

**Study
Report
2004-03**

Linguist Training and Performance

Jerry M. Childs
Northrop Grumman Mission Systems



**United States Army Research Institute
for the Behavioral and Social Sciences**

February 2004

Approved for public release; distribution is unlimited

20040315 009

**U.S. Army Research Institute
for the Behavioral and Social Sciences**

A Directorate of the U.S. Total Army Personnel Command

**ZITA M. SIMUTIS
Director**

Research accomplished under contract
for the Department of the Army

Northrop Grumman Mission Systems

Technical Review by

Martha Herzog, DLIFLC
Guy L. Siebold, U.S. Army Research Institute

NOTICES

DISTRIBUTION: Primary distribution of this Study Report has been made by ARI. Please address correspondence concerning distribution of reports to: U.S. Army Research Institute for the Behavioral and Social Sciences, Attn: DAPE-ARI-PO, 5001 Eisenhower Ave., Alexandria, VA 22304-4841.

FINAL DISPOSITION: This Study Report may be destroyed when it is no longer needed. Please do not return it to the U.S. Army Research for the Behavioral and Social Sciences.

NOTE: The findings in this Study Report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

REPORT DOCUMENTATION PAGE

1. REPORT DATE (dd-mm-yy) February 2004		2. REPORT TYPE Final		3. DATES COVERED (from . . . to) 15 March 2002 – 28 January 2003	
4. TITLE AND SUBTITLE Linguist Training and Performance				5a. CONTRACT OR GRANT NUMBER DASW01-99-D-0013, DO No. 23	
				5b. PROGRAM ELEMENT NUMBER 665803	
6. AUTHOR(S) Jerry M. Childs (Northrop Grumman Mission Systems)				5c. PROJECT NUMBER D730	
				5d. TASK NUMBER	
				5e. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Northrop Grumman Mission Systems 6001 Indian School Road NE Albuquerque, NM 87110				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army Research Institute for the Behavioral & Social Sciences, 5001 Eisenhower Avenue, Alexandria, VA 22304-4841				10. MONITOR ACRONYM ARI	
				11. MONITOR REPORT NUMBER Study Report 2004-03	
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.					
13. SUPPLEMENTARY NOTES This report provides results of a study designed to collect longitudinal data on Linguist Training and Performance. Guy L. Siebold, Contracting Officer's Representative.					
14. ABSTRACT (<i>Maximum 200 words</i>): This study examined the effectiveness of training programs delivered by the Defense Language Institute Foreign Language Center (DLIFLC) and Advanced Individual Training (AIT). Data were gathered from linguists assigned to AIT or units, using Web-based questionnaires. DLIFLC graduates (n = 100), bypass linguists (n = 26) and their AIT instructors (n = 12), unit linguists (n = 11), and unit supervisors (n = 3) provided Likert ratings and narrative comments to address eight major areas of interest. Results indicate that linguists feel that DLIFLC and AIT are adequately preparing them for their jobs, that minor curriculum modifications can yield more effective DLIFLC and AIT programs, and that bypass linguist responses were similar to those of DLIFLC graduates. Linguists prefer learning by interacting with instructors and peers rather than using technology-based instruction such as with distance learning.					
15. SUBJECT TERMS Language training, Web-based data collection, Defense Language Institute, Advanced Individual Training, Linguists					
SECURITY CLASSIFICATION OF			19. LIMITATION ABSTRACT Unlimited	20. NUMBER OF PAGES 86	21. RESPONSIBLE PERSON (Name and Telephone Number) Dr. Guy L. Siebold (703) 617-9708
16. REPORT Unclassified	17. ABSTRACT Unclassified	18. THIS PAGE Unclassified			

Study Report 2004- 03

Linguist Training and Performance

Jerry M. Childs
Northrop Grumman Mission Systems

Advanced Training Methods Research Unit
Franklin L. Moses, Chief

U.S. Army Research Institute for the Behavioral and Social Sciences
5001 Eisenhower Avenue, Alexandria, Virginia 22304-4841

February 2004

Army Project Number
2O465803D730

Personnel and Training
Analysis Activities

Approved for public release; distribution is unlimited

FOREWORD

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) is the Army's lead laboratory conducting research, development, and analysis on training, leader development, and Soldier issues. ARI's focus is on the human element in the Army. Within its mission, ARI conducts studies and analyses to address short-term issues and respond to emerging hot topics as requested by various Army leaders or organizations.

In response to a request from the U.S. Army Training and Doctrine Command (TRADOC), a study on Defense Language Institute Foreign Language Center (DLIFLC) student attrition was conducted by ARI in 2001. A workshop was convened in Monterey, California, to present findings from the study, assess student attrition factors, and make recommendations to reduce attrition in the face of increasing education and training costs. Based on feedback gathered from the workshop participants and stakeholders, a requirement was identified to evaluate training and performance issues as perceived and reported by DLIFLC graduates at their Advanced Individual Training (AIT) sites and subsequently at their operational units of assignment. Of related interest was a comparison of DLIFLC graduate responses with those of bypass/heritage Speakers. Finally, inputs from AIT instructors and unit supervisors were sought to provide assessments of linguists' academic and job performance. The goal was to employ study findings to improve the DLIFLC and AIT language training process.

This report describes the training and performance issues addressed by the study, outlines the Web-based data collection approach, and summarizes recommendations for language training improvements based on the study. The basic results of this study were briefed to representatives of TRADOC, DLIFLC, and others in the language training community at the 4th Annual Joint Language Conference, held 13-14 November, 2002, in Monterey, California.



MICHAEL G. RUMSEY
Acting Technical Director

ACKNOWLEDGMENTS

While this research employed the Internet to acquire the needed data, no study can succeed without people who plan, conduct, and monitor the effort. The author wishes to acknowledge the technical contributions of Dr. Guy Siebold and Mr. Mike Benton of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and to Drs. John Lett and Gordon Jackson of the Defense Language Institute Foreign Language Center (DLIFLC). They provided invaluable assistance in the design of the study, questionnaire construction, data collection support, and interpretation of results.¹ Ms. Bree Stevison of Northrop Grumman supported data collection by contacting linguists, instructors, and supervisors and by organizing data for analysis. Mr. Edgard Torres and Mr. Will Smith of Northrop Grumman provided the conceptual design of the database, performed all ColdFusion programming, set up the servers for storing Web-based data, and downloaded data periodically for analysis. Ms. Jerry Whitfield and MSgt. Julie Wilkerson at Goodfellow Air Force Base, Texas, assisted in obtaining much of the background, experience, and demographic data. Mr. Glenn Nordin, Assistant Director Intel Policy (Language), OASD (C3I), provided assistance in acquiring data from the units.

¹ Dr. Lett provided additional assistance during the report review phase, re-analyzing data independently and contributing substantially to the interpretation and reporting of findings.

LINGUIST TRAINING AND PERFORMANCE

EXECUTIVE SUMMARY

Study Requirement:

This study addressed the effectiveness of training programs delivered by the Defense Language Institute Foreign Language Center (DLIFLC) and by Advanced Individual Training (AIT). The main purpose of the study was to provide data to support DLIFLC and AIT training enhancements relative to mission and job requirements confronting linguists after graduating from DLIFLC. Key goals addressed by the study were to:

- Identify means for improving DLIFLC training based on student experiences in AIT and, as feasible, at their subsequent units of assignment
- Compare bypass/heritage linguists' ratings and comments with those from DLIFLC graduates to determine how their training needs were met
- Assess the extent to which linguists are using their foreign language to accomplish their job assignments.

Procedure:

Data were gathered at AIT from DLIFLC graduates and their bypass linguist counterparts (i.e., native or near-native speakers who did not undergo DLIFLC training) regarding the perceived effectiveness of DLIFLC and AIT training and suggested improvements to it. Similar data were obtained from AIT instructors and from a small number of unit linguists and supervisors. The total number of respondents was 152. This total included 100 DLIFLC graduates, 26 bypass/heritage speakers, 12 AIT instructors, 11 linguists at the units and 3 unit supervisors. Information was obtained from all groups via Web-based questionnaires.

Questionnaires were organized into four main sections: 1) participant consent form, 2) background and demographic questions, 3) sections for rating training effectiveness, and 4) sections to provide written comments. Instruments included 17 to 91 items depending on the respondent group queried (DLIFLC graduates, bypass linguists, AIT instructors, unit linguist respondents, and unit supervisors). Respondents provided data on how well they believed current training processes prepared student linguists. Content areas addressed by questionnaire items included:

- Foreign language career preparedness resulting from DLIFLC training and AIT
- Effectiveness of instructors and leaders in foreign language training
- Teamwork and trust
- Job-skill development
- Use of foreign language at AIT and on the job
- Interest in learning other languages
- Military career intentions

- Preferred methods and media for continuing education (job skills and foreign language)
- Preferred learning-management tools/procedures
- Self-assessments of foreign language proficiency.

Findings:

Results indicated that although improvements were possible in several areas, DLIFLC training was adequately preparing linguists to meet AIT requirements, and AIT training was equipping them with the job-specific tools needed to do their jobs. DLIFLC graduates were somewhat less positive about AIT effectiveness than about DLIFLC effectiveness, and were less confident than bypass linguists that AIT was meeting their training needs. Unit linguists and supervisors held similar opinions about DLIFLC and AIT and were mixed in their evaluation of the value of on-the-job training. These findings are similar to those found in an earlier study which asked the same questions of a large number of Army linguists and their supervisors (O'Mara and Alexander, 1994). In that study also, respondents rated DLIFLC training somewhat more positively than AIT training, and ratings of the value of on-the-job training were more varied than those of DLIFLC or AIT.

Additional results are presented below as they relate to the three key research issues addressed by the study.

Research Issue 1: DLIFLC and AIT Improvements

DLIFLC graduates indicated that DLIFLC had prepared them well for AIT requirements, and AIT instructors indicated that DLIFLC is substantially meeting AIT program needs. Specific areas of DLIFLC accomplishment are language fundamentals, geography, history, numbers comprehension, and military terminology. Suggestions for DLIFLC training to better address AIT requirements included a greater emphasis on:

- Military-related vocabulary
- Improving listening and reading skills
- Working with military numbers
- MLI-directed classes
- Teaching unclassified military terms and concepts
- FLO tests
- Use of up-to-date materials/resources.

Ratings of AIT effectiveness obtained from bypass linguists were slightly higher than those from DLIFLC graduates, but both groups considered AIT to be adequately preparing them for their job specialties. Slightly higher ratings (0.5–0.7 Likert scale units) were obtained from DLIFLC graduates as compared to bypass linguists in the areas of trust in their peers, supervisors and instructors, degree of confidence shown in the leadership exhibited by their instructors and supervisors, and perceptions regarding teamwork exhibited in the school and unit. However, the perceptions and attitudes of the two groups regarding their training and job specialties were very comparable. Both groups indicated the following:

- A motivation to learn both their language and their job skills
- A willingness to continue to learn and improve their skills
- A pervasive feeling that they will play an important role in their mission
- Confidence in their military leaders and in their AIT instructors
- General satisfaction with the support received from family and friends
- Concern about the quality of medical facilities and services
- Uncertainty about continuing their military career
- Use or practice of their chosen foreign language on at least a weekly basis
- Preference for resident training at a school or center, learning on the job, or self-directed/peer-directed study
- Preference for interacting with people (vs. technology) for learning.

Research Issue 2: Comparisons of DLIFLC Graduate and Bypass Linguist Ratings

DLIFLC graduate and bypass linguist responses were very similar on both numerical ratings and in their narrative comments. Minor differences were observed for the two groups with regard to their attitudes toward their chosen field. For instance, DLIFLC graduates indicated that they saw no relationship between learning their job skills and learning their foreign language whereas bypass linguists' ratings suggested that learning job skills tended to motivate them to further develop their foreign language proficiency.

As expected, self-assessments of capabilities in listening, reading, writing, speaking, use of vocabulary, and knowledge of the culture and geography all favored the bypass linguists. However, the majority of DLIFLC graduates consistently rated themselves "About Average" or "Quite Strong" in these areas, and bypass linguists stated that DLIFLC graduates knew more military vocabulary, had better study habits, and were more adjusted to military life because they had been in service longer. AIT instructors rated bypass linguists higher on the use of language skills compared to their DLIFLC graduate peers. However, DLIFLC graduates were rated higher on their study habits, knowledge of military terminology and procedure, technical proficiency, and discipline. The data suggest that there may be value in designing some kind of pre-AIT language training for bypass linguists.

Research Issue 3: Linguists' Use of Foreign Language to Perform Their Jobs

Unit supervisors (n=3) indicated that DLIFLC is effectively meeting the needs of the unit by providing linguists with a basic understanding of the language and by imparting good translation, reading, and listening skills. They suggested more concentration on teaching listening skills and vocabulary at DLIFLC. To improve AIT, supervisors would maximize use of mission-focused training aids to develop listening skills and provide more translations.

AIT instructors felt that linguist training management should offer easily available refresher training as well as intermediate language training. They suggested that intermediate and advanced language training should be mandatory at regularly occurring intervals.

Unit respondents' ratings were comparable to those of DLIFLC graduates for almost every questionnaire category, including attitudes toward their job-skills training; motivation to

continue to improve their language skills; assessments of teamwork, trust, and collaboration; attitudes toward their military leaders and instructors; attitudes toward the support they had received from family and friends concerning their military careers; and attitudes toward medical facilities and services. Unit linguists were more positive than DLIFLC graduates and bypass linguists in their assessments of teamwork, trust, and collaboration and indicated a strong intention to stay in the military. In addition, they felt that DLIFLC training had prepared them well with foreign language skills.

Both DLIFLC graduates and bypass linguists generally expressed motivation to learn both their language and their job skills and tended to be confident about their progress in so doing. All linguist samples expressed interest in learning a second job specialty after learning their first, although unit linguists were less united in this opinion. Instructor and supervisor opinions were varied with regard to linguists learning a second job specialty.

Unit linguists reported variable amounts of time spent actually working in their job specialty, ranging from “almost all the time” to “almost none of my time.” Instructors and supervisors emphasized the need for regular, ongoing language training to sustain motivation and language skills, and pointed out the need for dedicated, appointed, and well-trained command language program managers to ensure that unit programs meet linguists’ training needs.

Utilization of Findings:

Results of this study suggest that the DLIFLC curriculum is addressing the learning needs of linguists. Despite concerns expressed by some linguists regarding the AIT training environment, AIT is proving effective in preparing linguists for their unit assignments. Based on the study findings, the following recommendations are provided.²

Recommendations for DLIFLC

- Continue to incorporate military numbers drills in training.
- Provide more opportunity for listening practice.
- Ensure that programs contain updated instructional materials.
- To the extent possible, use more (unclassified) military terms and concepts.
- Stress FLO tests to increase performance skill levels.
- Increase communication between the language schools and the military units to help students balance the often-conflicting demands of language training and military training.

Recommendations for AIT

- Use mission-oriented training aids to develop listening skills.
- Provide more speaking-based translations.

² Recommendations are based on both Likert-type data and narrative responses to open-ended questions. The Web-based data collection methodology did not permit follow-up interviews to clarify narrative comments.

- Examine ways to address the concerns of DLIFLC graduates who see themselves as being treated as if they were just out of basic training when many have been in the Army almost two years by the time they arrive at AIT.
- Improve the quality of medical facilities and services.

Recommendations for Both DLIFLC and AIT

- Continue to teach, reinforce, and assess listening and reading skills.
- Link training requirements to career goals.
- Attempt to link foreign language skills to military-related vocabulary.
- Have native speakers teach courses as feasible.
- Include more Military Language Instructor-directed classes as feasible.
- Allow students more time for practice and reinforcement of emerging language skills.
- Consider designing appropriate pre-AIT language training for bypass linguists.

Recommendations for Career/Training Management Policy

- Ensure continued and proactively managed access to language training throughout a linguist's career.
- Provide more re-enlistment incentives for mid-management non-commissioned officers (NCO), not just for first-term linguists.
- Ensure that Command Language Program Managers (CLPM) are properly assigned and trained so they can tailor unit language programs to meet the needs of linguists.
- Assess the feasibility of increasing Foreign Language Proficiency Pay (FLPP) and adjusting policies to reward the top performers.
 - Consider providing linguists with the opportunity to learn a second job specialty as proficiency is demonstrated.

It should be noted that this study was designed to obtain attitudes and opinions from linguists and their trainers and supervisors. Because no performance-based data were gathered, and because so few responses were obtained from post-AIT unit linguists and their supervisors, linguists' opinions about their training may or may not indicate their ability to apply what they have actually learned within the DLIFLC and AIT curricula. It is recognized that it may not be feasible to implement some of the recommendations from the study under the current charters of DLIFLC and AIT. Nonetheless, DLIFLC, AIT training sites, and others in the language training community will be using the results of this study in conjunction with those from the Whelan (2001) study to determine how to modify and improve language instruction and the career management of linguists.

LINGUIST TRAINING AND PERFORMANCE

CONTENTS

	Page
PURPOSE.....	1
METHOD	2
Instruments.....	2
Respondents	3
Languages	3
Background Data	6
RESULTS	8
Issue 1: Improvements to Training at DLIFLC and AIT	8
Issue 2: Comparison of Bypass Linguists' Responses with those of DLIFLC Graduates.....	16
Issue 3: Linguists' Foreign Language Use for Job Performance.....	21
Joint Conference	24
SUMMARY AND RECOMMENDATIONS.....	25
REFERENCES	29
APPENDICES	
A. AIT Survey (DLIFLC Graduates)	A-1
B. Bypass Survey	B-1
C. AIT Instructor Survey.....	C-1
D. Unit Survey	D-1
E. Unit Supervisor Survey	E-1
F. Responses of DLIFLC Graduates at AIT (n = 100) to Selected Free-Response Questions.....	F-1
G. Responses of Bypass Linguists at AIT (n = 26) to Selected Free-Response Questions.....	G-1
H. Responses of AIT Instructors (n = 11) to Free-Response Questions	H-1
I. Responses of Unit Linguists (n = 11) to Free-Response Questions	I-1
J. Responses of Supervisors (n = 3) to Free-Response Questions	J-1

LIST OF TABLES

Table 1. Groups Surveyed and Number of Respondents5
 2. Distribution of Samples Across Services.....6
 3. Linguist Respondents' Preferred Media/Methods for Acquiring, Managing and Sustaining Foreign Language Skills9
 4. Linguist Respondents' Preferred Media/Methods for Acquiring, Managing and Sustaining Non-Foreign Language Job Skills.....9
 5. Most and Least Helpful Aspects of DLIFLC Training (Sample Comments).....12
 6. Suggested Revisions to DLIFLC Training to Increase its Relevance for AIT13
 7. General Comments from DLIFLC Graduates (Sample).....13
 8. Unit Linguist Comments Regarding DLIFLC and AIT Effectiveness14
 9. Linguist Respondents' Self-Assessments of Their Foreign Language Skills.....19

LIST OF FIGURES

Figure 1. Flow of HTML programming for user access to questionnaires4
 2. Distribution of languages among surveyed linguists5
 3. Military services of DLIFLC graduates responding to the questionnaire.....7
 4. Military services of AIT instructors.....7
 5. Career military intentions of DLIFLC graduates and bypass linguists17
 6. Career military intentions of unit respondents.....18
 7. Unit linguists' time spent in working in their job specialty.....23

Linguist Training and Performance

PURPOSE

This study addressed the effectiveness of Defense Language Institute Foreign Language Center (DLIFLC) training and Advanced Individual Training (AIT) based on ratings and comments gathered from multi-service linguists at AIT and their units. A request to initiate the study was made by the Commander of DLIFLC and Presidio of Monterey and formalized through the Individual Training Directorate, U.S. Army Training and Doctrine Command (TRADOC). Coordination was provided by officers representing the services at the Presidio and by the schools responsible for linguist occupational specialty training. The overall purpose of the study was to systematically collect and analyze data that could be used by training decision makers to

- Improve DLIFLC training based on student perspectives while in AIT and at their units of assignment,
- Assess similarities and differences of bypass (heritage) linguists as compared to DLIFLC graduates, and
- Obtain linguist self-assessments of the extent to which they use their foreign language to accomplish their job assignments.

The study sought to gather data on post-DLIFLC training to allow recommendations to be formulated for training design and management at DLIFLC as well as for follow-on AIT improvements. In addition, data were gathered to help inform decisions about the training and utilization of bypass linguists.

The specific tasks of this study were to

- Develop/adapt Web-based data collection instruments;
- Establish the sample of subjects;
- Arrange for, implement, and manage Web-based data collection;
- Gather, analyze, and summarize primary and supplemental background data on DLIFLC graduates and bypass linguists at AIT, AIT instructors, and unit linguists and supervisors;
- Support ARI in preparing and presenting initial results of this study at the Fourth Annual Joint Foreign Language Conference in Monterey, California;
- Present and discuss study findings in this final report; and
- Make recommendations with respect to the future training of linguists.

Because DLIFLC is particularly interested in enabling linguists to attain Level 3 proficiency, analyses were also designed to capture information bearing on this issue.

METHOD

Instruments

Due to the difficulty in contacting and interviewing linguists individually, it was decided that questionnaires (Appendices A-E) would be the most viable and effective means of collecting data. The study employed Web-based questionnaires designed to gather the data. The questionnaires were developed to obtain feedback from the following respondents:

- DLIFLC graduates at AIT
- Bypass linguists at AIT
- AIT instructors
- Linguists in their post-AIT units
- Unit supervisors

The bypass linguists were native speakers who initially entered AIT at approximately the same time as the DLIFLC graduates. Due to their foreign language skills, it was not necessary for bypass linguists to attend DLIFLC. They were therefore considered a useful comparison group for DLIFLC graduates.

