

Monica L. Twork. Information needs of refugees from Burma living in Orange County, North Carolina, and how public libraries may address these information needs. A Master's Paper for the M.S. in L.S. degree. April, 2009. 77 pages. Advisor: Barbara B. Moran.

This research shed an exploratory light on the information needs, information-seeking behavior, and public library awareness of refugees from Burma currently residing in the Orange County, North Carolina, area. A paper questionnaire addressing these issues was administered to 20 adult members of this group, identified through a contact at the United States Committee for Refugees and Immigrants (USCRI) in Raleigh. Employment, health, and education information were three of the most sought-after topics of information within the community. The majority (75%) of all respondents relied on community service organizations for employment-related information. For information on transportation, the majority (70%) of respondents relied on friends and family. When it came to public library resources, DVDs and ESL-related materials were found to be the most requested forms of resources. If ESL and computer/internet courses were offered by the public library, 55% of all respondents wrote that they would attend these courses.

Headings:

Information needs.

Public libraries – Services to foreign population.

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INFORMATION NEEDS OF REFUGEES FROM BURMA
LIVING IN ORANGE COUNTY, NORTH CAROLINA, AND
HOW PUBLIC LIBRARIES MAY ADDRESS THESE INFORMATION NEEDS

by
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Introduction

According to a 2007 analysis of data from the Worldwide Refugee Admissions Processing System (WRAPS) of the U.S. Bureau of Population, Refugees, and Migration, North Carolina ranks ninth in the country in number of refugee arrivals, with 1,259 arrivals in 2005, 1,228 arrivals in 2006, and 1,805 arrivals in 2007 (Jefferys & Martin 2007). The Raleigh-Durham area has been marked as a “pre-emerging gateway” for new immigrants, especially immigrants from Mexico or Asian countries with “lower incomes than the native population, low levels of English proficiency and lower rates of citizenship” (Ashton & Milam 2007, p. 7). Among the new immigrants arriving in the Raleigh-Durham area are a larger number from Burma, or Myanmar.

Refugees from Burma are often escaping from a country that has been ranked as “one of the most tightly controlled dictatorships in the world” (Council on Foreign Relations 2003, p. 1). Successions of military regimes have controlled the country since 1962. The current government, a military junta, has been in power since 1988. The junta has violently suppressed the pro-democracy movement and implemented a huge variety of human rights abuses, including forced labor, human trafficking, political imprisonment, and complete lack of free speech (Council on Foreign Relations 2003; Barron, Okell, Yin, VanBik, Swain, Larkin, Allott, & Ewers 2007).

Refugees from Burma are composed of heterogeneous ethnic groups with different cultures, languages, and religious beliefs. Refugees from Burma in the United

States are typically members of one of three ethnic groups – Burman, Karen, or Chin. There are many cultural and linguistic differences between the ethnic groups, in addition to various subgroups within the individual ethnic groups. Burmans compose the majority ethnic group within Burma, or Myanmar. Minority groups within the country include the Karen and the Chin. While many Karen traditionally communicate in the Karen language, members of the Chin ethnic group often use both the Chin and the Burmese languages (Barron et al. 2007).

In early 2009, an employee at the United States Committee for Refugees and Immigrants (USCRI) in Raleigh estimated that roughly over 500 refugees from Burma were living in the Carrboro/Chapel Hill area of Orange County, North Carolina. At least 200 of these refugees had arrived in the United States over the past year (M. Price, personal communication, March 1, 2009). While this number remains small compared with the number of Hispanic/Latino immigrants in the area, the number of refugees from Burma living in the United States will increase. In 2006, the United States government passed an immigration waiver for refugees, making it easier for Burmese refugees living in refugee camps in Thailand to be admitted into the United States (Voice of America 2006). In 2007, refugees from Burma comprised the largest percentage of refugees admitted into the United States in 2007, with 13,898 entering the country in that year alone (Jefferys & Martin 2007). In 2008, 18,139 refugees from Burma were admitted into the United States (Cultural Orientation Resource Center 2009). Since the refugee camps in Thailand have been estimated to hold at least 100,000 refugees from Burma (UNHCR 2007), more refugees are expected to immigrate to the United States in the future. An employee at USCRI estimated that the agency expected roughly 100 more

refugees arriving in the Raleigh area during 2009 (M. Price, personal communication, March 1, 2009).

After arriving in the United States, a variety of organizations, including government agencies, churches, individual volunteers, and non-profit groups provide assistance to the refugee community. In Orange County, there have been several main resettlement agencies receiving funds from the Reception and Placement program of the International Office of Migration. USCRI, World Relief, Church World Service, and Lutheran Family Services have all helped to provide refugees from Burma with a variety of resources, including housing, cultural orientation, access to social services, and help locating employment. These organizations typically provide assistance to refugees for the first six months after the refugees arrive in the United States. (Cathcart et al. 2007; M. Price, Personal communication, March 1, 2009).

According to a 2007 evaluation of the Chapel Hill/ Carrboro Burmese refugee community by graduate students in the Department of Public Health at the University of North Carolina, members of this group have faced a variety of challenges since arriving in the country. Most prominently, these issues have included lack of adult education, lack of a cohesive community structure, lack of knowledge about U.S. health practices, and lack of interpretation services (Cathcart et al. 2007). Since many of the adult members of the community work full-time, they have difficulty fitting English as a Second Language courses into their schedules. Furthermore, the refugee group contains a variety of ethnic groups, languages, and religions, which can make creating a cohesive community group difficult. The Chapel Hill/ Carrboro refugee group contains members from two of the primarily Christian minority groups, the Karen and the Chin, as well as

members from the predominantly Buddhist Burmese, or Burman, ethnic group. In addition, many of the more recent immigrants lack understanding of hygiene and medical practices in the United States. The UNC study also found that many of the group members found it difficult to access medical and social services without translation services in the Burmese and Karen languages (Cathcart et al. 2007).

Ashton and Milam (2008) argue that public libraries can play a large role in easing the transition of recent immigrants into the United States. Public libraries have the opportunity to track local immigration demographics, to provide “cultural and language sensitivity to service delivery” via staff training and information delivery, to help develop English skills, to develop connections with local groups and institutions, and to promote political and civic involvement (Ashton & Milam 2008, p.8). While resettlement agencies such as USCRI may provide many of these services to the local Burmese community, this paper will attempt to explore the intersection between the information needs and seeking behavior of the Burmese community and the local area’s library services. Similar studies have addressed this issue in relation to other immigrant groups, such as Hispanics/ Latinos (Flythe 2001; Bala 2003; Fisher, Marcouz, Miller, Sanchez, & Cunningham 2004) and Chinese (To 1995; Su & Conaway 1995), but this paper will attempt to address the issue through the lens of a less frequently researched user group, the Burmese refugee community.

This research will attempt to address three main questions:

1. What are the information needs of recent refugees from Burma in Orange County?
2. What are the information-seeking behaviors of this group?

3. What are the public library needs of this user group?

The purpose of this research will be to act as a potential resource for public libraries and local community service organizations hoping to provide increasingly targeted and relevant resources and services to this user group. It is also hoped that this paper may encourage further research into the information needs and information seeking behavior of this user group or other newly arrived immigrant groups in the United States.

Importance of Study

Fisher et al. (2004) point out that published materials focusing on public library services to immigrant communities far outnumber published empirical research addressing the information needs of this user group. While published materials focusing on public libraries have likely provided a great benefit to librarians and library services, empirical research on the information behavior and public library needs of actual immigrant communities can help determine the most relevant resources and services for this user group.

More recently, Burke (2008) writes that “further research on immigrant use of libraries needs to be done, particularly on African, Middle Eastern, East European, and Asian immigrants” (p. 40). Since no published study of the information and library needs of Burmese refugees in the United States exists, as far as could be determined, the data produced by an examination of the information and library needs of refugees from Burma in the Orange County area may be useful to public libraries or other community service organizations serving this user group or other recently immigrated user groups. In particular, the University of North Carolina’s Community Workshop Series, a volunteer-

taught series of public courses on computer and internet literacy, may be able to create more focused technology courses for the local Burmese community as a result of this research.

Literature Review

The current literature addressing the practical information needs of recent immigrants to the United States has tended to focus primarily on Hispanic/Latinos, with several manuals existing on how to provide services to this specific community (Alire & Archibeque 1998; Moller 2001). While this literature provides both theoretical and practical guidance for providing service to recent immigrants, serving specific groups such as the Burmese community in Orange County can still prove difficult. The issue of providing relevant services and resources can be compounded by linguistic barriers as well as the cultural, linguistic, and ethnic heterogeneity often existing within individual immigrant groups (Burke 2008).

For this research, the literature review will be divided into three primary categories: information acquisition among recent immigrants, information barriers, and services that can be used to encourage information sharing among recent immigrant groups such as the refugees from Burma currently living in Orange County.

Information Acquisition Among Recent Immigrants

Theoretical Context. Everyday Life Information Seeking (ELIS) forms the primary theoretical background for this research. Savolainen (1995) describes Everyday Life Information Seeking as the “acquisition of various information (both cognitive and

expressive) elements which people employ to orient themselves in daily life or to solve problems not directly connected with the performance of occupational tasks” (p. 62-63).

Building on the concept of ELIS, Fisher (2004) developed the idea of “information grounds,” or “an environment temporarily created when people come together for a singular purpose but from whose behavior emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information.” Seven primary criteria determine the existence of information grounds: that the experience is context rich, existing in a temporal setting, providing an instrumental purpose for participants, including a variety of social types, emphasizing social interaction over information sharing, both informal and formal information flow, presenting alternative forms of information to participants, and ultimately creating a “grand context” from individual participants’ sub-contexts (Fisher, Naumer, Durrance, Stromski, & Christiansen 2005). Fisher et al.’s research has shown that information grounds can occur in locations as diverse as a doctor’s waiting room or a coffee shop (2005). Based on this research, it seems likely that Orange County’s Burmese refugee community, or at least individuals within the community, would also maintain information grounds.

For recent immigrant groups to the United States such as Orange County’s refugees from Burma, community information might be the most important form of information. Community information “helps citizens with their day to day problems and enables them to fully participate as members of their democratic community” (Day 2007, p. 103). Day argues that community service organizations, including public libraries, can play an important role in facilitating the exchange of community information. Examining the structure of community service organizations, Day describes a three-tiered hierarchy.

Person-to-person contact composes the primary level of the hierarchy, while community service organizations comprise the secondary level. Information about community services composes the tertiary level (Day 2007). Community service organizations such as public libraries provide a valuable service by translating the raw data found in the tertiary levels of the hierarchy into a natural language that will be understood and easily accessed by the primary level (Day 2007).

Fisher et al. (2004) makes the argument that recent immigrants may use an interpersonal berrypicking model of information acquisition to collect information from a variety of different people throughout their lives. Fisher also suggests that “instrumental referral agents” such as community service organizations may play a role in immigrants’ information acquisition processes by introducing immigrants to a wider range of information and resources. Organizations like USCRI may play this role in how refugees from Burmese in the Orange County area acquire information.

Relevant Studies. Most of the related literature and empirical studies dealing with the issue of information acquisition among recent immigrants has concentrated on Hispanic/Latinos. Composing a fast growing segment of the U.S. population, Hispanic/Latinos face several issues that would not necessarily be faced by refugees from Burma in the Orange County area, such as ambiguous immigration status. However, the two immigrant groups may share some of the same problems in adjusting to life in the United States, such as linguistic barriers and cultural differences, and for that reason, this literature review includes studies focusing on the recently immigrated Hispanic/Latino community when they appear pertinent to the research.

In a study of the information behavior of migrant Hispanic/Latino farm workers and their families in the Pacific Northwest, Fisher et al. (2004) found evidence that an informal network of interpersonal communication played a large role in information dissemination. As Fisher writes,

“given the language, cultural, and economic barriers coupled with the deep extent of everyday needs associated with immigrants, especially those working in dangerous, low-tech occupations, it is consistent that they would rely heavily upon interpersonal information sources, especially close families and friends or people like themselves, finding credibility in the similarity of these populations” (2004).

Refugees from Burma share many of these social characteristics, but for the Burmese refugees in Orange County, there is the added factor of community service agencies providing access to a larger number of community information services.

The importance of interpersonal communication networks among recent Hispanic/Latino immigrants has been seconded by Flythe (2001). Flythe’s research was among the first of its kind in examining the information needs of recently arrived Hispanic immigrants in Durham County, North Carolina. The study interviewed recently arrived Hispanic immigrants at four Durham organizations that provided bilingual community information services to the Hispanic community. Flythe asked participants about information seeking habits. The majority of the seventy-one survey respondents relied on interpersonal connections to acquire information on housing, employment, and transportation.

Other individual factors may play a role in determining immigrants’ preferred information sources. In their examination of the information needs of elderly Chinese immigrants, the research of Shu and Conway (1995) suggested that the disintegration of traditional family ties and multi-generational households made elderly Chinese

immigrants more reliant on newspapers, television, and other media sources than interpersonal contacts for information. While the issues of aging or disintegrating family ties may not be immediate issues for the Burmese refugee community in Orange County, Shu and Conway's study highlights the variety of subgroups and differences that may exist within a larger community.

