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14. ABSTRACT

This study is one component of the SOF Language Transformation Strategy Needs Assessment Project. The larger study consisted of 21 focus groups conducted at units across the SOF community and several issue-oriented surveys conducted via the Web. This report provides findings from unit leaders who responded to the Unit Leadership Survey (N = 158). Findings indicate that unit leaders perceived there is a need to improve foreign language proficiency in the SOF community to ensure that personnel are able to meet their job requirements. Results showed that there is currently a gap in the level of proficiency that SOF personnel possess and the level that unit leaders believe is optimal for mission requirements (greater than 90% of unit leaders indicated that an Interagency Language Roundtable [ILR] level of 1+ or above would be ideal). However, less than half of all unit leaders surveyed indicated their personnel were able to effectively perform a variety of language-related tasks in their official or required language.

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Special Operations Forces Language Transformation Strategy Needs Assessment Project: Unit Leadership Survey Report



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EXECUTIVE SUMMARY

Special Operations Forces (SOF) personnel operate around the globe. Most SOF units are required to have multiple language capabilities and many SOF personnel have at least one required language to learn and maintain. Approximately 50% of the language billets in the Department of Defense (DoD) are in the SOF community. Given the increased operational demands of the *Global War on Terror* (GWOT), including the operations in Iraq and Afghanistan, the importance of having language-enabled SOF personnel with sufficient language skills to accomplish missions inside and outside their areas of responsibility (AOR) has never been more critical. SOF leaders must ensure that Soldiers, Airmen, and Sailors in the SOF community receive effective language training and resources to enable successful accomplishment of SOF tasks that require language skills. How do SOF leaders ensure that language resources are structured and utilized effectively to achieve this objective?

A comprehensive language strategy is needed to guide the allocation of resources to provide initial acquisition, sustainment, and enhancement training as well as tools and other resources across all SOF components. A recent U.S. General Accounting Office (GAO) report (2003) indicated that the current SOF language strategy was insufficient and that SOF needed a strategic plan for language capability. The first step in developing a strategy is assessing the current state. Data about the current state of language usage, proficiency, and training are required as well as projections of future mission requirements and training needs. This allows for *gap analysis* to inform strategic planning and resource allocation. Unfortunately, there is a dearth of current, comprehensive data on language usage and training effectiveness from the perspective of SOF personnel.

The Special Operations Forces Language Office (SOFLO) sponsored the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* to address this deficiency. This study collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and was designed to provide SOFLO with valid data to develop a comprehensive language transformation strategy and to support language-related advocacy for the SOF perspective within the DoD community. This study consisted of 21 focus groups conducted at units across the SOF community and several comprehensive issue-oriented surveys conducted via the Web. This technical report provides findings from the *Unit Leadership Survey*, one data collection component of the survey project.

Method

The *Special Operations Forces Language Transformation Strategy Needs Assessment Project* included two primary data collection methods to achieve its objective: focus groups and surveys. As part of the survey project, three surveys were developed to collect data from a variety of sources, including unit leaders.

The survey study was designed to collect data from SOF personnel, unit leaders [unit commanders, senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), staff officers, and command language program managers (CLPMs)], and instructors. Three comprehensive, issue-oriented surveys were developed and deployed on the Internet in late July 2004.

Although the surveys were deployed for a limited time, we received a fair response rate for an issue-oriented survey (i.e., a longer survey that focuses on incumbents who are subject matter experts) from unit leaders ($n = 158$). Lack of Internet access, lack of an effective means to distribute the survey link to all SOF personnel (e.g., Navy), and project time constraints (i.e., shorter response window) impacted survey response. Of the 158 unit leadership respondents, 57 were unit commanders, 16 were senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), 58 were staff officers, and 27 were command language program managers (CLPMs). When we use the term unit leaders or leadership in this report, we are referring to this group collectively.

Considering the constraints of the situation, the type of survey (i.e., a long issue-oriented survey) and the demographic similarity of the sample to the SOF population, we believe the response rate is sufficient and that the data are a useful source of inference about language issues in the SOF community. Although this study clearly provides the best source of language-related data from SOF personnel and unit leaders, caution should be taken in applying the results of this study uniformly across all SOF units without first evaluating whether the findings are appropriate for the specific unit.

Summary of Survey Results

The findings from the *Unit Leadership Survey* are divided into eleven major sections and some of the major findings from each section are presented below. It is important to note that the findings presented in this report are descriptive in nature and, therefore, this report does not provide extensive interpretation of findings or recommendations based on these findings.

1. *Mission-Based Language Requirements*

- For unit leaders who participated in the survey, the most common SOF core tasks on deployments inside of their area of responsibility (AOR) were civil affairs operations (CAO) and psychological operations (PSYOP) although SWOA/SEAs indicated unconventional warfare (UW) as the most common mission type.
- Over 90% of unit leaders who responded to the survey indicated the need for a level of communication that can be classified as ‘Intermediate’ or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix I for a Layman’s Understanding of ILR Language Skill Level Descriptions).
- With regard to specific functions of language, unit leaders rated ‘Building rapport’ as the most important function.
- Unit leaders expressed low levels of confidence regarding the language capability of their personnel in their official or required language. For example, only 37.3% of unit leaders indicated that the typical member of their unit was able to speak effectively in their official or required language.

2. *General Language Requirements*

- CLPMs indicated that the most frequently used and important function of language was ‘Building rapport.’ Using ‘Slang/street language’ was rated as the second most frequent, while ‘Giving commands’ received the second-highest rating of importance.

- ‘Basic writings tasks’ were reported as being used the least frequently and as being the least important.
- The majority of CLPMs indicated that ‘Advanced Communication’ would be the ideal proficiency level for tasks and duties. It is important to note that this level of proficiency is not the highest level that could have been chosen.
- AC CLPMs rated the frequency and importance of ‘Giving commands’ and using ‘Military-specific language’ more highly than did RC CLPMs.

3. Outside AOR deployment

- Unit leaders rated ‘Building rapport’ as the most important function of language for missions outside of their AOR.
- Unit leaders disagreed that their personnel were proficient and capable in terms of language skills on deployments outside of their AOR.
- Unit leaders disagreed that their personnel were equally proficient in terms of language tasks on missions inside and outside of their AOR.
- Unit leaders indicated that pre-deployment training was not successful in getting SOF personnel to achieve the desired level of proficiency.

4. Use of Interpreters

- Unit leaders indicated that interpreters were used very frequently for deployments both inside and outside of the unit’s normal AOR.
- Most unit leaders, with the exception of SWOA/SEAs, reported that they used interpreters more frequently outside of their AOR than inside of their AOR.
- Unit leaders indicated that their units were too dependent on interpreters and agreed that the personnel in their unit would depend less on interpreters if they had higher levels of language proficiency.
- Reserve component (RC) unit leaders indicated that members of their unit/command were more dependent on interpreters than active component (AC) unit leaders.
- There were problems reported with using interpreters while deployed for all mission types, especially for counterterrorism (CT) and direct action (DA) missions.
- RC personnel in the unit commander and SWOA/SEA groups reported having more problems with interpreters than other groups.
- Unit leaders reported using CAT I (i.e., local hire, indigenous personnel, not vetted, or U.S. citizens, not vetted) more frequently than CAT II/III interpreters (i.e., US citizens with secret or top secret clearance), a finding especially pronounced for CLPMs.
- CAT I interpreters are used most frequently on SR, UW, FID, and CAO missions, while CAT II/III interpreters are used the most frequently on PSYOP, CT, and IO missions.

5. Language Training

- Unit leaders indicated that new personnel show up at their commands not mission-capable in terms of language.
- Unit leaders indicated that official language training is essential for mission success.
- Unit leaders indicated that personnel who received training at the Defense Language Institute (DLI) were more prepared than those who received training at United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) or in the unit’s Command Language Program (CLP).

- Unit leaders indicated that not enough time and resources are dedicated to sustainment/enhancement language training and that their chains of command need to invest more time in sustainment/enhancement language training.
- Unit leaders were dissatisfied with the quality of their CLP and believe that more money needs to be invested in the CLP.
- RC leaders were more dissatisfied with the quality of their CLP than AC leaders.
- CLPMs expressed positive evaluations of the instructors and curriculum in their CLP.
- CLPMs indicated that the CLP curriculum is customized to SOF considerations and is not structured to get students to pass the Defense Language Proficiency Test (DLPT).
- RC CLPMs tended to have more negative attitudes than AC CLPMs regarding the instructors and curriculum in their CLP.
- Immersion training was indicated as the best mode for sustainment/enhancement language training.
- OCONUS immersion training was viewed more favorably than CONUS iso-immersion.
- Unit leaders indicated that their unit does not frequently send personnel for immersion training. RC unit leaders indicated sending fewer personnel on OCONUS immersion training than AC unit leaders.

6. Official Language Testing

- Unit leaders indicated that they place a high level of importance on DLPT scores, although they do not believe the DLPT is highly related to mission performance.
- Unit leaders indicated that they would be more likely to send personnel for advanced training if they achieved a high DLPT score.
- Unit leaders slightly disagreed that the DLPT should be used for making promotion decisions.
- Unit leaders indicated that despite their mixed opinions about its value, they encourage personnel to do well on the DLPT and stay current with testing requirements.
- Unit leaders indicated that the Defense Language Institute Oral Proficiency Interview (DLI OPI) is more related to mission performance than the DLPT.
- RC unit leaders tended to hold moderately higher opinions of the DLPT than AC unit leaders.

7. Foreign Language Proficiency Pay

- Overall, unit leaders had low opinions of FLPP.
- Unit leaders reported that FLPP was not an effective motivator for SOF personnel.
- The majority of unit leaders somewhat agreed that the procedures for assigning FLPP upheld the intent of motivating proficiency, although CLPMs disagreed.
- Unit leaders who currently receive FLPP evaluated it more positively than those who do not currently receive FLPP.
- Unit leaders who currently receive FLPP indicated more favorable attitudes toward the procedures for assigning FLPP and the quality of FLPP as an incentive than those who do not receive FLPP.

8. Use of Technology

- Unit leaders agreed that technology-delivered training (TDT) should not be used as a replacement for classroom training, although it would be a useful supplement for classroom training.
- With the exception of staff officers, respondents from the other subgroups who have used TDT actually expressed slightly more negative attitudes than those who have not used TDT regarding TDTs effectiveness as a way for SOF personnel to learn language skills.
- Unit leaders disagreed that Machine Language Translation (MLT) was an effective way to communicate.
- Unit leaders agreed that MLT cannot replace language-trained SOF personnel.

9. Organizational Climate and Support

- Overall, unit leaders assigned low ratings (i.e., a large percentage of D's or F's) when asked to grade their command's level of support for specific statements related to language and language training.
- Areas that appear to need the most improvement include (1) allocating more duty hours to training or practice and (2) ensuring that personnel in training are not pulled for non-critical details.
- Areas that received higher (although still low) ratings included (1) providing language learning materials, (2) ensuring that quality instruction is available, (3) placing emphasis on taking the DLPT on time, (4) providing pre-deployment training, and (5) ensuring that job aids or interpreters are available for SOF personnel on deployment.
- Open-ended comments suggested that unit leaders would welcome the opportunity to place more emphasis on language, but did not have the resources or support to do so.

10. SOFLO Customer Service

- Unit leaders expressed mostly neutral opinions regarding their satisfaction with the Special Operations Forces Language Office's (SOFLO) policies and positions related to language. In general, unit commanders were less satisfied, SWOA/SEAs and staff officers were slightly more satisfied, and CLPM satisfaction varied.
- Unit leaders reported being less satisfied with SOFLO's policies, and more satisfied with SOFLO's level of professionalism and courtesy.
- RC unit leaders expressed slightly more negative opinions toward SOFLO than AC unit leaders.

11. Language and Attrition

- Unit leaders believe that language requirements have little to do with their personnel's intentions to leave SOF.
- Staff officers and CLPMs slightly agreed that personnel in their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation, while unit commanders and SWOA/SEAs slightly disagreed.
- RC unit leaders indicated that members of their unit/command were likely to leave to pursue higher compensation in the civilian world.

The findings from this study indicate that unit leaders perceive that there is a need to improve foreign language proficiency in the SOF community to ensure that SOF personnel are able to effectively meet their job requirements. The results show that there is currently a gap in terms of the current level of proficiency that SOF personnel possess and the level of proficiency that unit leaders believe is optimal for mission requirements. More than 90% of unit leaders indicated that a level of language proficiency comparable to an ILR level of 1+ or above would be ideal. However, based on a total of 157 potential respondents, less than half of all unit leaders indicated that their personnel were able to effectively perform a variety of language-related tasks in their official or required language, including speaking effectively, listening effectively, and using military-technical language effectively. Furthermore, unit leaders reported that their personnel are very reliant on interpreters for mission success for missions both inside and outside of the unit's normal AOR. All unit leaders indicated that their units were too dependent on interpreters and agreed that they would be less dependent if they had higher levels of language proficiency. Together, these findings point to the importance of closing the gap between the current level of proficiency SOF personnel possess and the current level of proficiency needed for mission success.

Unit leaders' evaluations of language training indicate that language training, in its current form, is not addressing the problem associated with the language proficiency gap. When evaluating language training, unit leaders indicated that SOF personnel show up at their command not mission-capable in their AOR language. In terms of sustainment/enhancement language training, unit leaders indicated that there was not enough time or resources dedicated to sustainment/enhancement language training and that more command emphasis on language training is necessary. Based on these findings, it is clear that there is a need for changes within the SOF community in terms of language training.

We agree with the GAO report (2003) that a more comprehensive SOF language strategy is needed to guide solutions. The data from this report will be integrated with other data collection components of the *SOF Language Transformation Strategy Needs Assessment Project* to develop a comprehensive picture of the current state of SOF language. SOF leaders can use the final report to inform the development of a comprehensive language strategy. The goal of this strategy should be to guide language-related activities and policies in the SOF community to ensure sufficient language capabilities to effectively accomplish future mission requirements. The strategy should be flexible enough to encompass the diversity of SOF units and missions and to adapt to future changes in mission or language requirements.

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ABBREVIATIONS USED IN THIS REPORT

To aid the reader who might not be familiar with all the acronyms and abbreviations used in this report, we have included the following table.

AFSOC	Air Force Special Operations Command
AFSOF	Air Force Special Operations Forces
AOR	Area of Responsibility
ARSOF	Army Special Operations Forces
ARSOF CA AC	Army Special Operations Forces Civil Affairs Active Component
ARSOF CA RC	Army Special Operations Forces Civil Affairs Reserve Component
ARSOF PSYOP AC	Army Special Operations Forces Psychological Operations Active Component
ARSOF PSYOP RC	Army Special Operations Forces Psychological Operations Reserve Component
ARSOF SF AC	Army Special Operations Forces Special Forces Active Component
ARSOF SF RC	Army Special Operations Forces Special Forces Reserve Component
CA	Civil Affairs
CAO mission	Civil Affairs Operations mission
CAT I Interpreter	Category I Interpreter: Local hire, not vetted; or U.S. Citizen, not vetted
CAT II/III Interpreter	Category II/III Interpreter: US citizen with a secret/top secret clearance
CAT I/II Language	Less difficult languages to acquire for native English speakers. Examples: French, Spanish, Italian, German (includes romance languages, etc.)
CAT III/IV Language	More difficult languages to acquire for native English speakers. Examples: Cantonese, Japanese, Arabic, Dari, Pashto, Turkish, Vietnamese (includes many tonal languages, Arabic dialects, East-Asian countries, etc.)
CBT	Computer-Based Training
CLP	Command Language Program
CLPM	Command Language Program Manager
CONUS	Continental United States; in this case, refers to iso-immersion or immersion which takes place in the continental US.
CP mission	Counter Proliferation of Weapons of Mass Destruction mission
CT mission	Counterterrorism mission
DA mission	Direct Action mission
DL	Distance/distributive Learning
DLI	Defense Language Institute
DLPT	Defense Language Proficiency Test
DoD	Department of Defense
FAO	Foreign Area Officer
FID mission	Foreign Internal Defense mission
FLPP	Foreign Language Proficiency Pay
GS	“General Schedule” position; This refers to a Civilian Government Employee
GWOT	Global War on Terror
HUMINT mission	Human Intelligence mission
IAT	Initial Acquisition Training

IO mission	Information Operations mission
MI	Military Intelligence
MLT	Machine Language Translation
NAVSCIATTS	Naval Small Craft Instruction and Technical Training School
NAVSPECWARCOM	Naval Special Warfare Command
NAVSPECWARCOM SWCC	Naval Special Warfare Command Surface Warfare Combatant-craft Crewmen
Navy SEAL	Naval Special Warfare Sea, Air, Land combat forces
NCO	Non-Commissioned Officer
O	Officer
OCONUS	Out of the Continental United States; in this case, refers to immersion which takes place outside the continental US.
OER	Officer Evaluation Reports
OPI	(Defense Language Institute) Oral Proficiency Interview
OPTEMPO	Operations Tempo
POI	Program of Instruction
PSYOP	Psychological Operations
PSYOP mission	Psychological Operations mission
SET	Sustainment/Enhancement Training
SOF	Special Operations Forces
SOFLO	Special Operations Forces Language Office
SOFTS	Special Operations Forces Tele-Training System
SR mission	Special Reconnaissance mission
STX	Situational Training Exercises
SWOA/SEA	Senior Warrant Officer Advisor/Senior Enlisted Advisor
TDT	Technology-Delivered Training
UC	Unit Commander
USAF	United States Air Force
USAJFKSWCS	United States Army John F. Kennedy Special Warfare Center and School
USASOC	United States Army Special Operations Command
USSOCOM	United States Special Operations Command
UW mission	Unconventional Warfare mission
VRT	Voice Response Translator
WO	Warrant Officer

INTRODUCTION AND GENERAL OVERVIEW

Special Operations Forces (SOF) personnel operate around the globe. Most SOF units are required to have multiple language capabilities and many SOF personnel have at least one required language to learn and maintain. Approximately 50% of the language billets in the Department of Defense (DoD) are in the SOF community. Given the increased operational demands of the *Global War on Terror* (GWOT), including the operations in Iraq and Afghanistan, the importance of having language-enabled SOF personnel with sufficient language skills to accomplish missions inside and outside their areas of responsibility (AOR) has never been more critical. SOF leaders must ensure that Soldiers, Airmen, and Sailors in the SOF community receive effective language training and resources to enable successful accomplishment of SOF tasks that require language skills. How do SOF leaders ensure that language resources are structured and utilized effectively to achieve this objective?

A comprehensive language strategy is needed to guide the allocation of resources to provide initial acquisition, sustainment, and enhancement training as well as tools and other resources across all SOF components. A recent U.S. General Accounting Office (GAO) report (2003) indicated that the current SOF language strategy was insufficient and that SOF needed a strategic plan for language capability. The first step in developing a strategy is assessing the current state. Data about the current state of language usage, proficiency, and training are required as well as projections of future mission requirements and training needs. This allows for *gap analysis* to inform strategic planning and resource allocation. Unfortunately, there is a dearth of current, comprehensive data on language usage and training effectiveness from the perspective of SOF SOF personnel and unit leaders.

The Special Operations Forces Language Office (SOFLO) sponsored the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* to address this deficiency. This study collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and was designed to provide SOFLO with valid data to develop a comprehensive language transformation strategy and to support language-related advocacy for the SOF perspective within the DoD community.

The purpose of this report is to present findings from unit leaders who responded to the *Unit Leadership Survey*. This survey was one data collection component of the *Special Operations Forces Language Transformation Strategy Needs Assessment Project*.

Statement of Approach

Having a strategy and linking operations to that strategy is critical for the success of any organization. A strategy can encompass different scopes—organization, unit, mission, task, process, or product/service. In the most basic terms, a strategy should specify the what (objectives, content), who (personnel, groups), where (locations), how (resources and activities), and when (time goal) at the level specified. The strategy should look both externally and internally for impetus, constraints, and opportunities. The strategy should guide all action within its scope, including the allocation of resources. Research has shown that lack of strategic alignment is one of the reasons why many training programs fail to achieve the desired results (Tannenbaum, 2002). Given the importance of language skills to GWOT and other missions, it is

critical that a strategy be developed to optimize the outcomes of language training and, therefore, the levels of language proficiency available in the field for missions.

In the case of SOF Language, external and internal forces were indicating the need for the re-development of the strategy. The gap between the current levels of language proficiency and the language capabilities needed for current and future mission success should drive the development of a new language strategy for SOF. The strategy must reflect the diverse nature of SOF components and their missions as well as constraints, such as, the career-lifecycle of each type of SOF and OPTEMPO. The strategy must specify how to development and maintain the required proficiency across SOF components and missions. Once a comprehensive strategy is developed, it should be used to guide the allocation of resources to training, maintaining, and supporting the language capabilities throughout the SOF community. Finally, the implementation of the SOF language strategy should be evaluated periodically against its goals.