Questionnaire content was developed and adapted for administration via the Web. The focus of the instruments was on the perceptions and attitudes of linguists toward their training experience relative to their AIT and unit assignments. In addition, instruments were developed to determine AIT instructor attitudes about their students and to obtain unit supervisors' assessments of their linguists' proficiency in their job assignments. Finally, feedback was obtained from bypass (heritage) linguists regarding their attitudes, opinions, and language skills as compared to those of DLIFLC graduates.

The questionnaires were adapted from instruments developed for an earlier, related study on DLIFLC attrition (Whelan, 2001). The instruments contained from 17 to 91 Likert-scale items depending on the respondent group. Respondents completed consent forms within each questionnaire prior to accessing the items. The items were designed to provide a qualitative, nonnumerical scale for response (e.g., strongly disagree through strongly agree). These scales were converted into numerical ratings for analysis purposes. Items were organized into the following areas of interest:

- Foreign language career preparedness resulting from DLIFLC training and AIT
- Effectiveness of instructors and leaders in foreign language training
- Teamwork and trust
- Job-skill development
- Use of foreign language at AIT and on the job
- Respondents' interest in learning an additional job specialty
- Military career intentions
- Preferred methods and media for continuing education (job skills and foreign language)

- Preferred learning-management tools/procedures
- Self-assessments of foreign language proficiency upon arrival at AIT

The study team collaborated with DLIFLC and ARI to generate questionnaire items that were derived from DLIFLC training objectives. The team worked closely with the AIT schools at Goodfellow AFB, Texas, and Fort Huachuca, Arizona, to ensure that data collection efforts were coordinated and approved by school officials. Items were reviewed by DLIFLC, by the ARI technical monitor, and by ARI's U.S. Army Personnel Survey Office before the questionnaires were uploaded to the Web.

Macromedia Dreamweaver was used to create the HTML files that were then uploaded to a Web server. Our research team then installed Macromedia ColdFusion and an Access database to gather the data from remote sites.

The flow of HTML programming for the various questionnaires is shown in Figure 1. After respondents logged on to the site with a secure user name and password, they indicated their user category. If they were first-time users, they completed the consent form. Upon completion of this form, the questionnaire was displayed. Users could bookmark their progress within the questionnaire and, upon returning to the site, automatically access the item bookmarked and resume at that point. All user data were uploaded to the Access database for analysis.

Respondents

Table 1 shows the number of respondents comprising each target group. A total of 152 respondents completed the questionnaires. Of the eleven unit respondents, all were participants in the Whelan (2001) study at DLIFLC; however, one did not go to AIT after DLIFLC graduation because of being already qualified in his/her military occupational specialty (MOS).

The DLIFLC graduate respondents and contemporary bypass linguists were surveyed to provide a comparative profile of skills and attitudes regarding linguist instruction. The Northrop Grumman research team worked with DLIFLC, the AIT schools, and ARI to determine the subjects available to complete the questionnaire. Instructors and supervisors notified linguists of the questionnaire and informed them of the purpose of the study. Linguists were provided guidance as to how to access the instruments on line.³

Languages

Figure 2 shows the language distribution for the DLIFLC graduates (n = 100), the bypass linguists (n = 26), and the unit linguists (n = 11). Of the DLIFLC graduates, the largest percentages had studied Chinese or Russian, with smaller percentages studying Arabic, Korean, Spanish, Persian Farsi, and Serbian-Croatian. For the bypass linguist sample, Spanish is clearly the dominant language. Six languages were represented among the unit linguists.

³ An attempt was made to select AIT students who had been in AIT for at least one month. Unit linguists were recruited without regard for how long they had been in their units. Estimated time in units ranged from 2 to 12 months for the 11 unit linguists.

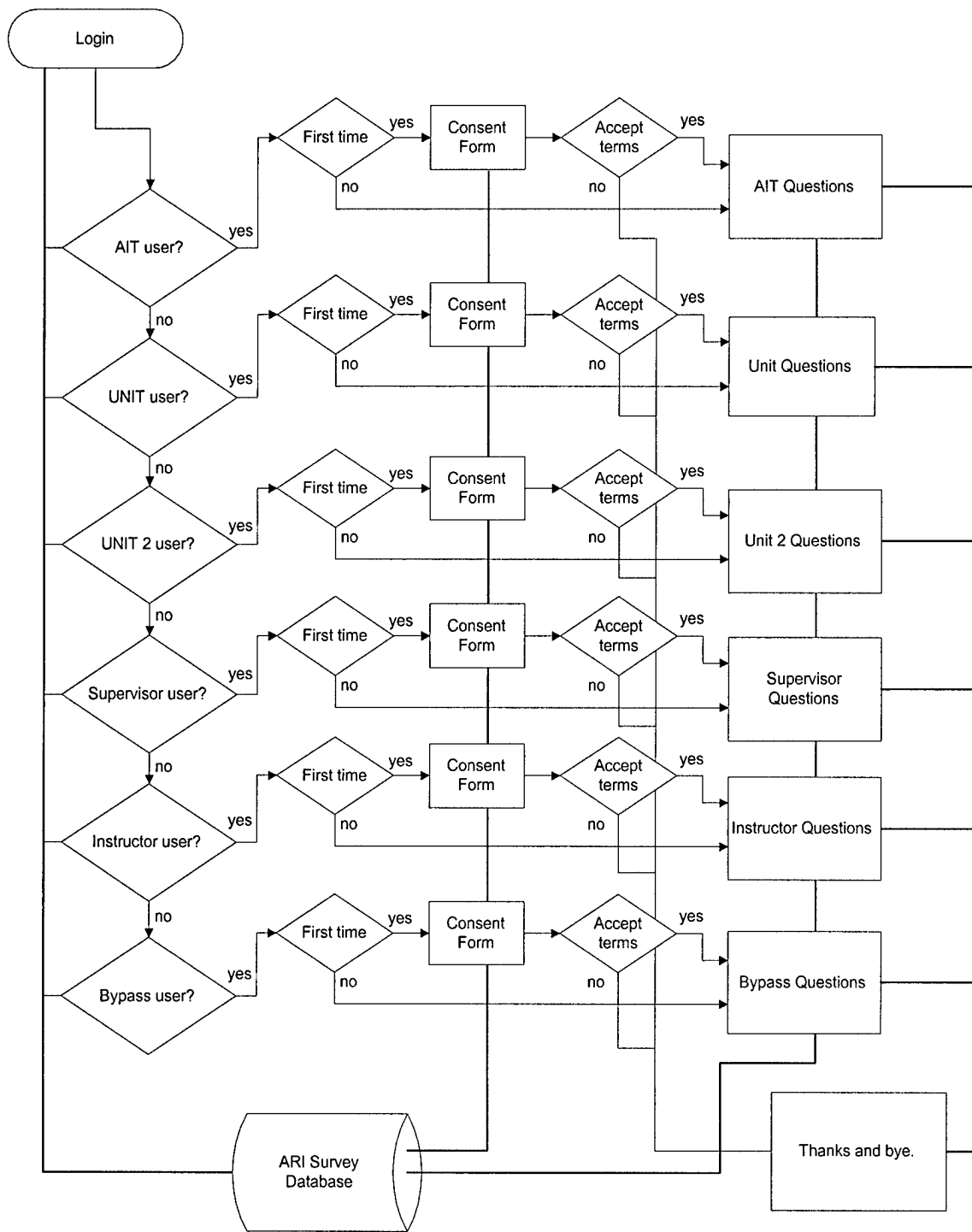


Figure 1. Flow of HTML programming for user access to questionnaires.

Table 1

Groups Surveyed and Number of Respondents

Group Surveyed	N
DLIFLC graduates at AIT	100
Bypass linguists	26
AIT instructors	12
Unit linguists	11
Unit supervisors	3
Total	152

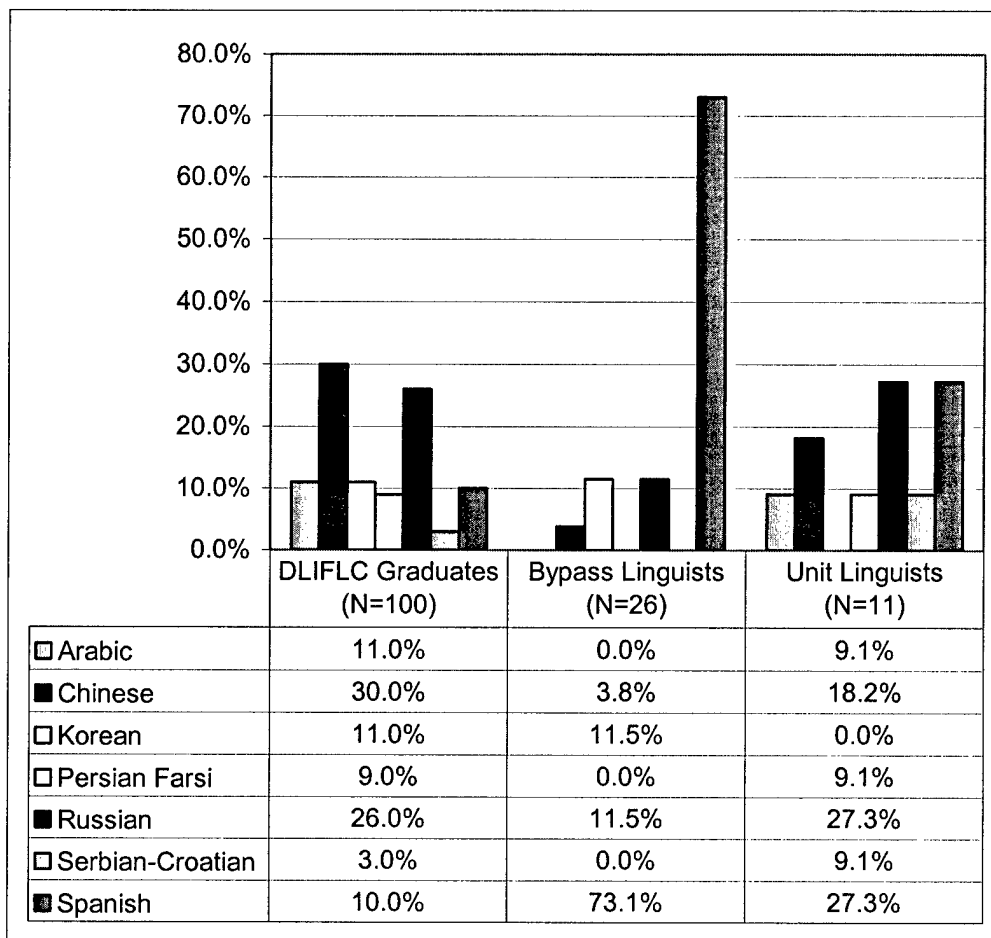


Figure 2. Distribution of languages among surveyed linguists.

Background Data

Background data collected on the 100 DLIFLC graduates indicated the following:

- 86 stated they were born in the US (9 cited other countries, and 5 left the question blank or gave ambiguous answers)
- 26 had lived in or visited other countries
- 79 stated having spoken only English as a child (14 cited other or additional languages, and 7 left it blank or gave ambiguous answers)
- 52 cited some college experience, including one who cited an Associates degree from DLIFLC
- 13 reported delays in AIT enrollment due to security processing.

Ten of the 11 unit linguists responding to the survey stated they had been born in the United States (one left it blank); six said they had lived only in the U.S.; three cited residence in other countries, and two left it blank. All except three respondents stated they had spoken only English as they were growing up; one cited French and two left it blank. Their educational background was divided almost equally between those who held only high school degrees (n=4) and those who had at least some college (n=5; 2 did not respond). Three held college degrees, including one MA. Only one respondent had been delayed in starting AIT as a result of security-clearance processing.

Table 2 and Figures 3 and 4 show the distribution of the various samples across the military services. At AIT, all four services were represented among both the DLIFLC graduates and the instructors, although in both cases the Army and Air Force accounted for over 80% of the sample. The 26 bypass linguist respondents were entirely from the Army. The unit linguists were mostly Army (n=8), with two Navy and one Air Force. Unit supervisors were two Army and one Air Force.

Table 2

Distribution of Samples Across Services

GROUP	USA	USN	USAF	USMC	TOTALS
DLIFLC Grads at AIT	41	14	43	2	100
Bypass linguists at AIT	26				26
AIT Instructors	5	1	5	1	12
Unit linguists	8	2	1		11
Unit supervisors	2		1		3
Totals	82	17	50	3	152

Figure 3 shows the distribution of military services represented by DLIFLC graduate respondents.

DLIFLC Grads at AIT

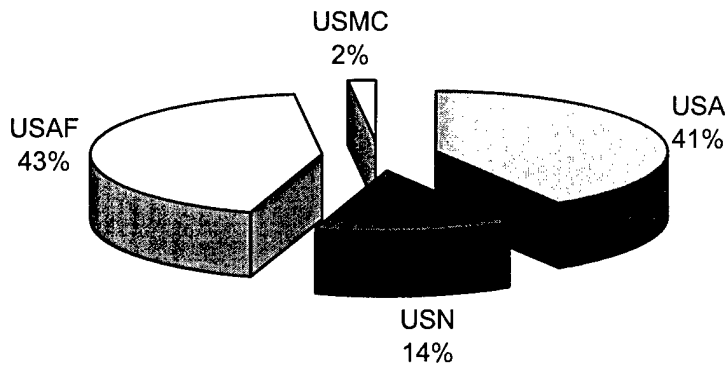


Figure 3. Military services of DLIFLC graduates responding to the questionnaire.

Figure 4 shows the distribution of military services represented by AIT instructor respondents.

AIT Instructors

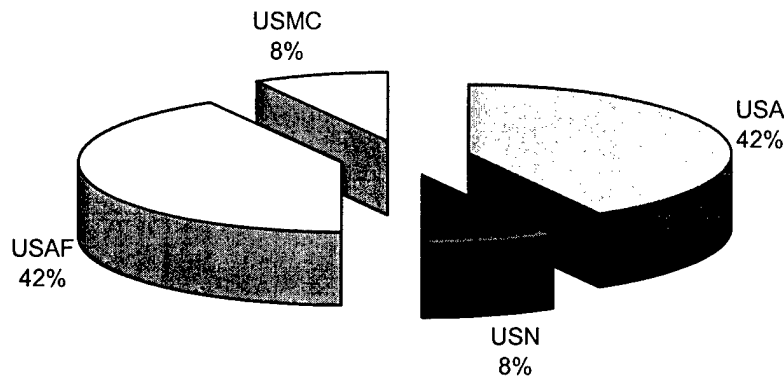


Figure 4. Military services of AIT instructors.

Support for the web-based data collection was initiated by a site visit by Northrop Grumman to Goodfellow AFB in May 2002. Data collection occurred from May 2002 through January 2003. A significant effort was made to obtain responses from the units. This included multiple requests from Northrop Grumman, ARI, DLIFLC, and the Assistant Director Intel Policy (Language), OASD (C3I). The research team also sought assistance from attendees at the Fourth Annual DoD Language Conference held in Monterey, California. Unfortunately, despite these efforts, unit responses were low (n = 11). Where respondents were few, we were cautious in interpreting the data and considered them only suggestive.

Means and standard deviations were computed for the ratings of all questionnaire items. The research team identified trends and patterns in the data by plotting summary data for the DLIFLC graduates, the bypass linguists, and their AIT instructors.

RESULTS

Results are presented as they relate to three key goals addressed by the study:

1. Improve DLIFLC and AIT training based on student experiences and feedback;
2. Compare perceptions, attitudes, and capabilities of bypass (heritage) speakers with those of DLIFLC graduates;
3. Obtain linguist self-assessments of the extent to which they use their foreign language to accomplish their job assignments.

Ratings and narrative comments bearing on the above issues were aggregated to yield the reported results.

Issue 1: Improvements to Training at DLIFLC and AIT

An important aspect of the learning environment concerns the methods and media selected and employed to deliver and manage courseware. Media/method effectiveness depends on many factors including the type of learning to be attained; student knowledge, skills, and abilities (KSA); and the training program phase within which the medium/method is introduced. A media allocation matrix can be used to select and sequence media/methods to optimize the learning process (Childs and Bell, 2002). Study respondents' perceptions regarding preferred learning methods therefore provide insight as to how to implement improvements to DLIFLC and to AIT curricula. Media/method alternatives included in the questionnaire were:

- Self-Directed Study with Guidelines
- Supervisor-Directed Study
- Self- and Peer-Directed Study with Guidelines
- School-Directed Distance Learning
- School-Directed Study in Residence
- Learning on the Job
- Other.

Table 3 provides a summary of linguist respondents' preferences regarding foreign language learning media/method.

Table 3

Linguist Respondents' Preferred Media/Methods for Acquiring, Managing, and Sustaining Foreign Language Skills

Respondent Group	Preferred Media/Method	
	Managing Continued Foreign Language Learning	Method for Sustaining Foreign Language Skills
DLIFLC graduates (n = 100)	<ul style="list-style-type: none"> Resident training at school/center Self-directed study with guidelines Self- and peer-directed study with guidelines 	<ul style="list-style-type: none"> Instructional text, audio-video, CDs Interaction with instructors or supervisors
Bypass linguists (n = 26)	<ul style="list-style-type: none"> Self- and peer-directed study with guidelines Self-directed study with guidelines Resident training at school/center 	<ul style="list-style-type: none"> Studying and learning with peers Interaction with instructors or supervisors
Unit linguists (n = 11)	<ul style="list-style-type: none"> Resident training at school/center 	<ul style="list-style-type: none"> Resident training at school/center Studying and learning with peers

Table 4 provides a summary of linguists' preferences regarding media and methods for continuing to learn their non-foreign language job-skills.

Table 4

Linguist Respondents' Preferred Media/Methods for Acquiring, Managing, and Sustaining Non-Foreign Language Job Skills

Respondent Group	Preferred Media/Method	
	Managing Continued Job Skills Learning	Method for Ongoing Job Skills Learning
DLIFLC graduates (n = 100)	<ul style="list-style-type: none"> Learning on the job Self-directed study with guidelines Self- and peer-directed study with guidelines 	<ul style="list-style-type: none"> Learning on the job Interaction with instructors or supervisors Instructional text, audio-video, CDs
Bypass linguists (n = 26)	<ul style="list-style-type: none"> Self-directed study with guidelines Self- and peer-directed study with guidelines Resident training at school/center 	<ul style="list-style-type: none"> Interaction with instructors or supervisors Instructional text, audio-video, CDs Learning on the job
Unit linguists (n = 11)	<ul style="list-style-type: none"> Self-directed study with guidelines Learning on the job Resident training at school/center 	<ul style="list-style-type: none"> Learning on the job

With regard to the management of their ongoing foreign language (FL) learning, DLIFLC graduates both at AIT and at units expressed a preference for school- or center-directed training taken in residence. AIT students also indicated preferences for self- and peer-directed study under general guidelines. On-the-job training was added as a preferred way of managing ongoing non-FL job-skills training, especially for the AIT students. Bypass linguists' preferences were similar for both questions.

The preferred methods for continued foreign language learning for AIT students were the use of instructional texts, audio-video, and CDs, followed by interaction with instructors and supervisors. Unit linguists preferred resident training at a school or center and studying and learning with peers. With regard to continued learning of non-FL job-skills, learning on the job topped the list for both groups of DLIFLC graduates, the AIT students and the unit linguists. Again, bypass linguists' preferences were similar.

Overall, the preferred approaches and methods for continuation learning of both foreign language proficiency and job skills by DLIFLC graduates and by bypass linguists included some mix of residence training, self- and peer-directed study, and on-the-job training, including interaction with instructors or supervisors, and supported by the use of instructional texts, audio-video, and CDs. Despite its widespread emerging popularity, distance learning was *not* seen as a preferred method of foreign language or job skill training/management or skill sustainment by either group.

Self-Assessed Language Proficiency Upon Arrival At AIT

One way to approach an assessment of DLIFLC's training is to ask graduates how prepared they felt for undertaking AIT. Regarding general language proficiency, most DLIFLC graduates (77% to 91%) indicated that, upon arrival at AIT, they could "quite easily" use their foreign language to give simple information about themselves; read simple written materials; understand a native speaker who was speaking slowly; and describe their job, studies, and major life activities accurately and in detail. They were much less confident of their ability to state and support with examples a position on a controversial topic, read magazines or detailed technical materials, understand discussions about abstract concepts underlying their jobs, and understand a native speaker who was speaking rapidly. The "quite easily" responses for those items ranged from 45% to 14%. The ten unit linguists (also DLIFLC graduates) who responded to these questions showed a very similar ordering, but with less variability across the various items; "quite easily" responses ranged from 30% to 80% for the 10 unit linguists. Note that both unit linguists and the students who were at AIT at the time of data collection were answering retrospectively about their capabilities upon arrival at AIT. (Bypass linguists' self-assessments are discussed in the next section.)

Regarding their ability to perform job-related tasks in their foreign language, both DLIFLC graduates at AIT and unit linguists indicated that when they began AIT, they could easily accomplish some tasks and could do others only with great difficulty or not at all. The tasks with the highest proportions of "quite easily" responses, for both groups, were:

- Read short passages and translate portions into English (using a dictionary if needed)
- Accurately write down short sentences when allowed to hear them more than once
- Read short passages and answer questions accurately in written English.