Information Barriers for Recent Immigrants

Cultural Barriers. Both Berlanga-Cortez (2000) and Zhang (2001) note the cultural communication difficulties that may be faced by Asian immigrants in the United States. As Berlanga-Cortez writes, communication patterns in many Asian cultures are traditionally "high context." In contrast to western communication patterns, which are often "low context" and focused on conversational content, "high context" communication patterns place greater emphasis on the non-verbal aspects of communication. Immigrants accustomed to this style of communication will often rely on shared cultural presumptions or non-verbal signals (Berlanga-Cortez 2000).

Additionally, some Asian immigrants may display unwillingness to voice dissent or complaints (Berlanga-Cortez 2000). Zhang writes that many recent Asian immigrants will not complain about lack of library services or resources since "harmonious relations are highly valued and dissonance is frowned upon" (p. 143). In addition, the research To (1995) conducted among Chinese language readers in Fairfield, New South Wales seems to hint that at least some Asian library patrons remain passive in searching for information. To conjectures that this reluctance to ask for help in a library setting may be connected with linguistic difficulties.

Many of these cultural and linguistic factors likely apply to immigrants from Burma. In the published material written for Americans working with Burmese refugees, a volunteer worker is quoted as saying that people from Burma “give you the answer they think you want to hear” (Barron, Okell, Yin, VanBik, Swain, Larkin, Allott, & Ewers 2007, p. 64) rather than the actual answer to the question.

Social Barriers. Zhang (2000) notes that many Asian countries have no tradition of “free public library service,” which can make it difficult for some Asian immigrants to the United States to become accustomed to the tradition of public libraries. Since many Burmese refugees will be arriving in the United States after spending years in Thai refugee camps, many of these refugees may be initially unfamiliar with access to a public library system. Additionally, a survey of one Burmese refugee camp in Thailand by UNHCR revealed that only 55% of the inhabitants had completed a primary school education (Barron et al. 2007).

Access, Language, and Lack of Marketing. Accessing community service resources such as adult courses on English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) may prove difficult for some recent immigrants. Cuban (2007) quotes a community service agency director in the Northeast as saying that “there are many thousands of people who are in need of ESOL who are not able to find an open class appropriate for their needs.” While this situation may not exist in Orange County, it seems important to keep in mind. Lack of transportation may also impede access to community service resources.

Other barriers to information retrieval include linguistic barriers and lack of knowledge about available information. In rural Dunklin County, Missouri, for example,

Bala and Adkins (2004) surveyed the information needs of a primarily migrant Hispanic/Latino and found that the local public libraries were often underused by this immigrant group, despite the fact that many of these libraries provided access to potentially useful resources such as computers with Spanish operating systems. Patrons felt uncomfortable in the local public library as a result of the lack of Spanish-language information, and available resources were not publicized to the Hispanic user group.

Positive Perceptions of Public Libraries. Despite these potential barriers, several studies seem to hint that many immigrants view public libraries positively (Luevano-Molina 2001; Rincon and Associates 2000). In a study of the library needs of North Carolina's Hispanic/Latino population, Rincon and Associates (2000) found that many Hispanics viewed the library in a positive light. The library is seen as playing a dual role as information center and, for students, educational resource.

Luevano-Molina (2001) surveyed Hispanic/Latino immigrants in Santa Ana, California. Even against the rise of anti-immigration legislation such as Proposition 187, the study participants described the local public library system in extremely positive terms, describing the library as a place that provided services and opportunities for all patrons, regardless of social or economic status. The results of Luevano-Molina's research supported the idea that immigrants view public libraries as opportunities for continuing learning and personal growth. In fact, the "majority" of participants viewed the city's public library system positively, "even though half of the participants had never entered a public library or bookmobile in Santa Ana." Luevano-Molina conjectured that the participants' exposure to libraries in Mexico helped to create this positive impression of the Santa Ana Public Library system. Luevano-Molina also argues that the Santa Ana

Public Library System's excellent outreach program into the local Hispanic/Latino community, bilingual staff, and tailored community services also played a large role in shaping the participants' perceptions of the public library.

Public Libraries and Community Information Services for Recent Immigrants

Recommendations. In providing services to the immigrant population, the Council of Urban Libraries describes five recommendations for public libraries. Public libraries should gain an understanding of local immigration dynamics by gathering current demographic information. Libraries should also bring cultural and language sensitivity to library service with multi-lingual staff, websites, signage, and collection materials. In addition, libraries can provide access to education opportunities such as adult ESL courses, family literacy programs, and school readiness courses. Public libraries are well-placed for developing connections with local institutions such as schools and businesses, providing immigrants with access to work, school, and health opportunities. Libraries also have the potential to promote civic engagement (Ashton & Milam 2008).

Successful Examples of Public Libraries Serving as Community Service

Organizations. In library and information science research, New York's Queens Borough Public Library's literacy and coping skills programs for immigrants has been widely cited as a model for similar programs. Components of the QBPL's programs for immigrants involve all five of the Council of Urban Libraries' criteria for providing services to immigrants. Notably, the library hires an Information and Data Analyst Librarian whose job includes monitoring neighborhoods with rapidly changing

populations (Ashton 2008) and, in 1995, had a Coping Skills Coordinator hired specially to manage the Coping Skills Program (Tjoumas 1995). The library's website can also be accessed in at least six languages and the library provides a wide array of free continuing education courses aimed at the immigrant population. In a 2004 study of the QBPL's programs for immigrants, Fisher, Durrance, and Hinton argue that these programs can function as an information ground. Even though the authors noted that the results of their study may have been skewed because the study participants were chosen by and interviewed in the presence of program administrators, the results of the study seemed to indicate that the QBPL's literacy and coping skills program provides immigrants with coping skills, technology skills, preparation for American citizenship, preparation for employment, and that immigrant participants learn life skills that may improve the lives of their entire families.

While imitating the full extent of the Queens Borough Public Library's language and coping skills programs may not be financially feasible or realistic for the public libraries serving the Orange County Burmese refugee community, some of the Council of Urban Libraries' recommendations, such as partnering with local institutions and groups to organize cultural information courses, or providing more visual signs within the library building, could still prove beneficial. Promisingly, a 2008 study by the Council of Urban Libraries found that 67% of American public libraries provide adult English instruction in some form (Ashton & Milam 2008).

Smaller library systems have also reported some success in providing services and resources to specific immigrant groups, mainly the Hispanic/Latino community. Sundell (2000) described the Forsyth County (North Carolina) Public Library's development of

library services for Hispanic immigrants after receiving a state grant. After examining the geographic dispersion of Hispanic immigrants in the county, the library system placed Hispanic/Latino-themed collections at four library branches throughout the county. Working in conjunction with the Hispanic/Latino community, the library used trial and error to determine the collection materials that would most appeal to the local Hispanic/Latino patrons. With varying degrees of success, the library also attempted to create promotional materials such as brochures, hire bilingual library assistants, and develop Hispanic-themed library programming. Sundell focuses most prominently on the library's collaborations with local institutions such as churches, health care providers, and community colleges. These collaborations appear to have provided Hispanic/Latino library patrons with a wider array of information possibilities and opportunities.

Summary of Relevant Literature

Much of the relevant literature found for this review seems to strongly suggest that public libraries must communicate with their target user groups in order to provide the most useful and relevant services and resources. The concepts of Everyday Life Information Seeking, or ELIS, and information grounds can provide a role in creating a theoretical backdrop for examining the information needs of individual user groups. This theoretical background may shed light on future information seeking behavior by highlighting transferable knowledge about human information behavior. Despite the cultural and linguistic barriers to acquiring information faced by many recent immigrants to the United States, or perhaps as a result of these barriers, immigrant groups often maintain a positive view of public libraries. Led by such success stories as the Queens

Borough Public Library, many public libraries provide invaluable community services to recent immigrant groups by offering services such as public courses and networking opportunities.

As described earlier, it is hoped that this research may function as a potential resource for public libraries or local community service organizations hoping to provide similar resources and services to refugees from Burma in the Orange County area. The results of the research may allow these organizations to provide increasingly relevant and targeted support for the community. Finally, it is hoped that this paper may encourage further research into the information needs and information seeking behavior of this user group or other newly arrived immigrant groups in the United States.

Methodology

This research study relied on paper questionnaires in the English, Burmese, and Karen languages to gather data about the information needs, information-seeking behavior, and public library awareness of refugees from Burma in Orange County. All survey participants were identified through a contact at the United States Committee for Refugees and Immigrants in Raleigh who works with the Burmese refugee community on a daily basis. At the time of the study, in early March 2009, all participants lived in a Chapel Hill apartment complex with an estimated number of 100 Burmese residents.

Since the purpose of this study was to develop an exploratory and descriptive introduction to the group's information and public library needs rather than an all-inclusive community profile, the research survey aimed to gain sufficient original data to gauge a preliminary sense of what resources and services could best benefit this user group.

Sample Population and Sampling Technique

In early 2009, the population of the Burmese refugee community in Orange County was estimated to be roughly over 500 (M. Price, personal communication, March 1, 2009). This questionnaire was aimed at a specific segment of this population – refugees from Burma who had lived in the United States for less than five years. Since many of the information needs of school-aged children in this community would likely be addressed by the public education system's resources and programs, this research focused

on group members over the age of 18. It was assumed that many of these adult community members would find their information needs addressed primarily through agencies such as community service organizations and public libraries.

At the time of the study, in March 2009, there were no exact numbers for how many community members might be over the age of 18. The final number of study respondents included 21 participants. Out of these 21 participants, one participant turned in an incomplete research survey, leaving 20 completed questionnaires to be analyzed.

Respondents were identified through a connection at the US Committee for Refugees and Immigrants Program in Raleigh. Some respondents were also identified through snowball sampling, by encouraging respondents to market the questionnaire to friends and family.

Data Collection Instruments and Materials

Online questionnaires have become a popular way to gather data, but for the purposes of this study, paper questionnaires were distributed. The decision to use paper surveys was based on both the technological difficulties of creating online Burmese and Karen language surveys, and the fact that some respondents may not have been familiar enough with computers and the internet to complete an online questionnaire.

The questionnaire consisted of nineteen primarily closed-ended questions. See Appendix B for the English version of the questionnaire, followed by the Karen language questionnaire in Appendix C, and the Burmese language questionnaire in Appendix D. The decision to develop a survey with largely closed-ended questions was based on two major considerations. Many potential respondents were likely to maintain extremely

busy lives and may not have had the time to complete longer or more time-consuming questionnaires. Additionally, translating questionnaire results from Burmese or Karen into English became less exhaustive with the inclusion of closed-ended questions.

The questionnaire opened with three closed-ended questions to determine the eligibility of potential respondents in the study. These qualifying questions were taken directly from Flythe (2001). Only respondents who were at least 18 years old, had lived in the United States for less than 5 years, and who were currently residents of Orange County, North Carolina were eligible to complete the questionnaire.

The main body of the questionnaire was divided into four main segments: information needs, information seeking behavior, public library awareness, and demographic information.

To identify respondents' potential information needs, question four asked respondents about information needs over the past month. The past month (30 days) was chosen as a period of time that would be long enough to include a variety of information needs, yet recent enough to remain in respondents' memories. Choices for information needs included employment, transportation, health, education, housing, language courses, child care, religion, culture, hobbies, and community information (about the local area), with an space for respondents to describe information needs that fell outside these basic categories. These answer categories were chosen to reflect the most likely concerns faced by recent immigrants to the United States, and the major themes identified by previous studies (Flythe 2001; Fisher et al. 2004). One of the options – radio – may remain more pertinent to the Hispanic/ Latino community than to respondents from

Burma, since there are currently a large number of Spanish-language radio stations in the United States and, more relevantly, in the local area (Fisher et al. 2004).

The two questions and answer options for identifying information seeking behavior were taken almost verbatim from Flythe (2001), with adjustments made for the specific user group. These questions took two of the likely information needs from question four – employment and transportation – and asked respondents to elaborate on these information needs by asking where the respondent would go to address these information needs. Options for information gathering locations included friends or family members, community service organizations/ agencies (such as USCRI in Raleigh), the Internet, the newspaper, the radio, television, a public library, and church, with an “other” option for respondents to elaborate on any other information gathering locations.

Question seven attempted to discover whether respondents had any location in the local area that would function as “information grounds,” using Fisher et al. (2005)’s definition of information grounds as “environment[s] temporarily created when people come together for a singular purpose but from whose behaviour emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information” (¶ 4). To determine the possible existence of information grounds, this questionnaire included a question taken directly from Fisher et al. (2005)’s telephone survey on the information behavior of 612 respondents. The next question, also taken from Fisher et al. (2005)’s study, attempted to determine what sort of information is obtained from the information grounds.

The questions concerning public library needs were adapted from Flythe (2001), and from Alire and Archibeque (1998)’s “Santa Barbara Public Library Questionnaire.”

The first question in this section, question nine, identified the respondent's preferred spoken language or languages. Burmese, Karen, and English were given as closed-ended options, with an "other" option to include languages that fell outside these three languages. The next question provided an even more detailed description of the respondent's linguistic background, by identifying the respondent's preferred reading language or languages. Question eleven was taken verbatim from Aire and Archibeque, and gauged respondent awareness of the local public library's physical location, while question twelve (also from Aire and Archibeque) asked respondents whether they, or a member of their family, held a public library card. Questions thirteen and fourteen, adapted from Flythe, were aimed at determining how public libraries might provide the most relevant materials for the local Burmese community. These questions asked respondents to choose the formats and types of materials that the respondent would be most likely to utilize if offered at the public library. Question fifteen aimed to determine how public libraries might provide the most relevant services and programming for the Burmese community. Answer options for this question included English as a second language (ESL) courses, computer/ Internet literacy courses, legal resources (forms and books), and consumer information.

