all	100	12.0	11–12
Not living in U.S. 1 year ago	Minimum	0	0.0	0–1
Gender				
Male	N/A	50	6.0	4–8
Female	N/A	50	6.0	4–8
Age				
34 or younger	Less than 10	5	0.6	0–1
35–54	20–30	30	3.6	3–4
55 or older	60–70	65	7.8	7–9
Total Number of Participants				12

Beginning immediately after training and for the duration of most of data collection (February 19, 2008–May 12, 2008), we screened 106 individuals and found 48 persons who met the basic criteria (above age 18, able to read Russian, and English-speaking and reading ability self-identified as not at all or not well). Based on their other characteristics such as educational attainment, place of birth, year of entry, age and gender, we scheduled 24 individuals for the cognitive interviews. Table 7-2 shows the demographics of the 24 participants in the two rounds of interviews. As shown in Table 7-2, the 12 participants had a wide range in terms of age, education level, place of birth, year of entry, language ability, and gender. Their demographic characteristics satisfy the recruitment targets for this project.

Table 7-2. Demographics of the 24 Participants

Characteristics	Completed Interviews	
	Male	Female
	12	12
Educational attainment Completed level of school or degree that is...		
less than high school graduate	1	0
high school graduate and no college degree	5	6
college graduate	6	6
Place of Birth		
Born in Russia	3	6
Born in Ukraine	7	5
Born in Uzbekistan or Belarus	0	1
Born in U.S. or other	2	0
Year of Entry		
Living in U.S. 1 year ago	9	9
Not living in U.S. 1 year ago	3	3
Age		
34 or younger	1	2
35–54	5	3
55 or older	6	7
Total Number of Participants	24	

While our recruitment efforts were successful in meeting our target quotas in place of birth and gender distributions, we encountered some difficulties. Specifically, we had trouble finding more Russian-speaking persons with less than a high school education. Thus, our final group of respondents included a few more younger participants than desired; in addition, the initial goal was that most respondents would have lived in the United States since 2005 but we had to change that standard to find enough people who did not speak or read English well.

Based on our experience and the frequent questions we received, we felt that the interested people were mostly motivated by the interview incentive. Our recruiting difficulties reflect the fact that immigrants from the former Soviet Union tend to learn English fairly fast (or come with English skills already), particularly if they are below retirement age. Also, because education was compulsory through grade 12 in the USSR, it is difficult to find individuals who did not complete secondary education, particularly among émigrés.

7.3 Summary of Findings

The summary of findings reported in this section concerns translation issues and cultural issues critical to the understanding of the intended meaning of the questions and answer categories in the 2010 census form. We also document other issues identified in the cognitive interviews related to form navigation and perception of the form. Our analysis of findings focuses on concepts that do not translate well in the Russian language and on translation issues that led to misunderstanding or misinterpretation of the intended meaning of the questions and answer categories. The section concludes with a table of our final recommendations for alternative translations for the Russian version of the form (Table 7-3).

7.3.1 Overall Assessment of the Russian Translation

Generally, the respondents felt that the Russian translation of the 2010 census form was grammatically correct, complete, and accurate. Respondents viewed the task of filling the form as a routine activity, displaying some degree of comfort and experience with this type of task. The overwhelming majority of the 24 respondents were able to complete the form as intended and without leaving any blank questions.

The Russian translation was grammatically correct and accurate at the word and sentence level in most cases, but some terminology created confusion or left respondents wondering about the intended meaning of some questions or response categories. Otherwise, the Russian text sounded natural to respondents.

The main sociocultural issue was that, in several cases, the translated term failed to convey the intended meaning because there is no equivalent concept in Russian culture. For example, in Russia no facilities exist where both the elderly and convalescent younger people stay temporarily or permanently. Thus, there is no term that covers the full meaning of “nursing home.”

7.3.2 *Question-by-Question Assessment*

In this subsection, we will discuss specific issues related to each instruction, question, and answer category that we tested. The instructions, questions, and answer categories under discussion are listed in the order in which they appear on the 2010 census form.

7.3.2.1 *Start Here Instructions*

The Start Here Box contains the following residence rules.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on February 1, 2008.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on February 1, 2008, count that person. Otherwise, he or she may be missed in the census.