Both groups were least confident in their ability to serve as a successful oral interpreter between a person who speaks only the foreign language and a person who speaks only English. Only 28% of the DLIFLC graduates at AIT and 18% of the unit linguists selected "quite easily" for this task. For the DLIFLC graduates at AIT, the other six job-related tasks elicited "quite easily" responses from 50% to 67% of the 100 respondents. The 10 unit linguists had similar responses, except that as a group, they were less confident than the AIT sample about their pre-AIT ability to obtain accurate information from a short broadcast or conversation when heard only once.

Overall Perceptions of DLIFLC and AIT

With regard to their overall perceptions about the effectiveness of their DLIFLC training, DLIFLC graduates at AIT rated their DLIFLC programs highly. Ratings were in response to the question, "How well did your DLIFLC training allow you to learn your foreign language?" Sixty-one percent of the respondents felt that DLIFLC had prepared them either "Very Well" or "Rather Well." Another 35% felt that DLIFLC prepared them "Satisfactorily." Only 3 of the 99 respondents who answered this question felt that they had been prepared "Rather Poorly" or "Very Poorly." There are no counterpart ratings of DLIFLC training effectiveness for the bypass linguists since they did not attend DLIFLC. Unit linguists' responses are reported two paragraphs below.

DLIFLC graduate ratings of AIT effectiveness indicated general satisfaction with the training, although their AIT ratings were not so confidently high as their DLIFLC ratings. Ratings were in response to the question, "How well is your AIT school preparing you with job-specific foreign language and skills?" Ratings were predominantly in the "Satisfactorily" or "Rather Well" categories, with these alternatives accounting for 58% of the responses. However, twenty-one of the 100 respondents indicated "NA/Don't Know." Of the remaining 79 respondents, 97% selected "Satisfactorily" or better. For bypass linguists, ratings of AIT effectiveness were slightly higher. Some 65% of the respondents indicated that AIT is preparing them either "Very Well" or "Rather Well" for their job-specific foreign language knowledge and skills. Only 3 of the 26 bypass respondents selected "NA/Don't Know"; 100% of the remaining 23 selected "Satisfactorily" or better.

Among the 11 unit respondents, 9 gave ratings of "Very Well," "Rather Well," or "Satisfactorily" to the question, "How well did your DLIFLC training prepare you with general foreign language skills?" Unit respondents were considerably less enthusiastic about the effectiveness of AIT in providing them with job-specific foreign language skills and knowledge. One-third of the respondents felt that AIT had not provided the training required to use their language skills on the job. Unfortunately, written comments did not indicate specific AIT deficiencies. With regard to the combined effectiveness of DLIFLC and AIT training, 7 of the 11 unit respondents selected either "Rather Well" or "Satisfactorily," but responses were split regarding the effectiveness of OJT. To the question, "How much has your on-the-job training

improved performance of your language-related job specialty?" 4 linguists selected "Very Much" or "Much," but 4 others selected "None."

These findings are similar to those found in an earlier study which asked the same questions of a large number of Army linguists and their supervisors (O'Mara and Alexander, 1994). In that study also, respondents rated DLIFLC training somewhat more positively than AIT training, and ratings of the value of on-the-job training were more varied than those of DLIFLC or AIT.

Respondents were also asked to indicate the most helpful and least helpful aspects of DLIFLC and AIT training and to suggest improvements thereto. Table 5 presents a summary of the most helpful and least helpful aspects of DLIFLC training as perceived by the DLIFLC-trained linguists at AIT.⁴

Table 5

Most and Least Helpful Aspects of DLIFLC Training (Sample Comments)

Most Helpful
<ul style="list-style-type: none"> • Learning military vocab and numbers • Having native speakers as teachers • Military Language Instructors • The instructors at DLIFLC were excellent • The speaking practice helped with our listening skills • Hearing native speakers speaking rapidly in Korean • Practice in transcribing • Listening exercises and reading comprehension • Small teacher-to-student ratio
Least Helpful:
<ul style="list-style-type: none"> • At end of course instructors focused on speaking; however, in our job, we never speak. Proficiency in other areas suffered and we need those skills for AIT. • Last month of speaking DLPT preparation before graduation • Lack of specific military vocabulary and grammar training • Learning to cook in my foreign language is of no use here • Materials not up to date

Table 6 provides suggestions regarding ways to make DLIFLC training more relevant for AIT. The suggestions of DLIFLC-trained respondents emphasized the inclusion of more military terms and concepts in the AIT curriculum. In addition, they suggested more emphasis be placed on the job-related Final Learning Objectives (FLO) performance tests.

⁴ The complete text of narrative responses from all respondent groups is found in Appendices F-J.

Table 6

Suggested Revisions to DLIFLC Training to Increase its Relevance for AIT

- Teach more military-related (unclassified) vocabulary
- Less emphasis on speaking, and more on listening and reading
- More work with military numbers, and maybe some work with typing them
- More military terminology and concepts in our target language's country
- As much military information as possible without violating security
- More stress on FLO tests
- Nothing, it is important to have a strong base in a language. AIT is largely technical and that vocab should be taught at AIT.

Table 7 presents general comments from DLIFLC graduates about DLIFLC training as well as AIT. A number of comments dealt with three themes: the extent to which DLIFLC's general language education did or did not prepare students for technical training at AIT, the conflicting requirements of language training versus military training at DLIFLC, and the stress perceived by many DLIFLC graduates when they encounter the restrictive training environment at AIT.

Table 7

General Comments from DLIFLC Graduates (Sample)

- "Overall, I believe that the DLIFLC course prepared us very well for the training at Goodfellow."
- "Overall, the experience at DLI was beneficial to learning the language but I feel it did not prepare us for the course at Goodfellow. We are exposed to a whole different aspect of the language here."
- "I appreciated the skills learned at DLIFLC, but feel I am losing them at AIT."
- "There was no communication between the language school [at DLIFLC]⁵ and the company in which we lived. The non-military teachers need to be taught more about what us [U.S.?] military life is like."
- "The non instructional cadre [at DLIFLC] need to understand that the student's first priority is to class and not things like change of commands[,] etc.[,] when other services continue with class."
- "If the environment at AIT were more respectful towards students, learning would be more enjoyable."
- "There is a need for military training leaders to have an understanding of the job."
- "I think the cadre here [at GF] should treat us like human beings, we've been in the Army for almost two years and they treat us the same as the bypass who just came from basic."
- "TRADOC needs to reevaluate its training guidelines for linguists who spend far too much time in Initial Entry Training status."

⁵ Material in brackets has been inserted into original responses for clarification purposes.

A summary of comments by linguists at their units regarding the nature and benefits of DLIFLC and AIT training is provided in Table 8. Most comments were positive.

Table 8

Unit Linguist Comments Regarding DLIFLC and AIT Effectiveness

<p>DLIFLC</p> <ul style="list-style-type: none">• “Small class size and interaction with other services [were] helpful.”• “Learning tons of vocab, as my job now is as a document translator.”• “I feel that everything [...] that I was taught has some sort of use and cannot recall anything specifically that was not helpful.” <p>AIT</p> <ul style="list-style-type: none">• “96B Intelligence Analysis AIT gave me the background in MI [Military Intelligence] to understand the documents I was translating... All translators need 96B.”• “Practicing job-related skills helped me with my job.”• “We wasted a lot of time on information not very specific to our job (I am a submarine deployer, [and] have no use for information pertaining to shore-based billets).”

Instructor and Supervisor Opinions

The AIT instructors rated the DLIFLC students on the following characteristics using a five-point Likert scale in which 1 is “Way above average,” and 5 is “Way below average” :

- Dedication to learning assigned language
- Dedication to improving job skills
- Progress in learning the language relative to peers
- Practicing his/her foreign language within and outside the AIT program
- Acquiring skills required for the job at the unit
- General proficiency in using the language.

The mean rating on these items was between “Average” and “Above average,” indicating that the AIT instructors had generally favorable opinions about these students, reflecting the students’ personal characteristics as well as the training they had received at DLIFLC.

The aspects of DLIFLC that are meeting AIT program needs were specified by instructors to be language fundamentals, geography, history, numbers comprehension, and military terminology. Specific comments by instructors in this area include:

- “They [DLIFLC] do teach them the basics of the learned language.”
- “A majority of the students come here with a good grasp of the language. Minimal refreshing is needed.”
- “Students arrive with basic knowledge of target country geography, which they did not in the past. This is very helpful.”
- “DLI trained linguists...are more responsive to the learning environment [than bypassers].”

AIT instructor responses about how to improve DLIFLC training echoed those of DLIFLC graduates in recommending greater focus on job-related aspects such as numbers and military-related vocabulary and scenarios. Three instructors also suggested more time on such ancillary skills as dictionary use and typing ability.

Three *unit supervisors* responded to the questionnaire. Their perceptions about linguist proficiency as well as their comments about DLIFLC and AIT program effectiveness are of utility relative to the first study issue. Supervisors indicated “Moderate Familiarity” with their subordinates’ foreign language skills. Unit supervisors provided ratings of “Above Average” for the following characteristics pertaining to their subordinates:

- Dedication to learning the assigned language
- Improving job skills
- Progress in learning relative to peers
- Acquiring language skills required for job execution.

Supervisors were asked which aspects of both DLIFLC and AIT were effectively meeting unit needs. Responses regarding DLIFLC were similar to those of the AIT instructors:

- “Linguists have a basic understanding of the language”
- “Good translation skills: reading and listening.”
- “Giving an individual a total grasp of the language.”

Supervisor responses regarding effective AIT aspects were:

- “If motivated, linguist has a good background to learn mission requirements”
- “Good reading and listening translation skills.”
- “Giving students an overall career view and introducing them to areas they will encounter on the job.”

To improve DLIFLC training, two supervisors suggested more concentration on listening skills, vocabulary, and military terminology. However, one supervisor cautioned that, “DLI does a great job preparing a student for AIT. Limiting DLIs [*sic*] focus to only military things would detract from a great foreign language experience.”

To improve AIT, supervisors would maximize use of mission-focused training aids to develop listening skills and would provide more “speaking-based translations.”

Supervisors’ general comments indicated that they felt the overall training system was providing linguists with an adequate foundation for accomplishing their mission, while implicitly underscoring the need for ongoing professional development:

- “The best asset the military has in the intelligence field is the linguist who must be thoroughly trained and the finest training available is done at DLIFLC.”
- “Mission requirements often present a higher degree of difficulty to linguists. Those who have only a basic understanding of the language often hinder operational effectiveness.”

Summary

Regarding data bearing on Research Issue 1, the majority of respondents felt that DLIFLC was preparing them well for AIT requirements. Suggested improvements that emerged from the results included a greater emphasis on imparting listening and reading skills, more work with military numbers, more Military Language Instructor (MLI)-directed classes, and incorporating more (unclassified) military terms and concepts into the learning content. To improve AIT's preparation of linguists for their unit assignments, respondents suggested a greater use of mission-oriented training to develop listening skills and greater use of translations. DLIFLC graduates at AIT also suggested changes in the military training environment at AIT to reduce stress and increase motivation. Respondents suggested continued use of small class sizes and small instructor/student ratios. This is supported by their preference for working directly with instructors, peers, and supervisors rather than using technology-based media for instruction.

Issue 2: Comparisons of Bypass Linguists' Responses with those of DLIFLC Graduates

One major purpose of this study was to assess differences and similarities between responses obtained from and about DLIFLC graduates and their bypass linguist counterparts. Comparisons of responses associated with these two groups were considered helpful in identifying revisions that can improve training at DLIFLC and at AIT and inform DFLP policy regarding the training and use of bypass linguists.

Student Opinions

Mean ratings for DLIFLC graduates ranged from 3.5 to 3.6 (1 = Strongly Disagree; 5 = Strongly Agree) on four questionnaire items pertaining to their attitudes about teamwork, trust, and collaboration. Bypass linguists' mean ratings in this category were 3.5 to 4.1, roughly the same average rating, but their ratings were more variable than those of DLIFLC graduates. Mean ratings of military leadership were primarily in the upper mid-scale region for both groups, with bypass linguists' ratings of their leaders slightly higher than those rendered by DLIFLC graduates. Differences were only about one-half Likert scale unit on the average, and none of the differences was statistically significant.

Eight items on the questionnaire pertained to linguist perceptions about their AIT instructors. These items asked linguists to indicate the extent to which they agreed that their instructors kept them informed, trusted their subordinates and each other, made themselves available for discussion, worked well together, and cared about each other. DLIFLC graduates' mean ratings of their AIT instructors on these items ranged from 3.7 to 4.1 (1 = Strongly Disagree; 5 = Strongly Agree) while bypass linguists' ratings in this category were in the 3.7-to-3.9 range. This indicates close agreement between the two groups. Bypass linguists' ratings of their leaders on average were slightly higher than those rendered by DLIFLC graduates. The majority of responses were in the "Agree" category.

Both groups of respondents expressed general satisfaction with the support received from family and friends concerning their military careers. The mean ratings of DLIFLC graduates and bypass linguists on family and friend support were identical (1.8) with 1 representing "Very

Satisfied” and 5 representing “Very Dissatisfied.” For Medical Facilities/Services, the mean rating of DLIFLC graduates was 3.2 (1 representing “Very Satisfied and 5 representing “Very Dissatisfied”), while bypass linguists provided a mean rating of 3.1 on this factor. This suggests that respondents are somewhat dissatisfied with medical facilities and services. No comments were provided in the narrative items to identify the sources of dissatisfaction with medical support. Again, responses on these items showed close agreement between the two groups.

In response to the statement, “I am very proud to be in my job/career field,” the mean rating for DLIFLC graduate respondents was 4.0 (1 = Strongly Disagree, 5 = Strongly Agree). Bypass linguists’ mean rating for this item was 3.5, slightly lower than that for DLIFLC graduates, but still indicative that they are proud to be in their career field.

Figures 5 and 6 provide an interesting contrast with regard to career military intentions of respondents as a function of their career phase. For both the DLIFLC graduates and the bypass linguists (Figure 5), the modal response was “Undecided.” Among the remainder, proportionally more bypass linguists indicated the intention to pursue a military career than to leave the military after fulfilling their obligation, while the intentions of the DLIFLC graduates were slightly skewed in the opposite direction. The key point to be drawn from this graphic is that many respondents in both groups were undecided as to whether they would pursue a military career.

In contrast, as shown in Figure 6, half of the 10 unit respondents who answered this question stated that they definitely or probably intended to continue their military career, with the remaining respondents approximately equally distributed among the remaining categories. This could suggest that with maturity and experience, linguists were more prone to choose the military as their career. Again, caution should be exercised in drawing conclusions from Figure 6 due to the small size of the unit sample.

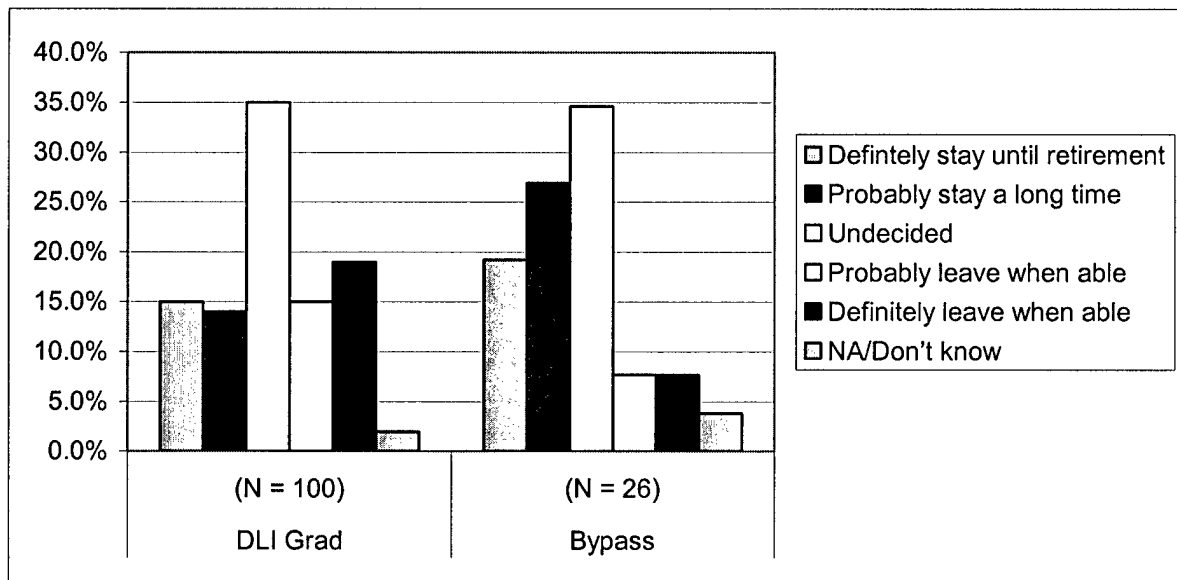


Figure 5. Career military intentions of DLIFLC graduates and bypass linguists.

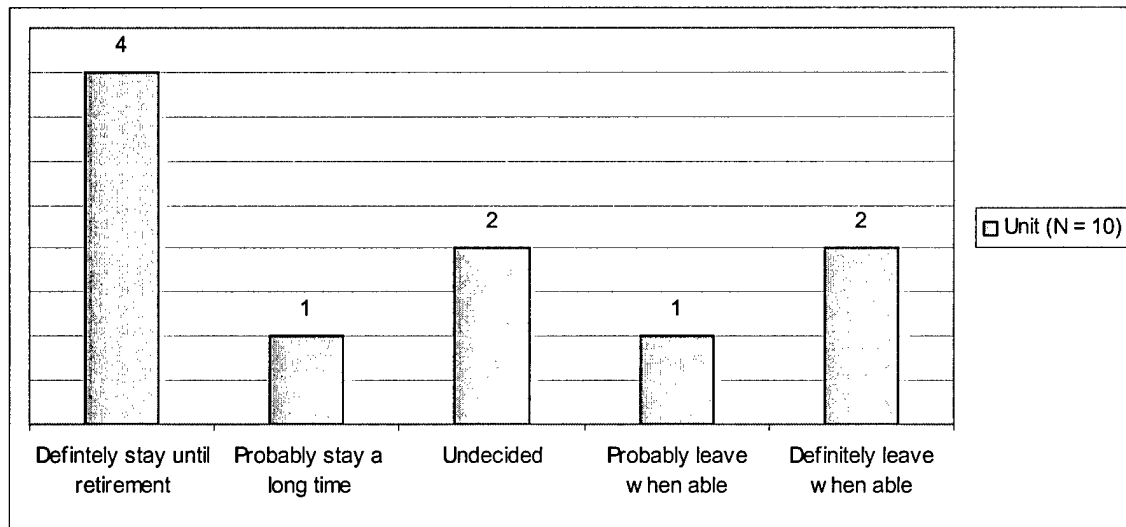


Figure 6. Career military intentions of unit respondents.

The career intentions of each group were related to their answers to the items of the various motivation, cohesion, and leadership subscales and linguists perceptions of their own progress in learning their language and job skills. Significant correlations were found for only one item each among unit linguists and DLIFLC graduates at AIT but with four items among bypass linguists at AIT. Among the 9 unit linguists who gave a valid answer to the correlated item, the 3 who responded that their immediate military leaders “Almost always” maintained high standards of performance were also 3 of the 4 who indicated they would definitely try to stay in the military until retirement. Among DLIFLC graduates at AIT, the sole correlated item was “I am very personally involved in learning my language.” Among bypass linguists the four correlated items dealt with pride and motivation (“I will play an important part in accomplishing [the] mission [my job/career field supports],” “I am very proud to be in job/career field.”), being satisfied with the medical facilities and services available to them, and their interest in learning a second job specialty.

As shown earlier in Tables 3 and 4, DLIFLC graduates and bypass linguists preferred similar learning methods. Most of the preferred methods centered on people (resident training at school/center, self-directed study with guidance, self- and peer-directed study with guidance) as opposed to distance learning. The two respondent groups differed only on the order of preference among those three responses.

Bypass linguists rated AIT effectiveness more highly than did DLIFLC graduates, although both groups were more positive than negative. However, a substantial number responded, “NA/Don’t know,” perhaps because they had not yet reached their units. This response was selected by twice as many DLIFLC graduates as bypass linguists, proportionately; it is not clear why this would be the case.

Self-Assessed Language Proficiency Upon Arrival At AIT

Table 9 shows DLIFLC graduates' foreign language skills self-assessments as they compare to those of bypass linguists when each group entered AIT. Not surprisingly, bypass linguists rated themselves higher in their knowledge of virtually every aspect of the foreign language. This includes listening, speaking, reading, writing, vocabulary, grammar, and country culture. Cell values are the percentages of respondents providing ratings in the three categories of skill level ("Quite Strong," "About Average," and "Pretty Weak"). It can be seen that DLIFLC graduates more frequently rated their skills as "About Average" for listening, speaking, vocabulary, grammar, and country culture. Bypass linguists more frequently rated themselves in the "Quite Strong" category for listening, speaking, reading, writing, vocabulary, and grammar. About one-quarter of the DLIFLC graduate respondents rated themselves "Pretty Weak" in listening and reading skills.