The first step in developing the SOF language strategy is to collect information about the current state of SOF language usage, proficiency, and training. Therefore, the needs assessment study detailed in this report was required to gather first-hand input from SOF personnel to inform the development of a SOF language strategy.

Needs assessment techniques can be used for the identification and specification of problems or performance gaps in any number of situations (Swanson, 1994; Zemke, 1994). Organizations can utilize the results of the analysis to select the most viable solution or solutions to the problem, which may or may not include training. At the strategic level, needs assessment can be used to support the development of a strategy to address problems and opportunities. Multiple techniques can be used to accomplish needs assessment in most organizations—surveys, focus groups, interviews, records/policy reviews, and observations. Each technique has strengths and weaknesses. The best needs assessment strategy is to utilize multiple methods to gather data in order to gain a more complete picture of the situation (McClelland, 1994; Swanson, 1994). The realities of the project and organization as well as the data requirements should guide the selection of techniques. Research has shown that a needs assessment is often skipped by organizations because organizational representatives believe they “know” the problem and all its issues already. The failure to perform a thorough needs assessment/analysis has lead to many programs and initiatives not achieving their stated objectives. Additionally, a needs assessment can increase the acceptance and credibility of the program or strategy.

In the case of the *SOF Language Transformation Strategy Needs Assessment Project*, three needs assessment techniques were used: (1) review of organizational records, policy, and requirements; (2) focus groups with SOF personnel; and (3) surveys of SOF personnel, command language program managers (CLPMs), and unit leaders. These techniques were selected because they build upon each other to provide a more complete view of the situation and they allow for the opportunity to cross-validate findings. The review of organizational records, policies and requirements as well as missions and constraints related to language was used to develop the focus group study’s protocol and content. Although important in their own light, the findings from the focus groups informed the development of the comprehensive, issue-oriented language surveys. This allowed for the cross-validation (i.e., the ability to confirm or disconfirm) of findings from the focus groups with a larger sample of SOF personnel. Although there were no unit leaders who participated in the focus groups, findings from the focus groups helped to guide the development of the *Unit Leadership Survey*.

Report Overview

This report presents the results from unit leaders [i.e., unit commanders, senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), staff officers, and command language program managers (CLPMs)] who responded to the survey. See the METHOD section for a more detailed description of respondent characteristics.

The report is divided into several major sections: (1) INTRODUCTION AND OVERVIEW (this section); (2) METHOD; (3) INTERPRETING THE RESULTS; (4) SURVEY FINDINGS; and (5) CONCLUSION. These sections are fairly straightforward in terms of content. Consult the TABLE OF CONTENTS for page numbers of the sections, subsections, and section tables and figures. The INTERPRETING THE RESULTS section provides the reader with an overview of the format used to present the results and the interpretation of the numbers presented in the section tables, figures, and appendices. We recommend that reader review this section prior to reading the findings and, especially, before reviewing the tables. In addition, readers who may be unfamiliar with all the acronyms and abbreviations used in this report can refer to ABBREVIATIONS USED IN THIS REPORT for reference. This section can be found after the TABLE OF CONTENTS.

Please address any questions or comments about this report and project to Dr. Eric A. Surface (see Appendix J for contact information).

METHOD

The *Special Operations Forces Language Transformation Strategy Needs Assessment Project* was designed to collect valid data from SOF personnel, unit leaders, and other stakeholders in order to inform the development of a comprehensive language strategy for the SOF community. The study included two primary data collection methods to achieve this objective: focus groups and surveys. The focus groups conducted with SOF personnel were used as a basis for the development of the surveys. Although there were no unit leaders who participated in the focus groups, the information provided by SOF personnel in the focus groups helped to guide the development of the *Unit Leadership Survey*. This report presents findings from unit leaders who responded to the survey. This section provides information on the Web-based survey administered to unit leaders including protocol and participants.

Survey Project

Procedures

The survey study was designed to collect data from SOF personnel, unit leaders [unit commanders, senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), staff officers, and command language program managers (CLPMs)], and instructors.

Three comprehensive, issue-oriented surveys were developed and deployed on the Internet in late July 2004. By issue-oriented, it is meant that the survey focused in depth on a defined content area (i.e., language) which necessitated the inclusion of a large number of items. Longer surveys tend to have higher “dropout” rates; therefore, we expected some reduction in sample size. Additionally, in the case of an issue-oriented survey, responses from subject matter experts who know the content area well are desired, which narrows the population of potential respondents. In the current surveys, we were interested in the responses of SOF personnel who had been deployed in the past four years, had some language proficiency, and had received military-provided language training.

One survey was developed specifically for SOF personnel. A second, parallel survey was developed and administered to unit leadership. The content for the unit leadership survey varied significantly depending on the respondent’s subpopulation. Although the majority of the survey content was the same for unit leaders, the survey used several branching items to tailor the items received to the background of each participant. The purpose of these questions was to enable individuals to take a more focused, specific survey based on their individual experiences. For example, the CLPMs received more items than the other respondent groups. This branching technique provided us with more accurate information about language issues in SOF units and helped to reduce the length of the survey for some participants. A third survey was also developed with the intention of capturing perceptions from instructors. Unfortunately, too few instructors participated ($n = 7$) to obtain interpretable results, necessitating the removal of that survey. Lack of Internet access and project time constraints (i.e., shorter response window) impacted the response on all three surveys. In addition, there was not a consistent way to notify individuals across the SOF community because of multiple email systems. In addition to sending email notifications, a link to the survey was posted on the web via Army Knowledge Online (AKO).

Data were collected during July and August of 2004 via a web-based survey. The official launch of the survey was on Wednesday, July 21, 2004. An email notification was sent to SOF personnel once the survey was available online. They received this notification through official email channels. SOF personnel were instructed to follow a link to the Army Knowledge Online (AKO) website. After logging in to their AKO accounts, the link for the survey could be found on the front page of AKO website. The explanation of the link stated:

“The Special Operations Foreign Language Office (SOFLO) has created an online survey to capture your experiences on how the Army tracks language requirements. Take the survey.”

The survey took approximately 45 minutes to complete and was available to respondents for approximately two weeks. Several e-mail notifications and reminders were sent to SOF personnel during the time that the survey was available online. The official end date for the survey was August 9, 2004 at 12 midnight.

Participants

The *Unit Leadership Survey* targeted unit commanders, SWOA/SEAs, staff officers, and CLPMs. When we use the term unit leaders or leadership in this report, we are referring to this group collectively. Although the surveys were deployed for a limited time, we received a fair response rate for an issue-oriented survey (i.e., a longer survey that focuses on incumbents who are subject matter experts) from unit leaders ($n = 158$). Of the 158 respondents, 57 were unit commanders, 16 were SWOA/SEAs, 58 were staff officers, and 27 were CLPMs.

One hundred and fifty-two respondents indicated Army as their mother service. Four of these respondents indicated they were Army Civilians specifically. Three respondents indicated that they were in the United States Air Force (1.9%). Two respondents classified themselves as DoD Civilians (1.3%) and only one respondent indicated “Other” as their classification (0.6%). Nearly half (45.5%) of the unit leadership survey respondents indicated they were members of the Reserves/National Guard.

When asked the type of SOF personnel in their command/unit, 44 respondents indicated Army Special Forces Active Component (SF AC), 23 respondents indicated Army Special Forces Reserve Component (SF RC), 13 respondents indicated Army Civil Affairs Active Component (CA AC), 30 respondents indicated Army Civil Affairs Reserve Component (CA RC), 20 indicated Army Psychological Operations Active Component (PSYOP AC), 13 indicated Army Psychological Operations Reserve Component (PSYOP RC), 1 respondent indicated Navy SEAL, and 3 respondents indicated Air Force Special Operations Forces (AFSOF).

Respondents were asked to indicate the level of command where they were assigned. It is important to note that this is not the rank of the respondent, but the rank of the person who commands their unit. The majority of respondents (85.5%) indicated that their level of command was O3, O4, O5, or O6. The remaining respondents (15.5%) indicated that their level of command was O7, O8, O9, or O10.

When indicating their total service in SOF, 5.2% of respondents indicated less than one year, 18.1% of respondents indicated ‘1-4 years,’ 21.9% of respondents indicated ‘5-8 years,’ 18.1% of respondents indicated ‘9-12 years,’ 11 % of respondents indicated ‘12-16 years,’ 12.3% of respondents indicated ‘17-20 years,’ and 13.5% of respondents indicated more than 20 years. When asked how long they have been working in their current job, 33.1% of respondents

indicated less than one year, 54.8% of respondents indicated 1-4 years, and only 12.1% of respondents indicated more than 5 years.

A large percentage (78.5%) of unit leaders indicated that their unit/command has been deployed inside the unit's normal AOR in the last 12 months. In addition 61.8% of unit leaders indicated that their unit/command has been deployed outside the unit's normal AOR in the last 12 months. In addition, a large percentage of unit leaders (89.0%) reported that they were proficient in a language other than English.

When asked to report how often, in any given week, an important issue regarding language training crosses their desk, 31.8% of unit leaders indicated 'never.' However, 37.0% of respondents indicated 'one time,' 16.2% respondents indicated 'two times,' and 14.9% indicated more than 'three times.'

For a complete reporting of the demographics for unit leaders, unit commanders, SWOA/SEAs, staff officers, and CLPMs, see Appendices A, B, C, D, and E, respectively.

INTERPRETING THE RESULTS

This report is designed to present the results from unit leaders who responded to the *Unit Leadership Survey*, which is one data collection component of the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* (see METHOD for more details).

The design of this technical report allows the reader to locate information quickly and without confusion. This report can be easily navigated by using the TABLE OF CONTENTS. The reader can use the TABLE OF CONTENTS to select an area of interest (e.g., Official Language Testing) and quickly navigate to the section of the survey that contains the information of interest. For more detailed information about a topic of interest, the TABLE OF CONTENTS also contains a listing of the appendices, which include item-by-item findings from the survey.

The SURVEY FINDINGS section of the report is divided into subsections which reflect the major content areas of the survey: (1) Mission-Based Language Requirements, (2) General Language Requirements, (3) Outside Area of Responsibility (AOR) Deployments, (4) Use of Interpreters, (5) Language Training (6) Official Language Testing, (7) Foreign Language Proficiency Pay (FLPP), (8) Use of Technology, (9) Organizational Climate and Support, (10) SOFLO Customer Service, and (11) Language and Attrition. The content of these sections is briefly described below:

SECTION 1: Mission-Based Language Requirements

In this section, unit leaders were asked about the use of language on training or operational deployments inside the unit/command's normal AOR. This section of the survey included questions about the level of language proficiency ideal for typical tasks and duties, the length of deployment on this mission, and whether or not personnel in the unit experienced language-related issues or deficiencies while on the deployment.

SECTION 2: General Language Requirements

Only CLPMs responded to items in this section of the survey. This section contains information regarding the typical need for foreign language skills while executing SOF-specific tasks on deployment. Respondents were asked about the frequency and importance of several SOF-specific language tasks for deployments in their command/unit. Examples of these tasks included use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location and the use of formal language in conversation with people in the deployment location. These language tasks were identified from the focus group study.

SECTION 3: Outside AOR Deployments

This section presents information about the use of language outside the command's normal AOR. This section of the survey included questions about the importance of various aspects of proficiency on these deployments and any problems experienced with language on these deployments.

SECTION 4: Use of Interpreters

This section contains information about the respondent's experiences with interpreters while on the mission. Basic characteristics of interpreter use, such as which type of interpreter was used, as well as an assessment of the interpreter's competence and trustworthiness, are covered in this section. These questions refer to operational deployments both inside and outside of a unit's AOR.

SECTION 5: Language Training

This section contains information regarding unit leader's perceptions of several different types of training: initial acquisition training, sustainment/enhancement training, and immersion training. Unit leaders were asked specific questions about the quality and usefulness of training in these three categories.

SECTION 6: Official Language Testing

This section presents unit leaders' perceptions and experiences with the Defense Language Proficiency Test (DLPT) based on experiences with the test in their unit/command. This section focuses on the relatedness of the DLPT to mission performance and the importance unit leaders place on DLPT scores in their unit/command.

SECTION 7: Foreign Language Proficiency Pay (FLPP)

This section contains unit leaders' perceptions and experiences with FLPP. This section focuses on the evaluation of FLPP as a proper incentive for personnel.

SECTION 8: Use of Technology

This section presents unit leader's opinions and experiences with technology. Unit leaders were asked specifically about their attitudes toward technology-delivered training (TDT) and machine language translation (MLT). Respondents were asked to evaluate what role TDT should play in the training process and were also asked to evaluate the usefulness of MLT as a job aid.

SECTION 9: Organizational Climate and Support

Unit leaders were instructed to assign a letter grade (i.e., A, B, C, D, or F) related to how well their chains of command provide support for language training. An example item from this section of the survey is 'Provides recognition and rewards related to language training.'

SECTION 10: SOFLO Customer Service

This section presents findings regarding unit leaders' experiences with the Special Operations Forces Language Office (SOFLO). This evaluation includes perceptions of SOFLO's policies and procedures related to language training.

SECTION 11: Language and Attrition

This section presents unit leaders' beliefs regarding the intentions of the personnel in their command/unit to leave SOF. Unit leaders evaluated the likelihood that personnel in their unit/command would leave SOF as a result of changes in SOF language requirements, his/her inability to receive sufficient language training, or for a civilian position where language skills are highly compensated.

Each of these 11 sections contains the following subdivisions: (1) Introduction; (2) Respondents; (3) Summary/Abstract; and (4) Findings. The 'Introduction' provides a brief overview of the content of the section and refers the reader to additional places where more complete lists of items and results can be found. The 'Respondents' section provides information about the source and the number respondents to that particular section. Additionally, functional background information about respondents is presented where applicable. The 'Summary/Abstract' provides a brief description of the main findings. The 'Findings' section provides a more detailed description of the survey results, including a presentation of results by respondent position (i.e., unit commanders, SWOA/SEAs, staff officers, and CLPMs).

Tables with survey results are presented at the end of each section to support discussion and provide more detailed data on important issues. These tables are labeled using a two digit system separated by a period. The first digit is the section in which the table is located, while the second digit is the number of the specific table in the section. For example, the fourth table in Section five is titled, "Table 5.4." The data reported in section tables are either in the form of frequencies, percentages, or 100 point means. The table should provide an indication of what type of data is presented. The footnotes of the section tables provide detailed information about what is presented in each of the tables. Additionally, a listing of tables in each section can be found in the TABLE OF CONTENTS.

Interpreting Survey Scales

The majority of survey questions were answered using five point Likert-type scales. Examples of the most commonly used scales and their numerical values used in the analyses are presented in the table below:

	Numerical Values				
Scale	1	2	3	4	5
Agreement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Frequency	Never	Seldom	Sometimes	Often	Very Often/Always
Importance	Not Important	Low Importance	Important	High Importance	Critical

Unless the findings are specifically referred to as percentages or frequencies, the findings presented in this report are means based on a 100-point scale. **In general, higher averages are better, unless otherwise noted. There are a number of items that were negatively worded. These items, which are marked, should be interpreted as lower numbers being better.**

In an attempt to aid interpretation, the following table presents the interpretation of the 100-point agreement scale used for most items on the surveys. Remember the interpretation of agreement or lack of agreement as positive or negative depends on the wording of the question. Therefore, be careful to read the question thoroughly before interpreting the data.

Interpreting Responses on the 100-point scale	
100	If every participant responded “strongly agree” for the item, then the survey item mean would be 100.
75	If every participant responded “agree” for the item, then the survey item mean would be 75. Also, this number could result from a mixture of responses where the majority of the responses were “strongly agree” and “agree.”
50	If every participant responded “neutral” for the item, then the item mean would be 50. Also, this number could be the result of the “strongly disagree” and “disagree” responses being equally balanced with the “strongly agree” and “agree” responses.
25	If every participant responded “disagree” for the item, then this the survey item mean would be 25. Also, this number could result from a mixture of responses where the majority of the responses were “strongly disagree” and “disagree.”
0	If every participant responded “strongly disagree” for the item, then the survey item mean would be 0.

There are several appendices included at the end of the report which contain the survey questions and the relevant descriptive statistics for each item. This information is presented in a series tables within each appendix. There is an example of a common appendix table and how to interpret the information in the table included at the end of this section. Appendix tables are labeled with a letter and a number (e.g., “Table B4”). The following is a list of the appendices included:

- Appendix A: Findings for Unit Leaders
- Appendix B: Findings for Unit Commanders
- Appendix C: Findings for Staff Warrant Officer Advisor/Senior Enlisted Advisor (SWOA/SEA)
- Appendix D: Findings for Staff Officers
- Appendix E: Findings for Command Language Program Manager (CLPM)
- Appendix F: Findings for Active Component Unit Leaders
- Appendix G: Findings for Reserve Component Unit Leaders

There are six other technical reports that provide detailed information about and results from the focus group study and the other surveys, including the *Final Project Report*. APPENDIX H presents an overview of each report and directs the reader to these documents.

Reading and Interpreting an Appendix Table

N
Indicates the actual number of participants who responded to the question.
Ex. 309 participants responded to Item 6.

Standard Deviation
Measures how widely values are dispersed from the mean. Higher standard deviations reflect scores that have higher variability. A large standard deviation indicates a broad range of opinions. A small standard deviation indicates more consistent opinions.
Ex. The standard deviation for this item is 1.17.

Percentage of Responses
Indicates the percentage of respondents who chose each response option.
Ex. 30.4% of respondents indicated that the mission required military-specific language "Often."

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	309	3.1	1.17	51.9	11.7	19.7	28.2	30.4	10.0
7.	Formal language									
8.	Slang/street language									
9.	Local dialect									
10.	Speaking skills									
11.	Listening skills									

5 point mean
Mean response by all participants on a five point scale.
Ex. The mean response was 3.1.

$$\text{Mean (average)} = \frac{\text{Sum of scores}}{\text{Total number of scores}}$$

100 point mean
5-point means are converted to a 100-point scale. For example a value of 3 on a 5-point scale is converted to 50 on a 100-point scale.
Ex. The mean response was 51.9.

SURVEY RESULTS

The findings from the unit leaders who responded to the survey component of the *SOF Language Transformation Strategy Needs Assessment Project* are presented in the following eleven sections. These findings presented in these sections are descriptive in nature and, therefore, this report does not provide extensive interpretation of findings or recommendations. For an integration of the findings from unit leaders with information gathered from the other data collection methods used in this project and recommendations based on project findings, see the Final Project report (details from this report are presented in Appendix H).

The first section, 'Mission-Based Language Requirements,' presents findings regarding unit leader's perceptions of the use of language on training or operational deployments inside the unit/command's normal AOR. The second section, 'General Language Requirements' presents findings from CLPMs regarding the typical need for foreign language skills while executing SOF-specific tasks on deployment. The third section, 'Outside Area of Responsibility (AOR) Deployments' presents information about the use of language outside the command's normal AOR. The fourth section presents findings regarding unit leaders' experiences with interpreters while deployed. The fifth section, 'Language Training' presents information regarding unit leader's perceptions of several different types of training: initial acquisition training, sustainment/enhancement training, and immersion training. The sixth section, 'Official Language Testing' presents unit leaders' perceptions and experiences with the Defense Language Proficiency Test (DLPT) based on experiences with the test in their unit/command. The seventh section, 'Foreign Language Proficiency Pay (FLPP)' presents unit leaders' perceptions and experiences with FLPP, including their evaluation of FLPP as an incentive for SOF personnel. The eighth section, 'Use of Technology' presents unit leader's opinions and experiences with technology as they relate to language, including their attitudes toward technology-delivered training (TDT) and machine language translation (MLT) and what role they should play in the overall training process. The ninth section, 'Organizational Climate and Support' contains findings regarding perceptions of how well unit leaders' chains of command provide support for language training. The tenth section, 'SOFLO Customer Service' presents findings regarding unit leaders' experiences with the Special Operations Forces Language Office (SOFLO), which includes perceptions of SOFLO's policies and procedures related to language training. Finally, the eleventh section, 'Language and Attrition' presents unit leaders' beliefs regarding the intentions of the personnel in their command/unit to leave SOF.

SECTION 1: MISSION-BASED LANGUAGE REQUIREMENTS

Introduction

This section contained questions related to language requirements for training or operational deployments inside a command's normal area of responsibility (AOR). For the complete list of these items and associated findings for unit leaders overall, see Appendix A, Tables A6 - A9. For more detailed information about the relevant subgroups (unit commanders, SWOA/SEAs, staff officers, and CLPMs) see Appendices B-E. For information specific to active duty and RC personnel, see Appendices F and G.