Generally, respondents tended to start looking at the form at the Start Here (Начало) indication, and did not see anything else above that. Although the vast majority did not read the sentence instructing them to use a blue or black pen, nonetheless most did. Upon probing, they explained that this is what is normally expected of people when they fill out a form.

This section contained instructions on how to fill out the form, namely the residence rules that respondents were expected to follow in reporting people living or staying at their residence on February 1. We probed on each of these rules and asked for respondents’ interpretation of the rules and their assessment of the language used in the translation. Generally, respondents processed the counting rules properly, even though they did not necessarily read them carefully. They quickly grasped (or were familiar from prior experiences) the notion that the Census Bureau is trying to avoid counting individuals in more

than one place as well as to avoid missing anyone. To the respondents, the instructions sounded natural in Russian.

A few of the terms in the instructions proved to be problematic. However, because they were not specifically probed in this part of the protocol, we report on those issues in the context of the questions in which they were probed.

7.3.2.2 *Specific Questions*

Household Question

1. How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?

Issues

The current translation sounded natural as a whole to respondents. However, they had some problems processing the meaning as intended.

- (1) The Russian word for house (дом) can both be understood as a single-family dwelling or as an apartment building. Three of the 12 respondents thought they were being asked about the people in their entire building and considered responding for their neighbors too.
- (2) The Russian word used for mobile home (мобильное жилище) refers to a dwelling on some sort of wheels, be it a trailer or motor home. It does not, as in English, refer to a dwelling that was moved to its current and probably permanent location. In addition, мобильное жилище was not universally understood, with some respondents specifically believing it meant permanent housing.

After the round 1 interviews, we proposed alternative wording for these problematic words. For round 2, we tested a change in the order of house and apartment in the translated version, to more clearly alert apartment dwellers that they were being asked to report about their own dwelling unit only. From respondents we collected alternative terms for mobile home to try to find one that all respondents would understand. We did this by showing respondents a picture of a mobile home and asking what they would call it. Table 7-3 provides specific recommendations for alternative wording.

Undercount Question

2. Were there any additional people staying here February 1, 2008 that you did not include in Question 1?

Issues

The current translation generally sounded natural to respondents. However, there were some issues with the wording in the translation.

- (1) The verb used for staying (гостилю) is a better equivalent of the English verb visiting. This led some respondents to question whether, for instance, a homeless person might come to visit them, or that a live-in babysitter would.
- (2) The term used for translating foster children (дети принятые на воспитание) was almost universally understood as adopted children. This is due to the lack of an equivalent child placement program in the respondents' native country experience.

In round 2, the following alternatives were tested:

- (1) We proposed to replace the current translation—living or visiting—with wording that means living permanently or temporarily.
- (2) We also proposed using a descriptive phrase for foster children to convey this concept. We tested several alternatives, including a descriptive term stating that foster children are temporarily placed through a government-sponsored program.

Please refer to Table 7-3 for specific recommendations based on both rounds of testing.

Tenure Question

3. Is this house, apartment, or mobile home —

Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

Issues

This question was, by far, the most problematic in the tested Russian version of the census form. The concepts it attempts to communicate were not conveyed so that respondents could understand them. The content of the response options was too dense and cognitively difficult to process.

Furthermore, the types of tenure described did not correspond to the respondents' experiences before immigration. This led immigrants to adopt English terms into their

vocabulary, even if they were monolingual. English terms such as mortgage and equity are often used in Cyrillic spelling (моргич; эквити), that is phonetically spelled with Russian language characters, in immigrant community newspapers or mentioned on the radio.

- (1) In the first response option “owned by you or someone in this household with a mortgage or loan?”, the translation includes a reference to “unpaid mortgage loan”, which suggested to respondents that the response option is referring to foreclosures and losing one’s housing due to inability to pay debts.
- (2) The current translation of *Include home equity loans* was very confusing. It roughly translates back into English as “In particular, of concern for this item is the case of mortgage or credit on a share of the property.” Respondents misinterpreted this sentence, and some stated simply did not know what was meant.
- (3) The second response option, “owned by your or someone in this household free and clear,” also was unclear to respondents. It again included the reference to unpaid credit.