Table 9

Linguist Respondents' Self-Assessments of Their Foreign Language Skills

Skill	% Rated "Quite Strong"		% Rated "About Average"		% Rated "Pretty Weak"	
	DLI Graduates	Bypass linguists	DLI Graduates	Bypass linguists	DLI Graduates	Bypass linguists
Listening	40	77	42	19	18	4
Speaking	34	73	45	27	21	0
Reading	66	88	30	12	4	0
Writing	49	69	39	27	12	4
Vocabulary	42	62	50	35	8	4
Grammar	39	65	49	31	12	4
Country Culture	39	46	51	46	10	8

In general, the two groups differed more in their self-ratings of general proficiency tasks than of their ability to perform specific job-related tasks. Although both groups rated their capabilities on the general proficiency tasks in almost the exact same order, bypass linguists were understandably more confident about their non-English language ability than DLIFLC graduates. Of nine general proficiency tasks, bypass linguists' mean self-ratings were higher by more than .50 (on a scale of 1.00 to 3.00) for five tasks. In order of increasing difference, these five tasks were:

- State and support with examples a position on a controversial topic.
- Read and understand magazine articles similar to those found in *Time* or *Newsweek* without using a foreign-language dictionary.
- Understand a native speaker who was speaking rapidly.
- Read detailed technical materials related to my work or profession.
- Listen to and understand discussions about abstract topics such as the theory and concepts that underlie the job or profession I am presently involved in.

There were smaller differences in the two groups' self-assessments of their ability to use their foreign language to give simple information about themselves; read simple written materials;

understand a native speaker who was speaking slowly; and describe their job, studies, and major life activities accurately and in detail. Virtually all linguists, both bypass linguists and DLIFLC graduates, were quite confident of their ability to do these same tasks in English, although bypass linguists as a group were slightly less confident than DLIFLC graduates, again as would be expected.

On only two of the ten job-related performance tasks did bypass linguists' mean self-ratings exceed those of DLIFLC graduates by as much as .30 (on a scale of 1.00 to 3.00). These were the same two tasks about which DLI graduates felt least confident:

- Serve as an oral interpreter between a person who speaks only the foreign language and a person who speaks only English.
- Interview someone who speaks only the foreign language, asking both initial and follow-up questions as needed, to obtain information for completing a questionnaire about the person's background, family, or military history.

Instructor and Supervisor Opinions

Both the 12 AIT instructors and the 3 unit supervisors were asked to compare bypass linguists and DLIFLC graduates in terms of their language proficiency and their military job proficiency, and to comment on the ways in which each group was better prepared for AIT than the other. In general, bypass linguists were perceived as more skilled in some—but not all— aspects of the language, whereas DLIFLC graduates were perceived as having better study habits and being more familiar with military life in general. However, there was considerable variation across questions and respondent groups.

The AIT instructors and unit supervisors were asked to rate bypass linguists on language proficiency and on military job proficiency, comparing them to their DLIFLC-trained peers using a five-point scale ranging from "Much more proficient" to "Much less proficient." With respect to language proficiency, instructors were almost unanimous in rating bypass linguists "Much more proficient" (8 instructors) or "Somewhat more proficient" (1 instructor). This is to be expected given the native language speaking backgrounds of bypass linguists; only one instructor selected the option indicating that bypass linguists were "Much less proficient" than their peers from DLIFLC.⁶ The three unit supervisors were less extreme in their ratings, with two indicating that bypass linguists were "Somewhat more proficient" and one selecting "About as proficient as" their DLIFLC-trained peers. With respect to military job proficiency, instructor responses were in the opposite direction, but were more varied: two instructors thought bypass linguists were much or somewhat more proficient, and two chose "About as proficient," but six rated bypass linguists as somewhat or much less proficient. Unit supervisors were evenly divided: one selected "Somewhat more proficient," one selected "Somewhat less proficient," and one chose "About as proficient."

Narrative responses to the questions concerning how each group was better prepared for AIT than the other shed some light on the multiple-choice data. Instructors tended to focus on the natural ease with which bypass linguists deal with the language they grew up speaking.

⁶ Two of the 12 instructors selected "NA/Don't know" for both the language proficiency item and the military job proficiency item.

Specific comments by instructors regarding the language capabilities of bypass linguists included the following:

- “They [Bypass linguists] know the language better.”
- “[They have a] better all-around knowledge of language and culture.”
- “[They are] significantly better at comprehending free-flow speaking.”

On the other hand, instructors cite a number of advantages possessed by the DLIFLC graduates, presumably as a result of their having had formal training in the language and having had more time to adjust to both military life in general and to an extended period of intensive study. Some illustrative comments are:

- “They are more willing to use resources like dictionary's [*sic*] and verb books. Mentally, they are much more mature and tend to be more disciplined and eager to learn.”
- “They can type and they have a more military mindset. (study habits already formed)”
- “The[y] usually understand the grammar and construct of the learned language better.”
- “Military understanding and military vocabulary (“milspeak”)”
- “[They] know pinyin and military numbers.”

The narrative comments from supervisors in the units closely align with those of AIT instructors. With regard to the language proficiency of the two groups, bypass linguists were rated higher in using the spoken language and understanding its nuances than their DLIFLC graduate counterparts. However, unit supervisors see DLIFLC graduates' skills in grammar, spelling, and understanding and using military terminology to be superior to that of their bypass linguist counterparts.

The opinions of instructors and supervisors provide a useful context for interpreting one question which was asked of bypass linguists only: “In view of your own experiences at AIT, do you wish you had had some kind of language-related training before coming to AIT?” Almost half of the bypass linguists (12 of 26) responded affirmatively.

Summary

Data bearing on Research Issue 2 suggest that DLIFLC graduates compare favorably with their bypass linguist counterparts. The major difference between the two groups was in the use of the language by the latter group as a result of their native-speaking heritage. However, instructors and supervisors rated the military orientation skills and discipline of DLIFLC graduates higher than those of bypass linguists. The data suggest that there may be value in designing and programming appropriate pre-AIT language training for bypass linguists to address their perceived deficiencies in grammar, spelling, military terminology, and study habits.

Issue 3. Linguists' Foreign Language Use for Job Performance

The purpose of foreign language instruction is to provide linguists with the knowledge and skills to perform their jobs. Linguists must learn the job itself as well as the language for performing the job successfully. Research Issue 3 was concerned with determining the relationships between foreign language training and the learning of job skills. Ratings and narrative comments were sought to determine whether linguists considered their foreign

language useful in accomplishing their operational missions/jobs. A related issue was that of assessing linguists' motivation to continue to learn and improve their skills, as well as their perceptions about the importance of their mission and of their own role in accomplishing that mission. Similar arrays of questions were asked of the DLIFLC graduates and bypass linguists at AIT, and of the DLIFLC graduates sampled at their units.

Both DLIFLC graduates and bypass linguists generally expressed motivation to learn both their language and their job skills. On the Likert scale, mean ratings on eight items comprising this category (1 = Strongly Disagree, 5 = Strongly Agree) ranged from 3.27 to 4.26 for DLIFLC graduates, from 3.88 to 4.15 for bypass linguists, and from 3.45 to 4.18 for unit linguists. This indicates that both the AIT groups and the unit linguists felt adequately motivated to learn their language and to apply their language skills to job performance. The respondents were in general agreement with statements such as, "I am working hard and doing my best to continue to use my foreign language," "I am very dedicated to learning my class material," and "I am very personally involved in applying my language."

Most DLIFLC graduates rated themselves "Average" or "Above average" as compared to their peers/classmates in their progress in learning their foreign language. This was also true for bypass linguists, but more bypass linguists than DLIFLC graduates selected "Way above average" (29% vs. 6%). Unit linguists showed more variability on this question, with six respondents rating themselves "Above average" or "Way above average," but four others rating themselves "Below average" or "Way below average." Although the majority of all groups rated themselves at least "Average" in job skills learning, both bypass linguists at AIT and unit linguists were more confident about their progress than were the DLIFLC graduates at AIT.

All three groups were asked whether learning their job skills helped or hindered their continued foreign language learning, and also whether learning job skills motivated them to continue learning their foreign language. DLIFLC graduates and bypass linguists differed on both questions, with the latter being much more positive about the impact of job skill learning on their success and motivation to continue learning their foreign language. DLIFLC graduates were more positive about the motivational value of job skills training than on its facilitative role with respect to their continued foreign language learning. Unit linguists were less positive on both questions than either of the other groups, with the modal response being that learning job skills neither helped/motivated nor hindered/demotivated continued foreign language learning.

Both AIT groups expressed interest in learning a second job specialty in which they might use their foreign language, and thought it would be relatively easy to do so. It should be noted, however, that these respondents had not yet completed AIT and therefore had not yet been exposed to even their first job. Nonetheless, most of the 11 unit respondents expressed similar interests and opinions, although again, unit data contained proportionately more negative responses than data from the two AIT groups.

Instructor and supervisor opinions were varied in response to the question, "Should linguists learn a second job specialty in which they could use their language?" Five of the instructor respondents felt that this would be a good thing; two believed that it was already happening to some extent. However, five others stated negative opinions, e.g., that learning a

second job specialty would constitute too much of a demand on linguists' time and that linguists should focus on maintaining proficiency in their language. Two of the three supervisors felt that this option should be available to those who show a high degree of ability after their initial enlistment, with the caveat that a second job specialty should not overextend the linguists, taking into account their current job responsibilities. The third supervisor was strongly against this option, stating that to ask linguists to learn a second specialty "would just water down the linguists."

Both DLIFLC graduates and bypass linguists at AIT indicated that they use or practice their foreign language on at least a weekly basis, with most bypass linguists indicating almost daily usage. Surprisingly, one bypass respondent selected "Less than once a month," and four DLIFLC graduates selected "NA/Don't know." Unit linguists spent variable amounts of time working in their job specialty, with four reporting "Almost all of the time," but six others selecting 50% or 25% or "almost none" (two each), and one selecting "NA/Don't know." If this small sample represents the larger population of linguists, it would suggest that a noticeable percentage of linguists do not work consistently within their occupational specialty.

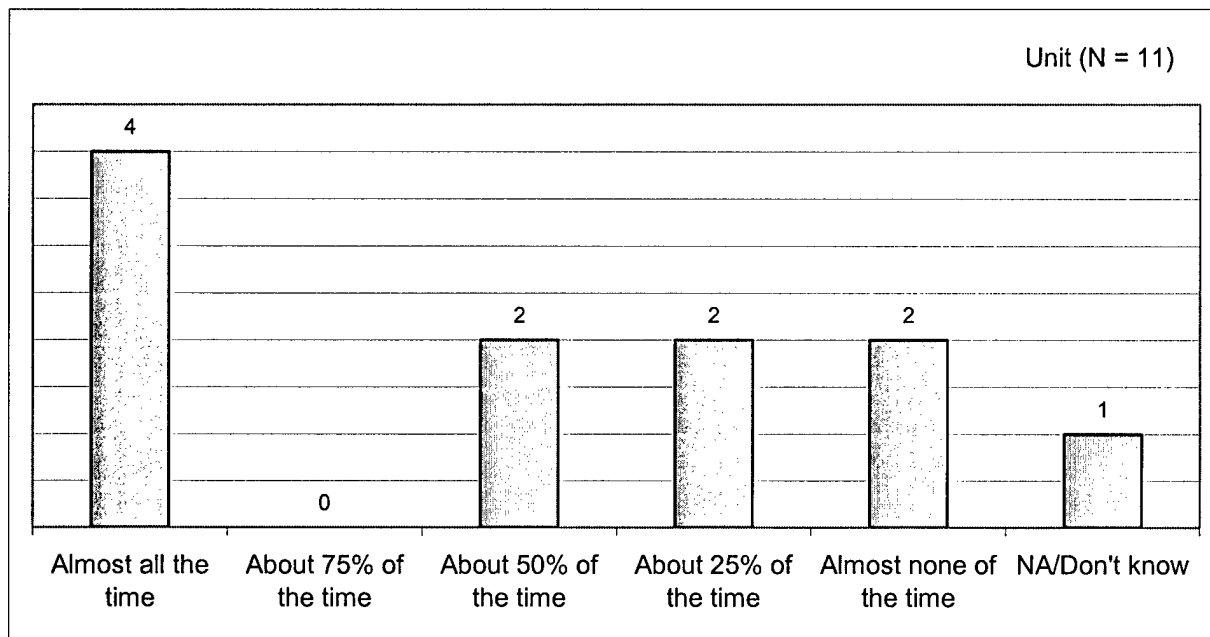


Figure 7. Unit linguists' time spent in working in their job specialty.

Instructors and supervisors were asked their opinions regarding the management of linguist's long-term career training to sustain motivation and language skills. One supervisor suggested that Foreign Language Proficiency Pay (FLPP) policies should be modified to reward the top performers. A second supervisor felt that more units should send dedicated, appointed Command Language Program Managers (CLPM) to CLPM training, so that the unit language programs could be tailored to meet the needs of linguists. This supervisor further suggested that training should exclude "administrative detractors" but did not elaborate further on the nature of the detractors.

AIT instructor responses to this question were heavily focused on the importance of continued access to language training: 8 of the 11 respondents made comments to this effect. Illustrative comments are:

- “Soldiers should not have to request or speculate about their language training; training must be periodic and managed carefully.”
- “The intermediate and advanced courses in the learned languages should be MANDATORY at regular intervals during the career.”
- “Offer regular refresher training for ALL members required to take the DLPT. Just because I score a 2/2 on my DLPT doesn't mean that I am still proficient at the language, merely that I test well.”

In addition, one instructor recommended increasing proficiency pay, and another pointed out the need to provide more re-enlistment incentives for mid-management NCOs instead of just for the first-term linguists who have not yet proven themselves.

Summary

Both DLIFLC graduates and bypass linguists generally expressed motivation to learn both their language and their job skills and tended to be confident about their progress in so doing. Bypass linguists were more likely than other groups to see job skills learning as facilitating their continued learning of their language. All samples expressed interest in learning a second job specialty after learning their first, although unit linguists were less united in this opinion. Instructor and supervisor opinions were varied with regard to linguists learning a second job specialty. Unit linguists reported variable amounts of time spent actually working in their job specialty, ranging from “almost all the time” to “almost none of my time.” Instructors and supervisors emphasized the need for regular, ongoing language training to sustain motivation and language skills, and pointed out the need for dedicated, appointed, and well-trained command language program managers to ensure that unit programs meet linguists’ training needs.

Joint Conference

One objective of this research project was to present the early results of the study to the language community and to obtain their feedback. Thus initial results of the study were presented at the Fourth Annual Joint Foreign Language Conference in Monterey, California, in November 2002 by ARI and Northrop Grumman researchers. The researchers fielded questions on the study and requested assistance in encouraging linguists to respond to the Web-site surveys. The presentation included the following:

- Information on linguists’ background and demographics
- Mean Likert ratings and comment summaries from DLIFLC graduates and bypass linguists
- Recommendations from linguists and instructors concerning potential improvements in DLIFLC and AIT programs of instruction to better prepare linguists for their missions
- Linguist responses to items concerning their training and career management.

Numerous other presentations were made at the conference pertaining to Level 3 proficiency training at DLIFLC and to transfer-of-training effectiveness from DLIFLC to AIT

and the units. The point of contact for the conference was Dr. Neil Granoien, Vice Chancellor for Language Science and Technology, DLIFLC.

SUMMARY AND RECOMMENDATIONS

This study provided data from DLIFLC graduates and their bypass linguist counterparts regarding the perceived effectiveness of DLIFLC and AIT training and suggested improvements to it. Similar data were obtained from AIT instructors and from unit linguists and supervisors. Information was obtained from all groups via Web-based questionnaires. Results indicated that although improvements were possible in several areas, DLIFLC training was adequately preparing linguists to meet AIT requirements and AIT training was equipping them with the job-specific tools needed to do their jobs. DLIFLC graduates were somewhat less positive about AIT effectiveness than about DLIFLC effectiveness and were less confident than bypass linguists that AIT was meeting their training needs. Unit linguists and supervisors held similar opinions about DLIFLC and AIT and were mixed in their evaluation of the value of on-the-job training. These findings are similar to those found in an earlier study which asked the same questions of a large number of Army linguists and their supervisors (O'Mara and Alexander, 1994). In that study also, respondents rated DLIFLC training somewhat more positively than AIT training, and ratings of the value of on-the-job training were more varied than those of DLIFLC or AIT.

Both AIT students and field linguists expressed positive attitudes regarding such affective factors as their own morale and motivation, peer cohesion, and instructor/leader effectiveness. Respondents' attitudes about teamwork and collaboration were positive. Bypass linguists indicated a slightly higher level of trust in their leaders than did DLIFLC graduates, and field linguists were more positive than either AIT group regarding their military leaders. There were small inter-group differences in the areas of trust, leadership, and teamwork. In most cases, DLIFLC graduate ratings in these areas were slightly higher (more positive regarding the effectiveness of their training to prepare them for their career) than those of bypass linguists. However, the vast majority of linguists seemed motivated to learn both their language and their job skills. They also demonstrated long-term dedication and personal involvement in their career field, suggesting that they felt responsible for succeeding in their linguist mission.

While linguists were generally satisfied with AIT instructor performance, some respondents, predominantly from the Army, were less than enthusiastic about the military training environment at AIT. Several linguists felt that leaders within AIT did not treat them with an appropriate degree of professionalism. Specific reference was made to their being treated by their company cadre as if they were IET personnel who had just completed basic training, when in fact they were individuals who had been in the service almost two years. Another concern expressed by many of the respondents was that AIT medical facilities and services needed upgrades and improvements. No details were provided as to the nature of improvements deemed necessary.

Linguists did not show a clear pattern as to whether they intended to stay in the military beyond their current obligations. Although both groups were largely undecided, bypass linguists were slightly more positive than DLIFLC graduates about re-enlisting. Among DLIFLC

graduates, more respondents expressed definite intentions not to remain in the service beyond their current commitment than to try to stay until retirement, whereas more than twice as many bypass linguists expressed a definite intention to stay rather than to leave. Bypass linguists indicated that learning job skills tended to motivate them to learn their foreign language, a view not shared by DLIFLC graduates, who indicated that little or no relationship existed between the two sets of learning requirements. Based on responses from the units, it would appear that the requirements of the job/mission may have an impact on linguists' decisions to remain in the military. Since unit respondents were more inclined to make the military their career, the jobs/missions appear to include factors that convince linguists that they are in the right field.

Bypass linguists were more confident than DLIFLC graduates in their ability to further learn their foreign language. However, AIT instructors rated DLIFLC graduates more proficient than bypass linguists in their understanding and application of military terminology as well as being more disciplined in performing their job skills. Linguists stated that learning a second job specialty in which they could use their foreign language skills was feasible, a finding that supports those who would like to see a move towards a more generalized skill base. However, as indicated earlier, AIT instructors and unit supervisors were almost evenly divided on this issue.

Linguists' preferred learning methods centered on resident training and job environment training, combined with self-directed and peer-directed methods. Technology-based distance learning techniques were not cited as preferred methods, perhaps because respondents considered personal interaction with instructors, peers, and supervisors to be critical to the learning process. Whether or not this viewpoint is accurate, it represents a motivational and attitudinal factor that must be addressed by foreign language training curriculum designers. For continuation training, there is a greater willingness to use CDs and audio-visual media. But even for skill sustainment, respondents indicated a preference for learning in the presence of, and in collaboration with, other people.

As expected, self-assessments of capabilities in listening, reading, writing, speaking, use of vocabulary, and knowledge of the culture and geography all favored the bypass linguists. However, the majority of DLIFLC graduates consistently rated themselves "About Average" or "Quite Strong" in these areas.

In general, linguists felt that more emphasis should be placed on learning military terminology and that there should be more focus on listening and reading (vs. speaking). Supervisors at the units felt that the DLIFLC and AIT programs were effectively meeting the linguists' needs with regard to learning and applying their languages and learning to perform their job functions.

The results of this study suggest that the DLIFLC curriculum is addressing the learning needs of linguists. Based on the findings of this study, the following recommendations are provided.

Recommendations for both DLIFLC and AIT:

- Continue to teach, reinforce, and assess listening and reading skills.
- Link training requirements to career goals.
- Attempt to link foreign language skills to military-related vocabulary.
- Have native speakers teach courses as feasible.
- Include more Military Language Instructor-directed classes as feasible.
- Allow students more time for practice and reinforcement of emerging language skills.
- Consider designing appropriate pre-AIT language training for bypass linguists.

Recommendations for DLIFLC:

- Continue to incorporate military numbers drills in training.
- Provide more opportunity for listening practice.
- Ensure that programs contain updated instructional materials.
- To the extent possible, use more (unclassified) military terms and concepts.
- Stress FLO tests to increase performance skill levels.
- Increase communication between the language schools and the military units to help students balance the often-conflicting demands of language training and military training.

Recommendations for AIT:

- Use mission-oriented training aids to develop listening skills.
- Provide more speaking-based translations.
- Examine ways to address the concerns of DLIFLC graduates who see themselves as being treated as if they were just out of basic training when many have been in the Army almost two years by the time they arrive at AIT.
- Improve the quality of medical facilities and services.

Recommendations for Career/Training Management Policy:

- Ensure continued and proactively managed access to language training throughout a linguist's career.
- Provide more re-enlistment incentives for mid-management NCOs, not just for first-term linguists.
- Ensure that Command Language Program Managers (CLPM) are properly assigned and trained so they can tailor unit language programs to meet the needs of linguists.
- Assess the feasibility of increasing Foreign Language Proficiency Pay (FLPP) and adjusting policies to reward the top performers.
 - Consider providing linguists with the opportunity to learn a second job specialty as proficiency is demonstrated.