Respondents

All unit leaders received this section of the survey. There were total of 158 unit leaders who responded to the survey and were categorized as follows: 57 unit commanders, 16 senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), 58 staff officers, and 27 command language program managers (CLPMs).

Summary/Abstract

Overall, unit leaders who participated in the survey indicated that their most common SOF core tasks were civil affairs operations (CAO) and psychological operations (PSYOP), although SWOA/SEAs indicated unconventional warfare (UW) as the most common SOF core task. Over 90% of unit leader respondents indicated the need for SOF personnel to possess a level of communication that can be classified as intermediate or higher (See *Overall Findings* below for a description of language classifications). However, CLPMs indicated that somewhat lower levels of proficiency than that identified by the other unit leaders would be ideal for typical tasks and duties.

With regard to specific functions of language, 'Building rapport' was rated as the most important function, although other dimensions were also seen as important to mission success. CLPMs rated certain functions of language proficiency as less important when compared to the other unit leaders.

Based on a total of 157 potential respondents, less than half of all unit leaders indicated that their personnel were able to effectively perform a variety of language-related tasks. For example, only 37.3% of unit leaders indicated that their personnel were able to speak effectively and only 19.6% indicated that their personnel are able to use military or technical language effectively.

Findings

Overall Findings

Table 1.1 presents information regarding the primary SOF core task. Twenty eight percent of unit leaders indicated that their unit's primary SOF core task while deployed inside their normal area of operations (AOR) was civil affairs operations (CAO), 22.3% of respondents indicated psychological operations (PSYOP), and 19.7% indicated unconventional warfare (UW) as their primary SOF core task within their command's normal AOR. Table 1.2 presents information about the type of deployments unit leaders conducted during their tenure in their current position. The most commonly cited mission type was CAO followed closely by foreign internal defense

(FID). In addition, there was a fairly wide range of representation in terms of tenure in the current position (See Table 1.3). While 24.8% of unit leaders reported working less than six months in their current position, 31.2% reported working more than 24 months in their current position.

Table 1.4 shows over 90% of unit leaders who responded to the survey indicated the need for a level of communication that can be classified as intermediate or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix I for a Layman's Understanding of ILR Language Skill Level Descriptions). 'Intermediate communication' includes the ability to perform the following language-related tasks: asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.

This table also shows that 36.7% of unit leaders believed that a 'Complex Communication' level was the highest level needed for typical tasks and missions, while an equal percentage indicated that an 'Advanced Communication' level was the highest level needed for typical tasks and missions. A complex communication level includes the ability to perform the following language-related tasks: extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors. An advanced communication level includes the ability to perform the following language-related tasks: negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors. Only 3.8% of respondents indicated that no level of proficiency was needed. This finding shows that unit leaders believe that high levels of language proficiency are needed on deployments.

As indicated in Table 1.5, unit leaders reported that 'Building rapport' is the most important function of language inside of the unit's normal AOR, with a mean value of 84.8 on a 100-point scale. This mean score reflects a high level of importance (See INTERPRETING THE RESULTS for further information about interpreting these values). Other functions that were indicated as having a moderately high level of importance were 'Increasing awareness' ($M = 77.1$) and 'Maintaining control in hostile confrontations' ($M = 75.8$). 'Logistics,' or saving time, was rated by unit leaders as having the lowest level of importance, although the mean of 57.3 still indicates that this is a moderately important function of language on deployment.

Table 1.6 presents the perceptions of unit leaders regarding the language capabilities of their unit's typical personnel in their official or required language. Based on a total of 157 potential respondents, less than half of all unit leaders indicated that their personnel were able to effectively perform a variety of language-related tasks. Only 41.8% indicated that SOF personnel were able to listen effectively, 37.3% indicated that their personnel were able to speak effectively, 29.7% respondents indicated that their personnel were able to read effectively, and 12.7% respondents indicated that their personnel were able to write effectively. Furthermore, 27.2% of unit leaders indicated that their personnel are able to use slang effectively, 19.6% indicated that their personnel are able to use military or technical language effectively, and 13.9% indicated that personnel are able to use formal speech. This pattern was consistent for all unit leader subgroups. Due to the fact that all respondents could have selected each option, the small number of unit

leaders who selected each option indicates that unit leaders are not very confident in their personnel's language capabilities in their official or required language.

Unit Commander Findings

Unit commanders who participated in the survey indicated that their units primarily engaged in three SOF core tasks in their command's normal AOR and these were CAO (28.1%), UW (24.6%), and PSOYP (19.3%). The most frequently selected type of SOF core tasks on missions conducted during a unit commander's tenure with the unit was FID. In contrast to the overall findings, most unit commanders reported that their tenure in the unit was less than 12 months, with 31.6% reporting tenure of less than 6 months, and 24.6% reporting tenure of 6-12 months.

43.9% of unit commanders who participated in the survey indicated that 'Complex Communication,' which is the highest level of proficiency indicated, was the highest level of proficiency needed for typical tasks and duties.

The findings for unit commanders are consistent with overall findings from unit leaders regarding the importance of various language functions. 'Building rapport' was rated as being the most important function of language for deployment inside of the unit's AOR, with a mean of 86.0. 'Increasing awareness' ($M = 75.0$) and 'Maintaining control in hostile confrontations' ($M = 75.0$) were also indicated as moderately important. Again, the lowest level of importance was indicated for 'Logistics,' but this function was still indicated as being moderately important with a mean of 57.0.

The findings related to unit leader perceptions of the language capabilities of their unit's typical personnel in their official or required language are consistent with the overall findings. Of the 57 unit commanders who responded to the survey, only 42.1% unit commanders indicated that their personnel were able to listen effectively and 35.1% unit commanders indicated that their personnel were able to speak effectively in their official or required language. Even fewer respondents indicated that their personnel were able to read (24.6%) or write (7.0%) effectively. Few respondents expressed confidence in their personnel's ability to use slang dialects (21.1%), military or technical language (14.0%), or formal speech (12.3%) effectively.

SWOA/SEA Findings

The primary SOF core tasks indicated by SWOA/SEAs were UW (37.5%) and PSYOP (31.3%). Most SWOA/SEAs reported that PSYOP, DA, and UW were the three types of SOF core tasks that they had conducted during their tenure in their current position. While 33.3% of the SWOA/SEAs indicated that their tenure in their current position was less than 6 months, 33.3% of respondents indicated that their tenure in their current position was more than 24 months.

Unlike other unit leaders, a larger percentage of SWOA/SEAs (43.8%) indicated that 'Advanced Communication' was the highest level of proficiency needed for typical task and duties, while a smaller percentage indicated a need for 'Complex Communication' levels (25.0%). This finding suggests that a somewhat lower level of proficiency than that indicated by the other groups is considered to be the highest level needed by SWOA/SEAs.

For SWOA/SEA respondents, 'Building rapport' was the most important function of language inside the unit's AOR ($M = 87.5$). However, ratings of importance for some of the other functions were not consistent with findings for other unit leaders. SWOA/SEAs indicated that using language for 'Training or teaching others' was less important ($M = 65.6$) than unit leaders overall

($M = 70.0$). SWOA/SEAs indicated that ‘Reducing need for interpreters’ ($M = 73.4$), ‘Logistics’ ($M = 62.5$), ‘Giving basic commands’ ($M = 73.4$), and ‘Discrete eavesdropping’ ($M = 71.9$) were more important when compared with ratings from unit leaders overall, who rated these four tasks as being somewhat less important than ratings given by SWOA/SEAs ($M = 64.1$, $M = 57.3$, $M = 68.5$, and $M = 64.6$).

SWOA/SEAs indicated similar attitudes to unit leaders overall regarding their typical personnel’s capability in their official or required language. Of the 16 SWOA/SEAs who responded to the survey, very few indicated that their personnel were able to perform a variety of language-related functions effectively, including speak effectively (37.5%), listen effectively (37.5%), read effectively (25%), and write effectively (25%). Although a larger percentage of SWOA/SEAs (43.8%) indicated that their personnel were able to use slang dialects effectively, the fact that less than half of the total 16 respondents selected this option indicates that overall SWOA/SEAs do not have confidence in their personnel’s ability to perform a variety of language-related tasks in their official or required language.

Staff Officer Findings

A total of 35.1% of staff officers reported that their unit’s primary SOF core task was CAO, while 22.8% of respondents reported that their unit’s primary SOF task was PSYOP. CAO, PSYOP, and IO were the three most commonly identified types of SOF core tasks that this group had conducted during tenure in their current position. Additionally, 44.8% of respondents indicated that they had been working in their current position more than 24 months while 20.7% of respondents indicated that they had been working in their current position for less than six months.

Consistent with findings from other unit leaders, 39.7% of staff officers indicated an ‘Advanced Communication’ level was the highest level needed for typical tasks and duties on deployment, while 41.4% indicated a need for ‘Complex Communication’ levels while on deployment.

The findings for staff officers are consistent with the findings for other unit leaders. ‘Building rapport’ was once again indicated as having a high level of importance ($M = 86.6$). Ratings of importance for the other functions of language were slightly higher than the results for unit leaders for all of items. Once again, ‘Logistics’ ($M = 57.8$) received the lowest rating of importance.

Similar to overall findings, very few staff officers had confidence in their typical personnel’s ability to perform language-related tasks in their official or required language. Of the 58 staff officers who responded to the survey only a small number of respondents indicated that personnel in their unit/command were able to listen effectively (44.8%), speak effectively (39.7%), and read effectively (36.2%). Even fewer staff officers indicated that personnel were able to write effectively (17.2%). Staff officers were more confident in personnel’s ability to use slang dialects (27.6%) and military or technical language (22.4%) effectively and less confident in their ability to use formal speech (15.5%).

CLPM Findings

A total of 25.9% of CLPMs reported that their unit’s primary SOF core task was CAO, and 22.2% of CLPMs reported that their unit’s primary SOF core task was PSYOP. In responding to questions regarding the types of SOF core tasks conducted during their tenure, respondents indicated a variety of SOF core tasks were conducted during their tenure in their current position.

CAO, DA, UW, and FID tasks were indicated with approximately equal frequency. While 44.4% of CLPMs indicated working in their current position for more than 24 months, the remaining respondents reported a wide range of tenure in their current position.

The level of language proficiency identified as being the highest level of proficiency needed for typical tasks and missions by the CLPMs was inconsistent with findings from other unit leaders. While the majority of respondents in the other groups indicated that either a 'Complex Communication' or an 'Advanced Communication' as being the highest level needed, only 18.5% of CLPMs indicated that 'Advanced Communication' was needed. 29.6% of CLPMs indicated that 'Intermediate Communication' would be the highest level needed. These findings suggest that CLPMs believe that a lower level of proficiency than that indicated by the other unit leaders would be needed for tasks and duties. Another possible interpretation is that CLPMs might be more knowledgeable about language proficiency levels than other unit leaders.

The findings regarding the importance of various functions of language proficiency show a discrepancy between ratings by CLPMs and ratings by other unit leaders. The mean scores calculated for CLPMs are lower than the means presented for the other groups, and in some cases large differences are observed. A consistent finding is that 'Building rapport' was rated as the most important function of language. However, the mean importance rating for 'Building rapport' was 76.9, indicating a slightly lower level of importance when compared with means in the mid-80's for the other groups.

Consistent with overall findings, a small number of CLPMs expressed confidence in the ability of the typical personnel to perform a variety of language-related tasks in their official or required language. Of the 27 CLPMs who responded to the survey, only 37.0% indicated that their personnel were able to speak and listen effectively. CLPMs expressed even less confidence in personnel's ability to read effectively (29.6%) and write effectively (7.4%). CLPMs were more confident in personnel's ability to use slang dialects effectively (29.6%), and less confident in their ability to use military or technical language (18.5%) and formal speech (7.4%).

Reserve Component Findings

The most frequently indicated SOF core task for RC leaders was CAO, with 42.3% of respondents selecting this type of mission. For active component (AC) personnel, the most commonly selected types of missions were UW (23.8%) and PSYOP (23.8%). Consistent with findings for unit leaders overall, 67.6% of RC leaders and 77.6% of AC personnel indicated that either 'Advanced Communication' or 'Complex Communication' would be the highest level needed for typical tasks and duties. These findings can be found in Appendix G, Table G7 and Appendix F, Table F7.

RC leaders' responses regarding the importance of various aspects of language proficiency are located in Appendix G, Table G8. Overall, these findings were similar to responses from AC personnel (Appendix F, Table F8). RC leaders rated 'Building rapport' as the highest in importance ($M = 82.8$), which is consistent with the findings from the other groups. While AC personnel rated 'Training or teaching others' as moderately high in importance ($M = 74.7$), RC leaders rated the importance of this aspect of proficiency lower ($M = 64.3$). Likewise, AC personnel identified 'Logistics' as having a moderate level of importance ($M = 60.9$), while RC personnel assigned a more neutral level of importance to this aspect of proficiency ($M = 52.5$).

When responding to questions regarding their typical personnel's language capabilities in their official or required language, RC leaders' responses were consistent with the responses from AC

personnel (See Appendix G, Table G9 and Appendix F, Table F9, respectively). More RC personnel agreed that personnel were able to listen (30.1%) and speak (29.6%) effectively, than write (8.5%) effectively.

Table 1.1 Unit's Primary SOF Core Task

	<i>Primary SOF Core Task¹</i>									
	<i>DA²</i>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>CP</i>	<i>IO</i>	<i>Other</i>
	<i>%³</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Unit Leadership	2.5*	1.3*	19.7	6.4	28.0	22.3	3.2	1.3*	4.5	10.8
Unit Commander	3.5*	1.8*	24.6	3.5*	28.1	19.3	5.3	1.8*	1.8*	10.5
SWOA/SEA	6.3*	6.3*	37.5	6.3*	6.3*	31.3	-	-	-	6.3*
Staff Officer	-	-	14.0	7.0*	35.1	22.8	3.5*	-	5.3*	12.3
CLPM	3.7*	-	11.1*	11.1*	25.9	22.2	-	3.7*	11.1*	11.1*

¹ Unit leaders were asked to indicate their primary SOF core task/mission.

² Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counter Proliferation of WMD (CP), Information Operations (IO), and Other.

³ All numbers in this table are represented as percentages of total responses for this item.

* This data is based on fewer than five responses

Table 1.2 Unit SOF Core Task During Tenure

	<i>SOF Core Tasks During Tenure⁴</i>									
	<i>DA</i>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>CP</i>	<i>IO</i>	<i>Other</i>
	Frequency⁵									
Unit Leadership	50	45	52	61	67	57	45	9	54	21
Unit Commander	20	21	22	25	22	17	13	2*	20	9
SWOA/SEA	8	6	8	7	6	9	7	1*	7	1
Staff Officer	15	12	15	22	30	25	20	6	24	6
CLPM	7	6	7	7	9	6	5	-	3*	5

⁴ Leadership was asked to indicate the SOF core tasks/missions their unit has conducted during their tenure with the unit.

⁵ Respondents were asked to check all options that applied. These values represent the count for each response option.

* This data is based on fewer than five responses

Table 1.3 Unit Leadership's Tenure in Current Position

	<i>Tenure in Current Position⁶</i>				
	<i>Less than 6 months</i>	<i>6-12 months</i>	<i>13-18 months</i>	<i>19-24 months</i>	<i>More than 24 months</i>
	<i>%⁷</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Unit Leadership	24.8	16.6	13.4	14.0	31.2
Unit Commander	31.6	24.6	19.3	14	10.5
SWOA/SEA	33.3	6.7	20	6.7	33.3
Staff Officer	20.7	13.8	5.2	15.5	44.8
CLPM	14.8*	11.1*	14.8*	14.8*	44.4*

⁶ Unit Leadership was asked to indicate how long they had been working in their current position.

⁷ All numbers in this table are represented as percentages of total responses for this item.

* This data is based on fewer than five responses

Table 1.4 Highest Level of Proficiency needed for the Unit's Typical Missions

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
	% ⁸	%	%	%	%
None	3.8	5.3	0.0	1.7	7.4
Basic Communication ⁹	5.1	3.5	12.5	1.7	11.1*
Intermediate Communication ¹⁰	17.7	14.0	18.8	15.5	29.6
Advanced Communication ¹¹	36.7	33.3	43.8	39.7	33.3
Complex Communication ¹²	36.7	43.9	25.0	41.4	18.5

⁸ All numbers in this table are represented as percentages of total responses for this item.

⁹ Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

¹⁰ Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

¹¹ Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

¹² Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

* This data is based on fewer than five responses

Table 1.5 Ratings of Importance for Various Aspects of Language Proficiency

<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	
	[Mean Values on 100-point scale] ¹³				
Building Rapport/trust	84.8	86.0	87.5	86.6	76.9
Training or teaching others	70.0	71.0	65.6	74.1	61.5
Reducing need for interpreters	64.1	63.8	73.4	65.4	56.5
Logistics (i.e., saving time)	57.3	57.0	62.5	57.8	53.7
Identification of Documents	65.2	63.6	68.8	68.5	59.3
Giving basic Commands	68.5	67.1	73.4	70.7	63.9
Discrete Eavesdropping	64.6	63.4	71.9	65.8	60.0
Increasing awareness	77.1	75.0	81.3	78.9	75.0
Maintaining control in hostile confrontations	75.8	75.0	79.7	77.2	72.1
Persuading people to provide sensitive information	70.0	67.5	76.7	74.1	63.0
Negotiations	74.2	74.6	73.4	77.6	66.4

¹³ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 1.6 Unit Leader’s Perceptions of their Typical Personnel’s Language Capabilities in their Official or Required Language

	<i>Unit Leadership</i> (N = 157)	<i>Unit Commander</i> (N = 57)	<i>SWOA/SEA</i> (N = 16)	<i>Staff Officer</i> (N = 58)	<i>CLPM</i> (N = 27)
	% ¹⁴	%			
Able to speak effectively	37.3	35.1	37.5	39.7	37.0
Able to listen effectively	41.8	42.1	37.5	44.8	37.0
Able to read effectively	29.7	24.6	25.0	36.2	29.6
Able to write effectively	12.7	7.0	25.0	17.2	7.4
Able to use formal speech ¹⁵	13.9	12.3	25.0	15.5	7.4
Able to use slang (street language) effectively ¹⁶	27.2	21.1	43.8	27.6	29.6
Able to use military or technical language effectively ¹⁷	19.6	14.0	31.3	22.4	18.5

¹⁴ All numbers in this table are represented as percentages of total responses for this item.

¹⁵ Examples: Give a thank you speech to local country hosts or conduct business negotiations with officials.

¹⁶ Examples: Ask directions or give important instructions to the typical person on the street.

¹⁷ Examples: Training local vehicle mechanics or policemen.

SECTION 2: GENERAL LANGUAGE REQUIREMENTS

Introduction

This section contained questions regarding the general language requirements and typical need for specific foreign language skills in executing SOF core tasks. General language requirements are the tasks that are necessary while on deployment inside a command's normal area of responsibility (AOR). For the complete list of these items and associated findings for CLPMs, please see Appendix E, Tables E10-E16.

Respondents

CLPMS were the only subgroup that received this particular section of the survey. There were 26 CLPMs who responded to this section.

Summary/Abstract

CLPMs were asked to rate the frequency and importance of various functions of language proficiency on their typical missions. CLPMs indicated that the most frequently used and important function of language was 'Building rapport.' Using 'Slang/street language' was rated as the second most frequent, while 'Giving commands' received the second-highest rating of importance. 'Basic writings tasks' were reported as being used the least frequently and as being the least important. The majority of CLPMs indicated that 'Advanced Communication' would be the ideal proficiency level for tasks and duties. It is important to note that this level of proficiency is not the highest level that could have been chosen. CLPMs from active component units rated the frequency and importance of 'Giving commands' and using 'Military-specific language' more highly than did CLPMs from reserve component units.

