The Census Problem

The census is a statistical tool used to gather information about a population. However, the language of the census questionnaire can influence the results obtained. This is because different languages may require different responses, and this can lead to differences in the data collected. For example, if a census questionnaire is in a language that is not widely spoken in a particular region, people may have difficulty understanding the questions, leading to inaccurate responses. Additionally, language can influence people's willingness to participate in the census, which can also affect the accuracy of the data collected.

Abstract

The use of multiple languages in Asia has become more common, with many countries adopting policies that promote linguistic diversity. This has led to an increase in the use of languages other than the dominant one in the census, which can create challenges for data collection and analysis. The article focuses on the use of information about language use in Asia, highlighting the importance of understanding the linguistic landscape of the region. It discusses the challenges and opportunities associated with the use of multiple languages in the census, and suggests strategies for improving the accuracy and reliability of the data collected.
Singapore and Australia

1. Singapore

Reading the course language lens in anew...
The graph on the left shows the percentage of the population that speaks a language other than the main language of the country. The data is presented for the years 1990, 1996, and 2000. The population data (in thousands) is as follows:

- **1990**: 2000
- **1996**: 2000
- **2000**: 2000

The graph on the right illustrates the literacy rates (in percentages) for different languages, based on the population data for the years 1990, 1996, and 2000. The literacy rates are calculated as the percentage of the population that can read and write in each language. The languages included in the graph are Malay, Chinese, and English.
and economic environment

Language is an important part of the social and economic environment and the progress of the Singapore government in making English the working language of the government, education, and business. More importantly, the teaching of English as a second language in schools and the use of English as the medium of instruction in schools and the use of English as the working language of the government, have contributed to the increased usage of English in Singapore.

The percentage of people who speak English at home has increased from 67% in 1980 to 72% in 1990 and 76% in 2000. This increase in the use of English as the medium of instruction in schools and the use of English as the working language of the government, has contributed to the increased usage of English in Singapore.

English has become established as the lingua franca of the Singapore population. English is the language of instruction in schools and the language of business. English is also the language of government and the language of the media.

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The chart shows the percentage of people who speak English at home in Singapore. The percentage of people who speak English at home has increased from 67% in 1980 to 72% in 1990 and 76% in 2000. This increase in the use of English as the medium of instruction in schools and the use of English as the working language of the government, has contributed to the increased usage of English in Singapore.

From Figure 1, it can be observed that the percentage of Chinese, Malay, and Tamil speaking Singaporeans has decreased from 9.9% in 1980 to 9.1% in 1990 to 8.4% in 2000. This decrease in the use of these languages as the mother tongue has contributed to the increased usage of English in Singapore.

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The diagram shows the percentage of people who speak English at home by ethnicity in Singapore from 1990 to 2000. In 1990, 30% of the population spoke English at home, and this increased to 33% in 2000. The proportion of English speakers is highest among the Chinese population, followed by the Malay population, and then the Indian population. The increase in the proportion of English speakers at home is a result of various factors, including the government's language policies, the influence of the media, and the economic benefits associated with knowing English.

- **Indian**: In 1990, 22% spoke English at home. By 2000, this increased to 28%.
- **Malay**: In 1990, 19% spoke English at home. By 2000, this increased to 24%.
- **Chinese**: In 1990, 30% spoke English at home. By 2000, this increased to 33%.
- **Total**: In 1990, 26% of the population spoke English at home. By 2000, this increased to 30%.

The increase in English proficiency is significant and reflects the country's focus on language development.

**Understanding the Insights**

1. **Economic Benefits**: Proficiency in English enhances job opportunities and economic mobility.
2. **Cultural Integration**: English is a tool for cultural integration and communication across different ethnic groups.
3. **Education**: English proficiency is often a requirement for higher education and professional development.

Singapore's government and educational policies have played a crucial role in promoting multilingualism and English proficiency. The country's commitment to these initiatives has contributed to the observed increases in English proficiency over the years.

**Future Projections**

- **Trend Analysis**: The trends indicate a continued upward trajectory in English proficiency, suggesting a sustained focus on language development.
- **Policy Implications**: The government may need to consider further strategies to support the development of other languages in parallel.
- **Educational Reforms**: There is a need for continuous evaluation and adjustment of educational strategies to ensure effective language development.

In conclusion, Singapore's commitment to multilingualism and English proficiency has led to significant improvements over the past decade, highlighting the country's strategic approach to language development.
The Sociolinguistic Background

MALAYSIA

Reading the Cornish Language in Asia

English

In English, the phrase and frame were still used in higher frequency in the homes, compared to the previous domain of books and family (work and leisure; 2000-10). The percentage of homes that read books and leisure, and other Indian languages, are considered, but are further combined, and therefore are more the Chinese community. For the Indians, and women, the Chinese community is based on family books, and perhaps more the Chinese community. The percentage of homes that read books, and families, and leisure, is also further combined, and therefore is more the Chinese community.  

The literacy rate in Malaysia, according to the data from 1980 and 1990, shows a significant improvement in literacy rates in English. The proportion of the population literate in English increased from 60% in 1980 to 90% in 1990. This trend aligns with the government's policy of promoting English as a medium of instruction in schools.

The literacy rate in 1980 and 1990 shows the following trends:

- **1980**: 60% of the population is literate in English, compared to 75% in 1990.
- **1990**: 90% of the population is literate in English, compared to 80% in 1980.