Following the questionnaire format recommended by Babbie (2004) to encourage interest in the survey among potential respondents, the survey's demographic information appeared at the end of the questionnaire. Respondents were asked to identify gender, age, and highest level of completed education. Ages were selected from a closed-ended collection of five categories (18 – 30, 30 – 40, 40 – 50, 50 – 60, and 60 -), to allow for coding ease in the analysis process. The three levels of education listed – primary

(standard grades 1-5), secondary (standard grades 6-10), and post-secondary (university) were taken from Burma/Myanmar's education system, which was developed from the British model.

Study Procedures

Accompanied by an USCRI employee who works closely with the local Burmese community and who communicates with community members in the English language, the researcher distributed information sheets and research surveys at a Chapel Hill apartment complex in the afternoon of March 1, 2009 and the early evening of March 11, 2009. Approximately 100 refugees from Burma currently live in this apartment complex. These collection gathering trips were specifically chosen to coincide with the hours when the highest number of adult community members would be in their homes. March 1 was a Sunday afternoon, while March 11 was a weekday evening, both times in the week that do not conflict with traditional work schedules or school hours. The information sheets and questionnaires distributed by the researcher were available in the Burmese, Karen, and English languages. Nineteen out of the twenty returned and completed questionnaires were completed in the presence of both the researcher and the USCRI employee. One of the returned questionnaires was completed at a later date and returned to the researcher in a self-addressed, stamped envelope. Participants were also encouraged to give copies of the research survey to friends and family members who fit the research qualifications.

Completed questionnaires in the Burmese and Karen languages were translated back into English by two translators. One translator, a member of the local Burmese

community, was fluent in Karen and English, while the other translator, who was not a member of the local community, was fluent in Burmese and English.

Following the example of Flythe (2001) and Chike (2006), respondents who participated in the questionnaire were presented with a small thank you present consisting of a pen, bookmark, and information about local public libraries. These items were funded by a Carnegie Research Grant from the University of North Carolina.

Possible Ethical Issues

Maintaining respondents' privacy was an integral concern for this research. Identifying personal information was not collected during research. While there was a slight possibility for deductive disclosure based on the relatively small size of the Burmese community, the interpreters who translated the completed surveys back into English signed a non-disclosure agreement to maintain confidentiality. See Appendix F for the confidentiality agreement form.

During the data analysis process, survey respondents were identified with a number that was not connected in any way to the participant's age, gender, or linguistic heritage. This identification number was determined by the order in which surveys were received by the researcher. During the duration of the survey and analysis period, research survey data was kept in a locked and secure suite, and analyzed on a password protected computer.

Data Analysis

The results from the multiple-choice, close-ended questions were analyzed as quantitative data using Microsoft Excel. Analysis focused on general trends and frequency distribution of information needs, information behavior, and public library needs within the survey results. Charts were created in Microsoft Excel to visually represent particularly pertinent results from the questionnaire.

Questions seven and eight, the two primary open-ended questions, dealt with the concept of information grounds. Other survey questions were primarily close-ended, but still included an open-ended “other” category to collect responses that were not included on the survey. It was initially planned to code the responses to each of the open-ended questions into more specific categories. However, the lack of responses to these open-ended questions meant that open-ended content analysis remained largely unnecessary throughout the analysis process.

Study Method

Babbie (2004) notes that with any survey-based research, validity becomes an issue because of the “artificiality” of the questionnaire format (p. 275). Options put forth on the survey may not accurately represent the respondent’s true opinion – they function instead as “approximate indicators” of the respondent’s opinions (p. 275). To combat the issue of validity, Fisher et al. (2004) recommends “asking whether observations made ‘sense because they fit into an expected or plausible frame of reference’” and testing the questionnaire beforehand (¶ 12).

To ensure the reliability of the survey method, the researcher attempted to present all respondents with linguistically equivalent versions of the same questionnaire. In

addition, this study employed a triangulation method to compare “emerging themes with findings from studies on related phenomena” during the data analysis process (Fisher et al. 2004, ¶ 12), further strengthening the research’s reliability.

Survey Results and Data Analysis

Eligibility Questions

The first three questions on the research survey were designed to determine research survey eligibility. However, inadvertent translation errors in the Karen language translation made this section take longer for respondents to complete than the researcher had anticipated. The first question – “Are you 18 years or older?” – was translated into Karen as “Are you 18 years old?.” The second question – “Have you lived in the United States for 5 years or less?” – was translated into Karen as “Have you lived in the United States for more than 5 years?.” Having more than one translator proof-read the questionnaires before beginning the surveying process would most likely have proved beneficial to this study. These issues are explored further in the study limitations section.

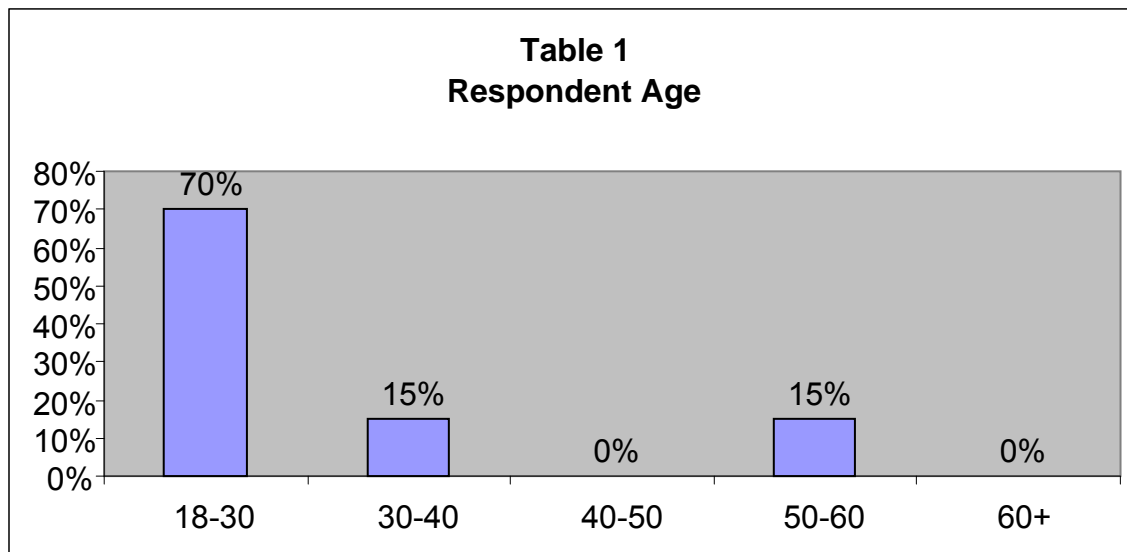
Demographics

Out of the 20 returned and completed questionnaires, the preferred questionnaire language was divided nearly evenly between Burmese (50%, n=10) and Karen (45%, n=9). One form was completed in English (5%). These statistics do not appear to correspond with 2007 statistics from the Department of State’s Worldwide Refugee Admissions Processing System (WRAPS). In 2007, Karen comprised the majority of refugees from Burma who were resettled in the United States (Barron et al. 2007). It may

be that the immigration patterns of refugees from Burma have changed since 2007, or that the study's linguistic demographics remain an aberration.

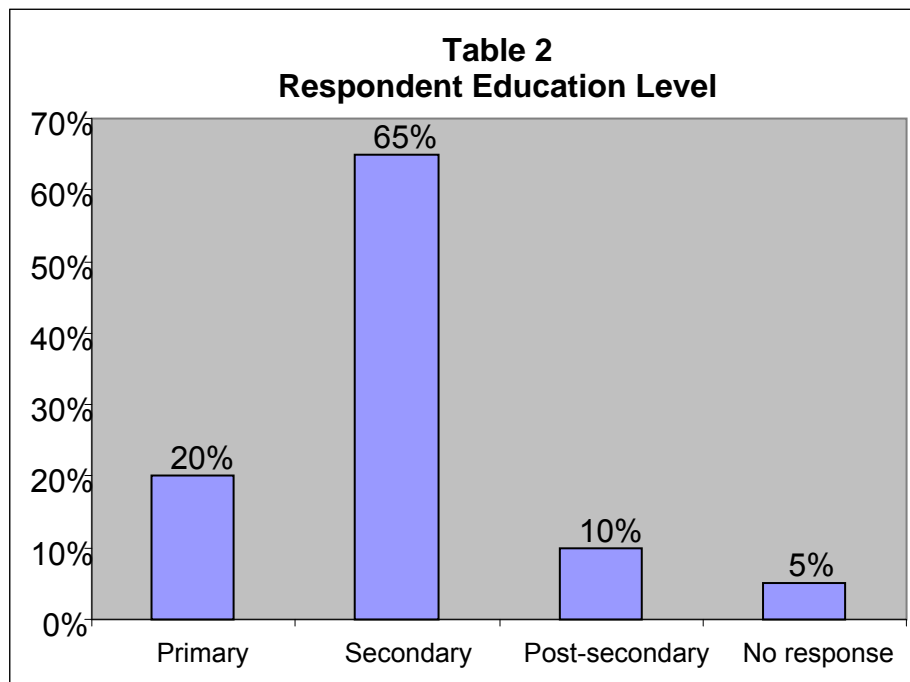
The respondents' gender was almost evenly balanced, with males comprising 50% (n=10) of the respondents and females comprising 45% (n=9). 5% of the respondents (n=1) did not respond to this question. There did not appear to be any strong relationship between gender and information gathering behavior. Gender balance appears to correspond with recent statistics from the US Office of Immigration Statistics. In 2007, 52% of all immigrants to the United States were male (Jefferys & Martin 2008).

Respondent age was primarily in the 18 – 30 age range (70%, n=14). Fifteen percent of respondents (n=3) reported being in the 30-40 age range. Fifteen percent of respondents (n=3) reported being in the 50-60 age range. These statistics also appear to match recent demographic information from the US Office of Immigration Statistics. In 2007, 57% of the refugees admitted to the United States were under the age of 25 (Jefferys & Martin 2008).



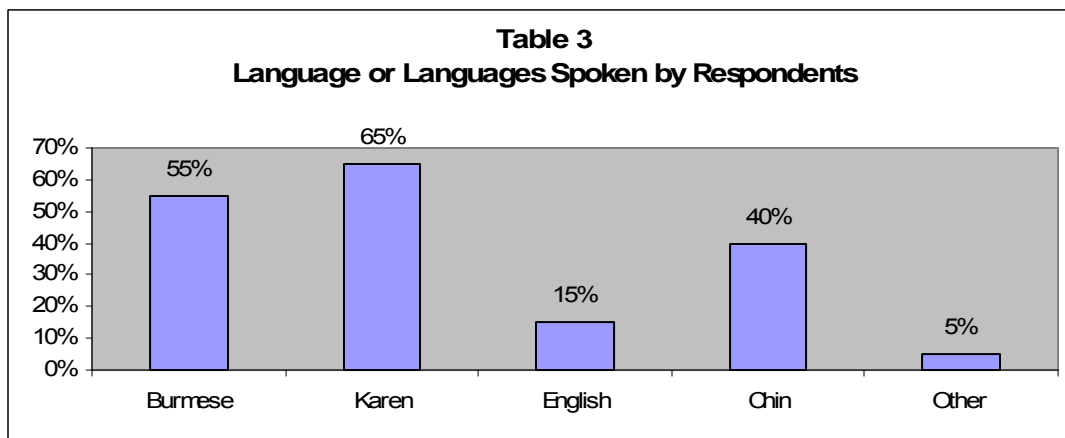
No respondents reported being in the 40-50 age range, or the 60 and up age range. However, the 40-50 age range was inadvertently deleted from the Karen language questionnaire, and this may have affected data validity by forcing some Karen respondents within the 40-50 age range to select a different age range.

The majority of respondents (65%, n=13) reported completing secondary school (standard grades 6-10). 20 % (n=4) finished primary school (standard grades 1-5), while 10% of respondents (n=2) completed post-secondary, or university, schooling. One respondent (5%) did not provide educational information. It was unclear whether or not this respondent had completed primary school. These educational levels are higher than those found in 2005 and 2006 UN High Commissioner for Refugees survey of refugees from Burma living in Thailand's Tham Hin Refugee Camp. In the Tham Hin survey, only 55% of refugees were found to have completed primary school, and only 3.5% of refugees had completed secondary schooling (Barron et al. 2007).

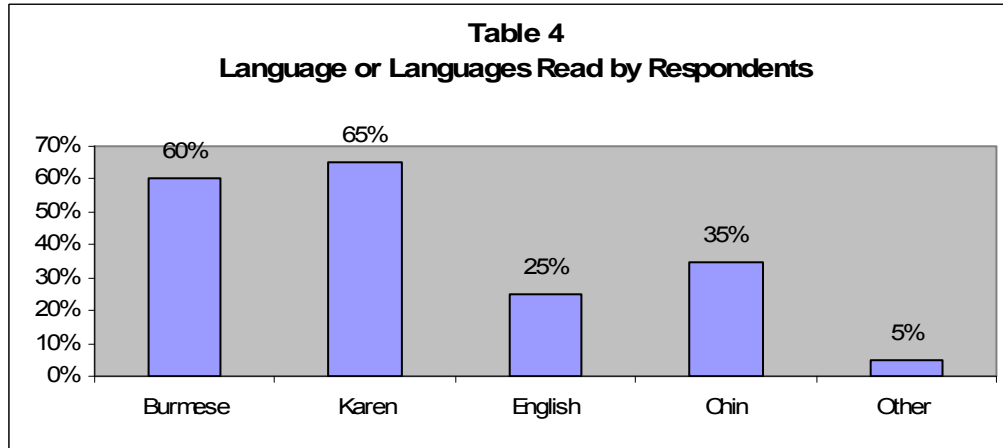


Though not listed in order with the other demographic-related questions, the questions 9 and 10 addressed the issue of preferred language.