Findings

Overall Findings

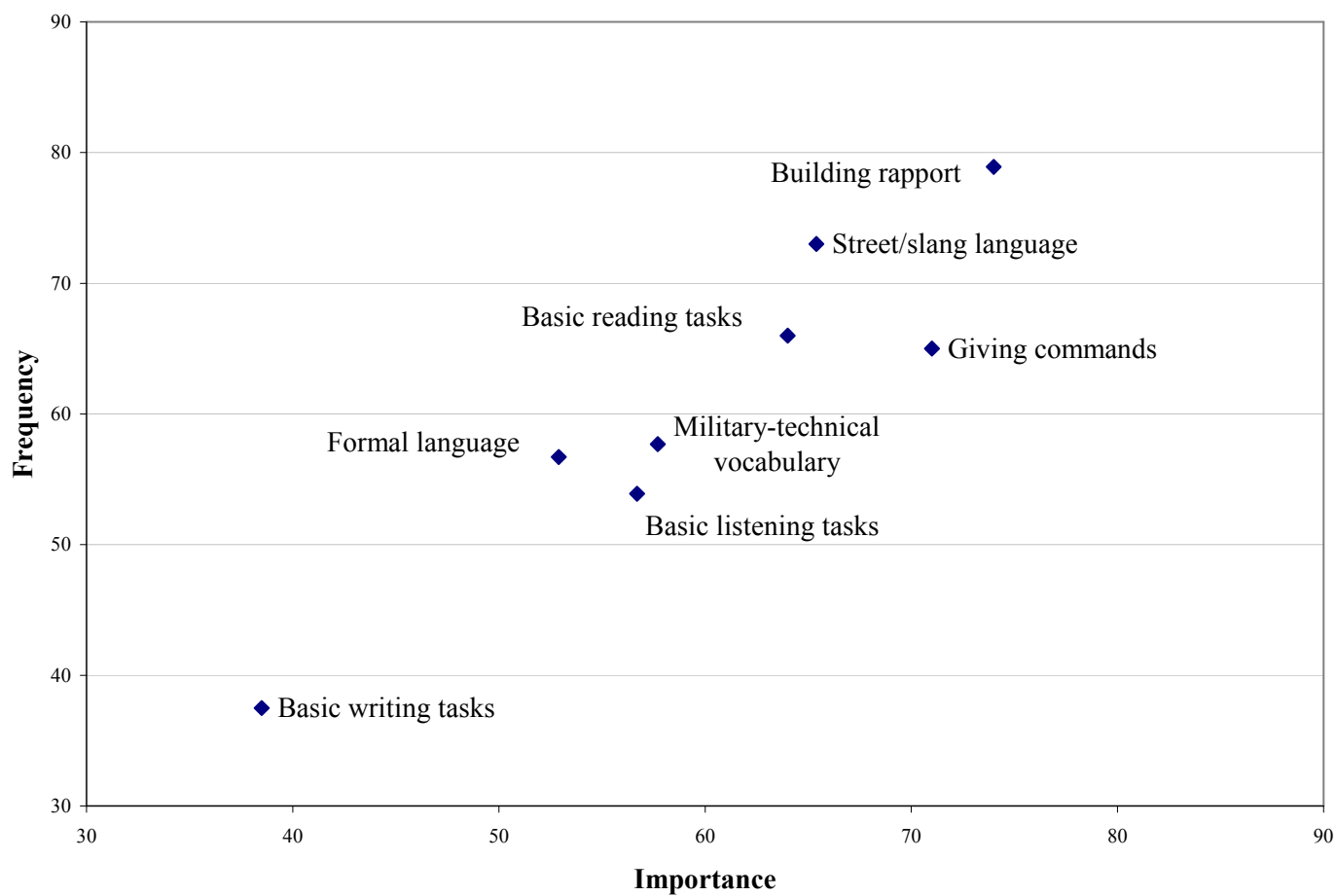
Of the foreign language skills listed in Table 2.1, CLPMs rated 'Building rapport' as occurring most frequently ($M = 78.9$) and being most important ($M = 74.0$). The item rated as having the second-highest frequency of occurrence on deployment was the use of 'Slang/street language' ($M = 73.0$). The item that received the second highest importance rating was 'Giving commands' ($M = 71.0$). 'Basic reading tasks' were identified as being used slightly more frequently ($M = 66.0$) and as being slightly more important ($M = 64.0$) than 'Basic listening tasks' ($M = 53.9$, $M = 56.7$). 'Basic writing tasks' were reported as being used the least frequently ($M = 38.5$) and as being the least important ($M = 37.5$) of all of the language functions (See Figure 1.1 for a graphical representation of these findings).

As indicated in Table 2.2, the vast majority of CLPMs indicated 'Advanced Communication' as the level of language proficiency ideal for typical tasks and duties (37.0%). 'Intermediate Communication' was reported slightly less frequently (29.6%). 'Basic Communication' was selected least frequently as the ideal level of proficiency (3.7%) while no level of communication was selected somewhat more frequently (11.1%). The highest level of proficiency that could be chosen, 'Complex Communication' was only selected by 18.5% of respondents. This finding, which is consistent with CLPM responses presented in Section I, seems to indicate that CLPMs do not believe that the highest level of proficiency possible is necessary on typical deployments.

Reserve Component Findings

As indicated in Table 2.1, there were significant differences in many of the ratings given by RC versus AC CLPMs for particular language functions. For example, RC CLPMs indicated that the frequency for 'Giving commands' is much lower ($M = 54.7$) than AC CLPMs ($M = 83.3$). They also differed in their ratings of importance for this language function. RC CLPMs reported a mean importance rating of 64.1, while AC CLPMs reported a mean of 83.3. RC CLPMs also indicated much lower frequency and importance of 'Military-specific language' on deployment ($M = 45.6, 47.1$), while AC CLPMs reported a much higher frequency and importance for this language function ($M = 80.6, 77.8$).

Figure 2.1 General Language Requirements: Command Language Program Managers¹⁸



¹⁸ The values in this graph are 100-point means.

Table 2.1 Unit/Command's Typical Foreign Language Usage

	<i>CLPM</i>	<i>RC CLPM</i>	<i>AC CLPM</i>
[Mean Values on 100-point scale] ¹⁹			
Slang/street language ²⁰			
Frequency	73.0	71.9	75.0
Importance	65.4	63.2	69.4
Giving commands ²¹			
Frequency	65.0	54.7	83.3
Importance	71.0	64.1	83.3
Formal language ²²			
Frequency	56.7	52.9	63.9
Importance	52.9	54.4	50.0
Building rapport ²³			
Frequency	78.9	75.0	86.1
Importance	74.0	70.6	80.6
Military-technical vocabulary ²⁴			
Frequency	57.7	45.6	80.6
Importance	57.7	47.1	77.8

¹⁹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

²⁰ Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.

²¹ Example: "Get down!" or "Drop the weapon!"

²² Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.

²³ Example: The initial meeting with the local militia leader.

²⁴ Example: Training local mechanics, policemen, or soldiers.

Table 2.1 Unit/Command's Typical Foreign Language Usage(cont.)

	<i>CLPM</i>	<i>RC CLPM</i>	<i>AC CLPM</i>
	[Mean Values on 100-point scale]²⁵		
Basic reading tasks²⁶			
Frequency	66.0	60.9	75.0
Importance	64.0	60.9	69.4
Basic writing tasks²⁷			
Frequency	38.5	38.2	38.9
Importance	37.5	36.8	38.9
Basic listening tasks²⁸			
Frequency	53.9	52.9	55.6
Importance	56.7	58.8	52.8

²⁵ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

²⁶ Example: Identifying important documents, reading signs/graffiti, and navigation.

²⁷ Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.

²⁸ Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.

Table 2.2 Level of Proficiency Ideal for Typical Tasks and Duties while Deployed

	CLPM
	%²⁹
None	11.1
Basic Communication ³⁰	3.7
Intermediate Communication ³¹	29.6
Advanced Communication ³²	37.0
Complex Communication ³³	18.5

²⁹ All numbers in this table are represented as percentages.

³⁰ Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

³¹ Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

³² Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

³³ Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

SECTION 3: OUTSIDE AOR DEPLOYMENT

Introduction

This section of the survey contained questions regarding the general language requirements and typical need for specific foreign language skills in executing SOF tasks outside a unit's normal area of responsibility (AOR). The tasks referred to in this section refer to language requirements specifically necessary while on deployment outside of a command's AOR. For the complete list of items and descriptive statistics for all unit leaders who responded to this section, please see Appendix A: Tables A19-A21. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC leaders and RC leaders, see Appendices F and G.

Respondents

Unit leaders only received this section of the survey if they indicated that their unit/command had been deployed in the last 12 months outside of their normal AOR. A total of 61.8% of unit leaders indicated that their unit/command had been deployed on exercises and operations outside their AOR in the last 12 months. Less than half of respondents also indicated that their unit/command provided pre-deployment language training for languages needed outside of their normal AOR (39.1%). There were 104 unit leaders who received content regarding deployment outside their AOR. They were categorized as follows: 31 unit commanders, 9 SWOA/SEAs, 37 staff officers, and 27 CLPMs.

Summary/Abstract

Findings for this section were consistent with finding regarding deployments inside of a unit's AOR (See Section 1: Mission-Based Language Requirements for those results). 'Building rapport' was rated as the most important function of language for all subgroups, including RC leaders. When responses were analyzed by primary mission type, some differences emerged as to the most important feature of language. In general, unit leaders disagreed that their personnel were proficient and capable in terms of language skills on deployments outside of their AOR. The most widely-held suggestion to enhance language preparation on outside of AOR missions was to simply extend the length of training programs.

Findings

Overall Findings

As indicated in Table 3.1, unit leaders reported that 'Building rapport' was the most important function of language outside of the unit's normal AOR with ($M = 79.4$). Other functions that were indicated as having a high level of importance were 'Increasing awareness' ($M = 72.7$) and 'Maintaining control in hostile confrontations' ($M = 72.7$). 'Logistics' was rated by unit leaders as having the lowest level of importance, although the reported mean of 51.3 still indicated that this is a moderately important function of language on deployment.

Unit Commander Findings

'Building rapport' was rated as the most important function of language for deployment outside of the unit's AOR ($M = 79.0$), which was consistent with the findings for unit leaders overall

regarding deployments inside of the AOR. ‘Increasing awareness’ ($M = 71.0$) and ‘Maintaining control in hostile confrontations’ ($M = 71.0$) were also rated as highly important. Once again, the lowest level of importance was indicated for ‘Logistics,’ although this function was still indicated as being moderately important ($M = 50.8$).

SWOA/SEA Findings

SWOA/SEAs indicated that ‘Building rapport’ was the most important function of language outside the unit’s normal AOR ($M = 81.8$). However, ratings of importance for some of the other functions were not consistent with findings from unit leaders overall. SWOA/SEAs indicated that ‘Discrete eavesdropping’ ($M = 75.0$) was more important when compared with the rating from unit leaders overall ($M = 60.4$). As with previous findings, SWOA/SEAs designated ‘Logistics’ as the least important function of language ($M = 52.3$).

Staff Officer Findings

Consistent with the other unit leaders, staff officers designated ‘Building rapport’ as the most important language function ($M = 81.8$) and ‘Logistics’ as the least important ($M = 54.7$). Staff officers indicated higher ratings of importance than unit leaders overall on all outside-AOR language functions except for ‘Discrete eavesdropping’ ($M = 59.0$). Staff officers rated ‘Giving basic commands’ and ‘Training or teaching others’ as more important for deployments outside of their AOR than the other groups of unit leaders.

CLPM Findings

Consistent with the other unit leaders, CLPMs designated ‘Building rapport’ as the most important language function ($M = 73.5$). However, unlike other Unit Leadership positions, they also indicated that ‘Maintaining control in hostile confrontations’ as equally important ($M = 73.5$). CLPMs rated ‘Logistics’ as the least important ($M = 43.8$). With the exception of ‘Giving basic commands’ and ‘Maintaining control in hostile confrontations,’ CLPMs indicated all functions of language as less important than unit leaders overall.

Reserve Component Findings

Consistent with unit leaders overall, both RC and AC leaders indicated ‘Building rapport’ as the most important function of language outside of the unit’s normal AOR ($M = 78.3, 81.0$) and ‘Logistics’ as having the lowest level of importance ($M = 47.7, 54.5$). The ratings of importance for ‘Logistics,’ however, differed for RC and AC leaders as did the importance ratings of ‘Discrete eavesdropping’ ($M = 63.4, 56.9$).

Primary SOF Core Task/Mission Findings

As reported in Table 3.2, for those who indicated UW as their primary SOF core task, ‘Maintaining control in hostile confrontations’ was designated as the most important function of language while deployed outside of their AOR ($M = 82.8$). The same group regarded ‘Logistics’ as the least important ($M = 53.1$), which is consistent with findings from unit leaders overall. Respondents whose primary SOF core task was FID indicated ‘Building rapport’ as most important to their mission ($M = 90.6$). This is also true for CAO, PSYOP, and information operations (IO) missions ($M = 74.1, 81.0, \text{ and } 75.0$ respectively).

Table 3.3 contains findings related to unit leader's beliefs about the relationship between language and deployments outside of their AOR. The statement claiming that personnel are equally proficient in language tasks inside their AOR as they are outside of their AOR was met with strong disagreement ($M = 18.4$). Although both groups disagreed, RC leaders differed from AC leaders regarding the strength of their reaction to this item, with AC leaders disagreeing much more strongly ($M = 15.0$) than RC leaders ($M = 22.2$). Unit leaders also disagreed with the item that claimed that pre-deployment language training had been successful in getting personnel to achieve the desired language proficiency ($M = 27.2$). Unit leaders moderately agreed that deployments outside of their AOR have degraded the unit's primary language proficiency ($M = 59.2$).

Unit commanders and SWOA/SEAs disagreed slightly more than the other groups of unit leaders (i.e., staff officers and CLPMs) that pre-deployment language training had been successful in getting SOF personnel to achieve the desired language proficiency ($M = 24.2$, $M = 22.5$, $M = 28.6$, $M = 33.3$, respectively).

All unit leaders, with the exception of CLPMs, tended to moderately agree that deployments outside of their AOR have degraded the unit's primary language proficiency. CLPMs showed even stronger agreement with this item ($M = 73.5$).

Open-Ended Findings

When asked, "How could you have been better prepared for language and culture for these outside of the AOR deployments?" the most common suggestion by unit leaders was to increase the length of training (See Table 3.4). The second most popular suggestion was to create a Head Start program similar to those commonly utilized on deployments inside of a unit's AOR. Other notable suggestions were to increase funding for language resource materials and to assign SOF personnel a second specialty language.

Table 3.1 Ratings of Importance for Various Aspects of Outside AOR Language Proficiency

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale] ³⁴			
Building Rapport/trust	79.4	79.0	81.8	81.8	73.5
Training or teaching others	63.3	62.9	61.4	66.0	59.4
Reducing need for interpreters	60.0	57.3	63.6	63.5	54.7
Logistics (i.e., saving time)	51.3	50.8	52.3	54.7	43.8
Identification of Documents	62.9	57.3	70.5	68.3	56.3
Giving basic Commands	66.4	62.9	59.1	70.3	69.1
Discrete Eavesdropping	60.4	60.7	75.0	59.0	53.1
Increasing awareness	72.7	71.0	79.6	76.4	63.2
Maintaining control in hostile confrontations	72.7	71.0	75.0	73.0	73.5
Persuading people to provide sensitive information	66.0	63.7	77.3	67.4	59.4
Negotiations	70.2	71.7	75.0	73.7	56.3

³⁴ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 3.2 Importance of Language Functions in Outside AOR Deployments by Core Task/Mission

Unit Leadership	Primary SOF core task/mission										
	DA	SR	UW	FID	CAO	PSYOP	CT	CP	IO	Other	
	[Mean Values on 100-point scale] ³⁵										
Building rapport/trust	79.2	87.5*	50.0*	81.3	90.6	74.1	81.0	75.0	100*	75.0	78.6
Training or teaching others	62.9	75.0*	25.0*	68.8	84.4	53.9	62.5	75.0	100*	40.0	67.9
Reducing need for interpreters	59.8	50.0*	25.0*	67.2	78.1	50.0	58.3	83.3	75.0*	50.0	67.9
Logistics	51.3	50.0*	25.0*	53.1	71.9	43.5	50.0	75.0	50.0*	55.0	50.0
Identification of important documents	62.8	75.0*	50.0*	73.4	75.0	48.2	62.5	75.0	50.0*	65.0	75.0
Giving basic commands	66.3	75.0*	25.0*	75.0	90.6	54.6	67.0	75.0	100*	40.0	75.0
Discrete eavesdropping	60.6	100*	50.0*	65.6	68.8	51.0	59.8	75.0	50.0*	62.5	60.7
Increasing situational awareness	72.4	100*	50.0*	79.7	78.1	65.7	73.0	75.0	50.0*	55.0	82.1
Maintaining control in hostile confrontations	72.4	87.5*	50.0*	82.8	78.1	50.2	76.0	75.0*	100*	60.0	78.6
Persuading people to provide sensitive information	65.6	87.5*	50.0*	73.4	68.8	55.8	68.8	75.0	75.0*	60.0	64.3
Negotiations	69.9	87.5*	50.0*	68.8	78.1	72.2	67.7	66.7	50.0*	50.0	75.0

³⁵ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 3.3 Language Usage Assessment

<i>Unit Leadership</i>					<i>2nd Language Proficient?³⁶</i>				
	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	
	[Mean Values on 100-point scale] ³⁷								
Our operators can perform language-related tasks outside of the AOR at the same level as they do inside the AOR.	18.4	12.9	12.5	22.3	23.5	14.3	12.5	24.2	26.7
Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	27.2	24.2	22.5	28.6	33.3	25.9	15.6	26.7	38.5
These deployments outside of the AOR have definitely degraded my unit's primary language proficiencies in the AOR language. †	59.2	56.5	55.0	56.1	73.5	58.9	53.1	55.5	80.0

³⁶ Leadership was asked if they were proficient in a language other than English.

³⁷ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

† A high value for this item indicates a more negative attitude, while a low value for this item indicates a more positive attitude.

Table 3.4 Open-Ended Response regarding Language Use Outside AOR

How could you have been better prepared for language and culture for these outside of the AOR deployments?		
Category of Response	Example Responses ³⁸	Frequency
Longer training	“Additional training/education as part of pre-deployment” “During predeployment, a lot of time is wasted, waiting to do this or get that done. I arranged for language training but it all didn't come together until the day before we finally got word we were leaving, and thus got cancelled. “	29
Headstart program	“Provide training opportunities such as the head-start program for missions outside the AOR. “ “Lack of a "Head start" Arabic program for all deploying soldiers. The "head start" German program was a key ingredient in the succesful occupation of Germany.”	16
More materials	“Tapes (especially useful phrases), instructors, books and more post mobilization language training. “ “CA, PSYOP, and SF maintaining a library of current country study data to pull relevant information for upcoming deployments. SODARS is limited in focus and capability.”	9
Prepare in more than one language	“Everyone could be assigned a second specialty, like a minor in a college course of study, in which they are expected to build proficiency over the long term. You cannot build adequate language proficiency rapidly; it takes time and effort.”	9
More funding	“Funding and time provided for additional training for operations outside the AOR.”	3
Deploy within AOR	“By staying in our lane! We are a SOUTHCOM wartrace, but have done 2 x Bosnia and OIF1. How much sense does that make? The fact that you have to ask this questions negates CAPSTONE as a philosophy. “	3
Other	“Better understanding of how the interpreter pool works “ “More emphasis from chain-of-command on predeployment training. Outside AOR languages are nearly impossible to gain any meaningful proficiency in. A year at Monterrey is required by most operators in these languages.”	9

³⁸ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

SECTION 4: USE OF INTERPRETERS

Introduction

This section of the survey contained questions regarding the respondent's unit/command and their experiences with interpreters. Items assessed the frequency with which a respondents' unit/command utilized different categories of interpreters and evaluated specific attributes of the interpreters, such as dependability and competence. Respondents were also asked to evaluate the importance and usefulness of interpreters both inside and outside of the command's normal AOR. For the complete list of items and descriptive statistics for this section for unit leaders, please see Appendix A, Tables A22-A24. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC leaders and RC leaders, see Appendices F and G.

Respondents

All unit leaders received this section if they indicated that their unit/command uses interpreters when deployed (exercises and operations). A total of 86.1% of unit leaders indicated that their unit/command uses interpreters when deployed. A total of 136 unit leaders answered the section regarding the use of interpreters inside their AOR. They were categorized as follows: 43 unit commanders, 13 SWOA/SEAs, 54 staff officers, and 25 CLPMs. A total of 102 unit leaders answered the section regarding the use of interpreters outside their AOR. They were categorized as follows: 29 unit commanders, 9 SWOA/SEAs, 44 staff officers, and 20 CLPMs.

Summary/Abstract

Unit leaders indicated that interpreters were used very frequently for deployments both inside and outside of the unit's normal AOR. All groups of unit leaders indicated that their units were too dependent on interpreters and agreed that the personnel in their unit would depend less on interpreters if they had higher levels of language proficiency. RC leaders indicated that members of their unit/command were more dependent on interpreters than AC leaders. Overall, unit leaders reported using CAT I interpreters (i.e., local hire, indigenous personnel, not vetted, or U.S. citizens, not vetted) more frequently than CAT II/III interpreters (i.e., US citizens with secret or top secret clearance), a finding especially pronounced for CLPMs. Other findings reveal that CAT I interpreters are used most frequently for special reconnaissance (SR), UW, FID, and CAO core tasks, while CAT II/III interpreters are used the most frequently for PSYOP, CT, and IO core tasks. RC leaders reported using CAT I interpreters more frequently, while AC leaders utilized both types of interpreters equally. There were problems reported with using interpreters while deployed for all SOF core task/mission types, especially for CT and DA core tasks. RC personnel in the unit commander and SWOA/SEA groups reported having more problems with interpreters than other groups.