In round 2, we tested a simplified version of the response options. Please refer to Table 7-3 for specific recommendations based on both rounds of testing.

Person 1 Instructions

Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1’s name? *Print name below.*

Last name _____

First name _____ MI _____

Issues

- (1) While respondents did not exhibit problems in deciding who to list as Person 1, some entered both last and first name on the same line.
- (2) Several respondents entered the name in Cyrillic or asked if they should.
- (3) In Russian middle names are not used. Many respondents were accustomed to entering the first letter of their patronymic as their middle initial, and did so on the form. All but two understood that middle initial was asking for the first letter of a middle name.
- (4) Respondents liked the term used for Person # (жилец), although a few objected to the notion that persons be assigned numbers.

Replacing “middle initial” with “first letter of patronymic” would yield a lengthy string in Russian, and would be difficult to fit in the available space. However, if that change is desired, the text to use would be: начальная буква отчества (first letter of patronymic). No recommendations for changes have been made for this question.

Age Question

7. What is Person 1’s age and what is Person 1’s date of birth?

Please report babies as age 0 when the child is less than 1 year old.

Print numbers in boxes

Age on February 1, 2008

Month

Day

Year of birth

Issues

- (1) Three respondents were confused about the relationship between Person 1 and the age of the baby instruction. They commented that Person 1 could not be a baby less than 1 year old.
- (2) Two respondents could not properly apply the rule to report a baby’s age as 0 when the child is less than 1 year old. They wanted to enter the number of months of age.
- (3) All respondents were comfortable with the translation of “boxes” as клеточки.

No recommendations for changes were made for this question.

Instruction Right Before Hispanic Origin Question

→NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

Issues

- (1) This instruction appeared before the two questions under discussion in the instruction. Some respondents showed confusion because they thought any reference to Hispanics (“Spanish speaking peoples” in Russian: испаноязычные народы) did not apply to them.
- (2) The word BOTH is in uppercase letters. The translation of this word was rendered by the use of the Russian “И... И...” in upper case, which proved confusing to some respondents. One of them thought he was being asked to mark the answers to question 8 and 9 with the letter И instead of an X.

- (3) In Russian, a Note would appear after the text it refers to (in this case questions 8 and 9) instead of appearing before. Therefore, it might be better to use the term Instruction instead of Note.

For round 2, we tested a new version that replaced the translation of BOTH with a different Russian alternative term. Please refer to Table 7-3 for specific recommendations based on both rounds of testing.

Hispanic Origin Question

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – *Print origin, for example,*

Issues

Several respondents felt this question did not apply to them. Three left it blank. Some respondents displayed lack of familiarity with Hispanic groups.

No recommendations for changes were made for this question.

Race Question

9. What is Person 1's race?

Issues

Russian respondents had no particular problems with this question. They easily found the category that represented their race. They were comfortable with the term used for race (расовая принадлежность).

One respondent took issue with one of the terms used to translate “Black, African American, or Negro.” The term “Negro” is unnecessary in a foreign language version, and the Russian term used (негр) can be derogatory. No recommendations were made for changes in this question, other than to exclude this last term.

Overcount Question

10. Does Person 1 sometimes live or stay somewhere else?

- No Yes –Mark *all that apply*
- | | |
|---|---|
| <input type="checkbox"/> In college housing | <input type="checkbox"/> For child custody |
| <input type="checkbox"/> In the military | <input type="checkbox"/> In jail or prison |
| <input type="checkbox"/> At a seasonal
or second residence | <input type="checkbox"/> In a nursing home |
| | <input type="checkbox"/> For another reason |

Issues

In round 1, we tested four potentially problematic terms in this question: in college housing, at a seasonal or second residence, for child custody, and in a nursing home and identified the following issues:

- (1) Respondents understood the phrase “in college housing” with no problems.
- (2) The individual term seasonal was not always clear to respondents. However, in context, all understood what this response choice meant, and could provide definitions and examples. Respondents mentioned “дача” as a common term for a second home.
- (3) The term for child custody was translated as someone in the situation of taking care of or being responsible for a child (В качестве опекуна ребенка), instead of focusing on a child staying at different residences due to parental custody issues. Upon testing, all respondents understood that this referred to adults staying at different addresses to care for children.
- (4) The term used for the translation of “In a nursing home” in Question 10 was not the same translation choice used in the Start Here box instructions for nursing home. Therefore, we tested both choices here to see which best covered the full meaning of the English term. Neither “медицинский учреждение” nor “медицинский стационар” fully conveyed the intended meaning. They were generally defined as medical facility and as hospital, respectively. There are no facilities in the Russian-speaking world that provide both temporary and permanent residential services to convalescent or elderly people.