Question 9 asked respondents about the language or languages spoken at home. Sixty five percent of all respondents (n=13) spoke Karen. Fifty five percent (n=11) spoke Burmese, while 40% (n=8) spoke Chin. Fifteen percent of respondents (n=3) spoke English, and 5% (n=1) chose the “other language” option without providing further information. Many of the respondents identified multiple languages spoken at home. In particular, many of the Chin respondents spoke Burmese along with their native Chin language. Several respondents also indicated spoken proficiency in both Karen and Burmese.

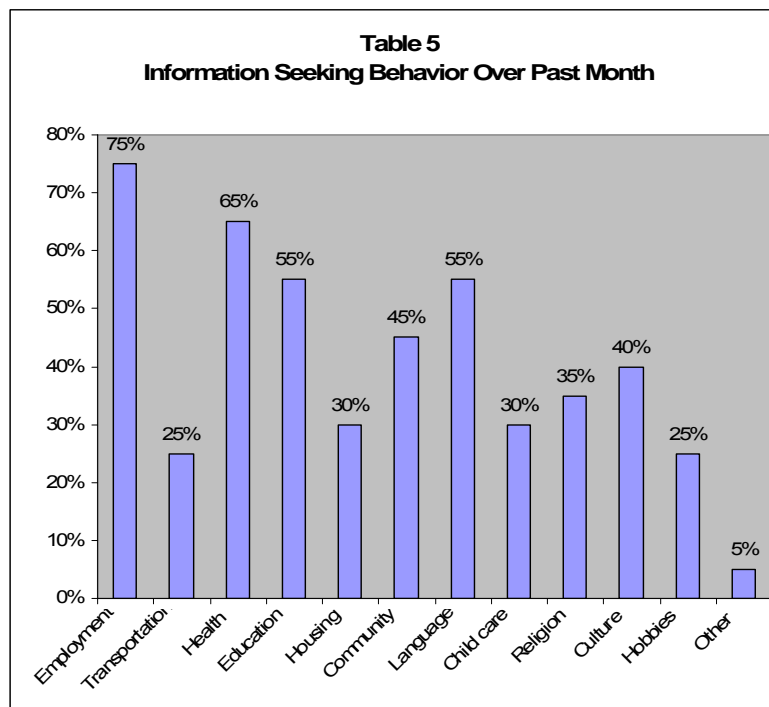


Question 10 examined the language or languages read by respondents. Language literacy distributions reflected spoken language distributions. Sixty five percent of all respondents (n=13) read Karen. Sixty percent of all respondents (n=12) read Burmese, and 35% (n=7) read Chin, while 5% (n=1) read an unidentified “other” language. Twenty five percent (n=5) of all respondents read English.



Information Seeking Behavior

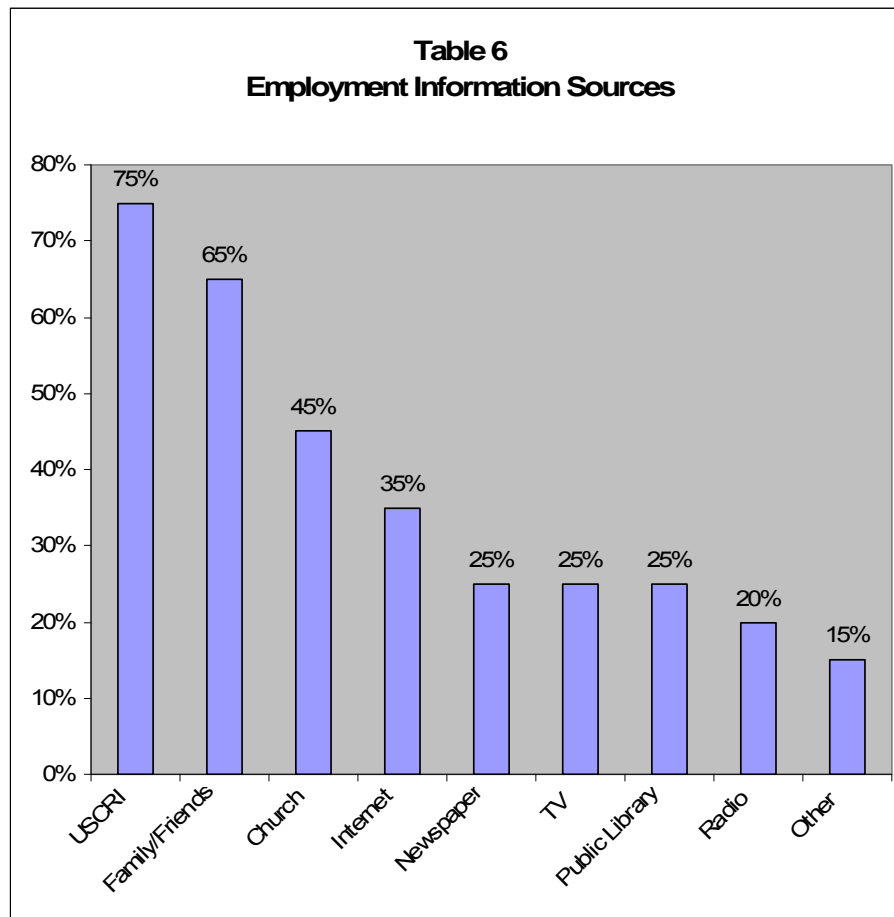
Questions 4 to 6 explored respondents' information seeking behavior.



The responses to question 4 seemed to indicate that everyday life information seeking plays a large role in the lives of many respondents. The four most popular topics of information seeking over the past 30 days -- employment (70%, n=15), health (65%, n=13), language (55%, n= 11), and education (55%, n=11) – were similar to the

information needs of other recently arrived immigrant groups in the United States. These similarities reflected many of the findings of earlier studies discussed in the literature review.

Question 5 asked respondents about employment-related information sources. Community service organizations/agencies such as USCRI emerged as the most popular option for gathering employment information, with 75% of respondents (n=15) listing the agency as an information source. These organizations were followed by family or friends as an information source. Sixty five percent of all respondents (n=13) listed this option. Sixty five percent of all respondents (n=13) listed this option.

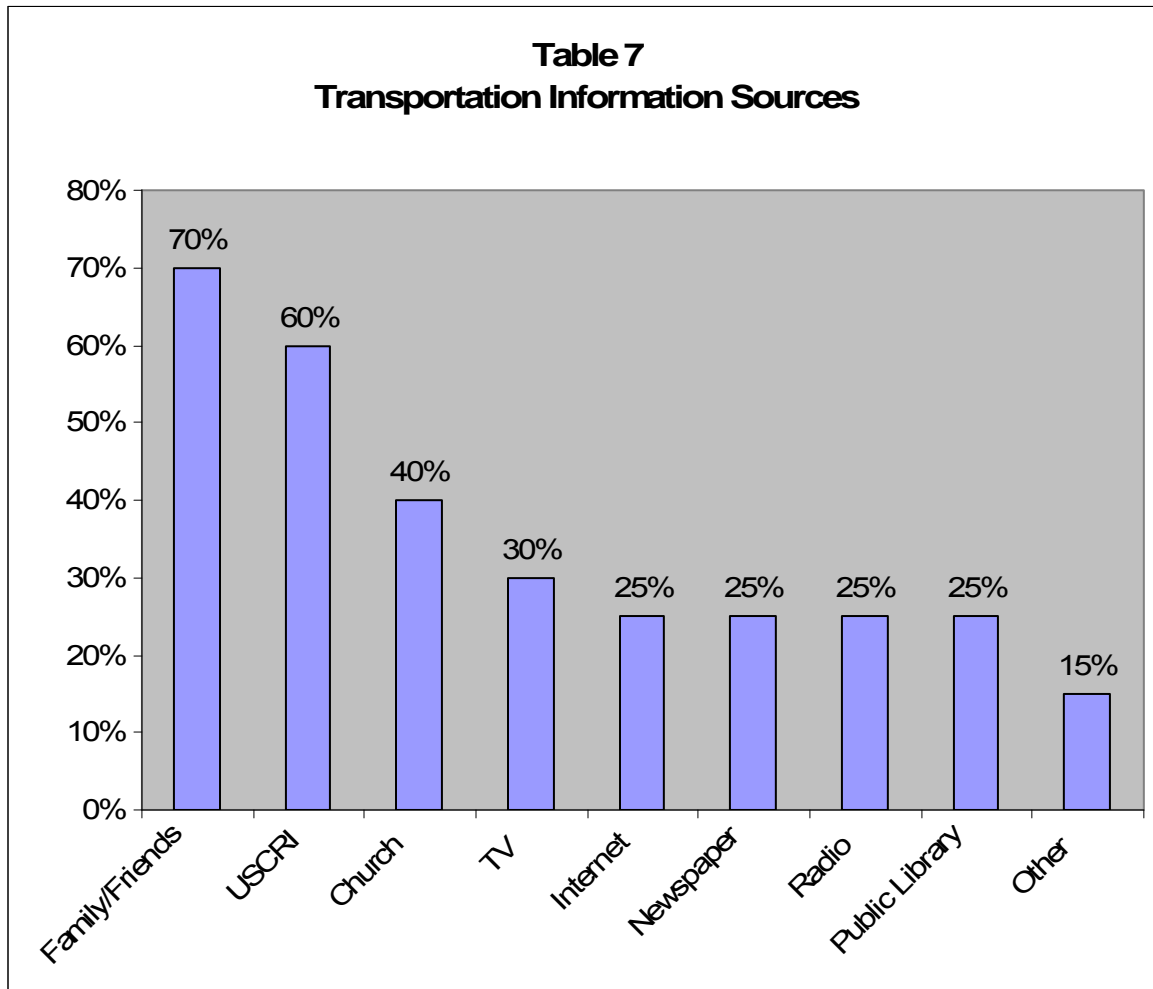


Forty five percent (n=9) identified church as an information source, while 35% (n=7) listed the internet, 25% (n=5) listed the TV, newspaper, and public library as information

sources. Twenty percent (n=4) used the radio to find employment information, and 15% (n=3) selected “other” information sources, without elaborating.

Based on similar earlier studies involving the Hispanic/Latino community, it had been expected that family and friends would be the top source of employment information. However, important differences between the two ethnic groups may be the cause for differences within employment information sources. While many Hispanic/Latinos may face ambiguous immigration status within the United States and lack large-scale government-funded organizations to serve this community, the refugees from Burma arrive in the country as legal immigrants and are initially provided resources in the form of government-funded agencies such as USCRI. These agencies’ services include employment assistance, so it would follow that the agencies are a valued source of employment information.

Question 6 asked respondents about transportation-related information sources. For this topic, family or friends appeared to be the most popular source of information, with 70% (n=14) of respondents selecting this option. Community service organizations such as USCRI followed as the next most utilized source of information, chosen by 60% (n=12) of all respondents. At 40% (n=8), church also appeared to be a good source of transportation information. Thirty percent of all respondents (n=6) identified TV as a source of transportation information, while 25% of respondents (n=5) described newspapers, radio, and public libraries as sources of information. Fifteen percent of respondents (n=3) checked the “other” option as a source of information, without providing further details.



These results followed the expected pattern of other newly arrived immigrant groups. While the difference between family or friends and USCRI may not be statistically significant, the slight difference between the popularity of these two information sources may reflect perceived levels of information importance. While employment might require the official authority of a government-related organization to sift through bureaucratic red tape and other legal restrictions, transportation information can be gathered more easily from peers within the community.