It should be noted that this study was designed to obtain attitudes and opinions from linguists and their instructors and supervisors. Because no performance-based data were gathered, and because so few responses were obtained from post-AIT unit linguists and their

supervisors, linguists' opinions about their training may or may not indicate their ability to apply what they have actually learned within the DLIFLC and AIT curricula. It is recognized that it may not be feasible to implement some of the recommendations from the study under the current charters of DLIFLC and AIT.

REFERENCES

Childs, J. M., & Bell, H. H. (2002). Training systems evaluation. In T. G. O'Brien and S.G. Charlton (Eds.), *Handbook for Human Factors Testing and Evaluation* (2nd Ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

O'Mara, F. E., & Alexander, E. E. (1994). *The evaluation of foreign language training* (LSCP RVII). Reston, VA: PRC, Inc.

Whelan, B. E. (Ed.) (2001). *Workshop on language student attrition* (Study Report 2002-02). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.



LINGUIST SURVEY

TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS



APPENDIX A. AIT Survey						
TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS						
May, 2002						
Please do NOT press the Enter key since this will cause the survey to be submitted before you have completed it.						
Select your assigned foreign language from drop-down list:						
Instructor's name:						
Instructor's phone number:						
The following items concern YOUR OWN ATTITUDES AND OPINIONS. Indicate how much YOU PERSONALLY agree or disagree with each statement below. Use the following scale:						
A = Strongly disagree						
B = Disagree						
C = Neither agree nor disagree						
D = Agree						
E = Strongly agree						
F = NA/Don't know						
Regarding your MOS/NEC/AFSC/job skills training classes:	A	B	C	D	E	F
1. I look forward to coming to class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am working hard and doing my best to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am very personally involved in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am very dedicated to learning my class material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding continuing to learn your assigned foreign language:	A	B	C	D	E	F
5. I look forward to studying my assigned foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am working hard and doing my best to learn it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am very personally involved in learning my language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am very dedicated to learning my language well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The mission my job/career field supports is very important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I will play an important part in accomplishing that mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am very proud to be in my job/career field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the members of your class or work group:	A	B	C	D	E	F
12. They really care about what happens to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. They trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. They pull together to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. They work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The next items concern YOUR OPINIONS about your immediate military leaders (not classroom instructors). Use this NEW scale to respond:						
A = Almost always						
B = Usually						
C = Sometimes						
D = Not usually						
E = Almost never						
F = NA/Don't know						
How often do your immediate (non-academic) military leaders:	A	B	C	D	E	F
16. Look out for the welfare of the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Demonstrate that they are effective leaders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Show that they respect students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Maintain high standards of performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The statements below are about your classroom (academic) instructors. Use the following scale again to respond:						
A = Strongly disagree						
B = Disagree						
C = Neither agree nor disagree						
D = Agree						
E = Strongly agree						
F = NA/Don't know						

About my classroom instructors:	A	B	C	D	E	F
20. My instructors keep me well informed about what is going on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My instructors trust students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. When a student wants to talk, my instructors make themselves available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My instructors really know their job specialty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My classroom instructors:	A	B	C	D	E	F
24. Trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Pull together to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Really care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How satisfied ARE YOU in terms of the following? Use this NEW scale to respond: A = Very satisfied B = Satisfied C = Neither satisfied nor dissatisfied D = Dissatisfied E = Very dissatisfied F = NA/Don't know						
	A	B	C	D	E	F
28. The support you receive from your family and friends concerning your military career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The medical facilities and services available to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Which of the following best describes your (full-time) military career intentions at the present time?						
<input type="checkbox"/> I will definitely try to stay until retirement. <input type="checkbox"/> I will probably try to stay in a long time, but am undecided about remaining until retirement. <input type="checkbox"/> I am undecided as to whether I will try to stay beyond my current service obligation. <input type="checkbox"/> I will probably leave my service when I am able. <input type="checkbox"/> I will definitely leave my service when I am able. <input type="checkbox"/> NA/Don't know						
31. As compared to your peers (classmates), how would you describe your progress in learning your assigned foreign language?						
<input type="checkbox"/> Way above average <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Way below average <input type="checkbox"/> NA/Don't know						
32. How would you describe your progress in learning the skills required for your job specialty compared to your peers?						
<input type="checkbox"/> Way above average <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Way below average <input type="checkbox"/> NA/Don't know						
33. How would you describe the relation between learning your job skills and continuing to learn your foreign language?						
Learning my (non-language) job skills:						
<input type="checkbox"/> Helps me learn my foreign language a lot better <input type="checkbox"/> Helps me learn my foreign language somewhat better <input type="checkbox"/> Neither helps nor hinders learning my foreign language <input type="checkbox"/> Hinders learning my foreign language somewhat <input type="checkbox"/> Hinders learning my foreign language a lot <input type="checkbox"/> NA/Don't know						
34. How would you describe the relation between learning your job skills and your motivation to learn your foreign language?						
Learning my (non-language) job skills--						

<input type="checkbox"/> Motivates me to learn my foreign language a lot <input type="checkbox"/> Motivates me somewhat to learn my foreign language <input type="checkbox"/> Neither motivates nor demotivates me to learn my foreign language <input type="checkbox"/> Reduces my motivation to learn my foreign language somewhat <input type="checkbox"/> Reduces my motivation to learn my foreign language a lot <input type="checkbox"/> NA/Don't know
<p>35. Would you like to broaden your job skills by learning a second job specialty (after your current one) in which you could also use your language skills?</p> <input type="checkbox"/> I am sure I would like that a lot <input type="checkbox"/> I think I might like that <input type="checkbox"/> I am uncertain whether I would like that or not <input type="checkbox"/> I don't think I would like that <input type="checkbox"/> I am sure I would NOT like that <input type="checkbox"/> NA/Don't know
<p>36. How difficult do you think it would be to learn a second job specialty (after your current one) in which you might also use your language skills?</p> <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Neither difficult nor easy <input type="checkbox"/> Easy <input type="checkbox"/> Very easy <input type="checkbox"/> NA/Don't know
<p>37. How often do you use or practice your foreign language?</p> <input type="checkbox"/> Almost daily <input type="checkbox"/> At least weekly <input type="checkbox"/> At least monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> NA/Don't know
<p>38. If you had a choice, how would you prefer that the learning of your (non-language) job skills be managed in the future?</p> <input type="checkbox"/> Self-directed study under general guidelines <input type="checkbox"/> Supervisor-directed study <input type="checkbox"/> Self and peer-directed study (learning together with a group of your peers) under general guidelines <input type="checkbox"/> School or training center-directed study by distance learning <input type="checkbox"/> School or training center-directed study at short courses taken in residence at the school or center <input type="checkbox"/> By learning on the job as you go about doing your job <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know
<p>39. If you had a choice, how would you prefer that the continued learning of your foreign language be managed in the future?</p> <input type="checkbox"/> Self-directed study under general guidelines <input type="checkbox"/> Supervisor-directed study <input type="checkbox"/> Self and peer-directed study (learning together with a group of your peers) under general guidelines <input type="checkbox"/> School or training center-directed study by distance learning <input type="checkbox"/> School or training center-directed study at short courses taken in residence at the school or center <input type="checkbox"/> By learning on the job as you go about doing your job <input type="checkbox"/> Other <input type="checkbox"/> Don't know
<p>40. Realizing that most people use multiple ways to learn, what is your most preferred method for learning your (non-language) job skills?</p> <input type="checkbox"/> Using instructional texts, audio and/or visual tapes, and CDs <input type="checkbox"/> Interacting with your instructors or supervisors <input type="checkbox"/> Studying and learning together with a group of your peers <input type="checkbox"/> Distance study program offered by a school or training center <input type="checkbox"/> Residential (short) training courses at a school or center <input type="checkbox"/> Using your job/training situation to learn "on the job" <input type="checkbox"/> Using web-based simulations and games, alone or in a group <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know
<p>41. Realizing that most people use multiple ways to learn, what is your most preferred method for continuing to learn your foreign languages?</p>

<input type="checkbox"/> Using instructional texts, audio and/or visual tapes, and CDs <input type="checkbox"/> Interacting with your instructors or supervisors <input type="checkbox"/> Studying and learning together with a group of your peers <input type="checkbox"/> Distance study program offered by a school or training center <input type="checkbox"/> Residential (short) training courses at a school or center <input type="checkbox"/> Using your job/training situation to learn "on the job" <input type="checkbox"/> Using web-based simulations and games, alone or in a group <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know			
42. How well did your DLI training allow you to learn your foreign language?			
<input type="checkbox"/> Very Well <input type="checkbox"/> Rather Well <input type="checkbox"/> Satisfactorily <input type="checkbox"/> Rather Poorly <input type="checkbox"/> Very Poorly <input type="checkbox"/> Did not attend DLI <input type="checkbox"/> NA/Don't know			
43. How well is your AIT school preparing you with job-specific foreign language knowledge and skills?			
<input type="checkbox"/> Very Well <input type="checkbox"/> Rather Well <input type="checkbox"/> Satisfactorily <input type="checkbox"/> Rather Poorly <input type="checkbox"/> Very Poorly <input type="checkbox"/> NA/Don't know			
When I first arrived at AIT I could perform the following tasks in my foreign language:			
A = Quite easily			
B = With some difficulty			
C = With great difficulty or not at all			
	A	B	C
44. Give simple information about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Describe my present job, studies, or major life activities accurately and in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. State and support with examples a position on a controversial topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Read very simple written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Read detailed technical materials related to my work or profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Read and understand magazine articles similar to those found in Time or Newsweek without using a foreign-language dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Understand a native speaker who was speaking slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Understand a native speaker who was speaking rapidly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Listen to and understand discussions about abstract topics such as the theory and concepts that underlie the job or profession I am presently involved in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I first arrived at AIT I could perform the following tasks in English:			
A = Quite easily			
B = With some difficulty			
C = With great difficulty or not at all			
	A	B	C
53. Give simple information about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Describe my present job, studies, or major life activities accurately and in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. State and support with examples a position on a controversial topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Read very simple written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Read detailed technical materials related to my work or profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Read and understand magazine articles similar to those found in Time or Newsweek without using a dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Understand a native speaker who was speaking slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Understand a native speaker who was speaking rapidly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Listen to and understand discussions about abstract topics such as the theory and concepts that underlie the job or profession I am presently involved in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each of the following tasks, how easy or hard was it for you to do the following tasks in your foreign language before you began your AIT course? A = Quite easily B = With some difficulty C = With great difficulty or not at all			
	A	B	C
62. Copy down numbers accurately when you hear them read aloud pretty quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Write down accurately a series of short sentences when allowed to hear them more than once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Answer questions accurately in written English about the content of a short broadcast or conversation I have heard only once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Summarize accurately in written English the main points of a short broadcast or conversation which I have heard only once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Read short passages, using a dictionary if needed, translating specified portions into English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Read short passages (from books, newspapers, etc.) and answer questions accurately in written English about what I have read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Read short notes handwritten, using a dictionary if needed, and answer questions accurately in written English about what I have read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Read short passages in English, using a dictionary if needed, and translate specified portions into my foreign language, in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Serve as a successful oral interpreter between a person who speaks only my foreign language and a person who speaks only English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Interview someone who speaks only my foreign language, asking both initial and follow-up questions as needed, to get the information I need to fill out a questionnaire about that person's background, family, education, military experience, health, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How would you rate your strengths and weaknesses in the language areas listed below at the beginning of your AIT? A = I was quite strong in this area. B = I was about average in this area. C = I was pretty weak in this area.			
	A	B	C
72. Listening in my foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Speaking my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Reading my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Writing my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Grammar in my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Vocabulary in my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Knowledge of the culture, geography, etc., of the countries who speak my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. List the aspects of DLI training that were most helpful to you during your AIT (Goodfellow AFB or Fort Huachuca, e.g.). (Maximum of 200 characters)			
80. List the aspects of DLI training that were least helpful to you during your AIT (Goodfellow AFB or Fort Huachuca, e.g.). (Maximum of 200 characters)			
81. Recognizing that DLI's charter is to teach general foreign language skills, what would you change about DLI training to make it more relevant to AIT? (Maximum of 200 characters)			
82. General comments (optional): (Maximum of 200 characters)			
83. In what country were you born? (Maximum of 200 characters)			

84. Name the countries you have lived in and your age when you lived in those countries. (Maximum of 200 characters)
85. As you were growing up, what language did you speak to members of your family? (Maximum of 200 characters)
86. What is the highest level of formal education you have attained? Do you have a college degree, and if so, what degree (BA/BS, MA/MS, etc.) and what was your major? (Maximum of 200 characters)
87. Was the beginning of your AIT training delayed because of the time needed to process your security clearance? If so, how long? (Maximum of 200 characters)
FINISHED



LINGUIST SURVEY

TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS



APPENDIX B. Bypass Survey						
TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS						
May, 2002						
Please do NOT press the Enter key since this will cause the survey to be submitted before you have completed it.						
Select your assigned foreign language from drop-down list:						
Instructor's name:						
Instructor's phone number:						
The following items concern YOUR OWN ATTITUDES AND OPINIONS. Indicate how much YOU PERSONALLY agree or disagree with each statement below. Use the following scale:						
A = Strongly disagree						
B = Disagree						
C = Neither agree nor disagree						
D = Agree						
E = Strongly agree						
F = NA/Don't know						
Regarding your MOS/NEC/AFSC/job skills training classes:	A	B	C	D	E	F
1. I look forward to coming to class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am working hard and doing my best to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am very personally involved in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am very dedicated to learning my class material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding continuing to use your assigned foreign language:	A	B	C	D	E	F
5. I am working hard and doing my best to continue to use my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am very personally involved in applying my language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The mission my job/career field supports is very important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I will play an important part in accomplishing that mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am very proud to be in my job/career field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the members of your class or work group:	A	B	C	D	E	F
10. They really care about what happens to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. They trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. They pull together to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. They work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The next items concern YOUR OPINIONS about your immediate military leaders (not classroom instructors). Use this NEW scale to respond:						
A = Almost always						
B = Usually						
C = Sometimes						
D = Not usually						
E = Almost never						
F = NA/Don't know						
How often do your immediate military leaders:	A	B	C	D	E	F
14. Look out for the welfare of their subordinates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Demonstrate that they are effective leaders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Show that they respect their subordinates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Maintain high standards of performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The statements below are about your classroom (academic) instructors. Use the following scale again to respond:						
A = Strongly disagree						
B = Disagree						
C = Neither agree nor disagree						
D = Agree						
E = Strongly agree						
F = NA/Don't know						
My instructors:	A	B	C	D	E	F

18. Keep me well informed about what is going on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Trust their subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Make themselves available when a subordinate wants to talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Really know their job specialty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Pull together to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Really care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How satisfied ARE YOU in terms of the following? Use this NEW scale to respond: A = Very satisfied B = Satisfied C = Neither satisfied nor dissatisfied D = Dissatisfied E = Very dissatisfied F = NA/Don't know						
	A	B	C	D	E	F
26. The support you receive from your family and friends concerning your military career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The medical facilities and services available to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Which of the following best describes your (full-time) military career intentions at the present time?						
<input type="checkbox"/> I will definitely try to stay until retirement.						
<input type="checkbox"/> I will probably try to stay in a long time, but am undecided about remaining until retirement.						
<input type="checkbox"/> I am undecided as to whether I will try to stay beyond my current service obligation.						
<input type="checkbox"/> I will probably leave my service when I am able.						
<input type="checkbox"/> I will definitely leave my service when I am able.						
<input type="checkbox"/> NA/Don't know						
29. Would you like to broaden your job skills by learning a second job specialty (after your current one) in which you could also use your language skills?						
<input type="checkbox"/> I am sure I would like that a lot						
<input type="checkbox"/> I think I might like that						
<input type="checkbox"/> I am uncertain whether I would like that or not						
<input type="checkbox"/> I don't think I would like that						
<input type="checkbox"/> I am sure I would NOT like that						
<input type="checkbox"/> NA/Don't know						
30. As compared to your peers (classmates), how would you describe your progress in learning your assigned foreign language?						
<input type="checkbox"/> Way above average						
<input type="checkbox"/> Above average						
<input type="checkbox"/> Average						
<input type="checkbox"/> Below average						
<input type="checkbox"/> Way below average						
<input type="checkbox"/> NA/Don't know						
31. How would you describe your progress in learning the skills required for your job specialty compared to your peers?						
<input type="checkbox"/> Way above average						
<input type="checkbox"/> Above average						
<input type="checkbox"/> Average						
<input type="checkbox"/> Below average						
<input type="checkbox"/> Way below average						
<input type="checkbox"/> NA/Don't know						
32. How would you describe the relation between learning your job skills and continuing to learn your foreign language?						
Learning my (non-language) job skills:						
<input type="checkbox"/> Helps me learn my foreign language a lot better						
<input type="checkbox"/> Helps me learn my foreign language somewhat better						
<input type="checkbox"/> Neither helps nor hinders learning my foreign language						
<input type="checkbox"/> Hinders learning my foreign language somewhat						
<input type="checkbox"/> Hinders learning my foreign language a lot						
<input type="checkbox"/> NA/Don't know						

33. How would you describe the relation between learning your job skills and your motivation to learn your foreign language?
Learning my (non-language) job skills--
<input type="checkbox"/> Motivates me to learn my foreign language a lot <input type="checkbox"/> Motivates me somewhat to learn my foreign language <input type="checkbox"/> Neither motivates nor demotivates me to learn my foreign language <input type="checkbox"/> Reduces my motivation to learn my foreign language somewhat <input type="checkbox"/> Reduces my motivation to learn my foreign language a lot <input type="checkbox"/> NA/Don't know
34. How difficult do you think it would be to learn a second job specialty (after your current one) in which you might also use your language skills?
<input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Neither difficult nor easy <input type="checkbox"/> Easy <input type="checkbox"/> Very easy <input type="checkbox"/> NA/Don't know
35. If you had a choice, how would you prefer that the continued improvement of your (non-language) job skills be managed in the future?
<input type="checkbox"/> Self-directed study under general guidelines <input type="checkbox"/> Supervisor-directed study <input type="checkbox"/> Self- and peer-directed study (learning together with a group of your peers) under general guidelines <input type="checkbox"/> School- or training center-directed study by distance learning <input type="checkbox"/> School- or training center-directed study at short courses taken in residence at the school or center <input type="checkbox"/> By learning on the job as you go about doing your job <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know
36. How often do you use or practice your foreign language?
<input type="checkbox"/> Almost daily <input type="checkbox"/> At least weekly <input type="checkbox"/> At least monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> NA/Don't know
37. If you had a choice, how would you prefer that the continued improvement of your foreign language be managed in the future?
<input type="checkbox"/> Self-directed study under general guidelines <input type="checkbox"/> Supervisor-directed study <input type="checkbox"/> Self and peer-directed study (learning together with a group of your peers) under general guidelines <input type="checkbox"/> School or training center-directed study by distance learning <input type="checkbox"/> School or training center-directed study at short courses taken in residence at the school or center <input type="checkbox"/> By learning on the job as you go about doing your job <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know
38. Realizing that most people use multiple ways to learn, what is your preferred method for learning your (non-language) job skills?
<input type="checkbox"/> Using instructional texts and audio and/or visual tapes/CDs <input type="checkbox"/> Interacting with your supervisors and unit leaders <input type="checkbox"/> Studying and learning together with a group of your peers <input type="checkbox"/> Distance study program offered by a school or training center <input type="checkbox"/> Residential (short) training courses at a school or center <input type="checkbox"/> Using your job/training situation to learn "on the job" <input type="checkbox"/> Using web-based simulations and games, alone or in a group <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know
39. How well is AIT preparing you with job-specific foreign language knowledge and skills?
<input type="checkbox"/> Very Well <input type="checkbox"/> Rather Well <input type="checkbox"/> Satisfactorily <input type="checkbox"/> Rather Poorly <input type="checkbox"/> Very Poorly <input type="checkbox"/> Don't know

40. Realizing that most people use multiple ways to learn, what is your most preferred method for continuing to learn your foreign language?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. How would you describe your progress in learning the foreign language you are studying compared to your DLI-trained peers?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. How would you describe your progress in learning the skills required for your job specialty compared to your DLI-trained peers?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I first arrived at AIT I could perform the following tasks in my foreign language: A = Quite easily B = With some difficulty C = With great difficulty or not at all			
	A	B	C
43. Give simple information about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Describe my present job, studies, or major life activities accurately and in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. State and support with examples a position on a controversial topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Read very simple written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Read detailed technical materials related to my work or profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Read and understand magazine articles similar to those found in Time or Newsweek without using a foreign-language dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Understand a native speaker who was speaking slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Understand a native speaker who was speaking rapidly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Listen to and understand discussions about abstract topics such as the theory and concepts that underlie the job or profession I am presently involved in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I first arrived at AIT I could perform the following tasks in English: A = Quite easily B = With some difficulty C = With great difficulty or not at all			
	A	B	C
52. Give simple information about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Describe my present job, studies, or major life activities accurately and in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. State and support with examples a position on a controversial topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Read very simple written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Read detailed technical materials related to my work or profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Read and understand magazine articles similar to those found in Time or Newsweek without using a dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Understand a native speaker who was speaking slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Understand a native speaker who was speaking rapidly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