In round 2 the following changes were made:

- (1) We tested an alternative to the translation of “for child custody,” changing it to “with the other parent or another adult” to more clearly reflect changes in residence due to child custody.
- (2) We tested an alternative for nursing home in which the wording reads “home for the aging or invalids” followed by the English term nursing home written in Cyrillic, as we understand this is how the Russian-speaking immigrant community actually refers to nursing homes in the United States.

Please refer to Table 7-3 for specific recommendations based on both rounds of testing.

Relationship Question

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

- | | |
|---|--|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

Issues

We used vignettes to test some specific terms in the relationship question and identified the following issues:

- (1) While not all respondents agreed on the exact meaning of each of the two words used for roomer or boarder (постоялец или квартирант), they were able to properly use the category in the corresponding vignette. The first word was considered a more old-fashioned term and the second a more modern one.
- (2) While respondents saw some differences between the terms used for housemate and roommate, the response choice was correctly used in the vignette.
- (3) The translation of unmarried partner (сожитель) was seen as a somewhat offensive term by two respondents, and another one felt it could apply to any two people sharing living quarters, even not in a relationship. For all others, it worked well as intended. However, another problem was identified: in the example vignette the unmarried couple has lived together for 8 years. Several respondents indicated they would report their relationship as spouses because they had lived together long enough to constitute common-law marriage.
- (4) In the translation of adopted son, the term used in the form can mean a variety of relationships in which one raises a child that is not one's biological child, but lacks the specificity of the adoption process.

To avoid respondents' classifying unmarried partners as spouses, in round 2 we tested alternatives that suggested living in a common-law marriage or as an unmarried couple. To find a more specific term for adopted son or daughter, we tested alternative terminology in round 2. Please refer to Table 7-3 for specific recommendations based on both rounds of testing.

Person 7 Page

Related to Person 1?

Issues

As the Russian language experts initially reviewed the census form, the team noticed the relationship question for Persons 7–12 was translated with very different wording than the relationship question for Persons 2–6. In round 1 we tested the term used for Persons 7–12 (Related to Person 1?. - Как-либо связан с жильцом №1) by comparing it to the phrasing in the relationship question (Question 2) for Persons 2–6. Respondents strongly preferred the Q2 version as they found it better worded for an official document.

For round 2, we confirmed with the Census Bureau that the intent of this question was to elicit only family relationships (by kin, marriage, or legally). Consequently, we designed some hypothetical questions for respondents to determine in what relationship situations they would answer “Yes” to the existing question on the Russian form. The cognitive interviews showed that the question elicited positive answers for non-relative relationships, i.e., friends.

In light of the evidence, we propose to use wording that unequivocally refers to family relationships. Please refer to Table 7-3 for specific recommendations based on both rounds of testing.

7.4 Alternative Translations Tested in Round 2 Interviews

After the completion of round 1 interviews, the Russian language experts reviewed the findings and conferred on alternative wording to propose to test in round 2 for the Russian translation. We focused on working out alternative wording for problem concepts, whether they appear in instructions, questions, or response options. We proposed the following revisions:

- (1) Replace difficult wording with commonly used words.
- (2) Replace ambiguous terms with clear and straightforward terms (e.g., unmarried partner).
- (3) Use descriptive phrases for concepts that do not exist in Russian (e.g., foster children).

In round 2 we tested the alternative wording and provided specific recommendations for changes in the above categories based on evidence from the cognitive interviews.

To accommodate the testing of alternatives within the time allotted for each cognitive interview, we revised the interview protocol guide by deleting some probes that did not work well or from which we had established that specific Russian wording was working very well.

We also added debriefing questions to compare the alternative translations with the original. We added probes to elicit respondents' feedback and reactions to the changes recommended. We created a show card to show respondents the alternative wording and developed new probing questions to test the alternative translations.