The Issue of Information Grounds

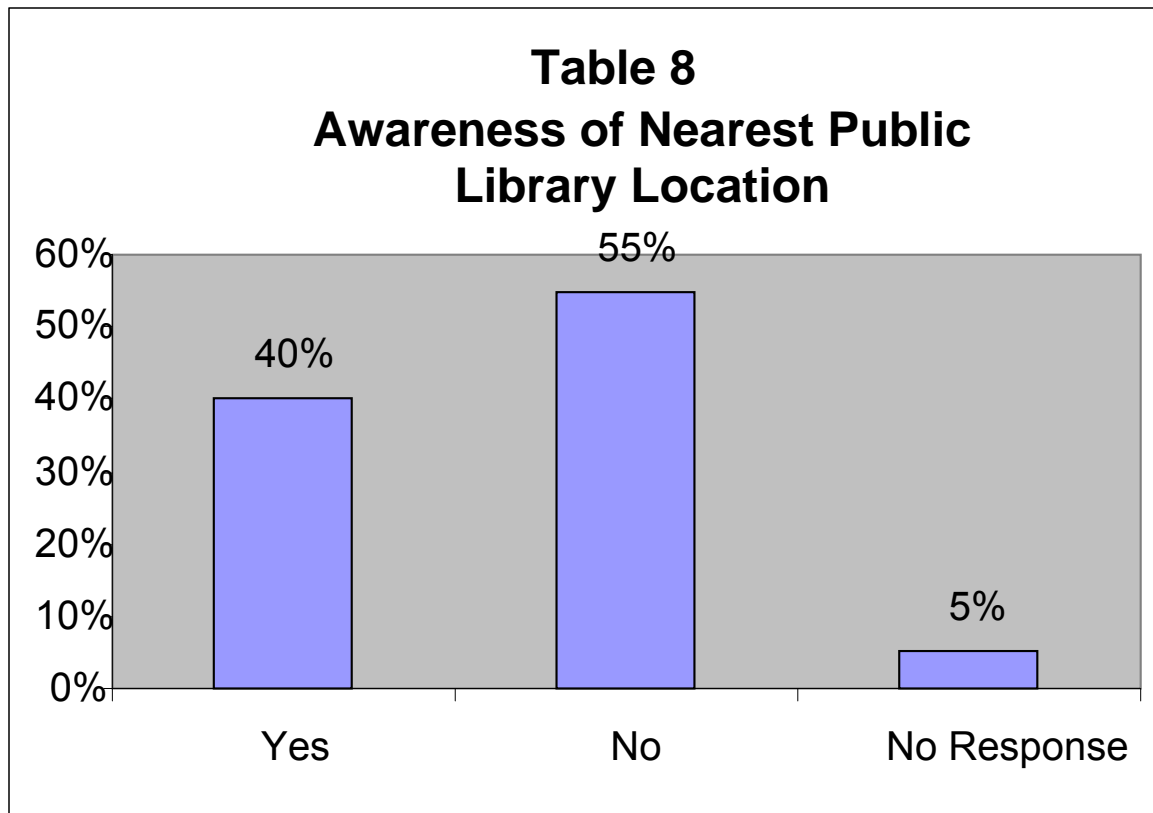
It had initially been hoped that this research survey might shed more light on the concept of information grounds, or locations where information is spontaneously exchanged, among the Burmese refugee community. Questions 7 and 8 both addressed the concept of information grounds. However, most respondents skipped this question. The 25% (n=5) of respondents who did answer the question responded negatively. One respondent indicated that he/she had honed information gathering skills in previous other locations that were not necessarily related to information grounds as described in the question.

Even though this question was taken verbatim from Fisher et al.'s 2005 telephone survey on the information behavior, it may not have fared well in translation. The negative responses to this survey question do not necessarily negate the existence of information grounds within this community. The community's weekly religious services could act as a potential information ground for some community members. Typically occurring on Saturday or Sunday afternoons, different ethnic groups within the local community, such as the Karen and the Chin, hold religious services in a rotating series of community member apartments. Religious services are delivered in the ethnic group's native language, such as Karen for the Karen ethnic group. These services are often followed by community meetings (M. Price, personal communication, March 1, 2009).

Public Library Awareness and Needs

In question 11, respondents were asked if they knew the location of the nearest public library. Fifty five percent of respondents (n=11) did not know the location of the

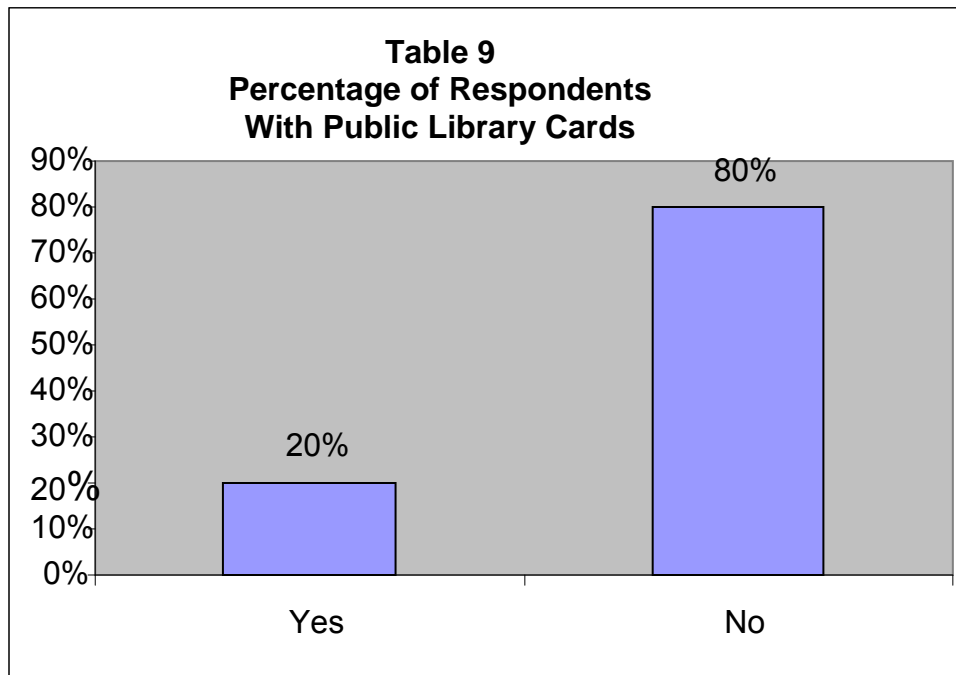
nearest public library, while 40% (n=8) knew the location of this library. One respondent did not respond to this question.



In question 12, respondents were asked if they, or a member of their family, held a public library card. Twenty percent of all participants (n=4) reported that they, or a family member, had a public library card. 80% of all respondents (n=16) reported that no one in their family held a public library card. Interpreted in conjunction with question 11, it appears that more respondents are aware of public libraries than hold library cards.

Being able to gather more information on this question would have been useful for interpreting these results. There are a variety of reasons why respondents might be aware of the local public library's location while not holding a public library card. Respondents could recognize the public library as a location to access the internet, a

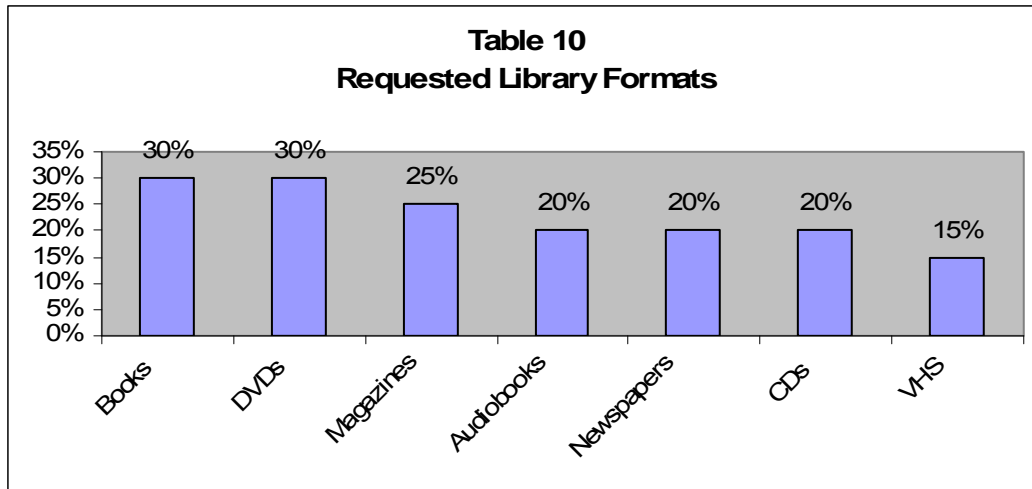
privilege that does not require holding a library card. Respondents might not have found it necessary to use the public library. Another option might be that, with the language barrier, some respondents could have found it difficult to provide the identification documents necessary to gain a library card at a local public library. Further research is required to understand this issue, an issue discussed more fully in the research limitations section.



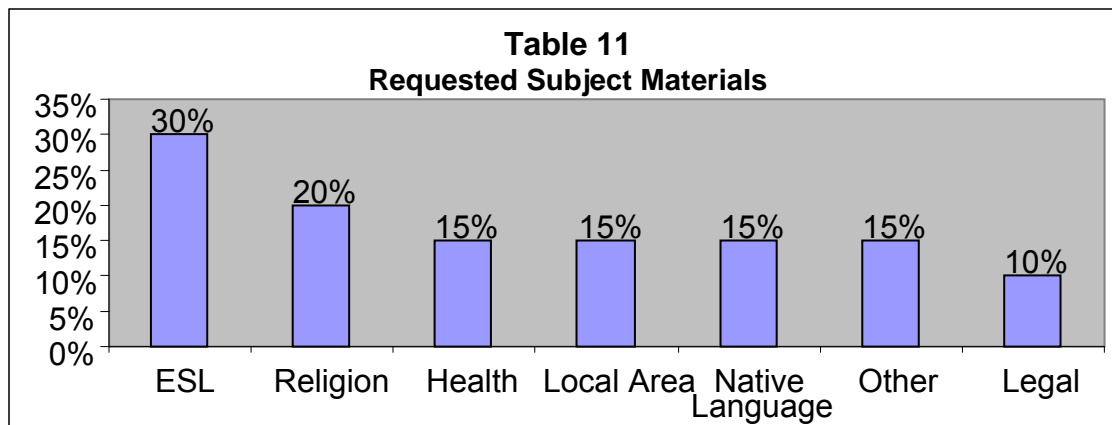
Questions 13, 14, and 14 related to the types of library resources and services that might be beneficial to the local Burmese community.

Question 13 asked respondents to identify which formats of library materials they would be most likely to use at a public library. Books and DVDs were chosen as the most popular library materials. These formats were each selected by 30% of respondents (n=6) as potentially useful. Twenty five percent of respondents (n=5) identified magazines as likely library resources. Audio books, newspapers, and CDs were each selected by 20% of respondents (n=4) as desired library resources. Perhaps reflecting the

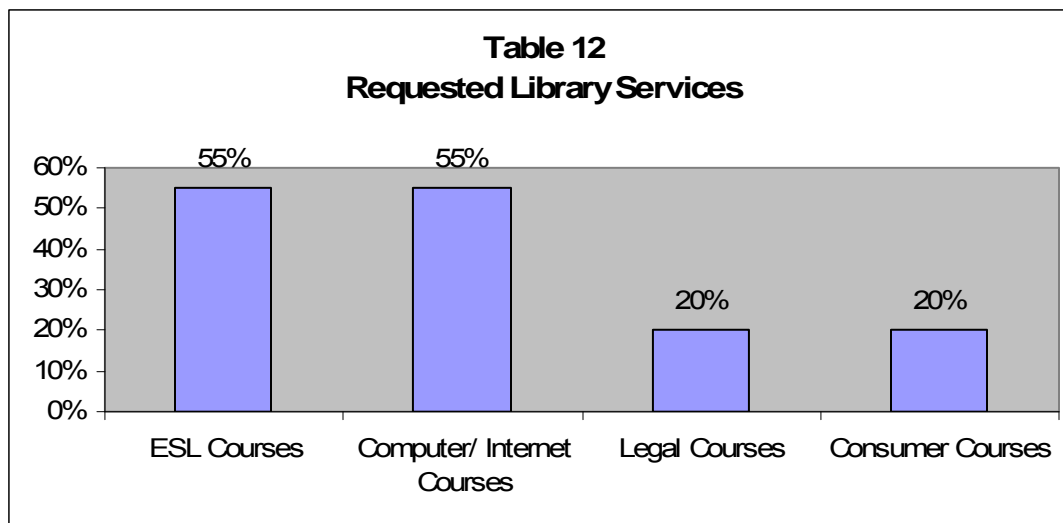
declining popularity of VHS, this format of library materials scored lowest in the questionnaire, chosen by only 15% of respondents (n=3).



Question 14 asked respondents about which subjects they would find most useful in a public library. As expected, English learning materials were the most popular choice, selected by 30% of respondents (n=6). Materials about religion followed as the second most popular choice, chosen by 20% of respondents (n=4). Materials on health, materials on the local area, and materials in the respondent's native language were each selected as potentially useful by 15% (n=3) of respondents. "Other" resources, not described by the respondent, were selected by 15% (n=3) of participants. Materials on legal issues were chosen by just 10% (n=2) of respondents.



Question 15 asked respondents about which types of services they would be most likely to use if offered at a public library. Computer/ Internet courses and ESL courses were the most popular choices among respondents, each selected by 55% (n=11) of participants. Services providing legal resources (forms and books) were selected by 20% (n=4) of participants. Services providing consumer information were selected by 20% (n=4) or respondents.



Study Limitations

Since the researcher was not able to communicate in either Karen or Burmese, two of the community's main languages, the research survey depended on volunteer translators to translate the questionnaire from English into Karen and Burmese. While the written translations proved generally serviceable, several minor mistakes in the Karen translation of the survey provoked confusion among Karen-speaking respondents and likely affected the research study's validity. In question 2 of the Karen translation of the survey, for example, respondents were asked if they had spent 5 or more years in the

United States, even though the question was intended to ask whether participants had been living in the United States for 5 or less years. In order to clear up confusion, the researcher was forced to verbally address this discrepancy. In Question 17 on the Karen language survey, respondents were only able to choose between the age ranges of 18-30, 30-40, 50-60, and 60 plus. These answer options accidentally omitted the age range of 40 – 50, compromising some of the data integrity for the demographic information collection. Unfortunately, these translation discrepancies were only noted after data collection had ended.