60. Listen to and understand discussions about abstract topics such as the theory and concepts that underlie the job or profession I am presently involved in.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
For each of the following tasks, how easy or hard was it for you to do the following tasks in your foreign language before you began your AIT course? A = Quite easily B = With some difficulty C = With great difficulty or not at all	
	A B C
61. Copy down numbers accurately when you hear them read aloud pretty quickly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
62. Write down accurately a series of short sentences when allowed to hear them more than once.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
63. Answer questions accurately in written English about the content of a short broadcast or conversation I have heard only once.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
64. Summarize accurately in written English the main points of a short broadcast or conversation which I have heard only once.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
65. Read short passages, using a dictionary if needed, translating specified portions into English.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
66. Read short passages (from books, newspapers, etc.) and answer questions accurately in written English about what I have read.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
67. Read short notes handwritten, using a dictionary if needed, and answer questions accurately in written English about what I have read.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
68. Read short passages in English, using a dictionary if needed, and translate specified portions into my foreign language, in writing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
69. Serve as a successful oral interpreter between a person who speaks only my foreign language and a person who speaks only English.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
70. Interview someone who speaks only my foreign language, asking both initial and follow-up questions as needed, to get the information I need to fill out a questionnaire about that person's background, family, education, military experience, health, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
How would you rate your strengths and weaknesses in the language areas listed below at the beginning of your AIT? A = I was quite strong in this area. B = I was about average in this area. C = I was pretty weak in this area.	
	A B C
71. Listening in my foreign language	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
72. Speaking my foreign language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
73. Reading my foreign language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
74. Writing my foreign language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
75. Grammar in my foreign language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
76. Vocabulary in my foreign language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
77. Knowledge of the culture, geography, etc., of the countries who speak my foreign language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A = Yes. B = No.	
	A B
78. In view of your own experiences at AIT, do you wish you had had some kind of language-related training before coming to AIT?	<input type="checkbox"/> <input type="checkbox"/>
79. In what ways do you think you were better prepared for AIT than your classmates who had gone through DLI? (Maximum of 200 characters)	
80. In what ways do you think your classmates who had gone through DLI were better prepared for AIT than you? (Maximum of 200 characters)	
81 General comments (optional): (Maximum of 200 characters)	

82. In what country were you born? (Maximum of 200 characters)
83. Name the countries you have lived in and your age when you lived in those countries. (Maximum of 200 characters)
84. As you were growing up, what language did you speak to members of your family? (Maximum of 200 characters)
85. What is the highest level of formal education you have attained? Do you have a college degree, and if so, what degree (BA/BS, MA/MS, etc.) and what was your major? (Maximum of 200 characters)
86. Did you receive any kind of military-sponsored training during the period between the end of basic training and the beginning of AIT? (Maximum of 200 characters)
87. Was the beginning of your AIT training delayed because of the time needed to process your security clearance? If so, how long? (Maximum of 200 characters)
FINISHED



LINGUIST SURVEY

TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS



**APPENDIX C. AIT Instructor Survey
TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS
May, 2002**

AIT INSTRUCTOR: Thank you for helping the Army Research Institute (ARI) and the Defense Language Institute (DLI) by responding to this survey. Please respond to the following items pertaining to:

- Your AIT student
- DLI Training Program Effectiveness
- Bypass/Heritage and DLI Graduate Language Proficiency
- Linguist Training and Career Management

Read each item and all of its responses carefully before selecting your answer.

Please do NOT press the Enter key since this will cause the survey to be submitted before you have completed it.

Select your student's language from drop-down list:

AIT instructor name:

Your AIT student's name:

1. Your level of knowledge about this student's foreign language skills:

- Very High
- High
- Moderate
- Low
- Very Low
- NA/Don't know

The following items concern YOUR OWN ATTITUDES AND OPINIONS. Using the following scale, rate your student on the following:

- A = Way above average
- B = Above average
- C = Average
- D = Below average
- E = Way below average
- F = NA/Don't know

	A	B	C	D	E	F
2. Dedication to learning his/her assigned language well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Dedication to improving his/her job skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Progress in learning his/her foreign language relative to peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Practicing his/her foreign language within the AIT program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Practicing his/her foreign language outside of the AIT program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Acquiring the foreign language skills required for his/her job specialty at the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. General proficiency in using his/her foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: You may have already filled out this survey for other AIT students. In this case, skip the following questions and click the FINISHED button at the bottom of the page.

9. With regard to language proficiency, Bypass/Heritage Speakers are:

- Much more proficient than their DLI-trained peers
- Somewhat more proficient than their DLI-trained peers
- About as proficient as their DLI-trained peers
- Somewhat less proficient than their DLI-trained peers
- Much less proficient than their DLI-trained peers
- NA/Don't know

10. With regard to military job proficiency, Bypass/Heritage Speakers are:
<input type="checkbox"/> Much more proficient than their DLI-trained peers <input type="checkbox"/> Somewhat more proficient than their DLI-trained peers <input type="checkbox"/> About as proficient as their DLI-trained peers <input type="checkbox"/> Somewhat less proficient than their DLI-trained peers <input type="checkbox"/> Much less proficient than their DLI-trained peers <input type="checkbox"/> NA/Don't know
11. In what ways are Bypass/Heritage Speakers better prepared for AIT than their DLI-trained counterparts? (Maximum of 200 characters)
12. In what ways are DLI graduates better prepared for AIT than Bypass/Heritage Speakers? (Maximum of 200 characters)
AIT & DLI Training Program
13. Recognizing that DLI's charter is to teach general foreign language skills, what would you change about DLI training to make it more relevant to AIT? (Maximum of 200 characters)
14. What aspects of DLI are effectively meeting AIT program needs? (Maximum of 200 characters)
15. To meet DoD's future foreign language needs, how should linguists' long-term career training be managed to sustain motivation and language skills? (Maximum of 200 characters)
16. Do you feel that linguists should learn a second job specialty in which they could use their language skills? If so, how should this be done? (Maximum of 200 characters)
17. General comments (optional) (Maximum of 200 characters)
FINISHED



LINGUIST SURVEY

TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS



APPENDIX D. Unit Survey						
TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS						
May, 2002						
Please do NOT press the Enter key since this will cause the survey to be submitted before you have completed it.						
Select your assigned foreign language from drop-down list: #Language#						
Supervisor's name:						
Supervisor's phone number:						
The following items concern YOUR OWN ATTITUDES AND OPINIONS. Indicate how much YOU PERSONALLY agree or disagree with each statement below. Use the following scale:						
A = Strongly disagree						
B = Disagree						
C = Neither agree nor disagree						
D = Agree						
E = Strongly agree						
F = NA/Don't know						
Regarding your job skills (non-language) training in your unit:						
1. I look forward to the job skills training.	A	B	C	D	E	F
2. I am working hard and doing my best to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am very personally involved in the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am very dedicated to improving my job skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regarding continuing to learn your assigned foreign language:						
5. I enjoy studying my assigned foreign language.	A	B	C	D	E	F
6. I am working hard and doing my best to learn it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am very personally involved in learning my language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am very dedicated to learning my language well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The mission my job/career field supports is very important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I will play an important part in accomplishing that mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am very proud to be in my job/career field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the members of your work group:						
12. They really care about what happens to each other.	A	B	C	D	E	F
13. They trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. They pull together to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. They work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The next items concern YOUR OPINIONS about your immediate military leaders (not classroom instructors). Use this NEW scale to respond:						
A = Almost always						
B = Usually						
C = Sometimes						
D = Not usually						
E = Almost never						
F = NA/Don't know						
How often do your immediate military leaders:						
16. Look out for the welfare of their subordinates?	A	B	C	D	E	F
17. Demonstrate that they are effective leaders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Show that they respect their subordinates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Maintain high standards of performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The statements below are about your classroom (academic) instructors. Use the following scale again to respond:						
A = Strongly disagree						
B = Disagree						
C = Neither agree nor disagree						
D = Agree						
E = Strongly agree						
F = NA/Don't know						

My military leaders:	A	B	C	D	E	F
20. Keep me well informed about what is going on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Trust their subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Make themselves available when a subordinate wants to talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Really know their job specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Pull together to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Work well together as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Really care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How satisfied ARE YOU in terms of the following? Use this NEW scale to respond: A = Very satisfied B = Satisfied C = Neither satisfied nor dissatisfied D = Dissatisfied E = Very dissatisfied F = NA/Don't know						
	A	B	C	D	E	F
28. The support you receive from your family and friends concerning your military career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The medical facilities and services available to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Which of the following best describes your (full-time) military career intentions at the present time?						
<input type="checkbox"/> I will definitely try to stay until retirement. <input type="checkbox"/> I will probably try to stay in a long time, but am undecided about remaining until retirement. <input type="checkbox"/> I am undecided as to whether I will try to stay beyond my current service obligation. <input type="checkbox"/> I will probably leave my service when I am able. <input type="checkbox"/> I will definitely leave my service when I am able. <input type="checkbox"/> NA/Don't know						
31. As compared to your peers (classmates), how would you describe your progress in learning your assigned foreign language?						
<input type="checkbox"/> Way above average <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Way below average <input type="checkbox"/> NA/Don't know						
32. How would you describe your progress in learning the skills required for your job specialty compared to your peers?						
<input type="checkbox"/> Way above average <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Way below average <input type="checkbox"/> NA/Don't know						
33. How would you describe the relation between learning your job skills and continuing to learn your foreign language?						
Learning my (non-language) job skills:						
<input type="checkbox"/> Helps me learn my foreign language a lot better <input type="checkbox"/> Helps me learn my foreign language somewhat better <input type="checkbox"/> Neither helps nor hinders learning my foreign language <input type="checkbox"/> Hinders learning my foreign language somewhat <input type="checkbox"/> Hinders learning my foreign language a lot <input type="checkbox"/> NA/Don't know						
34. How would you describe the relation between learning your job skills and your motivation to learn your foreign language?						
Learning my (non-language) job skills:						

<input type="checkbox"/> Motivates me to learn my foreign language a lot <input type="checkbox"/> Motivates me somewhat to learn my foreign language <input type="checkbox"/> Neither motivates nor demotivates me to learn my foreign language <input type="checkbox"/> Reduces my motivation to learn my foreign language somewhat <input type="checkbox"/> Reduces my motivation to learn my foreign language a lot <input type="checkbox"/> NA/Don't know
<p>35. Would you like to broaden your job skills by learning a second job specialty (after your current one) in which you could also use your language skills?</p> <input type="checkbox"/> I am sure I would like that a lot <input type="checkbox"/> I think I might like that <input type="checkbox"/> I am uncertain whether I would like that or not <input type="checkbox"/> I don't think I would like that <input type="checkbox"/> I am sure I would NOT like that <input type="checkbox"/> NA/Don't know
<p>36. How difficult do you think it would be to learn a second job specialty (after your current one) in which you might also use your language skills?</p> <input type="checkbox"/> Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/> Neither difficult nor easy <input type="checkbox"/> Easy <input type="checkbox"/> Very easy <input type="checkbox"/> NA/Don't know
<p>37. In your military unit, what percentage of the time do you work in your job specialty?</p> <input type="checkbox"/> Almost all the time <input type="checkbox"/> About 75% of the time <input type="checkbox"/> About 50% of the time <input type="checkbox"/> About 25% of the time <input type="checkbox"/> Almost none of the time <input type="checkbox"/> NA/Don't know
<p>38. In your military unit, how often do you use or practice your foreign language?</p> <input type="checkbox"/> Almost daily <input type="checkbox"/> At least weekly <input type="checkbox"/> At least monthly <input type="checkbox"/> Less than once a month <input type="checkbox"/> NA/Don't know
<p>39. If you had a choice, how would you prefer that the learning of your (non-language) job skills be managed in the future?</p> <input type="checkbox"/> Self-directed study under general guidelines <input type="checkbox"/> Supervisor-directed study <input type="checkbox"/> Self and peer-directed study (learning together with a group of your peers) under general guidelines <input type="checkbox"/> School or training center-directed study by distance learning <input type="checkbox"/> School or training center-directed study at short courses taken in residence at the school or center <input type="checkbox"/> By learning on the job as you go about doing your job <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know
<p>40. If you had a choice, how would you prefer that the continued learning of your foreign language be managed in the future?</p> <input type="checkbox"/> Self-directed study under general guidelines <input type="checkbox"/> Supervisor-directed study <input type="checkbox"/> Self and peer-directed study (learning together with a group of your peers) under general guidelines <input type="checkbox"/> School or training center-directed study by distance learning <input type="checkbox"/> School or training center-directed study at short courses taken in residence at the school or center <input type="checkbox"/> By learning on the job as you go about doing your job <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know
<p>41. Realizing that most people use multiple ways to learn, what is your preferred method for learning your (non-language) job skills?</p>

<input type="checkbox"/> Using instructional texts, audio and/or visual tapes/CDs <input type="checkbox"/> Interacting with your supervisors and unit leaders <input type="checkbox"/> Studying and learning together with a group of your peers <input type="checkbox"/> Distance study program offered by a school or training center <input type="checkbox"/> Residential (short) training courses at a school or center <input type="checkbox"/> Using your job/training situation to learn "on the job" <input type="checkbox"/> Using web-based simulations and games, alone or in a group <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know			
42. Realizing that most people use multiple ways to learn, what is your preferred method for continuing to learn your foreign language?			
<input type="checkbox"/> Using instructional texts, audio and/or visual tapes, and CDs <input type="checkbox"/> Interacting with your supervisors and unit leaders <input type="checkbox"/> Studying and learning together with a group of your peers <input type="checkbox"/> Distance study program offered by a school or training center <input type="checkbox"/> Residential (short) training courses at a school or center <input type="checkbox"/> Using your job/training situation to learn "on the job" <input type="checkbox"/> Using web-based simulations and games, alone or in a group <input type="checkbox"/> Other <input type="checkbox"/> NA/Don't know			
43. How well did your DLI training prepare you with general foreign language skills?			
<input type="checkbox"/> Very Well <input type="checkbox"/> Rather Well <input type="checkbox"/> Satisfactorily <input type="checkbox"/> Rather Poorly <input type="checkbox"/> Very Poorly <input type="checkbox"/> Did not attend DLI			
44. How well did your AIT school prepare you with job-specific foreign language knowledge and skills?			
<input type="checkbox"/> Very Well <input type="checkbox"/> Rather Well <input type="checkbox"/> Satisfactorily <input type="checkbox"/> Rather Poorly <input type="checkbox"/> Very Poorly <input type="checkbox"/> Did not attend DLI			
45. How well did the combined DLI-AIT training program prepare you for your current field assignment?			
<input type="checkbox"/> Very Well <input type="checkbox"/> Rather Well <input type="checkbox"/> Satisfactorily <input type="checkbox"/> Rather Poorly <input type="checkbox"/> Very Poorly <input type="checkbox"/> Did not attend DLI			
46. How much has your on-the-job training improved performance of your language-related job specialty?			
<input type="checkbox"/> Very Much <input type="checkbox"/> Much <input type="checkbox"/> Somewhat <input type="checkbox"/> A little <input type="checkbox"/> None <input type="checkbox"/> NA/Don't know			
When I first arrived at AIT I could perform the following tasks in my foreign language:			
A = Quite easily			
B = With some difficulty			
C = With great difficulty or not at all			
	A	B	C
47. Give simple information about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Describe my present job, studies, or major life activities accurately and in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. State and support with examples a position on a controversial topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Read very simple written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Read detailed technical materials related to my work or profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Read and understand magazine articles similar to those found in Time or Newsweek without using a foreign-language dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. Understand a native speaker who was speaking slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Understand a native speaker who was speaking rapidly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Listen to and understand discussions about abstract topics such as the theory and concepts that underlie the job or profession I am presently involved in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I first arrived at AIT I could perform the following tasks in English: A = Quite easily B = With some difficulty C = With great difficulty or not at all			
	A	B	C
56. Give simple information about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Describe my present job, studies, or major life activities accurately and in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. State and support with examples a position on a controversial topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Read very simple written materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Read detailed technical materials related to my work or profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Read and understand magazine articles similar to those found in Time or Newsweek without using a dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Understand a native speaker who was speaking slowly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Understand a native speaker who was speaking rapidly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Listen to and understand discussions about abstract topics such as the theory and concepts that underlie the job or profession I am presently involved in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For each of the following tasks, how easy or hard was it for you to do the following tasks in your foreign language before you began your AIT course? A = Quite easily B = With some difficulty C = With great difficulty or not at all			
	A	B	C
65. Copy down numbers accurately when you hear them read aloud pretty quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Write down accurately a series of short sentences when allowed to hear them more than once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Answer questions accurately in written English about the content of a short broadcast or conversation I have heard only once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Summarize accurately in written English the main points of a short broadcast or conversation which I have heard only once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Read short passages, using a dictionary if needed, translating specified portions into English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Read short passages (from books, newspapers, etc.) and answer questions accurately in written English about what I have read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Read short notes handwritten, using a dictionary if needed, and answer questions accurately in written English about what I have read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Read short passages in English, using a dictionary if needed, and translate specified portions into my foreign language, in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Serve as a successful oral interpreter between a person who speaks only my foreign language and a person who speaks only English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Interview someone who speaks only my foreign language, asking both initial and follow-up questions as needed to get the information I need to fill out a questionnaire about that person's background, family, education, military experience, health, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How would you rate your strengths and weaknesses in the language areas listed below at the beginning of your AIT? A = I was quite strong in this area. B = I was about average in this area. C = I was pretty weak in this area.			
	A	B	C
75. Listening in my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Speaking my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Reading my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Writing my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

79. Grammar in my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. Vocabulary in my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. Knowledge of the culture, geography, etc., of the countries who speak my foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. List the aspects of DLI training that were most helpful in preparing you for your unit assignment duties (Maximum of 200 characters)			
83. List the aspects of DLI training that were least helpful in preparing you for your unit assignment duties. (Maximum of 200 characters)			
84. List the aspects of AIT (Goodfellow AFB or Fort Huachuca, e.g.) that helped most to prepare you for your unit assignment duties. (Maximum of 200 characters)			
85. List the aspects of AIT (Goodfellow AFB or Fort Huachuca, e.g.) that helped least to prepare you for your unit assignment duties. (Maximum of 200 characters)			
86. General comments (optional) (Maximum of 200 characters)			
87. In what country were you born? (Maximum of 200 characters)			
88. Name the countries you have lived in and your age when you lived in those countries. (Maximum of 200 characters)			
89. As you were growing up, what language did you speak to members of your family? (Maximum of 200 characters)			
90. What is the highest level of formal education you have attained? Do you have a college degree, and if so, what degree (BA/BS, MA/MS, etc.) and what was your major? (Maximum of 200 characters)			
91. Was the beginning of your AIT training delayed because of the time needed to process your security clearance? If so, how long? (Maximum of 200 characters)			
FINISHED			



LINGUIST SURVEY

TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS



APPENDIX E. Unit Supervisor Survey TRAINING, LEADERSHIP, CLIMATE, AND ORGANIZATIONAL FACTORS May, 2002

SUPERVISOR: Thank you for helping the Army Research Institute (ARI) and the Defense Language Institute (DLI) by responding to this survey. Please respond to the following items pertaining to:

- Your subordinate
- DLI and AIT Training Program Effectiveness
- Bypass/Heritage and DLI Graduate Language Proficiency
- Linguist Training and Career Management

Read each item and all of its responses carefully before selecting your answer.

Please do NOT press the Enter key since this will cause the survey to be submitted before you have completed it.

Select your subordinate's language from drop-down list:

Unit supervisor's name:

Your subordinate's name:

1. Your level of knowledge about your subordinate's foreign language skills:

- Very High
- High
- Moderate
- Low
- Very Low
- NA/Don't know

The following items concern YOUR OWN ATTITUDES AND OPINIONS. Using the following scale, rate your subordinate on the following:

A = Way above average

B = Above average

C = Average

D = Below average

E = Way below average

F = NA/Don't know

	A	B	C	D	E	F
2. Dedication to learning his/her assigned language well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Dedication to improving his/her job skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Progress in learning his/her foreign language relative to peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Practicing his/her foreign language within the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Practicing his/her foreign language outside of the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Acquiring the foreign language skills required for his/her job specialty at the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. General proficiency in using his/her foreign language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: You may have already filled out this survey for other Soldiers in your unit. In this case, skip the following questions and click the FINISHED button at the bottom of the page.

9. With regard to language proficiency, Bypass/Heritage Speakers are:

- Much more proficient than their DLI-trained peers
- Somewhat more proficient than their DLI-trained peers
- About as proficient as their DLI-trained peers
- Somewhat less proficient than their DLI-trained peers
- Much less proficient than their DLI-trained peers
- NA/Don't know

10. With regard to military job proficiency, Bypass/Heritage Speakers are:
<input type="checkbox"/> Much more proficient than their DLI-trained peers <input type="checkbox"/> Somewhat more proficient than their DLI-trained peers <input type="checkbox"/> About as proficient as their DLI-trained peers <input type="checkbox"/> Somewhat less proficient than their DLI-trained peers <input type="checkbox"/> Much less proficient than their DLI-trained peers <input type="checkbox"/> NA/Don't know
11. In what ways are Bypass/Heritage Speakers better prepared than their DLI-trained counterparts? (Maximum of 200 characters)
12. In what ways are DLI graduates better prepared than Bypass/Heritage Speakers? (Maximum of 200 characters)
AIT & DLI Training Program
13. Recognizing that DLI's charter is to teach general foreign language skills, what would you change about DLI training to make it more relevant to the job? (Maximum of 200 characters)
14. What aspects of DLI are effectively meeting unit needs? (Maximum of 200 characters)
15. What would you change about the AIT program to make linguist training more relevant to the job? (Maximum of 200 characters)
16. What aspects of AIT are effectively meeting unit needs? (Maximum of 200 characters)
17. To meet DoD's future foreign language needs, how should linguists' long-term training be managed to sustain motivation and language skills? (Maximum of 200 characters)
18. Do you feel that linguists should learn a second job specialty in which they could use their language skills? If so, how should this be done? (Maximum of 200 characters)
19. General comments (optional) (Maximum of 200 characters)
FINISHED

APPENDIX F.