Round 2 interview results showed that for specific terms, the proposed alternatives clearly worked better than the current translations on the census form. Most of the revised terms were well received by respondents. The revised terminology appeared to be much clearer in meaning and easier for respondents to process (e.g., in Question 3).

7.5 Envelope Message

Round 2 interviews tested a message that appears on the census form envelope. The envelope message states that:

U.S. Census Form Enclosed
**YOUR RESPONSE
IS REQUIRED BY LAW**

The Russian team developed a number of possible Russian translations based partly on prior research. In the ACS translation project, the second phrase (Your response is required by law) had been tested in cognitive interviews. Five Russian translations were tested, all paraphrases of the English message.

1. Заполнение анкеты переписи населения в этом конверте обязательно согласно закону США
2. Согласно закону США заполнение анкеты переписи населения, находящемся в этом конверте, обязательно
3. В конверте находится анкета переписи населения США. Ваш ответ является обязательным по закону.
4. Внутри находится анкета по переписи населения США. Ваш ответ является обязательным по закону.
5. В этом конверте - опросный лист переписи населения США. Согласно закону Вы обязаны заполнить его и отправить обратно.

In Russian the short English message cannot be so concisely delivered. A full subject and verb are required, as well as the indication of where the census form is enclosed. A few extra words (e.g., envelope, census form) are needed to provide the necessary context for Russian speakers to understand the message.

Participants overwhelmingly preferred the fifth version. Although the general message was conveyed in each of the five alternatives, respondents found this version the most idiomatic and clear.

Table 7-3. Summary of Proposed Changes: Russian Recommendations

English on the Form	Location on the Form	Current Translation	Proposed Translation	Justification
Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.	Start Here Instructions	Прежде чем отвечать на Вопрос 1, пересчитайте всех проживающих в доме, квартире или мобильном жилище в соответствии со следующими указаниями.	Прежде чем отвечать на Вопрос 1, пересчитайте всех проживающих в квартире, доме или мобильном жилище в соответствии со следующими указаниями. (Before you answer Question 1, count the people living in this apartment, house, or mobile home using our guidelines.)	In round 1, a few apartment dwellers thought they were being asked about their entire building. We recommend reversing the order of house/building and apartment to resolve this problem.
Count all people, including babies, who live and sleep here most of the time.	Start Here Instructions	Сосчитайте всех, включая детей, кто живет и гостит здесь большую часть времени.	Сосчитайте всех, включая детей, кто проживает здесь большую часть времени. (Count all people, including babies, who live/stay here most of the time.) [Per DMD’s final decision, the phrase will read: Сосчитайте всех, включая детей, кто проживает и ночевает здесь большую часть времени. (Count all people, including babies, who live and spend the night here most of the time.)	In Russian it is not acceptable to say “sleep” in this context. It sounds awkward. The original translation confused respondents; they thought they should report short-term visits. The proposed term includes in a single verb the sense of living and staying.

(continued)

Table 7-3. Summary of Proposed Changes: Russian Recommendations (continued)

English on the Form	Location on the Form	Current Translation	Proposed Translation	Justification
Do not count anyone in a nursing home, jail, prison, detention facility, etc., on February 1, 2008.	Start Here Instructions	Не включайте в подсчет никого из находящихся в медицинском стационаре, местах отбывания наказания, предварительного заключения и т.п. по состоянию на 1 февраля 2008 г.	Дом для престарелых или инвалидов (Нерсинг хоум) Home for elderly and invalids (Nursing home) [Per DMD's final decision, the phrase in parentheses will not be included]	In the original translation, nursing home is translated in two different ways in the Start Here Instructions. Neither term was understood as nursing home but rather as a hospital or medical establishment. The proposed translation was understood as intended in Round 2 testing.
Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.	Start Here Instructions	Этого не следует делать даже в случае, если в дальнейшем человек вернется из колледжа, медицинского учреждения, армии, тюрьмы и т.п. и будет жить здесь. В противном случае он может оказаться посчитан дважды.	Дом для престарелых или инвалидов (Нерсинг хоум) Home for elderly and invalids (Nursing home) [Per DMD's final decision, the phrase in parentheses will not be included]	In the original translation, nursing home is translated in two different ways in the Start Here Instructions. Neither term was understood as nursing home but rather as hospital or medical establishment. The proposed translation was understood as intended in Round 2 testing.
How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?	Q1	Сколько человек проживало или гостило в этом доме, квартире или мобильном жилище 1 февраля 2008 г.?	Сколько человек проживало или гостило в этой квартире, доме или мобильном жилище...(in this apartment, house or trailer...)	In Round 1, a few apartment dwellers thought they were being asked about their entire building. By reversing the order of house/building and apartment, we believe this problem has been resolved.