Linguistic difficulties had another effect on the research study's information-gathering process. While it had initially been hoped that a translator fluent in Karen and English would be able to accompany the researcher during questionnaire-gathering sessions, scheduling conflicts made this arrangement impossible. Instead, the researcher and the local Burmese community's USCRI contact relied on basic spoken English to communicate with potential respondents. In many of the cases when respondents were unable to understand English, a family member – often a school-aged child – would translate. While this approach, combined with information sheets translated into Burmese and Karen to explain the purpose of the research survey, seemed to produce serviceable results, potential respondents would occasionally lack knowledge of written Burmese or Karen. Without translators, these respondents were unable to participate in the research study.

The respondents' level of literacy in their native languages remained another concern directly related to the written questionnaire format. Since not all members of the target population maintain literacy in their native languages, some of the potential

respondents might have been unable to complete the paper questionnaire without the help of a translator to interpret the written words into verbal meaning, and so the results of the survey might be skewed to emphasize the more educated segment of the population, or the members of the population who have family members willing to translate the written questionnaire into a verbal form.

Additional study limitations are related to potential demand characteristics and questionnaire length. Since the researcher first identified potential participants through a contact at the United States Committee for Refugees and Immigrants, then administered and collected all questionnaires in the presence of a USCRI employee, it is possible that the subsection of the Burmese community in Orange County responding to the questionnaire may not be entirely representative of the target population. In addition, the presence of the researcher and the USCRI employee during completion of the research survey may have consciously or unconsciously influenced some respondents to emphasize or deemphasize certain answers to fit the respondents' perceived expectations of the research study and the USCRI employee.

The length of the questionnaires may also have proved an issue. Since many of the questions provided up to nine different answer options, and many of these questions had multiple answers, reading through the research survey's eighteen questions could be a time-consuming process. Answer options listed immediately after the question were often checked more often than answer options listed later in the page, and it has not been determined whether these earlier answers were actually the correct answer for the respondent, or simply the most convenient answer for the respondent.

The research study's lack of base knowledge about the respondents' experiences with American public library remains problematic as well. The questionnaire was created on the assumption that many, if not most, of the community would not be familiar with American public libraries. However, the research results seem to hint that some within the community are familiar with public libraries, and it would be valuable to be able to get a better sense of what comprises that knowledge or experience with public libraries.

Future examinations of this group's information needs may profitably utilize qualitative data gathered from focus group discussions or individual interviews. However, time and linguistic constraints in this particular study may make these research approaches difficult.

Areas for Further Research

Future studies might want to examine this user group's perceptions of public libraries – specifically, what community members may already know about public library resources and services. Studies focusing primarily on respondents' level of information literacy, and attempting to gauge community members' familiarity with computer and internet resources would be useful in determining how to best provide information services such as computer and internet literacy courses to this user group.

Another area for further research may include the role of school-aged children in acting as mediators or translators within the Burmese refugee community. At least two of the questionnaires were written entirely by teenage community members who would verbally process older family members' answers onto the written page. In both of these

cases, the teenage family member's command of the written and spoken aspects of both English and their native languages seemed more confident than that of their older family members.

Conclusions and Recommendations

With the expected growth in the number of refugees from Burma living in Orange County, North Carolina, public libraries and other community service organizations will need to continue developing information services, resources, and marketing for the local Burmese refugee community, as well as for other recently arrived immigrant groups to the United States.

Loosening of governmental restrictions on allowing Burmese refugees into the United States and the presence of resettlement agencies in the area have worked together to make North Carolina one of the most popular areas for Burmese resettlement in the country. While community service organizations and resettlement agencies have played a large role in welcoming this group into the area, public libraries should be able to benefit the community as well. A variety of existing literature from the fields of library and information science addresses the issue of providing library services and materials to recent immigrants, with an emphasis on Hispanic/Latino library patrons. Among the most salient points from the literature on serving recently immigrated library patrons are these principles from the Urban Libraries Council (2008): tracking community immigration demographics and providing sensitive, personalized to individual patron groups. These factors may be able to allow user groups such as the refugees from Burma to overcome cultural and linguistic information barriers to better access daily life information.

The preliminary results of this exploratory study indicate that members of the local Burmese refugee community have many information needs, especially related to employment, health, and language. Many of these information needs may be addressed, at least in part, by existing public library services and resources.

Services

The survey results seem to indicate an interest in public library-provided courses, especially those related to ESL and computer/internet literacy. Offering these courses to the Burmese community would need to involve translators who could either teach courses to community members in the students' native languages, or who could translate courses into the students' native languages. Given the linguistic diversity within the community, this approach might involve multiple translators, or separate sessions for different ethnic groups.

Providing the community with increased public information about library services in Burmese and Karen could also prove beneficial. Working in conjunction with community service organizations such as USCRI, libraries could schedule group library orientations for community members, with translators providing multi-lingual translations. These orientation sessions could provide brief overviews on available resources and services, and offer information about the process of obtaining library cards.

Resources

The results of the survey appear to indicate that ESL-related library materials would be especially welcomed by members of the newly-arrived community of refugees

from Burma in Orange County. According to the online catalogs for two local public libraries, the Chapel Hill Public Library and the Carrboro Branch Library, both library collections contain a variety of ESL materials in multiple formats – books, CDs, and DVDs. However, none of these materials are in the Burmese or Karen languages. While these resources may not be aimed specifically at Burmese audiences, they may provide support to patrons seeking to improve English language skills, especially if these library resources are utilized in conjunction with other forms of learning, including tutoring or language courses.

Marketing

Libraries can increase marketing efforts to improve awareness of already existing library resources and services that may be of interest to Burmese refugee users. Resources such as entertainment DVDs and ESL-related materials appeal to a wide range of users, even those who may not be fluent in English. These resources could be featured in Burmese and Karen-language marketing materials distributed to the community by contacts at community service organizations or by volunteers working with the community.

In light of the town of Chapel Hill's free public transit system, providing increased information about public transportation sources to and from the library, in Burmese and Karen, may also encourage the Burmese community to make use of the public library.

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Appendices

Appendix A

**University of North Carolina-Chapel Hill
Information Sheet (English)
Adult Participants**

IRB Study # 09-0255

Title of Study: Information Needs of Refugees from Burma Living in Orange County, North Carolina, and How Public Libraries May Address These Information Needs

Principal Investigator: Monica Twork

UNC-Chapel Hill Department: School of Library and Information Science

UNC-Chapel Hill Phone number: 919-962-8067

Faculty Advisor: Dr. Barbara Moran (moran@ils.unc.edu)

Study Contact telephone number: 423-335-4251

Study Contact email: twork@email.unc.edu

What are some general things you should know about research studies?

You are being asked to take part in a research study. To join the study is voluntary.

You may refuse to join, or you may decide not to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researcher any questions you have about this study at any time.

What is the purpose of this study?

The purpose of this research study is to learn about the information and public library needs of the Burmese community in the Orange County, North Carolina, area.

You are being asked to be in the study because you have identified yourself as member of the Burmese community in Orange County, North Carolina.

Are there any reasons you should not be in this study?

You should not be in this study if you are under the age of 18, or if you have lived in the

United States for more than 5 years.

How many people will take part in this study?

If you decide to be in this study, you will be one of about 40 participants.

How long will your part in this study last?

The survey should take you from 15 to 20 minutes to complete.

What will happen if you take part in the study?

- If you take part in the study, the researcher will give you a survey. This survey has 18 questions. Some of these questions will ask you about subjects that you may have needed information about in the United States. Other questions will ask you about public libraries. At the end of the survey, you will be asked briefly for some information about your gender, age, and level of education.
- After you finish the survey, the research will collect your answers and combine them with the answers of other people in the study. Your answers will be analyzed to see how public libraries in Orange County can provide better resources and services to the Burmese community.
- The results of the study will be shared with local public libraries. Your answers will then be destroyed, to make sure that no one will misuse your information.

What are the possible benefits from being in this study?

Research is designed to benefit society by gaining new knowledge. You may not benefit personally from being in this research study, but others within the Burmese community in Orange County may benefit from this study in the future.

What are the possible risks or discomforts involved from being in this study?

There are no known risks involved from being in this study.

How will your privacy be protected?

Participants will not be identified in any report or publication about this study. People who join the survey will be identified with a number that is not connected to their name. The identification number will be determined by the order in which surveys are received by the researcher. All participant information will be stored on a secure computer network, and this information will be accessible only to the researcher. After the study is complete, the answers will be destroyed, to make sure that no one will misuse your information.

Although every effort will be made to keep research records private, there may be times when the law may require the disclosure of these records, including personal information. This is very unlikely, but if disclosure is ever required, UNC-Chapel Hill will take legal steps to protect your privacy. In some cases, your information in this research study

could be reviewed by representatives of the University, research sponsors, or government agencies for purposes such as quality control or safety.

An interpreter will translate the completed surveys into English. The interpreter will sign a non-disclosure agreement to maintain confidentiality.

Will you receive anything for being in this study?

You will receive a small gift for being in this study, even if you do not complete the entire survey.

Will it cost you anything to be in this study?

There will be no costs for being in the study other than time.

What if you have questions about this study?

You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researchers listed on the first page of this form.

What if you have questions about your rights as a research participant?

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

*Appendix B***Questionnaire (English)**

Please check (→*) the box next to your answer.

1. Are you 18 years or older? Yes No
2. Have you lived in the United States for 5 years or less? Yes No
3. Are you currently a resident of Orange County, North Carolina? Yes No

If the answers to these 3 questions are all yes, please continue to question 4.



4. In the past month (30 days), have you searched for information about any of these subjects? Check (→) all of your answers.

<input type="checkbox"/> Employment	<input type="checkbox"/> Language courses
<input type="checkbox"/> Transportation	<input type="checkbox"/> Child care
<input type="checkbox"/> Health	<input type="checkbox"/> Religion
<input type="checkbox"/> Education	<input type="checkbox"/> Culture
<input type="checkbox"/> Housing	<input type="checkbox"/> Hobbies
<input type="checkbox"/> Community information (about the local area)	
<input type="checkbox"/> Other (Please explain):	

5. Where have you gone to find information about employment? Check (→) all of your answers, even if you did not have success finding information at this place.

- | | |
|--|---|
| <input type="checkbox"/> Friend or family member | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Community service organization/ agency
(example: USCRI in Raleigh) | <input type="checkbox"/> Television |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Public library |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Church |
| <input type="checkbox"/> Other (Please explain): | |
-
-

6. Where have you gone to find information about transportation? Check (→) all of your answers, even if you did not have success finding information at this place.

- | | |
|--|---|
| <input type="checkbox"/> Friend or family member | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Community service organization/ agency
(example: USCRI in Raleigh) | <input type="checkbox"/> Television |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Public library |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Church |
| <input type="checkbox"/> Other (Please explain): | |
-
-

7. Sometimes people will go to a place for a particular reason such as to eat, to see a doctor, or to get exercise, but will end up sharing information just because other

people are there and you start talking. Does a place like this come to mind for you? What is it? Please describe it in the space provided below.

8. What sort of information do you get at this place? (for example, how to solve a problem, or how to locate something)

9. What language or languages do you speak at home? Check (→) all of your answers.

Burmese English
 Karen Other (Please list): _____

10. What language or languages do you read? Check (→) all options that apply.

Burmese English
 Karen Other (Please list): _____

11. Many people use libraries to gather information. The public library is a place where you can check out materials such as books, music, and movies for free. You can also access the internet for free on library computers. Do you know where the nearest public library is?
- Yes No
12. Do you, or a member of your family, have a public library card?
- Yes No
13. Which format of library materials would you be most likely to use at a library? Check (→) as many formats as you want.
- Newspapers Magazines
- Books CDs
- DVDs Videocassettes (VHS)
- Audio books
14. Which types of materials would you be most likely to use at a public library? Check (→) as many types of materials as you want.
- Materials on legal issues English learning materials
- Materials on the local area Materials about religion
- Materials about health Materials in your native language
- Other (Please explain):
-
-

15. Which types of services would you be most likely to use if they were offered at a public library? Check (→) as many services as you would like.

English as a second language (ESL) courses

Computer/ Internet courses

Legal resources (forms, books)

Consumer information

Finally, we would like to learn a little bit more about you. Please check (→*! the box next to the answer that describes you.

16. Gender Male

Female

17. How old are you? 18 – 30 years old

30 – 40 years old

40 – 50 years old

50 – 60 years old

60 + years old

18. What is the highest level of education that you have attended? (Please choose just one option.)

Primary (Standards 1-5)

Secondary (Standards 6-10)

Post-secondary (University)

Thank you for completing this questionnaire! If you have any questions, please contact

Monica Twork at twork@email.unc.edu, or 423-335-4251.

Appendix C

Burmese Language Questionnaire (သဘောထား မေးမြန်းလွှာ)

Please check () the box next to your answer.

ကျေးဇူးပြု၍ ကွက်လပ်ကို ခြစ်ပေး၍ ဖြေဆိုပေးပါ။

1. Are you 18 years or older? (သင်၏ အသက် (၁၈) နှစ် နှင့် အထက် ဖြစ်ပါသလား။) [] Yes [] No ဟုတ် မဟုတ်

2. Have you lived in the United States for 5 years or less? (သင် အမေရိကန်နိုင်ငံ တွင် (၅) နှစ် နှင့် အောက် နေထိုင်ပြီး ဖြစ်လား။) [] Yes [] No

3. Are you currently a resident of Orange County, North Carolina? (သင် ယခု North Carolina, Orange County တွင် နေထိုင် နေပါသလား။) [] Yes [] No

If the answers to these 3 questions are all yes, please continue to question 4. ->

အထက်ရှိ အထက်ပါ အဖြေများမှာ Yes ဖြစ်ပါက ကျေးဇူးပြု၍ မေးခွန်း No. 4 သို့ ဆက်လက် ဖြေဆိုပေးပါ။

4. In the past month (30 days), have you searched for information about any of these subjects? Check (.) all of your answers.