Unit leaders expressed having issues or difficulties using interpreters outside of their AOR. Most unit leaders reported that they used interpreters more frequently outside of their AOR than inside of their AOR, although SWOA/SEAs disagreed with this statement.

Findings

Overall Findings

Unit leaders reported that interpreters are very often required for mission success ($M = 90.7$; see Table 4.1). In addition, unit leaders reported using CAT I interpreters more frequently ($M = 70.4$) than CAT II/III interpreters ($M = 59.4$). All unit leader subgroups responded similarly to these items.

Table 4.2 shows the frequency with which unit leaders used each category of interpreters on their primary SOF core task/mission. CAT I interpreters were used more frequently than CAT II/III interpreters for a number of SOF core tasks, including UW, FID, and CAO ($M = 75.9, 61.1, 81.1,$ and 45.8). However, for PSYOP and IO missions, unit leaders reported a higher usage of CAT II/III ($M = 70.5$ and 78.6) interpreters than CAT I interpreters ($M = 65.2, 64.3$). Across all types of SOF core tasks, interpreters were indicated as being required very often. However, unit leaders who indicated that their primary SOF core task was FID reported that interpreters were required for missions less often ($M = 80.0$) than those who indicated other primary mission types.

Table 4.3 contains items regarding the general attitudes held by unit leaders toward interpreters. This table shows that there is virtually no difference in responses for those who use CAT I interpreters versus CAT II/III interpreters. Overall, unit leaders agreed that their unit/command is too dependent on interpreters ($M = 68.1$) and that their unit/command would depend less on interpreters if their personnel had higher levels of proficiency ($M = 82.7$). Despite the belief that members of the unit/command are too dependent on interpreters, unit leaders also indicated that using interpreters enhances success in their unit/command ($M = 71.2$). These findings indicate that while dependency on interpreters is undesirable, it is also necessary for mission success given the current level of language proficiency.

Unit leaders were also asked specifically about interpreter use outside of their AOR. These attitudes were also analyzed by SOF core task (See Table 4.4). Unit leaders disagreed that their unit/command has experienced no issues or problems when using interpreters outside of the normal AOR ($M = 35.9$). Unit leaders also indicated that their unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR ($M = 71.8$). All other subgroups reported similar attitudes. Respondents who indicated being deployed on PSYOP core tasks reported the fewest problems with interpreters outside of their normal AOR ($M = 40.7$), although this response indicates that they still experienced some problems. Unit leaders consistently agreed that their unit/command frequently used interpreters when outside of their normal AOR ($M = 86.9$). This finding held across all SOF core task types. Unit leaders reported a moderately high level of agreement ($M = 71.8$) that their unit/command used interpreters more frequently outside of their AOR than inside their AOR. This finding was consistent for unit commanders ($M = 75.0$), staff officers ($M = 71.0$), and CLPMs ($M = 80.1$). However, SWOA/SEAs disagreed that their unit/command uses interpreters more frequently outside their normal AOR than inside their normal AOR ($M = 44.4$).

The items regarding deployments outside of a unit's AOR were also examined further based on responses from two groups: Unit commanders/SWOA/SEAs and staff officers/CLPMs. The responses from unit commanders and SWOA/SEAs are presented in Table 4.5, while the responses from staff officers/CLPMs are presented in Table 4.6. Mean scores were analyzed according to the type of SOF personnel in the unit leader's unit/command. Regardless of the type of SOF personnel under the unit leader's command, opinions toward the use of interpreters outside of the AOR were fairly similar.

Unit Commander Findings

For the most part, unit commanders indicated opinions highly similar to the other groups of unit leaders regarding interpreter use. However, unit commanders seemed to be less concerned about dependency on interpreters than some of the other groups. For example, unit commanders did not agree as strongly ($M = 61.6$) as CLPMs ($M = 72.0$) that their unit/command is too dependent on interpreters. Also CLPMs indicated that they observed more situations in which interpreters have compromised the mission outcome ($M = 64.1$) than unit commanders ($M = 52.5$) who only agreed moderately with this statement.

SWOA/SEA Findings

Responses from SWOA/SEAs were highly consistent with responses from unit leaders overall. The major difference between SWOA/SEAs and the other unit leader groups was in response to a question regarding interpreter use outside of the AOR. While all other unit leader groups agreed that their unit/command uses interpreters more frequently outside their normal AOR than inside their normal AOR, SWOA/SEAs disagreed ($M = 44.4$).

Staff Officer Findings

Staff officers reported using CAT I ($M = 67.7$) and CAT II/III ($M = 56.0$) interpreters slightly less frequently than the other unit leader subgroups. Additionally, although this groups indicated that interpreters are very often required for mission success ($M = 88.0$), the other groups responded more strongly to this item.

CLPM Findings

CLPMs agreed the most strongly ($M = 64.1$) that they had observed situations where interpreters have comprised the mission outcome. They also indicated the strongest level of agreement ($M = 87.0$) that their unit/command would depend less on interpreters if they had higher levels of language proficiency.

Reserve Component Findings

RC leaders reported using CAT I interpreters more frequently ($M = 79.9$) than CAT II/III interpreters ($M = 56.7$). AC leaders reported a similar frequency of their usage for both interpreter types ($M = 63.6, 62.1$). RC leaders also reported using CAT I interpreters ($M = 79.9$) at a much higher frequency than AC leaders ($M = 63.6$). RC leaders also agreed more ($M = 96.8$) than AC leaders that interpreters are frequently required for mission success ($M = 86.1$) (Results for AC leaders are presented in Appendix F and results for RC leaders are presented in Appendix G).

In terms of general attitudes toward interpreters, RC leaders did not drastically differ from AC leaders with the exception of their response to the item that stated, "I feel my unit/command is too dependent on interpreters." RC leaders indicated that their unit/command is more dependent on interpreters ($M = 74.6$) than AC leaders ($M = 62.9$). In addition, AC leaders agreed more strongly ($M = 77.0$) than RC leaders ($M = 67.9$) that their unit/command uses interpreters more frequently outside their normal AOR than inside their normal AOR. This finding suggests that while both groups use interpreters more frequently outside their normal AOR, AC leaders use them more frequently than RC leaders.

*Table 4.1 Use of Interpreters*³⁹

	<i>Unit Leadership</i>	<i>Unit</i>			
		<i>Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale] ⁴⁰			
CAT I ⁴¹	70.4	71.5	71.2	67.7	74.0
CAT II/III ⁴²	59.4	61.6	65.4	56.0	59.4
How often are interpreters required for mission success?	90.7	91.9	90.4	88.2	94.0

³⁹ Unit leaders were asked to indicate the frequency with which they used interpreters.

⁴⁰ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale (i.e., Never to Very Often). For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

⁴¹ CAT I interpreters are local hire, indigenous personnel, not vetted, or U.S. citizens, not vetted.

⁴² CAT II/III interpreters are US citizens with secret or top secret clearance.

Table 4.2 Use of Interpreters⁴³

	<i>DA</i>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>CP</i>	<i>IO</i>	<i>Other</i>
	[Mean Values on 100-point scale] ⁴⁴									
CAT I ⁴⁵	56.3*	25.0*	75.9	61.1	81.1	65.2	62.5*	-	64.3	45.8
CAT II/III ⁴⁶	56.3*	0.0*	64.8	27.8	54.9	70.5	75.0*	-	78.6	40.0
How often are interpreters required for mission success?	75.0*	0.0*	94.4	80.0	98.8	88.6	100*	100*	89.3	70.8

⁴³ Unit leaders were asked to indicate the frequency with which they used interpreters.

⁴⁴ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale (i.e., Never to Very Often). For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

⁴⁵ CAT I interpreters are local hire, indigenous personnel, not vetted, or U.S. citizens, not vetted.

⁴⁶ CAT II/III interpreters are US citizens with secret or top secret clearance.

* This data is based on fewer than five responses.

Table 4.3 Attitudes toward interpreters

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	<i>CAT I</i>	<i>CAT II/III</i>
	[Mean Values on 100-point scale] ⁴⁷						
In my experiences, I have observed situations where interpreters have compromised the mission outcome.	58.1	52.5	58.3	59.7	64.1	57.4	57.6
I feel my unit/command is too dependent on interpreters.	68.1	61.6	64.6	72.5	72.0	68.0	68.0
My unit/command would depend less on interpreters if we had higher levels of language proficiency.	82.7	80.0	83.3	82.7	87.0	82.5	82.4
The use of interpreters enhances mission success in my unit/command.	71.2	70.1	75.0	72.3	68.0	71.7	72.1

⁴⁷ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 4.4 Interpreter Use Outside of AOR

	<i>Unit Leadership</i>	<i>Unit Commander</i>			
		<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	
		[Mean Values on 100-point scale] ⁴⁸			
My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	35.9	35.7	33.3	35.8	37.5
My unit/command frequently uses interpreters when outside the normal AOR	86.9	87.9	83.3	86.4	88.2
My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	71.8	75.0	44.4	71.0	80.1

	<i>DA</i>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>CP</i>	<i>IO</i>	<i>Other</i>
	[Mean Values on 100-point scale]									
My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	12.5*	-	38.2	37.5	37.1	40.7	12.5*	25.0*	30.0	20.0
My unit/command frequently uses interpreters when outside the normal AOR	87.5*	-	90.6	81.3	86.8	86.1	100*	75.0*	90.0	80.0
My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	87.5*	-	76.5	84.4	66.4	66.7	75.0*	75.0*	90.0	70.0

⁴⁸ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 4.5 Interpreter Use by Type of SOF Personnel in Command/Unit (Unit Commander and SWOA/SEA)

	<i>Army SF</i>		<i>Army CA</i>		<i>Army PSYOP</i>		<i>AFSOF⁴⁹</i>
	<i>Active</i>	<i>Reserve</i>	<i>Active</i>	<i>Reserve</i>	<i>Active</i>	<i>Reserve</i>	
	[Mean Values on 100-point scale]⁵⁰						
My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	36.1	16.7*	43.8*	37.5	35.0	35.0	25.0*
My unit/command frequently uses interpreters when outside the normal AOR.	94.4	91.7*	93.8*	82.5	87.5	75.0	75.0*
My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	69.4	75.0*	81.3*	70.0	54.2	55.0	100*

⁴⁹ Air Force Special Operations Forces

⁵⁰ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 4.6 Interpreter Use by Type of SOF Personnel in Command/Unit (Staff Officer and CLPM)

	<i>Army SF</i>		<i>Army CA</i>		<i>Army PSYOP</i>		<i>AFSOF⁵¹</i>	<i>Other</i>
	<i>Active</i>	<i>Reserve</i>	<i>Active</i>	<i>Reserve</i>	<i>Active</i>	<i>Reserve</i>		
	[Mean Values on 100-point scale]⁵²							
My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	37.5	32.1	40.0	33.3	28.1	58.3	62.5*	31.3
My unit/command frequently uses interpreters when outside the normal AOR.	83.3	83.9	75.0	90.4	85.7	87.5	100*	95.0
My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	87.5	73.2	75.0	58.9	71.4	66.7	100*	85.0

⁵¹ Air Force Special Operations Forces

⁵² All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

SECTION 5: LANGUAGE TRAINING

Introduction

The items in this were intended to gather perceptions from unit leaders related to language training in their unit/command. There were five subheadings within this section: Initial Acquisition Language Training, Sustainment/Enhancement Language Training, Command Language Program (CLP) Language Training, Instructor/Curriculum Characteristics, and Immersion Training. For a complete list of items and responses to this section of the survey from unit leaders, see Appendix A, Tables A25-A32. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC leaders and RC leaders, see Appendices F and G.

Respondents

All unit leaders received four of the five subsections in the Language Training section: Initial Acquisition Language Training, Sustainment/Enhancement Language Training, CLP Language Training, and Immersion Training. There were total of 158 unit leaders who were categorized as follows: 57 unit commanders, 16 SWOA/SEAs, 58 staff officers, and 27 CLPMs. However, only CLPMs were eligible to answer the Instructor/Curriculum Characteristics section. More than half of unit leaders who responded to the survey indicated that their unit/command provided annual language training for personnel (63.7%). Over 75% of respondents had a CLP (79.7%). In addition, 69.6% of unit leaders indicated that they had received language training paid for and/or sponsored by the military or government.

Summaries/Abstracts

Initial Acquisition Language Training

Most unit leaders felt that their personnel did not arrive at the unit mission-capable in their AOR language. They also indicated that personnel coming from the Defense Language Institute (DLI) were more prepared than those coming from United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) or their unit's Command Language Program (CLP). Unit commanders assigned the lowest ratings to training in the unit/CLP. Results from each subgroup were fairly consistent, with the exception of staff officers, who had low opinions of all training, including training at DLI. Open-ended suggestions to improve the training program focused on including immersion training, increasing training length, improving placement for language schools, and increasing funding/pay.

Sustainment/Enhancement Training

Immersion training was identified by respondents as the best instructional mode of sustainment/enhancement training. Unit leaders indicated that sustainment/enhancement language training was highly important. However, unit leaders reported that too few resources are available for units to conduct proper sustainment/enhancement training. Most respondents indicated that not enough time was devoted to sustainment/enhancement training in their units. A high degree of consistency was seen across unit leadership groups. RC leaders were more negative in their ratings than AC leaders. When asked about the best way to motivate personnel to maintain proficiency, the most frequent suggestion from unit leaders was to increase pay for proficiency,

while other suggestions included offer immersion or other training opportunities, provide opportunities to use skills on deployment, and place more command emphasis on training.

Command Language Program Language (CLP) Training

When evaluating the effectiveness of their unit's CLP, unit leaders indicated that they were dissatisfied with the quality of their CLP. Furthermore, unit leaders indicated that more money needs to be invested in the CLP. Unit leaders agreed that official language and cultural training was essential to mission success, but also agreed that their chain of command needs to invest more time in sustainment/enhancement language training. CLPMs agreed the most strongly compared to the other groups that the chain of command needs to invest more time in sustainment/enhancement language training. RC leaders were more dissatisfied than AC leaders with the quality of their CLP.

Instructor/Curriculum Characteristics (CLPM Only)

The CLPMs who responded to this section rated the instructors and curriculum favorably. They disagreed that the instructors needed improvement and expressed favorable attitudes toward the instructor's language capabilities. They also expressed positive attitudes regarding the curriculum. They agreed that the curriculum was customized to consider SOF needs and that it was not structured towards getting students to pass the Defense Language Proficiency Test (DLPT). RC CLPMs also tended to have a more negative attitude towards the instructors and the curriculum in the CLP. CLPMs also agreed that the curriculum focused mostly on speaking. RC CLPMs tended to have more negative attitudes than AC CLPMs regarding the instructors and the curriculum in the CLP. When respondents were asked to make a suggestion for what one aspect of the CLP they would like to change, the most common response was that there should be more command emphasis on language training. Other suggestions included increasing payment for proficiency and increasing access to training, which was a particular concern for RC leaders.

Immersion Training

Immersion training was rated favorably as an effective way to acquire and sustain language skills. OCONUS immersion training was viewed more favorably than CONUS iso-immersion, although both types were viewed favorably. Staff officers, in particular, showed a preference for OCONUS immersion training. Additionally, unit leaders felt that their personnel's proficiency improved as a result of their immersion training. Although results indicated a very positive attitude toward immersion, most respondents indicated that their unit did not frequently engage in immersion training. RC leaders sent fewer personnel on immersion training than AC leaders. This confirms other findings from this section that RC personnel have more limited access to training opportunities than AC personnel.

Findings

Initial Acquisition Language Training

Overall Findings. As presented in Table 5.1, overall unit leaders disagreed ($M = 27.7$) that their personnel arrived at the command mission-capable in their language. The results for unit commanders, SWOA/SEAs, staff officers, and CLPMs revealed a similar pattern of disagreement across these groups. Unit leaders were asked to rate how well personnel performed in the normal AOR after receiving training from three different sources: DLI (Monterey), USAJFKSWCS, and the unit's CLP. Unit leaders showed a moderately high level of agreement ($M = 69.1$) with the

statement that personnel can perform well after receiving training from DLI. However, unit leaders moderately disagreed that personnel could perform well in the normal AOR after receiving training at USAJFKSWCS ($M = 43.0$) or from the unit's CLP ($M = 38.9$). This finding supports more positive views of training received at DLI than training received either at USAJFKSWCS or in the unit's CLP.

Unit Commander Findings. Consistent with the findings for unit leaders, unit commanders disagreed that personnel arrived at the command mission-capable in their language ($M = 29.9$). Unit commanders agreed ($M = 71.1$) that personnel could perform well in the normal AOR after receiving training at DLI, but disagreed that personnel can perform well in the normal AOR after receiving training at USAJFKSWCS ($M = 40.2$). In comparison with the other groups, unit commanders expressed the highest level of disagreement ($M = 35.9$) that personnel could perform well after receiving training in the unit's CLP.

SWOA/SEA Findings. The results for SWOA/SEAs were consistent with the findings for unit leaders overall regarding initial acquisition language training. SWOA/SEAs disagreed that personnel arrived mission-capable in their language ($M = 28.1$) and also indicated that personnel seem more prepared after receiving training at DLI ($M = 67.2$) than from USAJFKSWCS ($M = 45.3$) or from the unit's CLP ($M = 40.0$).

Staff Officer Findings. Although the findings for staff officers were for the most part consistent with the overall findings for unit leaders, there was one important difference. While the other groups indicated a moderately high level of agreement that personnel were able to perform well after receiving training from DLI, staff officers expressed a lower level of agreement with this statement ($M = 58.6$). It seems that staff officers have the lowest opinion of the utility of DLI in preparing personnel for performance in the unit/command's normal AOR.

CLPM Findings. The results for CLPMs were consistent with the findings for unit leaders overall. CLPMs strongly disagreed that personnel arrived at the unit mission-capable in their language ($M = 25.0$) and the findings also indicated that CLPMs believed that language training from DLI prepared personnel better for performance in the AOR ($M = 67.4$) than the other training sources.

Reserve Component Findings. RC leaders expressed a higher level of disagreement ($M = 20.2$) than AC leaders ($M = 33.2$) that personnel arrive at the command mission-capable in their language (see Appendix G, Table G25 and Appendix F, Table F25, respectively). Another important difference was that RC leaders expressed a more favorable attitude ($M = 50.4$) than AC leaders ($M = 37.4$) regarding the performance of personnel in the normal AOR after receiving training at USAJFKSWCS.

Open-Ended Response Findings. When asked how they would improve initial acquisition training or the assignment of personnel to initial acquisition training, respondents suggested including immersion training or increasing the length of training, more than any other response (See Table 5.6 for these responses). Another very prevalent response was to improve the placement process for language schools. Also worth noting is the suggestion to increase the funding for training and proficiency pay, which received substantial support.

Sustainment/Enhancement Training

Overall Findings. When responding to logistical questions regarding sustainment/enhancement training, a majority of unit leaders (38.6%) indicated that sustainment/enhancement training should occur monthly, while 21.6% of respondents indicated that sustainment/enhancement

training should occur quarterly and 16.3% of respondents indicated that sustainment/enhancement training should occur annually. Additionally, there was a wide variety of response to the item inquiring how many weeks per year should be set aside solely for sustainment/enhancement language training in the unit. Most respondents (31.6%) indicated that 3-4 weeks would be appropriate. Finally, 66.9% of unit leaders indicated that immersion training would be the best mode of instruction for sustainment/enhancement training (See Appendix A, Table A26 for these findings for overall Unit Leadership).

The findings presented in Table 5.2 reveal that unit leaders felt that language sustainment training was important, but that there were too few resources available for sustainment/enhancement training. Overall, unit leaders agreed ($M = 74.4$) that language proficiency sustainment was as important as physical fitness training. However, unit leaders disagreed ($M = 35.4$) that the unit conducts a sufficient number of sustainment and enhancement courses and also disagreed ($M = 37.4$) that their unit has an effective CLP.

Unit Commander Findings. Unit commanders' responses to the questions regarding the scheduling and mode of instruction for sustainment/enhancement training can be found in Appendix B, Table B15. Unit Commanders' responses to these questions were consistent with unit leaders overall. The results from Table 5.2 show that unit commanders agree that sustainment of language proficiency is as important as physical fitness training ($M = 70.2$). Also, the lowest level of agreement by unit commanders in this section was that the unit had an effective CLP for sustainment/enhancement training ($M = 30.1$).