(continued)

Table 7-3. Summary of Proposed Changes: Russian Recommendations (continued)

English on the form	Location on the Form	Current Translation	Proposed Translation	Justification
How many people were living or staying in this house, apartment, or mobile home on February 1, 2008?	Q1	Сколько человек проживало или гостило в этом доме, квартире или мобильном жилище 1 февраля 2008 г.? (How many people were living or visiting in this house, apartment, or mobile home on February 1, 2008?)	Сколько человек проживало в этом доме, квартире или мобильном жилище 1 февраля 2008 г.? (How many people were living/staying in this house, apartment, or mobile home on February 1, 2008?)	The original translation confused respondents; they thought that they should report short-term visits. A version that was more specific about temporary or permanent stays was tested in Round 2 and positively received. DMD decided to drop the adverbs постоянно (permanent) and временно (temporary) but exclude the verb visit.
Children, such as newborn babies or foster children	Q2	Дети, например, новорожденные или принятые на воспитание	дети принятые на воспитание (по государственной программе) [children accepted for raising (under a government program)]	There is no term in Russian that exactly corresponds to foster children. The existing translation covers any children someone is raising who are not their own biological children, whether it is a temporary or long-term/ permanent situation. The alternatives tested, although accepted and welcome and more specifically understood as foster children, were not terms naturally used in Russian.
Owned by you or someone in this household with a mortgage or loan?	Q3	Принадлежит вам или другому жильцу и обременен невыплаченным ипотечным кредитом или залладной.	Принадлежит Вам или другому жильцу, но еще не выплачен (имеется ввиду невыплаченный моргич или заем). [Belongs to you or to another resident but is not yet paid off (There is an unpaid mortgage or loan)]	The original version (unpaid credit) made some respondents think about foreclosures and losing one's housing because of inability to pay debts.

(continued)

Table 7-3. Summary of Proposed Changes: Russian Recommendations (continued)

English on the form	Location on the Form	Current Translation	Proposed Translation	Justification
<i>Include home equity loans.</i>	Q3	В частности, к этому пункту относятся случаи кредита или закладной на долю собственности.	Включите ссуды под залог недвижимости [Include loans with real estate as collateral]	The original translation was very confusing to respondents. The proposed translation is much clearer, and respondents understand it.
Owned by you or someone in this household free and clear (without a mortgage or loan)?	Q3	Принадлежит Вам или другому жильцу и свободен от обременений (невыплаченных ипотечных кредитов или закладных) [Belongs to you or to another resident and is free from burden (unpaid housing loan or mortgage)]	Принадлежит Вам или другому жильцу и уже полностью выплачен. [Belongs to you or to another resident and is already fully paid.]	The original translation was very confusing to respondents. The proposed translation is much clearer, and respondents understand it.

(continued)

Table 7-3. Summary of Proposed Changes: Russian Recommendations (continued)