Responses of DLIFLC Graduates at AIT (n = 100) to Selected Free-Response Questions⁷

79. List the aspects of DLI training that were most helpful to you during your AIT (Goodfellow AFB or Fort Huachuca, e.g.).

- knowing how to use a dictionary efficiently, but that was something i learned to do myself
- practicing military numbers
- the additional materials we got about chinese military terms that are not classified, so we could study stuff that we need to know, but can't bring home without going to the scif
- numbers, the work "mingbai", meaning "roger"
- We did a bit of military vocab there that was helpful
- Nothing helps here, DLI and Goodfellow are two different worlds, I was happy in the Army while at DLI now that I am in Goodfellow I can't wait to get out.
- none
- mli directed training, news summary
- military numbers, FLO skill training, work done with the MLI
- learning military vocab and numbers
- military numbers and military vocab play a key role here at goodfellow
- just the ability to handle stress
- The very brief exposure to military numbers and an FTX at DLI
- The military classes
- military numbers, poor quality tapes, games, news listening, special activities
- number drills, basic grammar and vocab
- THE SHORT AMOUNT OF MILITARY TERMS THAT WE LEARNED FROM OUR MLI. ALSO THE PRACTICE WITH MILITARY NUMBERS.
- One on one speaking practice
- none, almost could have done this job without going to dli, just by memorizing patterns
- Military number drills were very helpful, though we didn't do them often enough
- Numbers
- Learning military numbers
- one on one speaking with instructors; real world materials
- Military Numbers, tapes that were not always crystal clear
- HAVING SO MUCH TIME TO STUDY HAS GOTTEN ME USED TO STUDYING EVEN MORE HERE.
- number work
- having native speakers as teachers, having an mli there to relay messages and opinions through chain of command.
- teachers
- phonetics, listening, numbers
- DLI Training was not much help. I nearly felt i was learning a new language.
- Final Learning Objectives in the second trimester.
- The speaking practice helped with our listening skills, and hearing native speakers speaking rapidly in Korean.
- I can't think of any part, besides the third semester at DLI that has even been relevant to my training here.
- Training in listening to numbers and conversation, and military vocabulary.
- Exposure to the language
- NUMBERS PRACTICE AND FLO, MILITARY-RELATED COURSE STUDY
- number drills, any target country military lessons

⁷ Each bullet corresponds to one respondent. Responses are reproduced as input by respondents.

- the stories told to me by people who had already done the job I am training for.
- listening practice, military vocabulary
- listening, reading comprehension
- computer, vocab
- Learning a good amount of military vocabulary helped at Goodfellow, as well as the grammar.
- I enjoyed speaking with my native instructors. They pushed me to my limits. Using everyday materials were almost better than the lab materials, like newspapers, news broadcasts, magazines, etc.
- listening to numbers in the listening lab and writing them out, and geography
- Can't think of a lot, maybe numbers and some of the military terms from DLI were helpful
- Learning the language, and living a not so regimented military life.
- numbers, pc work
- Military Vocabulary, Computer Lessons, Current Events
- i dont really remember anything from dli that had a significant impact on my training here at goodfellow
- Listening labs, CWE and ALES
- The entire course made me feel secure with the language and my abilities applying it.
- my airmen peers.
- n/a
- grammar
- listening, vocabulary
- The Listening Exercises
-
-
-
- Listening to numbers and short passages. Reviewing military vocab
- HANDS ON WORK WITH EDUCATED INSTRUCTORS THAT UNDERSTAND THE TOPIC WHICH THEY WERE TEACHING TO A GREAT EXTENT
- -
- military lab complete with military terminology helped a lot, as did numbers practice and satts training
- SSGT SALDANIA'S MILITARY LABS
- Listening to current events and transcribing them, then translate them
- learning the general foreign language skills
- pers support
- n/a
- Listening to Voice of America
- newspaper book and supplemental material outside of course was most beneficial
- n/a
- na
- listening labs, vocab drills, non structured speech
- n/a
- small teacher to student ratio.
- The instructors were willing to go out of their way to make sure that I understood the material.
- individual speaking with instructors, number drills, transcription, refresher maintenance listening drills
- Extra listening material, grammar dictionaries, ELI news cds, personalized instruction after classn/a
- listening exercises
- The things that helped me the most here that I learned from DLI were the gisting exercises that we did in class. Because that's what my job mainly deals with.
- gisting and transcription
- THE LISTENING OF SPOKEN SPANISH AND PROPER GRAMMAR.

- LISTENING EXERCISES. NEED MORE FOCUS ON THIS
- My platoon sgt, Company FTX's
- don't know
- only been at AIT for only a week, cannot accurately answer question
- numbers drills
- Language
- Learning the language and military vocabulary
- having teachers with military experience, dialect training
- Military Language Instructors, we need more non-native Korean speakers to help teach us.
- I DID learn the basics of reading writing listening and speaking, from knowing nothing.. so it all was helpful. Reviewing numbers and listening to passages, only ONCE and having to answer questions.
- Grammar, numbers, and the language in general.
- Learning to read and write in Russian, grammer, roots of words & military and geography of Russia.
- The instructors at DLI were excellent and I could not have asked for better preparation in the language.
- When our MLI would conduct training in military vocabulary and military numbers
- computer transcription, numbers and military vocabulary, also grammer
- All the practice in transcribing.
- Willingness to help, able to explain confusing concepts, patience, ensuring that I knew what was necessary for me to accomplish my job successfully, and a concrete understanding of the job.
- just the fact that I completed the course at DLI gave me the confidence to know that I could succeed at anything.

80. List the aspects of DLI training that were least helpful to you during your AIT (Goodfellow AFB or Fort Huachuca, e.g.).

- learning about chinese history has no bearing on this job right now
- all the emphasis on OPI tasks
- n/a
- everything else
- na
- Learning about how to cook and simple stuff like that in my foreign language is of no use here, I can't even remember most of it.
- none
- one on one speaking
- End of the course all our instructors focused on was our speaking, however in our job we never speak. Because of this our proficiency in the other areas suffered, and we need those skills for AIT
- xxx
- a lot of speaking training considering most of us never speak the language on the job
- no indication that I would have to listen to numbers spoken rapidly
- The relaxed environment and getting used to humane treatment and sleep
- n/a
- writing repetitive things, history
- na
- LEARNING NON MILITARY VOCAB AND CONVERSATION. THIS WILL NOT BE HELPFUL IN MY JOB IN THE FUTURE FROM WHAT I UNDERSTAND. I WILL NOT BE SPEAKING IN MY JOB OR CARRYING ON CONVERSATIONS WITH CHINESE.
- follow the leader type partial sentence repeats, given by the teacher
- i thought the language training was good, but the last month before the dlpt was more of a hindrance than a help
- Writing Chinese characters.

- Learning things like how to go to the post office
- N/A
- moving at a slow pace to accommodate slower students; not enough russian spoken in the classroom
- no comment
- **HAVING SO MUCH MORE FREE TIME AT DLI MAKES THE LACK OF IT HERE AT GOODFELLOW FEEL SO MUCH MORE HORRIBLE.**
- hsk tests that we took, which i got nothing out of
- very unorganized with the testing.
- how old the material was, not up to date
- speaking, writing
- rote memorization.
- Last month of speaking DLPT preparation before graduating DLI.
- Most of the units of instruction covered abstract topics in language skills, while we need to have specific military vocab and grammar training.
- The culture and basic speaking parts of Korean are interesting but the hold no relevance here
- learning "tourist-needed" conversation (how to rent a car, find a hotel room, etc)
- Sitting in a classroom for 6 hours a day, rather than focusing on real world interaction--sink or swim theory
- **KOREAN FAMILY STRUCTURE COURSE STUDY**
- learning inane bits of vocab that aren't used in my job field, the emphasis on speaking
-
- vocabulary related to family, shopping, etc. quality of listening material-items here are of poor quality.
- speaking
- pc, outdated topics
- Speaking, because we don't use it here.
- Too many military obligations outside of training made it difficult to keep up with homework and other language opportunities outside of class. I would like to see more language earlier on.
- computer lab
- For Example anything that had to do with daily life aspects, since I don't hear them , nor talk about it or read it
- Waiting to receive a clearance on casuals for 9.5 months after graduating, and with no language maintenance provided.
- none
- Outdated topics, old terminology, lack of slang
- speaking
- Complications with military training, i.e. after school appointments, formations, inspections.
- N/A
- most of the MTLs had no knowledge of the job.
- I don't like how they stop incorporating our target language once we get to goodfellow. I would prefer it if they kept teaching us stuff once in a while
- mtl's
- speaking
- none
-
-
-
-
- -
- **BEING PUT BACK ON A STATUS AT GAFB FROM DLI THAT FEELS CONSTRICTING**
- -
- many reading and listening passages about hand lotion, medical socks and other things that didn't help our advancement in military training nor increase of high-frequency vocab words

- COMPUTER LAB WAS USELESS EXCEPT FOR JUST RELAXING AND NOT LEARNING ANYTHING
- None
- none
- n/a
- n/a
- Non-military lessons e.i renting a house
- role playing
- n/a
- na
- long speech use, basic vocab and not enough exposure to military vocab
- n/a
- lots of down-time that could have been spent on lessons.
- The material didn't go into great depth and was not long enough to acquire good conversational skills.
- workbook, group listening exercises (which tended to highlight only those who learned exceptionally fast)
- n/a
- lack of focus on military vocabulary
- Reading, Writing were the least helpful because I don't use those skills in my job
- conversations
- THE LACK OF TEACHING TO MY JOB PROFESSION. IT WOULD HAVE BEEN MORE HELPFUL TO HAVE MORE SLANG AND IDIOMS TAUGHT. IN FACT IT WOULD HAVE BEEN ALMOST BETTER TO BE TAUGHT "GUTTER" SPANISH
- LISTENING EX. WEREN'T SUFFICIENT PREPARATION.
- old 5 bravo training
- don't know
- N/A
- writing
- Lack of numbers practice / bad quality (static) cuts
- That I had to wait almost a year after graduating from my language, on my clearance, to get here. And I had no help offered to stay proficient
- the topics did not relate enough to military subjects and the dialect training could be more involved in the course
- Native Korean teachers who didn't understand the functionality of the Army
- we don't speak korean here at all....
- nothing
- Spending too much time on daily topics and not enough on MILITARY terms.
- There were negligible disadvantages of DLI language training.
- transcription, our language is one of the few where that doesn't apply. We needed more practice in on the spot translation.
- the civilian vocabulary
- Much more numbers training would have been much more helpful. There are different forms of numbers, and the ones they use here were completely alien to me.
- The native instructors who have little to no knowledge of military life trying to teach military-related vocabulary and ideas in the target language, & little emphasis on the preparation for FLO tests
- DLI really isn't very applicable to AIT for 97E's. The only thing I would make different is not having Drill Sergeants after 2 years in the Army.

81. Recognizing that DLI's charter is to teach general foreign language skills, what would you change about DLI training to make it more relevant to AIT?

- have them teach us more military related (non-classified) vocabulary

- incorporate the AIT course at DLI so we don't have to come to Goodfellow.
- less emphasis on speaking, and more on listening and reading
- do away with it. that would make it more relevant.
- need more work with military numbers, and maybe some work with typing them...
- I would not change anything about DLI, I would just change everything about Goodfellow.
- noe
- more mli directed classes
- Dedicate more time to FLO training with the MLI's. Some of the vocab is unclassified so working with that gives students a leg up so we can focus on studying other things when we get to AIT.
- The courses need to be more organized.
- more character writing emphasis and more reading
- nothing really, more work with numbers maybe
- More relevant? Well, focus on numbers and recordings which were full of static
- more numbers given faster
- more rough tapes and typing practice
- add more military vocab
- **FOCUS AT LEAST 3 DAYS A WEEK ON MILITARY TERMS AND SKILLS THAT ARE UNCLASSIFIED.**
- Extend the course but cover the same material, monitor the instructors on this one, with more time they will try to push more nonessential materials, this added time should be spent on listening skill
- you can't really without giving everyone a clearance there
- Incorporate more military numbers, as well as focusing on listening a little more than reading and writing.
- More numbers and technical vocabulary
- As much military information as possible without violating security.
- nothing, it is important to have a strong base in a language. AIT is largely technical and that vocab should be taught at AIT.
- I wouldn't
- **AT DLI, WE LEARNED A LOT OF THINGS, BUT THERE COULD HAVE BEEN MORE FOCUS ON MILITARY ISSUES AND VOCABULARY.**
- DLI was good for general skills, so i wouldn't change it unless you wanted to make it specific
- more military related vocab, practice tests , etc.
- more military focused
- nothing, the work at AIT is classified and any changes would hint at content
- I think it would be useful to teach to speak and recognize regular korean speech, instead of emphasizing correctness.
- Involve more military vocabulary, numbers, and transcription.
- More military training and language work is **NEEDED.**
- I would put more emphasis on the military part at DLI. I feel I could have gone through the first semester at DLI and been as successful as I was going through the whole course.
- Greatly extend the military training and teach us more about military terminology and concepts in our target language's country
- Put more military study into the course
- **MAKE IT ALMOST 100% MILITARY-RELATED LEARNING**
- less speaking, more numbers and more listening to actual Russians
-
- more vocabulary pertinent to the course, and tapes with more realistic quality, more typing practice
- nothing
- numbers
- Spend more time on military vocabulary and related topics. It would help to give a better basic understanding for students before they are required to learn the more specific information.

- Typing in TRANSLIT, and typing numbers. I think the MLI could help prepare for AIT because of their knowledge of the job.
- learn more military terminology
- more numbers, learning how to type, and learning phonetic english of russian words
- More transcription.
- more numbers practice, if anything at all
- Incorporate the transliteration as an end of course lesson at DLI. More emphasis on updated military topics/issues
- possibly teach vocabulary that was more inclined to the vocab we receive here
- I would not change DLI's current format because to accomplish such rigorous training in such a short amount of time requires some degree of leniency, otherwise DLI will have far fewer successful grads.
- DLI training is fine as it is.
- more cultural topics in learning.
- n/a
- MORE JOB SKILLS
- concentrate more on the language and less on the unnecessary military training
- nothing
- Increase the amount of Arabic Dialect taught at D.L.I.
-
- more satts training military vocabulary
- -
- MORE MILITARY LANGUAGE TRAINING AS WELL AS MORE DIALECT TRAINING
- A LITTLE MORE MILITARY VOCAB AND MILITARY ORIENTED ACTIVITIES
- i would keep everything the same except the aforementioned in #80
- MORE MILITARY LAB ESPECIALLY IF SSGT SALDANIA WOULD TEACH IT
- More military based information
- none
- n/a
- n/a
- Nothing
- more military terminology and supplemental material concerning that
- n/a
- more military specific
- more listening lab, language use on the computer
- vocabulary
- more listening practice
- More conversation and focus on native speaking habits and mannerisms.
- tailoring each language to the mission more toward the end of the course
- not to concentrate so much on speaking skills, rather base more of the course around listening and being able to reproduce what was heard in spanish into english
- focus a little more on military
- For me I would have liked to have done more listening but as a general course I wouldn't change anything because it is supposed to be a broad overview
- less coddling more contact with
- I THINK IT WOULD BE MORE BENEFICIAL TO TEACH SLANG AND IDIOMS AND TEACH MORE ABOUT MILITARY VOCAB AND COMMANDS
- MORE LISTENING TO POOR QUALITY TAPES.
- more military training, morning pt, class from 0800 to 1700, lunch from 1130-130 everyday
- don't know
- n/a
- work on satts with listening
- More job-related vocab

- none
- use more of the dialects on a daily basis and use more military vocabulary
- Have more opportunities to test our "on the job" skills with activities such as Lang. Training Exercises.
- There are different MOS's... some that focus on speaking, others focus on writing and understanding, and then there is mine, which focuses on listening. If DLI could arrange classes, or focus some time
- typing in english or translate before arriving at AIT
- Teach students how to type Russian words with English letters. (typing in Russian is a waste of time)
- The only change that I would make at DLI is to have the individual companies put more emphasis on schoolhouse activities and waste less time at the company.
- include more of the military aspect in the course. ex. military numbers, military(job related) vocab, translation.
- more emphasis on transcription and military vocabulary
- Numbers training.
- Stress the FLO tests more, have a military language instructor teach military topics.
- Have a separate course for 97E's that focused more on speaking, In fact the only reason I succeeded at DLI was because I spoke Korean more than anything.

82. General comments (optional):

- none
- It is insane that we come here and are treated no different than the Soldiers who arrive out of basic. Our cadre don't treat us with any respect because we are "IET" Soldiers. Frankly, it's BS.
- n/a
- it seems these skills could be learned on the job. I know I will need more training on the job in order to be competent. Goodfellow is an unbearably stressful, depressing, environment.
- na
- I think that DLI was great, it wasn't too stressful and we were treated like human beings, the perfect learning environment.
- none
- My teaching team here at GFAB is without a doubt one of the best teaching teams I have encountered in the military. Their methodology towards this subject is one that students strive to do their best.
- The way our Co cadre adversely affects our performance. It causes us to lose motivation and only do bare minimum. I think we would do much better if we were treated better. It should be looked into.
- xxx
- I can't emphasize how much a more military basis at DLI would help at Goodfellow
- I think the cadre here should treat us like human beings, we've been in the army for almost two years and they treat us the same as the bypass who just came from basic
- I loved DLI in that it helped me learn Chinese, which I promptly forgot upon arriving at GAFB
- Very impressed with the amount of Chinese I learned in the 63 weeks at DLI, but still feel inadequate when listening to news and with reading skills.
- none
- no comment
- IT MIGHT BE A GOOD IDEA TO HAVE PEOPLE HAVE THERE SECURITY CLEARANCE BEFORE THAN LEARN THEIR LANGUAGE SO THAT THEY CAN LEARN CLASSIFIED INFORMATION.
-
- na
- NONE
-

- No comment
- Do not worry about teaching AIT skills at DLI. AIT should teach those skills. DLI should give a student a strong base for success and confidence at AIT.
- no comment
- N/A
- I appreciated the skills I learned at DLI, but feel I'm losing them in AIT
- DLI did their best, and I don't think I could've learned the language any better way.
-
- If the environment at AIT were more respectful towards students learning would be more enjoyable
- being able to communicate effectively is more important than being able to speak correctly.
- None.
- In our jobs, we will need to listen to and transcribe North Koreans speaking on technical military topics. Given that, we need to have a stronger foundation in military vocab and topics.
- Due to the fact that we did not have an MLI at DLI, I feel I was in no way prepared for my career. I passed the DLPTs but the don't have anything to do with my job.
- I have no comments at this time.
- In the third semester of study at DLI, students should be able to attend school in Korea in order to be constantly immersed in the language, therefore greatly enhancing proficiency in the language.
- NCOS AND OFFICERS SHOULDN'T BE IN CLASS WITH THE LOWER ENLISTED BECAUSE IT HAMPERS AN EFFECTIVE LEARNING ENVIRONMENT.
- none
-
- typing was not emphasized at DLI at all, and is the main focus of the course here. One would be much more prepared, and even a step ahead if they already had the typing skills
-
- na
- Overall, I believe that the DLI course prepared us very well for the training that we're doing here at Goodfellow.
- (none)
- no comment
-
-
- DLI was a great language school
- n/a
- everything here has come together really well but it seems that some more work needs to be done concerning the cohesiveness of the online lectures with the teachers books
- N/A
- N/A
- there is a need for military training leaders to have an understanding of the job.
- n/a
- DLI WAS VERY SUCCESSFUL IN TEACHING ME
- no comments
- none
-
-
- 0
- -
- N/A
- -
-
- DLI HAS VERY LITTLE WRONG WITH IT ACADEMICLY
- More listening is necessary at DLI

- n/a
- augmentation training in Georgia
- n/a
- None
- nothing to add
- n/a
- na
- I feel that the need to push students through the program hinders the learning process as well outside stresses cause problems with the learning process
- n/a
- none
- N/A
- none
- n/a
-
- na
- The non-instructional cadre need to understand that the student's first priority is to class and not things like change of commands etc. when other services continue with class.
- NONE
- NONE
-
- change the medical facilities
- n/a
-
-
- I was very good at my target language when I graduated DLI but now I am very weak.
- teachers at DLI were excellent in teaching the subject matter and helping students individually with their language needs.
- There was no communication between the language school and the company in which we lived. The non-military teachers need to be taught more about what us military life is like.
- can't from ? # 81... or schedule some time (maybe towards the end ?) for the student to concentrate on the skill that is most needed in the job. AFTER learning the all the basic skills first.
- nothing
- Teach more in depth about the target languages' military, geography, and each branch of service.
-
- Overall, the experience at DLI was beneficial to learning the language but I feel it did not prepare us for the course at Goodfellow. We are exposed to a whole different aspect of the language here.
- I was not expecting my job to involve what it involves and I would prefer something more akin to the things we were learning and doing at DLI
-
- I think FLO preparation and military-related language maintenance needs to be stressed more at DLI in addition to the basic course.
- I really think that DLI should be moved to an area where cost of living is lower. And that TRADOC needs to reevaluate its training guidelines for linguists, who spend far too much time in IET status.