SWOA/SEA Findings. SWOA/SEAs' responses to the questions regarding the scheduling and mode of instruction of sustainment/enhancement training were also consistent with the findings for unit leaders overall, and can be found in Appendix C, Table C15. However, SWOA/SEAs responded differently than other unit leaders regarding sustainment/enhancement training (see Table 5.2). SWOA/SEAs showed the highest level of agreement ($M = 53.1$) compared with the other groups that language sustainment training for personnel was no longer a viable option with the current OPTEMPO. This group also showed somewhat higher levels of agreement that appropriate resources are available for personnel sustainment/enhancement language training. For example, SWOA/SEAs showed a moderate level of agreement ($M = 53.1$), while unit leaders showed moderate levels of disagreement ($M = 37.4$) that their unit has an effective CLP for sustainment/enhancement training.

Staff Officer Findings. The findings for staff officers with regards to the scheduling and ideal mode of instruction for sustainment/enhancement training were consistent with the findings for unit leaders overall. These results can be found in Appendix D, Table D15. In addition, the results from Table 5.2 indicated that staff officers had similar attitudes to unit leaders overall regarding sustainment/enhancement training. As far as rating the availability of resources, the highest level of disagreement ($M = 33.8$) for this group was with the item that stated that the unit conducts a sufficient number of sustainment/enhancement courses to ensure all personnel have access to language training.

CLPM Findings. The findings for CLPMs regarding scheduling issues related to sustainment/enhancement training can be found in Appendix E, Table E24, and were consistent with the findings for the other groups. The results from this group, as presented in Table 5.2, were quite different from the findings reported by the other groups. Not surprisingly, CLPMs expressed a very high level of agreement ($M = 88.0$) with the statement that language proficiency sustainment is as important as physical fitness training. However, CLPMs reported slight disagreement ($M = 47.2$) that the unit had an effective CLP for sustainment/enhancement training

and a moderately high level of disagreement ($M = 36.1$) that the unit conducts a sufficient number of sustainment and enhancement courses to ensure all personnel have access to language training.

Reserve Component Findings. Compared to findings for AC leaders, RC leaders expressed much more negative attitudes about the quality of sustainment/enhancement instruction in their unit. These findings are presented in Appendix F, Table F27 and Appendix G, Table G27. While AC leaders expressed a moderate level of disagreement ($M = 44.5$) that the unit has an effective CLP, RC leaders disagreed more strongly ($M = 26.8$). Likewise, while AC leaders only moderately disagreed ($M = 44.2$) that their unit conducts a sufficient number of sustainment and enhancement courses, RC leaders disagreed more strongly ($M = 23.9$). Additionally, while AC leaders expressed a moderate level of agreement ($M = 54.8$) that personnel are given the option to use duty time to study language, RC leaders disagreed ($M = 29.4$) with this statement.

Open-Ended Responses. Unit leaders were also asked about the best ways to motivate personnel to maintain a high level of language proficiency. These findings are presented in Table 5.7. The most popular suggestion was to increase the pay given for proficiency. Another suggestion was to offer immersion or other types of training, which confirms findings from this section that their unit's do not conduct a sufficient number of sustainment/enhancement courses. Unit leaders also suggested providing opportunity to use skills on deployment and providing more command emphasis for training as other ways to motivate personnel to maintain their language proficiency.

Command Language Program (CLP) Language Training

Overall Findings. Findings from unit leaders regarding language training conducted by the CLP can be found in Table 5.3. These findings indicated that there is a high level of agreement ($M = 80.9$) that official language training is essential for mission success, and a very high level of disagreement ($M = 13.5$) with the statement that cultural knowledge is not critical to the mission. Unit leaders agreed ($M = 79.4$) that the chain of command needed to invest more time in sustainment/enhancement language training. Regarding evaluation of the CLP, unit leaders disagreed ($M = 35.6$) that they were satisfied with the quality of the CLP, but agreed ($M = 74.1$) that more money needs to be invested in the CLP.

Unit Commander Findings. The findings for unit commanders regarding evaluation of the CLP were very consistent with findings from unit leaders overall. Unit commanders agreed ($M = 79.0$) that the chain of command needs to invest more attention to sustaining and enhancing language proficiency. They moderately disagreed ($M = 33.9$) that they were satisfied with the quality of their CLP and a moderately agreed ($M = 75.0$) that more money needs to be invested in the CLP.

SWOA/SEA Findings. Although some of the findings for SWOA/SEAs were consistent with the findings from unit leaders, there were a few important differences. SWOA/SEAs only moderately agreed ($M = 68.8$) while the other groups agreed more strongly that official language training is essential for mission success. Additionally, SWOA/SEAs seemed to be only moderately dissatisfied ($M = 43.3$) with the quality of the CLP and agreed ($M = 73.4$) that more money needs to be invested in the CLP.

Staff Officer Findings. The findings for staff officers were consistent with the findings for unit leaders overall with regards to CLP language training. Staff officers disagreed ($M = 32.0$) that they were satisfied with the quality of their CLP, but agreed ($M = 75.4$) that more money needed to be invested in the CLP. Additionally, in comparison to the other groups, staff officers agreed the most strongly that official language training was essential for mission success.

CLPM Findings. CLPMs expressed attitudes toward CLP language training that were similar to the other groups. CLPMs agreed very strongly ($M = 85.2$) that the chain of command needed to invest more command attention to sustaining/enhancing language proficiencies. While other groups slightly agreed ($M = 56.3$ - 59.3) that when personnel are involved in a language course, they are off limits for non-critical details, CLPMs agreed less ($M = 50.0$). CLPMs showed a moderate level of dissatisfaction with the quality of the CLP ($M = 42.3$), although their rating was higher than both unit commanders ($M = 33.9$) and staff officers ($M = 32.0$).

Reserve Component Findings. For the majority of items in this section, RC leaders and AC leaders expressed consistent attitudes, which are presented in Appendix G, Table G29 and Appendix F, Table F29. However, RC leaders disagreed more strongly ($M = 26.5$) that they are satisfied with the quality of their CLP than AC leaders ($M = 42.5$).

Instructor/Curriculum Characteristics (CLPM only)

Overall Findings. The CLPMs who responded to this section indicated an overall favorable attitude towards instructors, which is shown in Table 5.4. CLPMs agreed that instructors were proficient enough in English to be effective ($M = 79.2$) and agreed that most instructors were native speakers ($M = 77.9$). CLPMs moderately disagreed that the instructor's teaching skills needed to be improved ($M = 45.8$). With regard to the curriculum, CLPMs agreed that the curriculum is customized to consider SOF needs ($M = 68.3$) and moderately disagreed ($M = 40.3$) that the curriculum was structured to get students to pass the DLPT. Additionally, CLPMs agreed ($M = 66.7$) that the curriculum focused mostly on speaking.

Reserve Component Findings. There are sharp contrasts between RC CLPMs and AC CLPMs regarding their attitudes about the instructors and curriculum in the CLP. RC CLPMs tended to have a more negative attitude towards the instructors and the curriculum in the CLP. For example, AC CLPMs strongly agreed ($M = 89.3$) that instructors are up-to-date with the current form and usage of the language they teach, while RC CLPMs only moderately agreed ($M = 65.9$).

Open-Ended Response Findings. When respondents were asked to make a suggestion for what one aspect of the CLP they would like to change, the most common response was place more command emphasis on training (See Table 5.8). Other suggestions were to increase the funding and payment for proficiency, to implement CLPs in units that do not have one, and to increase access to training. There were also suggestions specific to RC, which included the suggestion to increase the flexibility of training for RC personnel.

Immersion Training

Overall Findings. Unit leaders indicated a positive attitude towards immersion training as a tool for language training. These findings are shown in Table 5.5. Overall, unit leaders strongly agreed ($M = 89.7$) that immersion training is an effective way to acquire language skills. Although unit leaders agreed that both CONUS iso-immersion training ($M = 75.2$) and OCONUS iso-immersion training ($M = 81.0$) should occur regularly as part of sustainment/enhancement training, they disagreed ($M = 39.2$) that CONUS iso-immersion is equally as effective as OCONUS immersion training. Unit leaders also disagreed ($M = 26.2$) that their unit frequently sends personnel on OCONUS immersion training, although they strongly agreed ($M = 82.7$) that people who have received immersion training show increased proficiency as a result.

Unit Commander Findings. The findings related to immersion training for unit commanders were consistent with findings for unit leaders overall. Unit commanders agreed more strongly ($M =$

94.7) compared to the other groups that immersion training was an effective tool for acquiring language skills. Unit commanders also agreed more strongly ($M = 89.7$) than the other groups that CONUS iso-immersion should occur regularly as part of sustainment/enhancement training.

SWOA/SEA Findings. SWOA/SEAs agreed more strongly than the other groups ($M = 90.6$) that immersion training was most effective when used in conjunction with classroom training. SWOA/SEAs also seemed to favor CONUS iso-immersion as a method for sustainment/enhancement of a language. They strongly agreed ($M = 86.9$) that CONUS iso-immersion should occur regularly as a part of sustainment/enhancement training, but only moderately agreed ($M = 78.1$) that OCONUS iso-immersion should occur regularly as a part of sustainment/enhancement training. Although this group moderately disagreed ($M = 38.3$) that their unit frequently sent personnel on OCONUS immersion training, their level of disagreement was much lower than the other groups.

Staff Officer Findings. Although the majority of findings for staff officers were consistent with the findings from unit leaders, there was one major difference between this group and the other groups. While most groups agreed that CONUS iso-immersion should occur regularly as part of sustainment/enhancement training, staff officers disagreed ($M = 40.7$). However, this group strongly agreed that OCONUS immersion training should occur regularly as part of sustainment/enhancement training ($M = 80.3$). This finding suggests that staff officers believe that OCONUS immersion training is more beneficial than CONUS iso-immersion.

CLPM Findings. CLPMs expressed similar attitudes toward immersion training as unit leaders overall, with the exception of their response to one question. While other groups expressed a moderate level of disagreement that OCONUS immersion training should only be provided for those who have a high level of proficiency, CLPMs expressed a neutral attitude ($M = 49.0$) in response to this item. This suggests that CLPMs believe that OCONUS immersion training is beneficial to personnel with varying levels of proficiency, not just those who are already high in proficiency.

Reserve Component Findings. RC leaders and AC leaders expressed similar attitudes toward immersion training, which are presented in Appendix G, Table G32 and Appendix F, Table F32. The only major difference was that RC leaders disagreed more strongly ($M = 15.9$) than AC leaders ($M = 35.4$) that their unit frequently sends personnel on OCONUS immersion training. This confirms other findings from this section that RC leaders have more limited access to training opportunities than AC leaders.

Table 5.1 Initial Acquisition Training

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale]⁵³			
Operators show up at my command mission-capable in their language.	27.7	29.9	28.1	26.8	25.0
Operators can perform well in our normal AOR after receiving training at DLI (Monterey, CA).	69.1	71.1	67.2	58.6	67.4
Operators can perform well in our normal AOR after receiving training at USAJFKSWCS.	43.0	40.2	45.3	44.5	45.0
Operators can perform well in our normal AOR after receiving training in the Unit’s Command Language Program (CLP).	38.9	35.9	40.0	41.0	39.8

⁵³ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 5.2 Sustainment/Enhancement Training

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale] ⁵⁴			
Language proficiency sustainment is as important as physical fitness training.	74.4	70.2	67.2	74.1	88
With the current OPTEMPO, language sustainment training for operators is no longer a viable option.	41.7	41.1	51.6	37.9	45.4
My unit has an effective Command Language Program (CLP) for sustainment/enhancement training.	37.4	30.1	53.1	35	47.2
My unit conducts a sufficient number of sustainment and enhancement courses to ensure all operators have access to language training.	35.4	33.8	46.4	33.8	36.1
My unit provides sufficient resources for operators to maintain their language proficiency.	50.7	51.3	53.3	48.6	51.9
Operators are given the option to use duty time to study their language to maintain personal proficiency.	44.1	44.7	53.3	43.3	38.5

⁵⁴ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 5.3 CLP language training

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale] ⁵⁵			
Operators who cannot do well in our CLP probably do not have the ability to use their language in the field.	60.7	56.9	66.7	62.1	62.0
More money needs to be invested in the CLP.	74.1	75.0	73.4	75.4	69.4
The chain of command needs to invest more command attention to sustaining/enhancing language proficiencies.	79.4	79.0	68.8	80.2	85.2
Our CLP ensures we have operators with the necessary level of proficiency for our missions.	41.5	38.8	48.4	43.3	38.9
Missions can be accomplished without optimal language skills.	51.0	55.3	50	49.1	46.3
Cultural knowledge is not critical to the mission.	13.5	11.4	15.6	11.2	21.3
Official language training is essential for mission success.	80.9	80.3	68.8	86.0	78.7
I am satisfied with the quality of our CLP.	35.6	33.9	43.3	32.0	42.3
When operators are involved in a language course, they are off limits for non-critical details.	57.4	59.2	56.3	59.3	50.0

⁵⁵ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 5.4 CLPM Feedback on Instructor and Curriculum Characteristics

	<i>CLPM</i>	<i>RC CLPM</i>	<i>AC CLPM</i>
	[Mean Values on 100-point scale]⁵⁶		
Instructors are willing to customize course material if students request specific mission-related instruction.	77.8	65.9	96.4
Instructors have the freedom to customize the course materials or bring in other materials as supplements.	70.9	61.4	85.7
Our instructors are native speakers.	77.9	67.5	92.9
The teaching skills of our instructors need to be improved.	45.8	52.3	35.7
Instructors are up-to-date with the current form and usage of the language they teach.	75.0	65.9	89.3
Instructors are proficient enough in English to be effective.	79.2	70.5	92.9
The curriculum focuses mostly on speaking.	66.7	52.3	89.3
The curriculum is customized to consider SOF needs.	68.3	43.8	96.4
The curriculum is structured to get students to pass the DLPT.	40.3	47.7	28.6

⁵⁶ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 5.5 Immersion Training

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale]⁵⁷			
Immersion training is an effective tool for acquiring skills.	89.7	94.7	81.3	87.5	88.5
Immersion training is most effective when used in conjunction with classroom training.	86.9	86.2	90.6	87.3	85.6
OCONUS immersion training should only be provided for those who have a high level of proficiency.	40.7	39.7	42.2	37.3	49.0
CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	75.2	89.7	86.9	40.7	75.2
OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	81.0	81.7	78.1	83.0	76.9
My unit frequently sends operators on OCONUS immersion training.	26.2	28.2	38.3	25.0	16.3
People who have received immersion training show increased proficiency as a result.	82.7	83.7	81.3	84.6	76.3
OCONUS immersion training is a boondoggle	18.8	18.5	23.4	16.8	21.0
CONUS iso-immersion is equally as effective as OCONUS immersion training.	39.2	37.5	43.8	40.7	37.0

⁵⁷ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 5.6 Open-Ended Response regarding Initial Acquisition Language Training

How would you improve initial acquisition training or the assignment of personnel to initial acquisition training?		
Category of Response	Example Responses ⁵⁸	Frequency
Include immersion or increase length of training	<p>“My experience is in MSA (cat 4 language). In order to function effectively, operators require immersion in the target language during, or within 3 months of completing the BMLC course.”</p> <p>“Language training should be extended beyond 4 months and should include immersion in a country that speaks the language.”</p>	34
Improve placement process for language schools	<p>“By making DLI the standard. Our SWC run course is fine for Spanish or French, but Arabic, Farsi, Pashtu and other difficult languages require more time to meet our language proficiency needs”.</p> <p>“Either send everyone to DLI or make the courses at USAJFKSWCS longer and more in-depth.”</p>	28
More funding for training/increase proficiency pay	<p>“Pay reserves the same monthly incentive pay as active duty, not a pro-rated amount “</p> <p>“Followup college courses - if Army would pay tuition and books for language courses, many of my soldiers would take multiple languages.”</p>	15
Make language a requirement for all SOF personnel	<p>“This needs to be part of the pipe line for all soldiers, not just AC SF soldiers. It also needs to be mandatory, not a catch-as-catch can for a RC soldier after they get to their unit of assignment.”</p> <p>“By mandatory attendance and, most important, a commitment to stay in the assigned unit for a few years after becoming language qualified. Also, sustainment for a reserve warrior MUST be put on the individual soldier.”</p>	10
Identify those who have language skills early	<p>“Recruit more personnel with heritage language capability and personnel who have acquired a second language in higher ed or through study abroad.”</p> <p>“Find someone who already speaks the target language. Failing that get someone who already speaks several languages (they have laready demonstrated the ability to learn).”</p>	9
Emphasize speaking and conversational skills	<p>“Emphasize speaking skills over reading and listening. No soldier should arrive at his ODA without a '1+' or '2' on his OPI. This is critical. The DLPT fails to measure a soldier's ability to actually communicate intelligently.”</p>	7
Other	<p>“Figure out a way to re-energize students. Most are burnt out after 2 years of schools and just want to get to a unit and do their job.”</p> <p>“AFSOC must have a command-level full time Language program director/manager and staff. Previous one was a reservist.. Absolutely unacceptable!”</p>	23

⁵⁸ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

Table 5.7 Open-Ended Response regarding motivation for proficiency

What are the best ways to motivate operators to maintain a high level of language proficiency?		
Category of Response	Example Responses ⁵⁹	Frequency
Increase Pay	<p>“Pay them for their level of proficiency. If you only pay people like me who are fluent in several languages, then their is no incentive for the majority who are not. Even a 1+ should recieve some type of language pay.”</p> <p>“Give them incentives and show them how important it is. If this requires increasing FLPP, then so be it.”</p>	64
Offer immersion/other training	<p>“Imersion in countries where their daily interaction with people requires them to speak the language</p> <p>“Good school training to provide a base and consistant immersion.”</p>	21
Provide opportunity to use skills on deployment	<p>“I think the best motivation is when you get downrange and realize how valuable it is (or would be) to be able to communicate in the local dialect.”</p> <p>“Expose them to their AOR periodically and they will see the benefit. Added pay never hurts either.”</p>	16
Demonstrate command emphasis	<p>“Command must provide the training and ensure tng distractors are limited or eliminated.”</p> <p>“ Increase command emphasis. If this cannot be done, we need to motivate them on a personal level by allocating more money for FLPP and giving soldiers more of an incentive to improve.”</p>	10
Pay reservists equally	<p>“Money. And it can't be pro-rated for Reservists. They have to spend the same amunt of time to maintain proficiency as Active Duty; however, AC gets to do it "on the clock", where Reservists have to do it on their own time.”</p>	9
Negative consequences for lack of skills	<p>“Deny them missions because they don't posses the requisite language skills.”</p>	5
Other	<p>“Ask them what they feel would make this work for them and the unit.”</p> <p>“Recognition via special badges / awards, as well as financial reward.”</p>	7

⁵⁹ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

Table 5.8 Open-Ended Response regarding CLP Language Training

One aspect of our CLP I'd most like to change is...		
Category of Response	Example Responses ⁶⁰	Frequency
More command emphasis	"Command emphasis on improving proficiency and required attendance at sustainment training." "Command emphasis, both within the group and at USASFC and USASOC."	18
More immersion	"Immersion should be the goal for an effective CLP." "More Live Environment Training OCONUS." "Soldiers find it boring and not intense enough. It needs to be out of the classroom."	14
More funding/pay	"Just about everything. The biggest piece is funding for training." "Fund it to make it meaningful."	12
Implement a CLP	"Get one, have time to do it." "Start a meaningful program, limited time between deployments is making it impossible to get one off the ground now"	11
Increase access to training	"Formal training for soldiers who don't have a SOF MOS, but are assigned to AC CA units." "The difficulty of obtaining DLI for basic acquisition. There is no set procedure on how to do this, since it is done as exception to policy."	10
More flexible/equitable for reservists	"Support to RC Separate Companies - from outside - ie. language testing at a MEPS location." "More attention needs to be given to immersion training for the Reservist. Immersion is the best method of teaching a language, but few quality Reservists can leave for a year or even six weeks to conduct this training."	9
More time	"Needs to be continuous. Cannot just devote a week here and there--only results in relearning basic pleasantries and greetings. If you don't use it, you lose it. All operators need to devote time while deployed to use it with the locals often."	8
Include technology	"Satellite TV's in OPDET's with access to host-country programs" "Utilization of a language lab for reinforcement training."	5
Other	"Availability of native speakers for conversation." "It would be great if we could get instructors for some languages currently not offered by SWCS."	16

⁶⁰ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

SECTION 6: OFFICIAL LANGUAGE TESTING

Introduction

This section of the survey contained questions regarding unit leader's experiences with official language testing in their unit/command. Items covered unit leader's perceptions of various aspects of official language tests such as the Defense Language Proficiency Test (DLPT) and the Defense Language Institute Oral Proficiency Interview (DLI OPI). Issues that were addressed included the relatedness of the DLPT to mission language use and the importance placed on the DLPT. For the complete list of items and findings for unit leaders, please see Appendix A, Tables A33-A34. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC and RC leaders, see Appendices F and G.