English on the form	Location on the Form	Current Translation	Proposed Translation	Justification
NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.	Note before Q8	ПРИМЕЧАНИЕ. Необходимо отвечать И на Вопрос 8 об испаноязычном происхождении И на Вопрос 9 о расовой принадлежности. С точки зрения настоящей переписи испаноязычное происхождение не определяет расовой принадлежности.	ВНИМАНИЕ! (<i>ATTENTION</i>) Необходимо отвечать И на Вопрос 8 об испаноязычном происхождении И на Вопрос 9 о расовой принадлежности. С точки зрения настоящей переписи испаноязычное происхождение не определяет расовой принадлежности.	In Russian, a note is expected to appear after the question or paragraph it refers to. The placement of this message before Q8 was confusing to respondents. The proposed wording should alleviate the confusion by replacing the word Note with Attention.
NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.	Note before Q8	Необходимо отвечать И на Вопрос 8 об испаноязычном происхождении И на Вопрос 9 о расовой принадлежности.[It is necessary to answer to BOTH Question 8 about Hispanic origin AND to Question 9 about race.]	Необходимо ответить на ОБА вопроса -- № 8 об испаноязычном происхождении ... и № 9 о расовой принадлежности.[It is necessary to answer BOTH questions -- # 8 about Hispanic origin AND #9 about race.]	Several respondents had problems with use of capitals for both (И...И). The alternative way of saying “both” proposed here was tested and found to eliminate confusion.
Black, African Am., or Negro	Q9	Черный, афроамериканец или негр [Black, African American or Negro]	Черный или афроамериканец [Black or African American]	While in English it may be necessary to include the term Negro, it is not needed in Russian and is inappropriate.

(continued)

Table 7-3. Summary of Proposed Changes: Russian Recommendations (continued)

English on the form	Location on the Form	Current Translation	Proposed Translation	Justification
For child custody	Q10	В качестве опекуна ребенка (as caretaker of a child)	С другим родителем или взрослым (with the other parent or another adult)	This term was translated as, “someone in the situation of taking care or being responsible for a child” (В качестве опекуна ребенка). This translation was confusing to several respondents because they could not conceive of Person 1 being a child. They preferred the alternative. An alternative was tested in Round 2 (с другим родителем или взрослым - with other parent or another adult).
Adopted son or daughter	Q2 – P2-6	приемный сын или дочь (received son or daughter)	усыновленный ребенок (adopted child)	The original translation was a term that meant any child one raises that is not one’s biological child. The proposed translation better reflects the legal process of adoption.
Unmarried partner	Q2 – P2-6	сожитель (cohabitant)	партнер в гражданском браке (partner in common law marriage)	Some respondents felt that сожитель (cohabitant) was rude, while a couple indicated roommates with no romantic involvement could also be cohabitants. In Round 2, of the alternatives tested, there was strong consensus that “partner in common law marriage” was the best choice to properly refer to unmarried partners.

(continued)

Table 7-3. Summary of Proposed Changes: Russian Recommendations (continued)

English on the form	Location on the Form	Current Translation	Proposed Translation	Justification
Related to Person 1?		Как-либо связан с жильцом №1? (Is connected to resident #1?)	Состоит в родственной связи с жильцом №1? (<i>Has a family relationship to resident #1?</i>)	Round 2 test showed that respondents will answer Yes in cases of friends or associates, in addition to family members.
YOUR RESPONSE IS REQUIRED BY LAW	Envelope message	В этом конверте - опросный лист переписи населения США. Согласно закону Вы обязаны заполнить его и отправить обратно.	[Same as the original translation developed by the Russian team]	The short English phrase cannot be so concisely delivered in Russian. A full subject and verb are required, as well as where the census form is enclosed. A few extra words (e.g., envelope, census form) are needed to provide the necessary context for Russian speakers. We tested five versions and the fifth version was overwhelmingly preferred by participants, as shown in the table here. Although the general message was conveyed in all the five alternatives, respondents preferred this version.

8. LESSONS LEARNED FROM EXPERIENCES FOR THE CENSUS 2010 PROJECT—TRAINING, RECRUITING, AND INTERVIEWING

8.1 Training

The Chinese, Korean, Vietnamese, and Russian language experts agreed that the 2-day training for this task order was successful. They noted several strengths: design of the training modules and their interactive features, management of time and logistics, and the training materials. In particular, scenario-based practice mock interviews were deemed helpful and useful in preparing for the actual interviews. The interviews also helped the language experts to review the interview protocol from a different angle. Three main suggestions were made for improvement.

- Have trainees fill out a census form as if they were the respondents prior to the training module on a question-by-question walkthrough where technical terms and definitions are discussed. By filling out the actual form, the language experts will experience the translation and the questions on the form. This experience may help to better engage the language experts' attention in identifying issues critical to the research objectives.
- Cover three topics more extensively, including the following:
 - frequently asked questions: a list of questions and responses that can be offered to respondents during recruiting;
 - probing, specifically when to probe for more information and when to stop probing; and
 - interview summary reports, namely, providing specific examples of good and poor interview summary reports.
- Provide more opportunities for group discussion and team-based scheduling adjustments. For example, some language teams may choose to spend more time on certain elements of the training.