မြို့၊ ခရိုင်၊ နယ် (ရက်-၃၀ အတွင်း) အတွင်း သင် အောင်မြင်ပါ သာသာရေးနယ်ပယ် ပတ်သက်၍ များမို့ မည်သည့် သာသာရေး များကို ရှာဖွေစုံစမ်း ခဲ့ပါသလဲ။ သက်ဆိုင်ရာ လွှတ်လပ် များကို ခြစ်ပေးပါ။

- [] Employment (အလုပ်အကိုင်)
- [] Language courses (ဘာသာစကား သင်တန်း)
- [] Transportation (လမ်းပန်း ဆက်သွယ်ရေး)
- [] Child care (ကလေးထိန်း)
- [] Health (ကျန်းမာရေး)
- [] Religion (ဘာသာရေး)
- [] Education (ပညာရေး)
- [] Culture (ယဉ်ကျေးမှု)
- [] Housing (အိမ်ယာ ခြံမြေ)
- [] Hobbies (ဝါသနာများ)
- [] Community information (about the local area) (ရပ်ရွာ ပတ်ဝန်းကျင် အကြောင်း)

Other (Please explain):
(အခြား) (လျှောက်ပေး ပြုချိန် ရှင်းပြပါ။)

5. Where have you gone to find information about employment? Check () all of your answers, even if you did not have success finding information at this place.

(သင် ဖတ်သည့် နေရာမှ အလုပ်အကိုင်နှင့် ပတ်သက်၍ သတင်း အချက်အလက် ရရှိပါသလဲ။
သင် ဆိုင်ရာ လူထုဝန်ထမ်း လို ခြင်းပေးပါ။ အတတ်ရှိ ထိုနေရာမှ သတင်း အချက်အလက်
ဖရသည့် တိုင် ကောင်း)

Friend or family member (သူငယ်ချင်း / မိသားစုဝင်) Radio (ရေဒီယို)

Community service organization/ agency (ရုပ်မြင်သံကြား)
(example: USCRI in Raleigh)

(လူမှု အဖွဲ့အစည်း - ဥပမာ USCRI (Raleigh))

Internet (အင်တာနက်) Public library (စာကြည့်တိုက်)

Newspaper (သတင်းစာ) Church (ဘုရားရှိခိုးကျောင်း)

Other (Please explain): (အခြား)

6. Where have you gone to find information about transportation? Check () all of your answers, even if you did not have success finding information at this place.

(သင် ဖတ်သည့် နေရာမှ လမ်းပန်း ဆက်သွယ်ရေး အချက်အလက် ရရှိပါသလဲ။)

Friend or family member (သူငယ်ချင်း / မိသားစုဝင်) Radio (ရေဒီယို)

Community service organization/ agency (ရုပ်မြင်သံကြား)
(example: USCRI in Raleigh)

(လူမှုအဖွဲ့အစည်း - ဥပမာ USCRI (Raleigh))

Internet (အင်တာနက်)

Public library (စာကြည့်တိုက်)

Newspaper (သတင်းစာ)

Church (ဘုရားရှိခိုးကျောင်း)

Other (Please explain): (အခြား)

7. Sometimes people will go to a place for a particular reason such as to eat, to see a doctor, or to get exercise, but will end up sharing information just because other people are there and you start talking. Does a place like this come to mind for you? What is it? Please describe it in the space provided below.

တစ်ခါတလေ မထင်မှတ်သော လူအဖွဲ့စုဝေးရာနေရာ (ဥပမာ - စားသောက်ရာနေရာ၊ ဆရာဝန်ခွဲခန်း၊
လှိုင်းလက်ထွက်ခန်း၊ လေ့ကျင့်ရာနေရာ) ဖြစ်ပွားလျှင် အချက်အလက်သတင်း ရရှိစေပုံ၊ ပါသော
အရာအား ဖော်ပြပါ။

8. What sort of information do you get at this place? (for example, how to solve a problem, or how to locate something)

ဘယ်လို သတင်း အချက်အလက် သင်ယူနိုင်မည်ကို ဖော်ပြပါ။
(ဥပမာ - ပြဿနာဖြေရှင်းနည်း၊ တရားရုံးသို့ သွားပုံ သွားနည်း)

9. What language or languages do you speak at home? Check () all of your answers.

(သင် အိမ်မှာ ဖျတ်သတို့ အာအာစကား ပြောပါသလဲ။)

Burmese (မြန်မာ) English (အင်္ဂလိပ်)

Karen (ကရင်) Other (Please list): (အခြား) _____

10. What language or languages do you read? Check () all options that apply.

(သင် ဖျတ်သတို့ အာအာစကား ကို ဖတ်တတ်ပါသလဲ။)

Burmese (မြန်မာ) English (အင်္ဂလိပ်)

Karen (ကရင်) Other (Please list): (အခြား) _____

11. Many people use libraries to gather information. The public library is a place where you can check out materials such as books, music, and movies for free. You can also access the internet for free on library computers. Do you know where the nearest public library is?

(လူအများစုက စာကြည့်တိုက် ကို သုံးတတ်ကြပါတယ်။ စာကြည့်တိုက် မှာ စာအုပ်၊ တေးဂီတ၊ ရုပ်ရှင်၊ အင်တာနက်များ အခမဲ့ သုံးစွဲနိုင်ပါတယ်။ သင့်နှင့် အနီးဆုံး စာကြည့်တိုက် ကို သိပါသလား။)

Yes No

12. Do you, or a member of your family, have a public library card?

သင် (သို့မဟုတ်) သင်၏ မိသားစုဝင် တွင် စာကြည့်တိုက် ကတ်ပြား ရှိပါသလား။

Yes No

13. Which format of library materials would you be most likely to use at a library? Check () as many formats as you want.

သင် ဖျတ်သတို့ စာကြည့်တိုက် ပစ္စည်းများ ကို အသုံးပြုဆုံးထဲ။

Newspapers (သတင်းစာ) Magazines (မဂ္ဂဇင်း)

Books (စာအုပ်) CDs (CDs)

DVDs Videocassettes (VHS) (ဗီဒီယို ခွေ)

Audio books (အသံ စာအုပ်များ)

14. Which types of materials would you be most likely to use at a public library? Check () as many types of materials as you want.

ဘယ်လို အကြောင်း အရာ များကို သင် စာကြည့်တိုက်၌ အသုံးပြု ဆုံးလဲ။

Materials on legal issues (တရားရေး ဆိုင်ရာ) English learning materials (အင်္ဂလိပ်စာ သင်ကြားရေး ဆိုင်ရာ)

Materials on the local area (ရပ်ရွာပတ်ဝန်းကျင် ဆိုင်ရာ) Materials about religion (ဘာသာရေး ဆိုင်ရာ)

Materials about health (ကျန်းမာရေး ဆိုင်ရာ) Materials in your native language (သင်မွေးရပ် ဘာသာစကား ဆိုင်ရာ)

Other (Please explain):
(အခြား)

15. Which types of services would you be most likely to use if they were offered at a public library? Check () as many services as you would like.

(သင် မည်သည့် အရာများကို အသုံးပြု ဆုံးလို / အသုံးပြု ချင်ဆုံး ဖြစ်ပါမလဲ။
အလယ်၌ ၎င်းတို့ကို စာကြည့်တိုက်၌ သုံးလို ရမည် ဆိုရင်)

English as a second language (ESL) courses (အင်္ဂလိပ်စာ)

Computer/ Internet courses (လွန်ပြီဟာ - အင်တာနက်)

Legal resources (forms, books) (တရားရေး ဆိုင်ရာ)

Consumer information (စားသုံးသူနှင့် ပတ်သက်ရာ)

Finally, we would like to learn a little bit more about you. Please check () the box next to the answer that describes you.

(ဘဝန ကြောင်း အချက် ငယ် ပြောပြပါ။) (တွက်လပ် လို့ ခြိမ် ဖော်ပါ)

- 16. Gender (လိင်) Male (ကျား) Female (မ)

- 17. How old are you? အသက်
 - 18 – 30 years old (၁၈ - ၃၀ နှစ်)
 - 30 – 40 years old (၃၀ - ၄၀ နှစ်)
 - 40 – 50 years old (၄၀ - ၅၀ နှစ်)
 - 50 – 60 years old (၅၀ - ၆၀ နှစ်)
 - 60 + years old (၆၀ နှစ် အထက်)

- 18. What is the highest level of education that you have attended? (Please choose just one option.)
 သင်ရင် အမြင့်ဆုံး ပညာရေး -
 - Primary (Standards 1-5) (မူလတန်း ၁ တန်း - ၅ တန်း)
 - Secondary (Standards 6-10) (အလယ်တန်း / အထက်တန်း)
 - Post-secondary (University) (တက္ကသိုလ် / ဇောလိပ်)

Thank you for completing this questionnaire! If you have any questions, please contact Monica Twork at twork@email.unc.edu, or 423-335-4251.

(ဘဘောထား မေးခွန်း ယွာလို့ ပြောဆိုပေး၍ လျှောက်ပေး တင်ပါ သာဠာ။
 အလယ်၍ သင့်မှာ မေးခွန်းရှိခဲ့ရင် Monica Twork လို့ ဆက်သွယ်နိုင်ပါတယ်။
 အခုမူ့ email ကတော့
 twork @ email.unc.edu
 ဖုန်း - 423 - 335 - 4251.)

Appendix D

တၢ်သံကွၢ်တဖၣ်

Karen Language Questionnaire

ဝံသးစူၤတၢ်ဘၣ် () လၢနတၢ်စံးဆၢအဂီၢ်တက့ၢ်။

၁. မ့ၢ်နသးန့ၣ်အိၣ်ဖဲ ၁၈ န့ၣ်အဟီၣ်ကဝီၤပူၤစ့ၢ်ခါ? () မ့ၢ် () တမ့ၢ်

၂. မ့ၢ်နအိၣ်လၢ ကီၢ်အမဲၤရံၣ်တပူၤယံၣ်တွံၣ်ဝဲ ၅ န့ၣ်လံၣ်ခါ? () မ့ၢ် () တမ့ၢ်

၃. ခဲအံၤမ့ၢ်နအိၣ်ဆိးလၢ အိၣ်စီထံၢ်, ခဲၤရီၤလံၣ်နကလံၣ်ထံးစ့ၢ်ခါ? () မ့ၢ် () တမ့ၢ်

တၢ်သံကွၢ် ၃ ဖျၢၣ်အံၤနမ့ၢ်စံးဆၢလၢ မ့ၢ်န့ၣ်ဒီး ဝံသးစူၤဆဲးလဲၤဘၣ်ဆူတၢ်သံကွၢ် ၄ တက့ၢ်။

၄. လၢအပူၤကွံၣ် (၃၀ သီ) န့ၣ် မ့ၢ်နထံၣ်န့ၣ်ဘၣ်တၢ် ဘူးဘၣ်သ့ၣ်ညါလၢအဘၣ်ဃးဒီးတၢ်ဂ့ၢ်အဝဲအံၤစ့ၢ်ခါ? တၢ် () ဘၣ်နတၢ်စံးဆၢခဲလၢကတက့ၢ်။

() တၢ်ဖံးတၢ်မၤ

() တၢ်မၤလိတၢ်ကျိၣ်တဖၣ်

() ဝံစိၢ်တီဆ့ၤ

() တၢ်ကွၢ်ထွဲဖိသၢ်

() တၢ်အိၣ်ဆူၣ်အိၣ်ချ့

() တၢ်ဘူၣ်တၢ်ဘါ

() တၢ်ကူၣ်ဘၣ်ကူၣ်ဝသ့

() တၢ်ဆဲးတၢ်လၤ

() တၢ်အိၣ်ဟံၣ်ဃီ

() တၢ်လၢအခဲၣ်ဒီးမၤဝဲ

() တၢ်အိၣ်ဆိးတၢ်ဘူးဘၣ်သ့ၣ်ညါ (ဘၣ်ဃးဒီးအိၣ်ဆိးလိၢ်ဒၣ်ဝဲ)

() တၢ်ဣၣ်တၢ်ဂၤ (ဝံသးစူၤတဲဖျါထီၣ်

၅. လာတမ်ဖိတ်မအဂီၢ်န့ၣ် မ့ၢ်န့ၣ်လဲၤဟံးန့ၣ်တၢ်ကစီၢ်ဖဲလဲၣ်? တါၤ () ဘၣ်န့ၣ်တၢ်ဖိးဆါခဲလၢကံ န့ၣ်တၢ်ထံၣ်န့ၣ်တၢ်ဂ့ၢ်တၢ်ကျိၤလၢဖဲအံၤသ့န့ၣ်တ့ၢ်.