Respondents

A total of 156 unit leaders answered the section regarding official language testing. They were categorized as follows: 57 unit commanders, 16 SWOA/SEAs, 56 staff officers, and 27 CLPMs.

Summary/Abstract

Regarding attitudes toward the DLPT, unit leaders indicated that they place high importance on the DLPT, but that they believe it has low relatedness to mission performance. Unit leaders indicated that despite their mixed opinions about its value, they encourage personnel to do well on the DLPT and stay current with testing requirements. They only moderately agreed that the DLPT is a good indicator of successful training and the ability to do well on missions. Unit leaders also disagreed that the content of the DLPT is related to mission performance and agreed that the DLI OPI is more related to mission performance. Unit commanders tended to express lower opinions of the DLPT than other unit leadership groups, while SWOA/SEAs tended to be more positive than other unit leaders in their evaluation of the DLPT. RC leaders tended to hold moderately higher opinions of the DLPT than AC leaders.

Findings

Overall Findings

As indicated in Table 6.1, unit leaders had generally consistent opinions of the DLPT. Unit leaders only slightly agreed that DLPT scores were a good indicator of how well someone did in their language training ($M = 55.1$) and that DLPT scores allow them to predict whose skills are ready for deployment ($M = 52.9$). They indicated that they would be more likely to send someone for advanced training if they achieved a high DLPT score. However, unit leaders disagreed that the content of the DLPT was related to the tasks personnel perform on deployment ($M = 33.4$), and agreed that the DLI OPI is more related to mission performance ($M = 65.9$). Furthermore, unit leaders slightly disagreed ($M = 47.9$) that DLPT scores should be used to make promotion decisions.

Despite mixed opinions of the DLPT, unit leaders reported encouraging their personnel to do well on the test ($M = 76.0$) and to stay current with their testing requirements ($M = 81.0$). These findings seem to reveal a disconnect between unit leader's attitudes toward testing and their attitudes toward mission use of language. It seems that although unit leaders support DLPT

testing and find it useful in some respects (i.e., identifying whose skills are ready for development) that a language test that is more related to mission performance would be preferred.

Unit Commander Findings

Unit commanders tended to express lower opinions of the DLPT than the other groups of unit leaders. For example, they neither agreed nor disagreed that the personnel's DLPT scores were important to them ($M = 53.1$), or that DLPT scores are a good indication of training performance ($M = 50.4$). Unit commanders also disagreed that DLPT scores should be used to make promotion decisions ($M = 45.1$). There was also strong disagreement that the DLPT was related to what the personnel did on deployment ($M = 29.8$).

SWOA/SEA Findings

SWOA/SEAs tended to be more positive than other unit leaders in their evaluation of the DLPT. They agreed that the DLPT is a good indicator of training performance ($M = 59.4$), and that DLPT scores were important to them ($M = 60.9$). They strongly emphasized that they encouraged their personnel to do well on the DLPT ($M = 81.3$). However, they also agreed that the DLI OPI is more relevant than the DLPT ($M = 60.9$), as did all other groups.

Staff Officer Findings

Staff officers reported attitudes toward the DLPT that were consistent with overall findings. They moderately agreed ($M = 59.4$) that DLPT scores are a good indicator of how well someone did on their training, but they disagreed ($M = 35.9$) the content of the DLPT is clearly related to what personnel do on deployment.

CLPM Findings

CLPMs provided responses that were generally consistent with overall findings. They agreed more strongly than other groups of unit leaders that they encourage their personnel to stay current on testing requirements ($M = 87.0$). CLPMs also agreed very strongly that they would be more likely to send someone for advanced training if they achieved a high DLPT score ($M = 83.7$). Interestingly, like the other unit leader respondents, they strongly disagreed that the DLPT was related to the tasks personnel perform on deployment ($M = 30.8$).

Reserve Component Findings

RC leaders tended to hold moderately higher opinions of the DLPT than AC leaders. RC leaders moderately disagreed ($M = 40.1$) when asked if the content of the DLPT was clearly related to what personnel did on deployment, while AC leaders disagreed more strongly ($M = 28.5$). RC leaders also agreed slightly more strongly ($M = 78.8$) that they would be more likely to send someone for advanced training if they achieved a high DLPT score than AC leaders ($M = 73.2$), although both groups agreed with this statement.

Table 6.1 Language Testing

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale]⁶¹			
DLPT scores are a good indicator of how well someone did in their training.	55.1	50.4	59.4	57.6	57.4
DLPT scores allow me to predict whose language abilities are good enough for deployment.	52.9	50.0	56.3	54.5	53.7
The content of the DLPT is clearly related to what our operators do when they are deployed.	33.4	29.8	35.9	37.7	30.8
The OPI is more related to mission performance than the DLPT.	65.9	67.0	63.3	66.0	64.3
The operators DLPT scores are very important to me.	58.4	53.1	60.9	60.7	63.5
I encourage the operators to study and do well on the DLPT.	76.0	73.3	81.3	76.9	77.1
I think that testing scores should be used to make promotion decisions for operators.	47.9	45.1	48.4	51.8	45.2
If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced training.	75.8	74.6	76.6	73.1	83.7
I encourage operators in my unit/command to stay current with the testing requirements.	81.0	79.0	81.7	80.1	87.0

⁶¹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

SECTION 7: FOREIGN LANGUAGE PROFICIENCY PAY

Introduction

Unit leaders were asked about their attitudes towards Foreign Language Proficiency Pay (FLPP). The items in this section sought information regarding FLPP procedures, as well as the motivating effect of FLPP on personnel in the respondent's command. The responses from unit leaders are presented in Appendix A, Tables 35-37. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC and RC leaders, see Appendices F and G.

Respondents

A total of 156 unit leaders received this section. There were 57 unit commanders, 16 SWOA/SEAs, 56 staff officers, and 27 CLPMs.

Summary/Abstract

Overall, unit leaders had low opinions of FLPP. All groups of unit leaders disagreed that FLPP was an effective incentive for SOF personnel, although they somewhat agreed that procedures for assigning FLPP upheld the intent of motivating proficiency. Unit commanders agreed that most of the procedures for assigning FLPP upheld the intent of motivating proficiency, while CLPMs disagreed. Those who currently receive FLPP evaluated it more positively in terms of its effectiveness and motivating potential than those who do not currently receive FLPP.

Findings

Overall Findings

Overall, unit leaders had low opinions of FLPP (See Table 7.1). Unit leaders slightly disagreed that FLPP was an effective incentive for their personnel ($M = 43.9$) and slightly disagreed that FLPP was a sufficient incentive for personnel to maintain language skills on their own time ($M = 42.3$). They only slightly agreed that the procedures concerning FLPP uphold the intent of motivating proficiency ($M = 55.0$).

Unit leaders were also asked about potential ways to increase the motivating effect of FLPP (See Table 7.2). The most common response across all groups was to increase the amount of FLPP. However, the next most frequent responses were that FLPP would be more motivating if the unit provided more time and resources for training.

Unit Commander, SWOA/SEA, Staff Officer, and CLPM Findings

Unit commanders, SWOA/SEAs, staff officers, and CLPMs were very consistent in their evaluations of FLPP. Unit commanders agreed more than the other groups that the procedures for assigning FLPP uphold the intent of motivating proficiency ($M = 60.1$). On the other hand, CLPMs disagreed that the procedures for assigning FLPP uphold the intent of motivating proficiency ($M = 45.2$). With regard to the motivating effect of FLPP, all groups consistently disagreed that FLPP was a good motivator.

The FLPP status of the respondent affected their evaluation, as would be expected. Unit leaders who reported that they currently receive FLPP indicated more favorable attitudes toward the procedures for assigning FLPP and the quality of FLPP as an incentive. Those who currently receive FLPP agreed ($M = 65.0$) that the procedures assigning FLPP uphold the intent of motivating proficiency, while unit leaders who did not currently receive FLPP indicated a more neutral attitude ($M = 51.7$). The sufficiency of FLPP as an incentive and the effectiveness of FLPP as an incentive was rated neutrally ($M = 49.3, 51.5$) by those who currently received FLPP, while the incentive was rated negatively by those who did not receive FLPP themselves ($M = 40.3, 41.9$). In contrast, whether the respondents had proficiency in a language other than English, did not appear to influence their responses. The difference in opinion for varying levels of command (O3-O6/ O7-O10) was not able to be assessed due to the low number of responses from more senior-level unit leaders.

Reserve Component Findings

RC leaders expressed opinions similar to AC leaders when evaluating FLPP. AC and RC leaders moderately agreed ($M = 54.7, 55.1$) that the procedures for assigning FLPP uphold the intent of motivating proficiency. Both AC and RC leaders disagreed ($M = 42.4, 42.6$) that FLPP provides a sufficient incentive for personnel to maintain their language proficiency on their own time. However, RC leaders disagreed slightly more than ($M = 41.0$) AC leaders ($M = 46.4$) that FLPP is an effective incentive for most personnel in their command.

Table 7.1 Foreign Language Proficiency Pay

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	<i>Currently Receive FLPP⁶²</i>		<i>2nd Language⁶³</i>		<i>Level of Command</i>	
						<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>O3-O6</i>	<i>O7-O10</i>
						[Mean Values on 100-point scale] ⁶⁴					
The procedures for assigning FLPP uphold the intent of motivating proficiency.	55.0	60.1	53.1	54.9	45.2	65.0	51.7	55.1	55.0	54.6	63.1*
FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	42.3	42.1	39.1	44.6	39.4	49.3	40.3	43.4	38.3	40.9	42.9*
FLPP is an effective incentive for most of the operators in my command.	43.9	39.9	43.8	48.1	44.2	51.5	41.9	44.6	44.6	41.6	52.5*

⁶² Unit Leadership was asked if they currently receive, or had ever received, FLPP (Foreign Language Proficiency Pay).

⁶³ Unit Leadership was asked if they were proficient in a language other than English.

⁶⁴ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 7.2 Potential Ways to Increase the Motivating Effect of FLPP

<i>FLPP would be more motivating if...</i> ⁶⁵	<i>Unit Leadership</i>	<i>Unit</i>			
		<i>Commander</i>	<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		% ⁶⁶			
Amounts were increased	27.6	27.4	30.6	27.7	25.6
It was paid for lower proficiency levels	14.2	13.7	16.3	13.6	15.4
It was paid once per year as a bonus	5.0	6.3	6.1	4.5	2.6
It was given for speaking proficiency	15.4	17.1	10.2	15.3	15.4
The Unit would provide more training resources	17.7	16.0	18.4	19.2	17.9
The Unit would provide more time for training	20.0	19.4	18.4	19.8	23.1

⁶⁵ Respondents were asked to check all options that applied. This display shows the number of times that each option was selected. Therefore, the number of total responses is higher than the number of individuals who responded.

⁶⁶ All numbers in this table are represented as percentages.

SECTION 8: USE OF TECHNOLOGY

Introduction

This section contained questions related to unit leadership's experiences with technology-delivered training (TDT) and machine language translation (MLT) in their unit/command. Items covered the exposure that members of unit/command have received to certain types of language training such as computer-based training, video teleconferencing, distance/distributive learning, and self-paced learning software, as well as specific technological devices. Respondents were also asked to share their thoughts on the importance, effectiveness, and most efficient placement of technology in the training pipeline. For the complete list of items and findings to this section, please see Appendix A, Tables A35-A39. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC and RC leaders, see Appendices F and G.

Respondents

A total of 156 unit leaders received this section. Fifty-seven of these were unit commanders, 16 were SWOA/SEAs, 56 were staff officers, and 27 were CLPMs.

Summary/Abstract

Opinions regarding the use of technology-delivered training (TDT) varied widely depending on whether the respondents were familiar with TDT. With the exception of staff officers, respondents from the other subgroups who have used TDT actually expressed slightly more negative attitudes than those who have not used TDT regarding TDT's effectiveness as a way for personnel to learn language skills. However, all groups agreed that TDT should not be a substitute for classroom training, although it could be effective as a supplement for classroom training. Open-ended comments confirmed the finding that personnel believe that TDT is a supplement rather than a substitute for traditional language training options. No group felt that machine language translation (MLT) was an effective way to communicate. All groups, regardless of experience with MLT, agreed that it cannot replace language-trained personnel. RC and AC leaders responded similarly to one another for most issues related to TDT and MLT.

Findings

Overall Findings

The information presented in Table 8.1 shows that while 81.4% of unit leaders have used TDT, a smaller percentage (55.2%) reported that their unit/command currently uses TDT for language training. Table 8.2 presents unit leader's attitudes toward TDT according to whether or not the unit leader had ever used TDT. Attitudes toward TDT were quite different depending on whether or not respondents had experience with TDT. For example, unit leaders who had experience using TDT strongly agreed ($M = 82.1$) that classroom training is more useful than TDT for language acquisition. On the other hand, those who had not used TDT did not agree as strongly ($M = 67.6$). Both respondents who had experience with TDT and those who did not, strongly agreed that TDT is most effective when supplementing classroom instruction ($M = 80.0$ and $M = 72.2$), suggesting that blended learning (i.e., integration of classroom and computer-based instruction into the course design) might be a good option. These findings indicate a strong consensus that TDT cannot replace classroom instruction. The moderately high level of agreement ($M = 60.9$ and $M =$

57.0) from both groups that their command primarily views TDT as a resource for personnel to use during their off-duty time suggests that TDT is seen primarily as a supplement to other forms of training. Open-ended responses presented in Table 8.4 confirm that TDT was considered most useful as a supplement to classroom training.

Unit leader's attitudes toward MLT are presented in Table 8.3 according to whether or not they have ever used MLT. The results presented in Table 8.1 show that 24.2% of unit leaders have used MLT. According to Table 8.3, regardless of whether they had or had not used MLT, unit leaders disagreed that MLT is an effective way to communicate ($M = 39.9$ and $M = 41.1$) and also disagreed that MLT is effective for the SOF core tasks that they conduct which require language capability ($M = 39.3$ and $M = 40.9$). Regardless of how much they had used MLT, respondents agreed that MLT shows promise for the future ($M = 61.5$ and $M = 55.8$), but also agreed ($M = 87.2$ and $M = 76.7$) that MLT cannot replace language-trained personnel. From these findings, one may conclude that unit leaders believe that MLT is not an effective tool for SOF tasks and that it cannot replace language-trained personnel.

Unit Commander Findings

Similarly to unit leaders overall, a large percentage of unit commanders indicated that they had used TDT at some point (84.2%), while a smaller percentage of unit commanders (54.4%) reported that their unit currently uses TDT for language training. Consistent with findings from unit leaders overall, those who had experience with TDT reported much higher agreement ($M = 81.6$) than those who did not have experience with TDT ($M = 63.9$) that classroom training is more useful than TDT for language acquisition. However, regardless of experience with TDT, unit commanders agreed ($M = 81.9$ and $M = 72.2$) that TDT is most effective when supplementing classroom instruction.

Only 16.4% of unit commanders indicated that they had ever used MLT. Unit commanders expressed very similar attitudes when compared with unit leaders overall regarding attitudes toward MLT. Regardless of whether or not they had ever used MLT, unit commanders disagreed ($M = 41.2$ and $M = 44.8$) that it is an effective way to communicate and agreed ($M = 77.8$ and $M = 76.8$) that it cannot replace language-trained personnel.

SWOA/SEA Findings

A larger percentage of SWOA/SEAs reported that they had used TDT (93.8%) and that their unit/command uses TDT for language training (60.0%). However, this may be due to the small number of SWOA/SEA respondents. Comparing the results between those who had experience with TDT and those who do not is not very meaningful since fewer than five respondents indicated that they had no experience with TDT. For those SWOA/SEAs who had experience with TDT, the results are similar compared to unit leaders overall.

Most SWOA/SEAs (80%) indicated that they had never used MLT. Fewer than five respondents indicated that they had used MLT, so these results should also be interpreted with caution. Those who had never used MLT responded differently from unit leaders by expressing a moderate level of agreement ($M = 50.0$) that MLT is an effective way to communicate and that MLT is effective for the SOF tasks they conduct that require language capability ($M = 53.1$). However, these respondents agreed ($M = 77.8$) that MLT cannot replace language-trained personnel, a finding consistent with the other groups of unit leaders.

Staff Officer Findings

A total of 76.8% of staff officers reported that they had used TDT. Staff officers expressed opinions consistent with unit leaders overall for most of the items related to TDT, although there were some differences between staff officers who have experience with TDT and those who do not. Staff officers who have used TDT reported a somewhat higher level of agreement ($M = 80.4$) than those who have not ($M = 68.8$) that classroom training is more useful than TDT for language acquisition. Other findings suggest that those who have experience with TDT believe more strongly than those who do not that TDT is most effective when supplementing classroom instruction ($M = 79.2$).

A total of 26.8% of staff officers have used MLT. Although the responses from staff officers were consistent with responses from other unit leaders, there were some differences in opinion between those who have used MLT and those who have not used MLT. Those who have used MLT agreed more strongly ($M = 65.0$) than those who have not ($M = 50.0$) that MLT shows promise for the future. However, those who have used MLT also agreed more strongly ($M = 88.3$) than those who have not used MLT ($M = 72.2$) that MLT cannot replace language-trained personnel.

CLPM Findings

A total of 77.8% of CLPMs reported that they had used TDT in the past, while only 51.9% reported that their unit/command currently uses TDT for language training. CLPMs responded similarly to unit leaders overall regarding attitudes toward TDT, although there were some notable differences between CLPMs who have experience with TDT and those who do not. Those CLPMs who had experience with TDT, reported a much higher level of agreement ($M = 91.7$) than those who do not ($M = 70.0$) that classroom training is more useful than TDT for language acquisition. However, those do not currently use TDT in their unit/command agreed slightly more that TDT is an effective way for personnel to learn language skills ($M = 65.0$) than those who do not currently use TDT ($M = 52.4$).

A total of 37.0% of CLPMs who responded to the survey have used MLT. The results in Table 8.3 show that CLPMs expressed opinions that were similar to unit leaders overall. Both those who have used MLT and those who have not, disagreed ($M = 37.5$ and $M = 36.1$) that MLT is an effective way to communicate, and both groups strongly agreed ($M = 92.5$ and $M = 87.5$) that MLT cannot replace language-trained personnel.

Reserve Component Findings

RC leaders and AC leaders reported similar attitudes regarding TDT (See Appendices G and F, respectively). However, RC leaders agreed slightly more than AC leaders ($M = 65.6$ and $M = 56.0$) that their command primarily views TDT as a resource for personnel to use during their off-duty time. Additionally, RC leaders agreed slightly more than AC leaders ($M = 71.6$ and $M = 66.5$) that TDT will not be effective until the command gives it more emphasis. In terms of their opinions of MLT, AC leaders disagreed slightly more ($M = 36.4$) than RC leaders ($M = 44.9$) that MLT is effective for the SOF core tasks they conduct that require language capability, although both groups disagreed. RC leaders agreed somewhat less ($M = 76.4$) than AC leaders ($M = 84.3$) that MLT cannot replace language trained personnel.

Table 8.1 Percentage of Respondents Having Experience with TDT or MLT

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/ SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
	Percent of Group with “Yes” Answers				
Have you ever used TDT?	81.4	84.2	93.8	76.8	77.8
Does your unit/command use TDT for language training?	55.2	54.4	60.0	56.4	51.9
Have you ever used MLT?	24.2	16.4	20.0	26.8	37.0
Have you ever used the Phraselator?	19.2	14.0	18.8	17.9	33.3
Have you ever used a Voice Response Translator?	8.4	5.4	0.0	8.9	18.5
Have you ever used S-Minds?	3.8	1.8	0.0	5.4	7.4

Table 8.2 Technology-Delivered Training (TDT)⁶⁷

	<i>Unit Leadership</i>		<i>Unit Commander</i>		<i>SWOA/SEA</i>		<i>Staff Officer</i>		<i>CLPM</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Have you ever used TDT? ⁶⁸										
	[Mean Values on 100-point scale]⁶⁹									
I believe classroom training is more useful than TDT for language acquisition.	82.1	67.6	81.6	63.9	75.0	75.0*	80.4	68.8	91.7	70.0
I believe TDT is most effective when supplementing classroom instruction.	80.0	72.2	81.9	72.2	76.7	75.0*	79.2	70.1	79.8	75.0
I believe TDT is an effective way for operators to learn language skills.	54.2	53.9	52.7	55.6	55.0	75.0*	56.6	45.5	52.4	65.0
Using TDT is the only way to squeeze sustainment training into the Ops/Training cycle.	41.1	51.9	42.7	52.8	33.4	50.0*	42.3	50.0	40.5	55.0
TDT Learning should be the central component of a good CLP's options.	44.3	47.2	42.7	52.8	38.3	50.0*	50.6	45.8	39.9	40.0
TDT will not be effective until the command gives it more emphasis.	68.2	73.2	67.0	72.2	66.7	50.0*	70.8	75.0	66.7	75.0
Our command primarily views TDT as a resource for operators to use during their off-duty time.	60.9	57.0	60.0	59.4	58.3	50.0*	62.1	54.6	62.5	60.0
TDT is well-received by operators.	51.3	52.2	48.9	53.6	53.3	50.0*	51.4	52.3	55.0	50.0*
My unit/command is reluctant about using TDT.	46.4	46.1	47.7	42.9	46.4	50.0*	43.4	47.7	48.6	40.0*

⁶⁷ TDT includes computer-based training, video teleconferencing, distance/distributive learning, and self-paced language learning software.