8.2 Recruiting

To meet the recruitment goals specified by the sponsor, various recruiting methods were used including advertisement, word of mouth, posting of flyers in public places frequented by speakers of the target languages, and recruiting respondents in person. While word of mouth was perceived as a very effective method across all language teams, advertising through ethnic mass media outlets resulted in more efficient recruiting by the Russian and Korean language teams. They reported that it was an efficient way to recruit monolinguals, both in terms of cost and project timeline. Ethnic mass media outlets included ethnic newspapers, broadcasting (radio or TV), and established Internet communities.

Recruiting among a population with limited English proficiency is always more challenging than recruiting English-speaking respondents. In particular, it is more difficult to recruit respondents with lower educational attainment. Each language group also had its own specific targets. For example, the Russian language team needed to recruit respondents from several countries that were once part of the former Soviet Union. The Vietnamese language team needed to recruit a majority of its respondents who had not completed high school, whereas the Korean language team needed to have a good mix. The Chinese language team required interviewing respondents who spoke Mandarin and Cantonese and who were from different Chinese-speaking regions. For this reason, it is very important to work closely with community leaders and local community centers to gain the trust of the potential respondents. More details can be found in the language-specific sections of this report.

The recruiting targets were based on the best available information about respondents who requested non-English materials on the CAPI version of the American Community Survey (ACS). For studies involving a self-administered non-English form like this, the language experts suggested reviewing and possibly revising the recruiting targets. For example, during the course of recruiting, it may have become known that people who volunteered to participate in this study may not be the type of persons who would usually fill out the census form in their own language (e.g., some lived with other people who could complete the form for the household). Thus, recruiting targets could be more precisely identified if participants in the cognitive interviews were among those who would actually fill out the form.

8.3 Interviewing and Interview Protocol Guide

While most probing questions in the protocol guide worked well, the repetition of similar types of probing questions made some respondents feel that they were being tested rather than being interviewed. These are probing questions that are inherent to any cognitive interview: “What do you think they mean by ____?”; “How do you understand ____?”; “What do you think the term ____ means?” The interview format specific to this study may have reinforced the sense of testing. The respondents were asked to fill out the census form as though they had received it at home and the interviewer was not present. They were then questioned about how they understood specific wording and sentences in the form and why. Cognitive interviewers handled this by reassuring the respondents that their answers would be valued and greatly appreciated. Paraphrasing or using different language-specific wording is another way to avoid repetition.

In the second round of the interviews, the schedule did not allow for printing the revised census form translations. As a result, we tested the proposed alternative wording in translation by using a show card to compare two versions of the translation (original translation and alternative wording). Although this method elicited valuable information, we realized that it would be more informative and fruitful to compare the two versions of a translation in the context of a census form. Because words can have different meanings in different contexts, respondents sometimes had to refer back to the census form where the word occurred in order to decide between alternatives listed on the show cards. For future research, we recommend building in time for the production of a new form to include the alternative wording for testing in the second round.

Additionally, form navigation presented a major problem in several languages except for the Russian form. This problem is directly associated with respondents' degree of familiarity with a government form. However, we realized that those who volunteered to participate in this study may not be the targeted audience for the census form; that is, another person in the household might actually fill out the census form. Although we were able to get their perspective in terms of the translation, it is difficult to isolate the form navigation issue from translation problems. The difficulties observed in our respondents' understanding of the instructions and questions in the census form may be compounded by their lack of familiarity with a government form. Thus, it is important to conduct future research to investigate form navigation issues.

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APPENDICES

- Appendix 1: Round 1 Protocol Guide in Multiple Languages
- Appendix 2: Round 2 Protocol Guide in Multiple Languages
- Appendix 3: Informed Consent Forms in Multiple Languages
- Appendix 4: Group Training Agenda
- Appendix 5: Recruitment Plan
- Appendix 6: Screening Questionnaire - Determining Language Dominance and Determining Eligibility for English Interviews
- Appendix 7: Census Test Form and Translations