APPENDIX G.

Responses of Bypass Linguists at AIT (n = 26) to Selected Free-Response Questions⁸

79. In what ways do you think you were better prepared for AIT than your classmates who had gone through DLI?

- I think I was better prepared in the language skill because I already knew the language
- DO NOT KNOW AT THIS TIME
- I'M A NATIVE SPANISH SPEAKER
- I HAVE BEEN SPEAKING SPANISH MY HOLE LIVE.
- I had some electronic background
- Being a heritage speaker of the language, I had a much easier time in dealing with some of the basic concepts than Soldiers from DLI.
- The simple fact of interacting in two languages from an early stage of life has given me the opportunity to develop and improve my bilingual skills farther more than DLI classmates.
- NO WAY
- I understood the language, as a whole, better and could easily understand unknown portions by breaking it down while they only knew how to memorize the topics verbatim.
- I had lived in Ukraine while learning Russian and therefore, was more fluent in everyday usage.
- I already spoke the language, which was very important
- Better pronunciation, colloquial speech and overall knowledge of target country and language
- Just because I'm a native speaker
- Slang and fast speakers were much easier to understand. We seemed to excel in performance.
- BECAUSE AS A NATIVE SPEAKER, SPANISH IS EASY FOR ME
- I'AM BETTER PREPARED BECAUSE, I'M A NATIVE SPEAKER.
- It was a lot easier, since I am a native speaker.
- GOING TO DLI AND SHARE WITH THEM OVERTHERE OUR KNOWLEDGE AND HELPING THEM WITH THE LANGUAGE THAT THE BYPASS PEOPLE ACTUALLY KNOW AND UNDERSTAND BETTER BEFORE WE CAME HERE TO LEARN OUR JOB SKILLS.
- Just because I am a native speaker & have knowledge of slang.
- Is easier to understand since I'm a native speaker.
- I HAD MORE KNOWLEDGE ABOUT THE LANGUAGE THAT THEM BECAUSE IS MY NATIVE LANGUAGE
- I AM NATIVE SPEAKER
- It was a lot easier, since I am a native speaker.
- military background, bilingual, ethnicity, culture
- because we have been speaking our native language our whole life, its a lot easier for us to perform in the class
- I THINK BEING EXPOSED TO THE LANGUAGE FIRST HAND HELPED OUT A LOT IN UNDERSTANDING BOTH THE LANGUAGE AND THE CULTURE.

⁸ Each bullet corresponds to one respondent. Responses are reproduced as input by respondents.

80. In what ways do you think your classmates who had gone through DLI were better prepared for AIT than you?

- Those who have been through DLI are usually more comfortable and confident because of they have been in longer
- JUST IN MILITARY KNOWLEDGE.
- IN THE SOLDIERS MATTERS.
- THEY ARE BETTER PREPARE IN THE MILLITARY PROCEDURES AND DRILL CEREMONIES THAN ME.
- they had an 1 year and half of chinese course that I didn't not
- They had a much more recent insight into grammar and vocabulary.
- DLI encouraged my classmates to develop their Soldiering skills for a longer period of time and increased their military (job, equipment, etc) knowledge.
- NO WAY
- They had received the technical terminology that I had never been exposed to.
- Their training was geared towards this course and they had a larger military vocabulary as well as being better acquainted with military operations and describing them in the language.
- they had more experience in military than I did, which helped them to adopt alot easier in the way
- More complete vocabulary, particularly military-related
- No comments
- study habits were a lot better for them therefore they seemed to excel in academics.
- NONE
-
- The fact that they were in a classroom environment and had better study habits. Also, the fact that they had a chance to listen to various cuts, before coming to AIT.
- THEY HAVE BEEN MORE TIME IN THE SERVICE AND THAT GIVE THEM MORE OPPORTUNITIES AND PRIVILEDGES AND ALSO HELP THEM TO BE MORE PREPARE FOR THE ACTUAL ARMY WORLD.
- When it comes to English of course some times I have to ask a question here and there
- n/a
- NONE
- THEY HAD STUDY HABIT
- They had more computer knowledge than I do.
- they were more adjusted to the army way of life
- they have been in the army more time than us, so they are more acclimated to army life
- THEY HAVE HAD MORE TIME IN THE CLASSROOM AND WERE ALREADY USED TO BEING A CLASSROOM ALL DAY LONG.

81. General comments (optional):

- N/A
- QB'S HAVE THE BEST INSTRUCTORS OF THE ARMY. THEY KNOW THEIR JOB VERY WELL
- AIT IS QUITE EASY, FOR THOSE WHO ARE NATIVE SPEAKERS BUT FOR PEOPLE WHO COMES FROM DLI IS QUITE DIFFICULT BECAUSE OF THE SPEED OF HOW THE LANGUAGE IS SPOKEN AND ALSO SOMETIMES WITH GRAMMAR.
-
-
- None
- I would have preferred to have a learning experience in English in order to have improved my oral communication skills.
- I WAS NEVER EXPLAIN THE KIND OF WORK THAT A 98G DOES. I AM NOT SATISFIED WITH THE JOB. IT'S NOT WHAT I WAS TOLD. I WILL CHANGE IT ANY TIME. I AM VERY DISSAPOINTEED AND FRUSTRATED.

- I wish I had been allowed to attend DLI but, because I scored well on the DLPT, I was not allowed to attend.
- none
- n/a
-
- no
- I think the program is being ran quite well at this time but each language should have their own study hall.
- THE TRAINNING CAN BE SHORTER. (MAYBE 2 WEEKS LESS)
-
- The classes are pretty good, but the training environment is not so great. (especially, the medical facilities).
- OUR INSTRUCTORS HELP US A LOT SPECIALLY DLI PEOPLE BECAUSE THEY HAVE MORE PROBLEMS UNDERSTANDING ANOTHER FOREING LANGUAGE. THEY MUST USE THEIR FOREIGN LANGUAGE AS MUCH AS THEY CAN.
- no comments
-
-
-
-
-
- n/a
- IT REALLY WOULD HAVE BEEN NICE TO HAVE HAD A REFRESHER COURSE BEFORE THE START OF AIT. IT HAS BEEN OVER TWO YEARS SINCE HAVE REALLY BEEN ABLE TO USE MY SECOND LANGUAGE AND I HAVE BEGUN TO FORGET SOME

APPENDIX H.
Responses of AIT Instructors (n = 11) to Free-Response Questions⁹

11. In what ways are Bypass/Heritage Speakers better prepared for AIT than their DLI-trained counterparts?

- I have not had a bypass student yet.
- They are more proficient in Spanish including slang and idiomatic expressions; therefore more time is devoted to actual MOS training instead of language training.
- It is easy to explain when the context of the traffic when it is not formatted communications also known as freeflow, they pick up general terms faster than DLI students.
- Obviously they speak the language better than the school trained linguists.
- Language fluency
- Significantly better at comprehending free-flow speaking
- THEY KNOW THE LANGUAGE BETTER
- Better all around knowledge of language and culture
- I worked with heritage speakers in the field. Normally they are not as good on the job. I think this depends on the persons desire to learn and thought processes "they are native so they know best"
- In global language skills only.
- they have higher understanding of their language and culture, but aren't always prepared for technical aspect of job.
- I don't believe they are. They only benefit is that they have a firmer grasp on the language. This is a minimum benefit for what we teach them here.

12. In what ways are DLI graduates better prepared for AIT than Bypass/Heritage Speakers?

- see above answer.
- They are more willing to use resources like dictionary's and verb books. Mentally, they are much more mature and tend to be more disciplined and eager to learn.
- Few things, because the heritage speakers can pick up the way the communication process go quicker, DLI students have some knowledge of military terminology and heritage speakers have to learn that.
- The usually understand the grammar and construct of the learned language better.
- Military understanding and military vocabulary ("milspeak")
- Better prepared some North Korean military terms
- THEY CAN TYPE AND THEY HAVE A MORE MILITARY MINDSET. (STUDY HABITS ALREADY FORMED)
- Know pinyin and military numbers
- I believe that for the most part it is because they have had to struggle and put the work in to learn the language and material. Better work and study ethics are fostered.
- The cultural base gained while at DLI is invaluable.
- usually more technically proficient and have a better understanding of OUR culture, way of doing things
- They have had a Military MLI to help them with the military aspects of the job, which makes them more prepared for this school.

⁹ Each bullet corresponds to one respondent. Responses are reproduced exactly as input by respondents.

13. Recognizing that DLI's charter is to teach general foreign language skills, what would you change about DLI training to make it more relevant to AIT?

- Spend more time on the computer working on typing skills with language skills. Make the students use the dictionaries.
- DLI should concentrate a little more on grammar and vary the Spanish dialects to which the Soldiers are exposed. They should also make the Soldiers speak more in order to build their confidence.
- Would teach students about specific terminology in different countries of relevance to each individual language that it is taught, not everything means the same in different areas.
- Hire only those natives who have acquired bachelors degrees or higher in their OWN language as well as English.
- Train as well as educate. Language skills are adequate. Students in 98G training benefit greatly when trained in military vocabulary, numbers (especially archaic forms), and speed drills in both.
- Korean not South Korean
- I WOULD LIKE DLI TO LET THE STUDENTS USE AMERICAN KEYBOARDS TO TYPE THEIR RUSSIAN ON USING THE BGN TRANSLIT SYSTEM.
- Introduce more military related vocab and scenarios. While it is nice to know how to give descriptions of one's family, for our purposes it is more relevant to know how to discuss military terms.
- A higher emphasis should be placed on FLOs. Numbers, Numbers, Numbers... students that come here can not deal with numbers with any degree of speed or accuracy.
- More focus on mission-relevant vocabulary/base.
- nothing
- For our program, students would benefit if they had more typing/computer skills. This seems to be one of the biggest problems - typing speed- in our program.

14. What aspects of DLI are effectively meeting AIT program needs?

- The language skills of most students is very good.
- Soldiers have a sufficient level of Spanish to build upon. I would personally rather have DLI trained students as opposed to bypasses, because they are more responsive to the learning environment and
- Knowledge of basic military terminology of students.
- They do teach them the basics of the learned language.
- The language base.
- Basic vocabularies and military terms
- HISTORY AND GEOGRAPHY LESSONS ARE GOOD, AS IS NUMBERS PRACTISE
- Students arrive with basic knowledge of target country geography, which they did not in the past. This is very helpful.
- Well... they are learning basic language skills but I can not say that they are really learning anything that helps them here. Most of my students don't know basic grammar patterns. I teach as much gr
- ?
- in general, the program seems to be effective.
- A majority of the students come here with a good grasp of the language. Minimal refreshing is needed.

15. To meet DoD's future foreign language needs, how should linguists' long-term career training be managed to sustain motivation and language skills?

- More language training needs to be available for linguists. More immersion training for linguist.
- Soldiers should not have to request or speculate about their language training; training must be periodic and managed carefully. I also think that immersion training is a good idea.
- Even if the linguist is a heritage speaker or DLI trained create a Language training program that would increase linguistic proficiency as the Soldier advances throughout their careers. see comments below
- The intermediate and advanced courses in the learned languages should be MANDATORY at regular intervals during the career.
- Lang. improve.-over their careers, they may be called upon to do more than 98G work-nK may begin collapse
- More FLIPP
- MAKE SURE A MAJOR LANGUAGE TRAINING EVENT OCCURS EVERY 3 OR SO YEARS.
- Offer regular refresher training for ALL members required to take the DLPT. Just because I score a 2/2 on my DLPT doesn't mean that I am still proficient at the language, merely that I test well.
- I don't think it can be. This is dependent on the individual. The ones that stay in are interested in increasing their proficiency. Forced trng certainly doesn't motivate.
- More incentives for the mid-management NCO to stay on instead of just for the new guys---who haven't yet proven themselves.
- better availability for refresher training and intermediate language training.
- NEED MORE LANGUAGE TRAINING AFTER DLI. With language skill requirements increasing, we need more training.

16. Do you feel that linguists should learn a second job specialty in which they could use their language skills? If so, how should this be done?

- Making all linguist analyst too would be a good idea.
- No, I think that being a Soldier is demanding enough as it is. Each Soldier already has responsibilities in the field, the motor pool, garrison. Linguists would be abused.
- No, ensure that linguists are proficient in their language, therefore you maintain a highly proficient linguistic unit.
- NO
- This is done...different assignments demand different levels of proficiency. 98G is not the same as Interpreter or Interrogator.
- Should be qualified to be interrogator with a little training
- NO
- Yes, serving at least one tour at an embassy during one's career could go a long way to making a well rounded linguist.
- I don't think it should be mandatory but I think having more options especially in an AFSC where we have few options would be welcome.
- No
- yes, linguists should be able to diversify,
- I believe this happens now, under certain circumstances.

17. General comments (optional):

- There should be more opportunities for linguist to become officers.
- I think that it is good to have bypasses and DLI Soldiers. However, I see that the majority of bypasses are having problems adjusting to Army life, which costs the Army more in the long run. There is a general problem with bypasses in that a lot of them cannot speak English, which interferes with the translation portion of the MOS. They simply cannot tell a 98C or Co. what is going on
- Continuation from #15 as Soldiers progress include formal Intermediate and Advance Language training as part of their career progression, the same way that NCOES is tied to promotions.
- REMOVE the link between teacher's bonuses and the number of their students who achieve 2,2,1+ on the DLPT.
DLI is dangerously close (in the Arabic language) to teaching the DLPT instead of teaching the global language skills required to effectively learn the language.
- Students do well more quickly in training when they are experienced in speed copy and archaic numbers and verb forms
- Keep up great job
- NONE
-
-
- None
- refresher training is key to having competent linguists. if you don't use your language, you lose it.

APPENDIX I.
Responses of Unit Linguists (n = 11) to Free-Response Questions¹⁰

82. List the aspects of DLI training that were most helpful in preparing you for your unit assignment duties.

- I found the small class size and interaction with other services as well as those how had previously served some time in the military helpful.
- Learning tons of vocab, as my job now is as a document translator
- getting to learn the whole language, and not just military topics, etc. They took care to make sure we were proficient in all areas
- number drills
- Having native speakers as instructors.
- The language training was more than enough training for my job now.
- conversational practice
-
- too soon to say
- Taught me Chinese
- translation/summary of current events in writing and from video. listening labs

83. List the aspects of DLI training that were least helpful in preparing you for your unit assignment duties.

- I feel that everything that everything that I was taught has some sort of use and cannot recall anything specifically that was not helpful.
- SATTTS training
- I think DLI teachers did not put enough emphasis on number, military vocabulary, and such things dealing with our specific fields
- giving the answer key to us
- Group learning does nothing for more, I learn better on my own
- Talking about topics that have nothing to do with the military.
-
-
- my current assignment is 100% english
- N/A
- I can't think of anything that was taught that is not now relevant to the day-to-day performance of my job

84. List the aspects of AIT (Goodfellow AFB or Fort Huachuca, e.g.) that helped most to prepare you for your unit assignment duties.

- This is hard to answer as I have not had an opportunity to use any of my training in my assigned unit.
- 96B Intelligence Analysis AIT gave me the background in MI to understand very much of the documents I was translating--whether in Arabic, Russian, German, French or other. All translators need 96B
- transcription helped a lot along with supplemental numbers listening, and a great teaching staff
- listening over and over again
- The emphasis on geography and realism of job training.
- Practicing job-related skills.

¹⁰ Each bullet corresponds to one respondent. Responses are reproduced exactly as input by respondents.

- na
-
- too soon to say
-
- N/A
- continued study of target-related vocabulary and background/historical information.

85. List the aspects of AIT (Goodfellow AFB or Fort Huachuca, e.g.) that helped least to prepare you for your unit assignment duties.

- So far all the training that I had received has not been useful
- 96B AIT at Ft. Bragg. The classes were a little weak in actual application; there was a little too much general theory
- the training environment...gets you everytime...not knowing what you will be doing in your next unit as well
- not making sure that everyone knows what is going on
- We wasted a lot of time on information not very specific to our job. (i.e.-I am a submarine deployer, I have no use for information pertaining to shore-based billets.)
- Some of the material was not job-related.
- na
-
- too soon to say
- N/A
- the study of material that is not relevant to my specific job at my current duty station.

86. General comments (optional):

- I found this survey a bit difficult to answer, as at time I found it too general. I have many comments, which unfortunately I cannot share in less than 200 words.
-
- none
- should do more slang in dli to make us think abstract because not everyone speaks with perfect grammar
- None.
-
-
-
- none
- I don't know how well these questions apply to me as a prior-service reservist. (e.g. Q. #30)
- The military MUST provide additional follow-up language training on a regular basis throughout the linguist's career . 2/2 is not sufficient for my current job. I am 3/3 and it is challenging.

87. In what country were you born?

- USA
- USA
- United States of America
- united states of america
- United States of America
- United States
- usa
-
- U.S.
- U.S.A.

- USA

88. Name the countries you have lived in and your age when you lived in those countries.

- USA
- Germany, 21; Vietnam, 23; the Ukraine, 54
- Germany (17) - only for one month
- united states of america all of my life
- USA
- United States 20 years
-
-
- U.S. only
- U.S.A. 1-23, Hungary 23-25, Moldova 27
- USA only

89. As you were growing up, what language did you speak to members of your family?

- English
- English
- English
- english
- French
- English
-
-
- English
- American English
- English

90. What is the highest level of formal education you have attained? Do you have a college degree, and if so, what degree (BA/BS, MA/MS, etc.) and what was your major?

- BFA, Graphic Design
-
- I attended two years of college - have 76 credits there, may have BA with credits from DLI/military, but not sure
- high school education
- High School Diploma
- high school degree
- bs anthropology
-
- MA, Acupuncture and Eastern Medicine
- 14 yrs
- high school

91. Was the beginning of your AIT training delayed because of the time needed to process your security clearance? If so, how long?

- No
-
- No, I had my security clearance before arriving...thank goodness, many did not
- no
- No.
- no
- none
-
- No
- I did not attend AIT after graduation from Chinese because I was already MOSQ
- 3 months

APPENDIX J.
Responses of Supervisors (n = 3) to Free-Response Questions¹¹

11. In what ways are Bypass/Heritage Speakers better prepared than their DLI-trained counterparts?
- General knowledge and practice with the language
 - They are more aware of nuances of the language so can translate more than just the actual meaning but can translate the insinuations.
 - They have a innate ability in the language.
12. In what ways are DLI graduates better prepared than Bypass/Heritage Speakers?
- Depends on work ethic of DLI graduate who wants to expand his language to fulfill the mission
 - They have been trained in the use of military terminology.
 - Grammar, spelling, and exposure to military things. DLI grads generally have more military experience.
13. Recognizing that DLI's charter is to teach general foreign language skills, what would you change about DLI training to make it more relevant to the job?
- Concentrate on listening skills and vocabulary
 - Provide more military terminology.
 - Nothing. DLI does a great job preparing a student for AIT. Limiting DLIs focus to only military things would detract from a great foreign language experience.
14. What aspects of DLI are effectively meeting unit needs?
- Linguists have a basic understanding of the language
 - Good translation skills: reading and listening.
 - Giving an individual a total grasp of the language.
15. What would you change about the AIT program to make linguist training more relevant to the job?
- Maximize use of mission focused training aids to develop listening skills
 - Provide more speaking-based translations.
 - Not much, really. Since units can employ students in so many areas, it would be self-serving to suggest that my particular area should be focused on more.
16. What aspects of AIT are effectively meeting unit needs?
- If motivated, linguist has a good background to learn mission requirements
 - Good reading and listening translation skills.
 - Giving students an overall career view and introducing them to areas they will encounter on the job.

¹¹ Each bullet corresponds to one respondent. Responses are reproduced exactly as input by respondents.

17. To meet DoD's future foreign language needs, how should linguists' long-term training be managed to sustain motivation and language skills?

- Change FLPP requirements to reward only the top performers.
- More units should send dedicated, appointed CLPM personnel to the course to individually tailor the unit language programs to meet the needs of the linguists. Training should exclude admin, detractors
- I think AIA's plan is a bit ambitious. What we currently have is about right. We have good lang. opportunities (returning to DLI, TDYs, etc)

18. Do you feel that linguists should learn a second job specialty in which they could use their language skills? If so, how should this be done?

- A second job specialty doesn't need to be addressed as an early option but should be opened to those who show a high degree of abilities after initial enlistment.
- Yes, but only if it doesn't over-extend the responsibilities the linguist already has. It's always good to have another job skill.
- No, no, no. That would just water down the linguists. We have a good thing and we get good linguists. More training in something else means less language training.

19. General comments (optional):

- Mission requirements often present a higher degree of difficulty to linguists. Those that have only a basic understanding of the language often hinder operational effectiveness
- The best asset the military has in the intelligence field is the linguist who must be thoroughly trained and the finest training available is done at DLI.
- I had two troops, which I would rate about the same.