In schools, the use of English as a medium of instruction has increased significantly, as reflected in the literacy rates. The percentage of students who can read and write in English has doubled in the past two decades.

In addition to the government's efforts, there has been a significant increase in the literacy rate among the population. The data from 1980 and 1990 indicate a substantial improvement in literacy levels, particularly in English.

As can be observed from the figures, there has been a substantial increase in the literacy rate in English, highlighting the success of the government's policies and initiatives.
increase from 7% in 1970. The situation was similar for the Chinese, whose language also increased from 0.5% in 1970 to 0.8% in 1980. The Chinese population increased from 10% in 1970 to 23% in 1980. For the other indigenous groups, however, the percentage in 1970 was 61.5% in 1980, Chinese and other indigenous groups also saw an increase in those two decades.

A can be seen in Figure 8, in which figures 1990. The Chinese populations increased from 10% in 1970 to 23% in 1980. The Chinese population increased from 10% in 1970 to 23% in 1980. For the other indigenous groups, however, the percentage in 1970 was 61.5% in 1980.
The Chinese in Malaysia comprised only 4.4% in 1970. Similarly, for the Chinese in 1980, only 19.9% of them could speak and understand English. In 1990, 28.7% of the Chinese Malaysian population could speak and understand English. In 1990, 30.9% of the Chinese Malaysian population could speak and understand English. However, in 1980, 28.7% of the Chinese Malaysian population could speak and understand English.

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In 1980, the number of Chinese in the community was 9% of the total population. By 1990, this number increased to 12%. In 1980, only 5% of the Chinese were able to use English in conversation, but in 1990, this number increased to 10%. In 1980, only 2% of the Chinese were able to use English in conversation, but in 1990, this number increased to 5%.

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The formula:

\[ \text{Population} = \text{Births} - \text{Deaths} + \text{Immigrants} - \text{Emigrants} \]

Table 1: Population in Indonesia, 2010 and over and age can be divided by the population in Indonesia, 2010 and over by the national Indian, 1980.

In 1980 and 1990, the national Indian, 1980, and above who can use English, Hindi, and Arabic Indian, 1970, shows the proportion of the.

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Table 1: Population in Indonesia, 2010 and over and age can be divided by the population in Indonesia, 2010 and over by the national Indian, 1980.
The text appears to be a continuation of the discussion on the impact of language on education, employment, and economic opportunities. It mentions the importance of understanding the language distribution within a population and the role of language proficiency in determining success in various fields. The text also refers to educational institutions and the challenges faced by minority language speakers in accessing these resources.

The table titled "Table 2: Proportion of speakers of two or more languages" provides data on the proportion of speakers of two or more languages in the 1980 and 1970 censuses. The table includes columns for different years and regions, indicating the percentage of bilingual speakers. The data shows a trend in the increase of bilingualism, reflecting the diverse linguistic landscape in the region.
...and common problem was how to marshal the efforts of non-Hindu spokesmen in
deliberations of the Constitution Committee. Some of them completely differed from each other. A Hindu, who was the correct Hindu, for the Hindustani was at least 12 different.

The Hindu language, with the majority of Hindu spokesmen gathered in numbers
in the Constituent Assembly, was the official language. In 1971, Hindu was declared the official

After nearly 20 years of struggle, India got its independence in 1947. Since then, linguistic issues in India have been

During the British colonial rule, the English language was the official

Singh in the volume (1960) punishes students, strict, timid, fussy, and lacks sense of humor.

On 15 August, 1947, India got its independence. The Constituent Assembly was formed to draft the

V. B. K. N. Birth, 1921 (in the Bengal Presidency), death 2000 (in a hospital in India).

In 1947, the Constituent Assembly began to draft the Constitution. In 1950, the Constitution was completed and

India's Language Problem

In India, the Constitution was adopted in 1950. The idea of a single

I. INDIA

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Languages in India

...and he can't draw, but he can draw in black.
The role of English in India has been significant, particularly in the fields of education, administration, and commerce. English is the medium of instruction in many universities and institutions, and it is also widely used by the Indian bureaucracy and the business sector. The use of English in India has been influenced by its historical ties with the British Empire, and it continues to be an important language in the country today.

In the 19th century, English was introduced to India as a medium of instruction in schools, and it quickly gained prominence. By the 20th century, English had become an essential language for communication, particularly in the fields of administration and commerce. Today, English is spoken by millions of people in India, and it is used in various official capacities, including the judiciary and the armed forces.

The number of English speakers in India has grown significantly over the years, and it is estimated that there are now over 100 million English speakers in the country. However, the number of native English speakers is relatively small, and the language is primarily used by individuals who have learned it as a second language.

In conclusion, the role of English in India is significant, and it continues to play a crucial role in various aspects of the country's society, economy, and culture.
The Singaporean Census is the first successful census of the population of the city-state. The census was conducted in 1990 and again in 2000. The census data has been used to inform policy decisions and to monitor changes in the population. This allows for better planning and allocation of resources. The data collected includes information on population size, age distribution, gender, and ethnicity. This information is used to inform planning of healthcare, education, and social services. The census is conducted every 10 years, with the next one scheduled for 2020.
June and July 1992 to develop a comprehensive framework for the
first phase of the project. In the fall of 1992, the framework was
completed and reviewed by the project team. The framework was

used to guide the development of the project's first phase.

The project team met periodically to review progress and
make decisions about the next steps.

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