() တံၤသကိး မ့တမ့ၢ် ဟံၣ်ဖိဖိဖိ () ကွဲးလ့ၤလီၤ တလံၤၤၤ

() အိၣ်ဆိးတတၢ်ပုၤမၤတၢ်ဖိ အတၢ်ကရၢကရိ/ပုၤမၤတၢ်လၢတၢ်အခါၣ်စး () ကမျၢၢ်တၢ်ဖးလံာ်ဒၢး
(အဒိ : USCRI လၢ ဂီၢ်လ့ၢ်အပူၤ)

() အ့ထးနဲး () လၢတၢ်အိၣ်ဖျိၣ်

() လံာ်တၢ်ကစီၢ်ရၤလီၤ

() လၢတၢ်လီၢ်တၢ်ဂၤတဖၣ် (ဝံသးစူၤတဲဖျါထီၣ်)

၆. လၢဖိတ်တီၤဆၢအဂီၢ်န့ၣ်မ့ၢ်န့ၣ်လဲၤဟံးန့ၣ်တၢ်ကူးဘၣ်သ့ၣ်ညါဖဲလဲၣ်? တါၤ () ဘၣ် န့ၣ်တၢ်ဖိးဆါခဲလၢကံတက့ၢ်န့ၣ်သးမ့ၢ်တမံၤလၢသ့ထံၣ်န့ၣ်တၢ်ဂ့ၢ်တၢ်ကျိၤလၢတၢ်လီၢ်ဖဲအံၤဘၣ်ဆၢၣ်.

() တံၤသကိး မ့တမ့ၢ် ဟံၣ်ဖိဖိဖိ () ကွဲးလ့ၤလီၤ တလံၤၤၤ

() အိၣ်ဆိးတတၢ်ပုၤမၤတၢ်ဖိ တၢ်ကရၢကရိ/ပုၤမၤတၢ်လၢတၢ်အခါၣ်စး () တၢ်ဂီၤၤၤ
(အဒိ : USCRI လၢဂီၢ်လ့ၢ်အပူၤ)

() အ့ထးနဲး () ကမျၢၢ်တၢ်ဖးလံာ်ဒၢး

() လံာ်တၢ်ကစီၢ်ရၤလီၤ () တၢ်အိၣ်ဖျိၣ်

() တၢ်တုၢ်တၢ်ဂၤ (ဝံသးစူၤတဲဖျါထီၣ်)

၇. တဘျီတဒိဉ်ပုၤ ကလဲၤတၢ်လိာ်တတိၤတီၤလၢတၢ်ဂ့ၢ်တၢ်ကျိၤတမံၤမံၤ ဝဲအမ့ၢ် လဲၤအိဉ်တၢ်, လဲၤထံၣ်ဒီးကသံၣ်သရၣ်, မ့တမ့ၢ် လဲၤဝဲၤလိာ်ကွဲ, ဘၣ်ဆၣ်တပတုၢ်ကွံာ်တၢ်ဟ့ၣ်နီၤလိာ်တၢ်ဂ့ၢ်တၢ်ကျိၤမ့ၢ်လၢပုၤ ကတဖၣ်အိဉ်ဖဲန့ၣ်အဃိ ဒီးနစးထီၣ်ကတိၤတၢ်န့ၣ်လီၤ။ မ့ၢ်တၢ်လိာ်ဝဲအံၤတကလုာ်န့ၣ်မ့ၢ်န့ၣ်သ့ၣ်ဟံးသးစ့ၢ်ခါ? မ့ၢ်တၢ်မနုၤလဲၣ်? ဝံးစူၤတဲဖျါတၢ်လိာ်တၢ်လိာ်ဝဲအံၤအဖီလၢာ်အသိးအံၤန့ၣ်တက့ၢ်။

၈. မ့ၢ်နဒီးန့ၣ်တၢ်ဂ့ၢ်တၢ်ကျိၤလၢတၢ်ဘူးဘၣ်သ့ၣ်ညါဖဲအံၤန့ၣ်မ့ၢ်မနုၤလဲၣ်? (အဒိ : မ့ၢ်ဘၣ်မၤဘၣ်ကွဲတၢ်ဂ့ၢ်တၢ်ကျိၤလၢကဲထီၣ်န့ၣ်ခါလဲၣ် မ့တမ့ၢ်ကဘၣ်ဟံးဃာ်လၢကျိၣ်လဲၣ်)

၉. ဖဲလၢဟံၣ်ပုၤန့ၣ် မ့ၢ်နကတိၤတၢ်ကတိၤကျိၣ်ပနုၤဒီး တၢ်ကျိၣ်မနုၤတဖၣ်လဲၣ်? တိၤ () ဘၣ်နတၢ်စံးဆါခဲလၢာ်.

- () ပယီၤ
- () ကညီ
- () တီၤလၢဝါ
- () တၢ်ကျိၣ်အဂၤ (ဝံးစူၤကွဲးဖျါထီၣ်)

၁၀. တၢ်ကျိၣ်လၢနကတိၤ မ့တမ့ၢ် နဖးန့ၣ် မ့ၢ်မနုၤကျိၣ်လဲၣ်? တိၤ () ဘၣ်ခဲလၢာ်လၢနသ့တဖၣ်န့ၣ်တက့ၢ်။

- () ပယီၤ
- () ကညီ
- () တီၤလၢဝါ
- () တၢ်ကျိၣ်အဂၤ (ဝံးစူၤကွဲးလီၤဘၣ်တက့ၢ်)

၁၁. ပုၤအါဒါအါဂၤသ့ဝဲတၢ်ဖးလံာ်အဒါဖဲအကစံးဆာတၢ်ဂ့ၢ်တၢ်ကျိၤလၢအကဲထီၣ်အသးသ့ၣ်တဖၣ်န့ၣ်လီၤ။ ကမျၢၢ်တၢ်ဖးလံာ်ဒီးမ့ၢ်ဝဲတၢ်လီၢ်တခါလၢနကယုထံၣ်န့ၣ်တၢ်ဖိတၢ်လံၤဒ်အမ့ၢ်ဝဲ လံာ်လဲတဖၣ် တၢ်သ့ၣ်ဝံၣ်သးဆါ ဒီးတၢ်ဂီၤမူတဖၣ် လၢတၢ်တလီၣ်ဟ့ၣ်အပူၤကလံၤန့ၣ်လီၤ။ အ့ထါဒါန့ၣ်စ့ၢ်ကီၤန့ၣ်သ့ၣ်လၢတၢ်တလီၣ်ဟ့ၣ်အပူၤကလံၤလၢတၢ်ဖးလံာ်ဒါအပူၤန့ၣ်လီၤ။ မ့ၢ်န့ၣ်ညါကမျၢၢ်တၢ်ဖးလံာ်ဒါအလီၢ်စ့ၢ်ဒါ?

- () သ့ၣ်ညါ
- () တသ့ၣ်ညါ

၁၂. နနီၢ်ကစၢ် မ့တမ့ၢ် နဟံၣ်ဖိဖိဂၤဂၤ အိၣ်ဒီးတၢ်ဖးလံာ်ဒါအလံာ်အုၣ်သးစ့ၢ်ဒါ?

- () အိၣ်
- () တအိၣ်

၁၃. တၢ်ဖိတၢ်လံၤလၢနညါန့ၣ်သ့ၣ်လၢတၢ်ဖးလံာ်ဒါအပူၤတဖၣ်န့ၣ်မ့ၢ်မန့ၣ်လဲၣ်? တါ () ဘၣ်အါကတၢ်ဖဲန့ၣ်တဖၣ်န့ၣ်ကွၢ်။

- () လံာ်တၢ်ဘူးဘၣ်သ့ၣ်ညါရၤလီၤတဖၣ်
- () မဲးကစ့တဖၣ်
- () လံာ်လဲၣ်တဖၣ်
- () CD တဖၣ်
- () DVDs တဖၣ်
- () တၢ်ဂီၤမူလၢတၢ်ဖိတၢ်ဟံၣ်ဝဲတဖၣ်
- () လံာ်လၢအိၣ်ဒီးတၢ်ကလုာ်သီၣ်တဖၣ်

၁၄. တၢ်ဖိတၢ်လံၤပတီၢ်ဒ်လဲၣ်တကလုာ်လၢနညါန့ၣ်ဖဲကမျၢၢ်တၢ်ဖးလံာ်ဒါအပူၤအံၤန့ၣ်မ့ၢ်မန့ၣ်လဲၣ်? တါ () ဘၣ်တသ့ဖဲအသ့လၢအဘၣ်ဃးန့ၣ်န့ၣ်တကွၢ်။

- () တၢ်ဖိတၢ်လံၤလၢတၢ်အာၣ်လီၤတူၤလီၤဝဲတဖၣ်
- () တၢ်မၤလိတီၤလၢဝါကျိၣ်တၢ်ဖိတၢ်လံၤတဖၣ်
- () တၢ်ဖိတၢ်လံၤတဖၣ်လၢအိၣ်လၢဟီၣ်ကဝီၤဒဲအပူၤ
- () တၢ်ဖိတၢ်လံၤလၢအဘၣ်ဃးဒီးတၢ်ဘျီတၢ်ဘါ
- () တၢ်ဖိတၢ်လံၤလၢအဘၣ်ဃးဒီးတၢ်အိၣ်အုၣ်အိၣ်ချ့
- () တၢ်ဖိတၢ်လံၤလၢနနီၢ်ကစၢ်အကျိၣ်အိၣ်ဝဲ

၁၅. လာကမျှော်တော်ဖးလိာ်အဒားပူန့ၣ်တၢ်မ့ၢ်ကတိာ်ကတိာ်လဲၣ်န့ၣ်ဒီးမ့ၢ်န့ၣ်သးလာတၢ်ကတိာ်ကတိာ်လဲၣ်တကလုာ်လဲၣ်? တီၤ () အဒါကတၢ်ဖဲအဘၣ်သးန့ၣ်တက့ၢ်။

() တီၤလၢဝါ မ့ၢ်တၢ်ကျိာ်ခံခါတခါ (SEL) တၢ်မၤလိာ်အပတီၢ်

() ဒီးပူထၢ်/အ့ထၢ်န့ၣ် တၢ်မၤလိာ်တဖၣ်

() တၢ်ဃုာ်ညါမၤလိာ်တၢ်လၢ လီၤဝဲတီဝဲတဖၣ် (လိာ်မၤပျဲလီၤ လိာ်လဲၣ်တဖၣ်)

() တၢ်ဂ့ၢ်တၢ်ကျိာ်လၢ ဘၣ်ဃးပုၤ ပုၤတၢ်

လၢခံကတၢ် ယးအိၣ်မၤလိာ်ဘၣ်ဃးန့ၣ်တၢ်ဂ့ၢ်အဖီလၢ်အသးအံၤန့ၣ်လီၤ။ ဝံသးစူၤတီၤ () တၢ်လၢတၢ်မၤနီၣ်ဒါပူၤလၢ တၢ်စံးဆၢအတၢ်ဟံၣ်ပျဲအံၤန့ၣ်တက့ၢ်။

၁၆. တၢ်အမ့ၢ်အခါ () ဝိာ်ခါ

() ဝိာ်မ့ၢ်

၁၇. နအိၣ်ပျဲၤန့ၣ်လဲၣ်? () ၁၈ - ၃၀ နံၣ်

() ၃၀ - ၄၀ နံၣ်

() ၅၀ - ၆၀ နံၣ်

() ၆၀ + နံၣ်

၁၈. တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အထီကတၢ်လၢနမၤလိာ်ဘၣ်န့ၣ်မ့ၢ်မၤလဲၣ်? (ဝံသးစူၤဃုထာဘၣ်ထဲတခါတက့ၢ်)

() တီၤဖျၢ် (တီၤ ၁ - ၅)

() တီၤခါးသး (တီၤ ၆ - ၁၀)

() တီၤထီၣ် (ပုၤစိမိၤ) ကိၣ်ကိၣ်ထီၣ်လၢပုၤ မၤလိာ်ကလုာ်ကလုာ်

စံးဘျူးဘုၼ်န့ၼ်ဒိၼ်မးလၢနစံးဆၢတၢ်သံကွၢ်တဖၼ်အံၤခဲလၢၼ်အးယိၼ်န့ၼ်လီၤ။ နတၢ်သံကွၢ်မ့ၢ်အိၼ်တမံၤမံၤန့ၼ်
ဝံသးစူၤဆဲးကျိးဘုၼ်ဒီးယၤဖဲ tworke@email.unc.edu မ့တမ့ၢ် ၄၂၃-၃၃၅-၄၂၅၁

Appendix E

Introduction Script

Hello, my name is Monica Twork. I am currently a graduate student in the School of Information and Library Science at the University of North Carolina – Chapel Hill. I am conducting a research study examining the information needs of refugees from Burma in the Orange County, North Carolina, area. This study will exclude participants under the age of eighteen years old and will exclude participants who have lived in the United States for more than five years. If you are eligible to participate in the research study, I will give you a survey that should take from ten to fifteen minutes to complete. Thank you for your time.

Appendix F

Confidentiality Agreement

I, _____, have volunteered to serve as a translator in surveys conducted for the research study, "Information Needs of Refugees from Burma Living in Orange County, North Carolina, and How Public Libraries May Address These Information Needs " (UNC IRB Study # 09-0255).

I understand and agree that information disclosed orally or in written form or discussed during the surveys may include confidential information and that the privacy rights of the survey participants are extremely important. I agree that I will not disclose or divulge in any manner any information revealed during the surveys to any third party for any purposes whatsoever.

Acknowledged and agreed:

Signature _____ Date _____

Printed Name _____