⁶⁸ Unit Leadership was asked if their unit/command used TDT for language training.

⁶⁹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 8.3 Machine Language Translation⁷⁰

	<i>Unit Leadership</i>		<i>Unit Commander</i>		<i>SWOA/SEA</i>		<i>Staff Officer</i>		<i>CLPM</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Have you ever used MLT?										
	[Mean Values on 100-point scale]⁷¹									
I believe that MLT is an effective way to communicate.	39.9	41.1	41.2	44.8	33.3*	50.0	41.7	37.0	37.5	36.1
I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	39.3	40.9	43.8	41.0	25.0*	53.1	41.7	38.5	36.1	36.1
I believe that MLT shows promise for the future.	61.5	55.8	58.3	61.5	58.3*	59.4	65.0	50.0	60.0	52.8
I believe that MLT cannot replace language-trained operators.	87.2	76.7	77.8	76.8	91.7*	77.8	88.3	72.2	92.5	87.5

⁷⁰ Machine Language Translation: examples include the Phraselator, Voice Response Technology, S-Minds, etc.

⁷¹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 8.4 Open-Ended Responses regarding the role of TDT in future language training

What kind of role do you see TDT taking in future language training?		
Category of Response	Example Responses ⁷²	Frequency
Useful as supplement/ tool	As an additional capability to augment a quality CLP. And, if unable to attend classroom language refresher training, or participate in unit language days or without the opportunity to participate in an immersion program, then TDT should be available.	21
Key role in training	Much larger role than now. It is cost effective and programing will only get better.	13
Unfamiliar w/ TDT	I need to know more about it before I form an opinion.	8
Good for sustainment only	Some value for sustainment training. MLT is a long way from providing what is needed. As a supplement in language sustainment	8
Useful as backup for weak linguists	As a back up system for folks not very proficient in language	7
Should not replace instructors	I see that it will become more common, but I hope it will not replace "live" teachers.	7
None/ no value	Absolutely zero value for language training. Is OK for deployment in areas outside of our AOR where we have no linguistic abilities.	4
Other	Depends on the type of TDT being discussed. VRTs have specific use in the field and are currently being tested by personnel in the Gulf. Phraselators are worthless to NSW operators. In the field, VRTs can be used for direct action work. In terms of...	10

⁷² These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

SECTION 9: ORGANIZATIONAL CLIMATE AND SUPPORT

Introduction

The first part of this section assessed the organizational climate and support for language training in the unit/command by asking respondents to assign grades to their unit in a variety of areas relating to support for training, encouragement/emphasis, duty hour allocation, and resource allocation. The second part of this section asked CLPMs to give their opinions regarding the support of language by unit leadership as well as to comment on the general climate for language training in the unit. For the complete list of items and findings for unit leaders, please see Appendix A, Table A43-A46. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC leaders and RC leaders, see Appendices F and G.

Respondents

A total of 154 unit leaders responded to the first part of this section. Fifty-six of these respondents were unit commanders, 15 were SWOA/SEAs, 56 were staff officers, and 27 were CLPMs. Only CLPMs responded to the items presented in the second part of this section.

Summary/Abstract

Overall, unit leaders assigned low ratings (i.e., a large percentage of D's or F's) when asked to grade their command's level of support for specific statements related to language and language training. It was clear from their responses that some elements of support related to language in their unit/command showed a stronger need for improvement than others. Areas that appear to need the most improvement include allocating more duty hours to training or practice and ensuring that personnel in training are not pulled for non-critical details. Although none of the results can be classified as positive, areas that received higher ratings included providing language learning materials, ensuring that quality instruction is available, placing emphasis on taking the DLPT on time, providing pre-deployment training, and ensuring that job aids or interpreters are available for personnel on deployment. Open-ended comments suggested that unit leaders would welcome the opportunity to place more emphasis on language, but did not have the resources or support to do so. These responses seem to suggest that unit leaders recognize areas that need to be improved, but that these things may be out of their control. CLPMs were asked to provide additional ratings of the leaders in their unit/command and findings showed that CLPMs believe that their command emphasizes the importance of language and that providing language resources has an impact on the command's reputation. CLPMs also reported being motivated to monitor the quality of training based on their own deployment experiences.

Findings

Overall Findings

Table 9.1 contains the grades assigned by unit leaders for various aspects of their support of language. Scores were generally negative, with some areas showing a stronger need for improvement than others. Areas that received higher grades (although still low and largely negative grades) were 'Providing language learning materials,' 'Ensuring quality language instruction is available,' 'Placing emphasis on taking the DLPT on time,' 'Ensuring pre-deployment training is available,' and 'Ensuring sufficient job aids or interpreters are available'

for personnel on deployment.’ These responses indicate that unit leaders believe that their chains of command are doing a relatively more satisfactory job in these areas than in some of the other areas of language support. Responses for other dimensions, however, suggest that they believe there is room for improvement in those areas. One area that received low grades was ‘Allocating duty hours to training or practice.’ Another was ‘Ensuring that personnel in training are not pulled for non-critical details.’ These responses seem to suggest that unit leaders recognize areas that need to be improved but that may be out of their unit/command’s control, such as the allocation of duty hours to training. Areas they did have control over tended to receive relatively higher grades. Open-ended comments from this section confirmed this finding (see Table 9.3). Many respondents indicated that they would welcome the opportunity to place more emphasis on language, but did not have the resources or command emphasis to do so.

Unit Commander Findings

For several areas of support, unit commanders provided somewhat higher grades when rating their chains of command than other groups of unit leaders. For example, unit commanders assigned more C’s and less F’s than other unit leaders in the following areas: ‘Allocating duty hours to language training or practice,’ ‘Encouraging the use of language during non-language training,’ ‘Providing support to help you acquire and maintain enough proficiency to qualify for FLPP,’ ‘Providing recognition and awards related to language,’ ‘Providing language learning materials,’ ‘Ensuring quality language instruction is available,’ ‘Finding ways to increase time for language training,’ and ‘Ensuring that personnel in language training are not pulled for non-critical details.’

SWOA/SEA Findings

SWOA/SEAs assigned higher ratings (i.e., more B’s and C’s and less F’s) than unit leaders overall for many dimensions, especially those related to providing direct support to those personnel in training. For procedural dimensions such as allocation of duty hours, however, their ratings were much lower. Two areas that received particularly high grades (relative to other areas) involved providing quality training to personnel in their unit. For ‘Ensuring quality language instruction is available,’ 60% of SWOA/SEAs gave their unit/command an A or B grade, and for ‘Ensuring pre-deployment training is available,’ 66.7% gave an A or B. Other areas related to this dimension also received high grades.

Staff Officer Findings

Staff officers assigned grades that were consistent with unit leaders overall. Areas of command support that were assigned the lowest ratings included, ‘Allocating duty hours to language training or practice,’ ‘Encouraging the use of language during non-language training,’ ‘Encouraging the use of language when not deployed,’ ‘Providing support to help you acquire and maintain enough proficiency to qualify for FLPP,’ and ‘Providing recognition and rewards related to language.’

CLPM Findings

Organizational Climate. CLPM respondents assigned much lower grades when rating their unit/command than other unit leaders on several dimensions, including ‘Allocating duty hours to language training or practice,’ ‘Encouraging the use of language during non-language training,’ and ‘Encouraging the use of language when not deployed.’ Few A’s were given in most

categories. However, there was a concentration of grades in the B range for 'Providing language learning materials' and 'Ensuring job aids/interpreters are available.'

CLPM Organizational Support. In addition to the broader section of questions regarding organizational climate, CLPMs were asked to give their opinions on a more specific set of questions related to USSOCOM policy, the experience of personnel in their unit, and their own experience in providing support to those in training. CLPMs agreed that their unit/command supports language proficiency by speaking to the importance of language proficiency and training for personnel ($M = 58.3$) and by acting and making decisions that are consistent with support for language ($M = 57.7$). CLPMs also agreed ($M = 55.0$) that their efforts to provide resources to personnel has a direct impact on their command's reputation. Finally, CLPMs agreed ($M = 78.1$) that based on their own experiences on deployment, they are motivated to monitor the quality of sustainment/enhancement language training.

Table 9.1 Organizational Climate and Support

	<i>Unit Leadership</i>		<i>Unit Commander</i>			
			<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	
	Percentage of Respondents Choosing Each Grade ⁷³					
Allocating duty hours to language training or practice	A	5.8	3.6	6.7	7.1	7.4
	B	8.1	10.7	26.7	3.6	7.4
	C	27.9	35.7	6.7	35.7	7.4
	D	31.8	30.4	46.7	26.8	37.0
	F	25.3	19.6	13.3	26.8	40.7
Encouraging the use of language during non-language training	A	5.2	3.6	13.3	1.8	11.1
	B	13.6	12.5	26.7	14.3	7.4
	C	22.1	32.1	26.7	17.9	7.4
	D	33.8	30.4	33.3	35.7	37.0
	F	25.3	21.4	-	30.4	37.0
Encouraging the use of language when not deployed	A	5.9	7.1	13.3	1.8	7.4
	B	11.1	7.1	26.7	12.7	7.4
	C	26.1	33.9	26.7	27.3	7.4
	D	30.1	26.8	26.7	29.1	40.7
	F	26.8	25.0	6.7	29.1	37.0

⁷³ All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

Table 9.1 Organizational Climate and Support (cont.)

	<i>Unit Leadership</i>		<i>Unit Commander</i>			
			<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	
Percentage of Respondents Choosing Each Grade ⁷⁴						
Placing command emphasis on language proficiency	A	10.4	10.7	20.0	7.1	11.1
	B	18.8	23.2	33.3	17.9	3.7
	C	21.4	21.4	13.3	26.8	14.8
	D	33.8	32.1	26.7	30.4	48.1
	F	15.6	12.5	6.7	17.9	22.2
Providing support to help you acquire and maintain enough proficiency to qualify for FLPP	A	6.6	5.4	20.0	1.9	11.1
	B	15.2	17.9	20.0	15.1	7.4
	C	26.5	37.5	26.7	22.6	11.1
	D	30.5	25.0	33.3	30.2	40.7
	F	21.2	14.3	-	30.2	29.6
Providing recognition and awards related to language	A	4.6	3.6	13.3	1.8	7.4
	B	7.8	8.9	20.0	5.5	3.7
	C	23.5	32.1	20.0	21.8	11.1
	D	30.7	30.4	20.0	32.7	33.3
	F	33.3	25.0	26.7	38.2	44.4

⁷⁴ All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

Table 9.1 Organizational Climate and Support (cont.)

	<i>Unit Leadership</i>		<i>Unit Commander</i>			
			<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	
Percentage of Respondents Choosing Each Grade ⁷⁵						
Providing language learning materials.	A	12.4	8.9	26.7	7.3	22.2
	B	23.5	25.0	33.3	25.5	11.1
	C	32.7	39.3	26.7	32.7	22.2
	D	20.9	23.2	13.3	16.4	29.6
	F	10.5	3.6	-	18.2	14.8
Ensuring quality language instruction is available.	A	13.1	7.1	40.0	3.6	29.6
	B	19.6	25.0	20.0	20.0	7.4
	C	28.8	32.1	20.0	34.5	14.8
	D	22.2	26.8	6.7	20.0	25.9
	F	16.3	8.9	13.3	21.8	22.2
Ensuring pre-deployment training is available.	A	13.2	7.1	26.7	5.6	33.3
	B	21.1	19.6	40.0	20.4	14.8
	C	30.3	39.3	6.7	33.3	18.5
	D	21.7	23.2	26.7	22.2	14.8
	F	13.8	10.7	-	18.5	18.5
Placing command emphasis on taking the DLPT on time.	A	20.4	33.9	33.3	7.3	11.5
	B	21.1	21.4	33.3	20.0	15.4
	C	25.0	21.4	20.0	29.1	26.9
	D	19.7	14.3	13.3	23.6	26.9
	F	13.8	8.9	-	20.0	19.2

⁷⁵ All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

Table 9.1 Organizational Climate and Support (cont.)

	<i>Unit Leadership</i>		<i>Unit Commander</i>			
			<i>SWOA/SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>	
Percentage of Respondents Choosing Each Grade ⁷⁶						
Finding ways to increase time for language training.	A	2.6	3.6	13.3	-	-
	B	11.2	7.1	26.7	9.1	15.4
	C	36.8	50.0	20.0	32.7	26.9
	D	28.3	21.4	33.3	29.1	38.5
	F	21.1	17.9	6.7	29.1	19.2
Ensuring that personnel in language training are not pulled for non-critical details.	A	5.9	8.9	13.3	3.6	-
	B	15.0	17.9	33.3	7.3	14.8
	C	28.1	37.5	13.3	30.9	11.1
	D	28.1	16.1	33.3	32.7	40.7
	F	22.9	19.6	6.7	25.5	33.3
Ensuring sufficient job aids or interpreters are available for operators on deployment.	A	12.7	12.7	20.0	5.7	22.2
	B	30.0	34.5	40.0	22.6	29.6
	C	30.7	30.9	20.0	34.0	29.6
	D	11.3	10.9	6.7	15.1	7.4
	F	15.3	10.9	13.3	22.6	11.1

⁷⁶ All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

Table 9.2 Organizational Climate and Support⁷⁷

	CLPM
My unit/command leadership speaks of the importance of language proficiency and training for operators.	58.3
My unit/command leadership's actions/decisions are consistent with his/her level of support for language.	57.7
The politics and actions of USSOCOM support the importance of language.	48.9
Providing language sustainment/enhancement resources to the operators has a direct impact on the command's reputation.	55.0
My efforts to provide language sustainment/enhancement resources for the operators have a direct impact on how my rater views me.	56.0
Operators appreciate my efforts to provide them with language training resources.	76.9
Based on my own deployment experiences, I am especially motivated to monitor the quality of the language sustainment/enhancement training.	78.1
I feel that I am accountable to the deployed teams for their ability to use their languages.	67.0

⁷⁷ Only CLPMs were asked to respond to this section of the survey.

Table 9.3 Open-Ended Responses regarding dedicating more duty time to language training

What would it take for you to reallocate two hours ON-duty per week to language training?		
Category of Response	Example Responses ⁷⁸	Frequency
Command emphasis	a command directive. Love to see it... As an RC member we would have reduce the admin requirements from higher HQs(USCAPOC & SOC)to free up critical training time during our scheduled MUTAs. Get rid of all the extra big army training requirments and silly taskings from higher.	26
More time	2 extra hours of duty time Make the week longer. There is other critical training that must be accomplished (weapons, medical, etc) and due to OPTEMPO, we don't have the time to do language training. We provide interpreters when deployed.	21
Nothing would motivate/ Would never require it	And cut in to my Green training time, how about no way. My hours are greatly limited already. Don't cut in to my already overly busy time with my troops.	19
Would be happy to	I think this is a good idea. Every day you have PT you should have 1-2 hours of language training Just a minor adjustment.	14
Larger FLPP/ More incentives	More Foreign Language Proficiency Pay.	12
Availability of training resources and facilities	we can do it but we have no equipment, materials and funding! A locally available language lab...I've got the time to get my soldiers there!	11
Other	it seemed to me that everyone in my unit put random answers on the msa dlpt and still passed. I took arabic for 6 months, and deployed to OIF. more than a year later, I had forgotten most of my msa from lack of use. I was so clueless, I too answered...	12

⁷⁸ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

SECTION 10: SOFLO CUSTOMER SERVICE

Introduction

This section of the survey contained questions regarding unit leader's experiences when interacting with the Special Operations Forces Language Office (SOFLO). Items in this section focused on respondents' perceptions of SOFLO's policies on language training and the quality of support that unit leaders receive from SOFLO. For the complete list of items and findings for overall respondents to this section, please see Appendix A, Table A47. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC and RC leaders, see Appendices F and G.

Respondents

All CLPMs received this section regardless of their responses to certain questions asking about their familiarity with SOFLO ($N = 15$). Seventeen unit commanders, 5 SWOA/SEAs, and 17 staff officers indicated a familiarity with SOFLO and, therefore, also received this section.

Summary/Abstract

Unit leaders expressed mostly neutral opinions regarding their satisfaction with SOFLO's policies and positions related to language. In general, unit commanders were less satisfied, SWOA/SEAs and staff officers were slightly more satisfied, and CLPM satisfaction varied. All unit leaders reported being less satisfied with SOFLO's policies, and more satisfied with SOFLO's level of professionalism and courtesy. RC leaders expressed slightly more negative opinions toward SOFLO than AC leaders.

Findings

Overall Findings

Unit leaders expressed mostly neutral opinions regarding SOFLO's language policy (See Table 10.1). Unit leaders expressed moderate agreement that SOFLO's policies involving their unit/command are appropriate ($M = 51.9$) and that they are content with the overall policies SOFLO has implemented ($M = 51.4$). Unit leaders also indicated ($M = 58.5$) that they agree with SOFLO's position on language training. Unit leaders agreed the most strongly that SOFLO treats members of unit leadership with professionalism ($M = 75.5$) and promptly answers questions regarding language training ($M = 74.0$).

Unit Commander Findings

Unit commanders expressed opinions that were very similar to unit leaders overall regarding evaluation of SOFLO. However, there was one small difference between the groups. While unit leaders moderately agreed ($M = 52.8$) that SOFLO provides them with the necessary language requirements appropriate to their unit/command, unit commanders slightly disagreed ($M = 47.1$).

SWOA/SEA Findings

SWOA/SEAs agreed more strongly than the other groups ($M = 60.0$) that SOFLO provides them with the necessary resources appropriate for their unit/command. However, this group responded

neutrally regarding SOFLO's position on language training ($M = 50.0$) and the overall policies that SOFLO has implemented ($M = 50.0$).

Staff Officer Findings

Staff officers indicated being slightly more satisfied than unit commanders, especially, regarding SOFLO's policies. Staff officers indicated that they were confident in SOFLO's ability to meet the necessary language requirements ($M = 58.8$) and that SOFLO provides them with the necessary resources appropriate for their unit/command ($M = 58.8$). They also strongly agreed that SOFLO treats them with professionalism ($M = 78.3$) and promptly answers their questions ($M = 78.3$).

CLPM Findings

CLPMs expressed attitudes toward SOFLO that were more similar to unit commander's attitudes than SWOA/SEA's or staff officer's attitudes. CLPMs expressed neutral opinions regarding SOFLO's language policy. For example, CLPMs expressed a neutral opinion ($M = 51.7$) that SOFLO's policies involving their unit/command are appropriate. However, CLPMs agreed more strongly ($M = 61.7$) than the other unit leaders that they support SOFLO's position on language training, but disagreed more strongly ($M = 48.3$) than the other groups that they are content with the overall policies SOFLO has implemented.

Reserve Component Findings

RC leaders expressed a slightly more negative attitude toward SOFLO than AC leaders. These results can be found in Appendix F, Table F48 for AC leaders and Appendix G, Table G48 for RC leaders. For example, while AC leaders indicated that they are content ($M = 54.8$) with the overall policies SOFLO has implemented, RC leaders expressed a slight level of disagreement with this statement ($M = 48.1$). Other responses from RC and AC leaders reveal a similar pattern.

Table 10.1 SOFLO Customer Support

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/ SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
		[Mean Values on 100-point scale] ⁷⁹			
I am confident in SOFLO's ability to meet the necessary language requirements.	54.3	51.6	55.0	58.8	51.7
SOFLO provides me with the necessary resources appropriate for my unit/command.	52.8	47.1	60.0	58.8	50.0
SOFLO's policies involving my unit/command are appropriate.	51.9	51.5	55.0	51.5	51.7
I agree with SOFLO's position on language training.	58.5	58.3	50.0	58.3	61.7
I am content with the overall policies SOFLO has implemented.	51.4	53.1	50.0	53.1	48.3
SOFLO treats me with professionalism.	75.5	70.3	70.0	78.3	80.0
SOFLO promptly answers my questions regarding language training.	74.0	68.3	65.0	78.3	78.6

⁷⁹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

SECTION 11: LANGUAGE AND ATTRITION

Introduction

This section of the survey contained questions regarding unit leader's perceptions of the relationship between language and attrition for members of their unit/command. Potential predictors of attrition that were explored included insufficient language training, higher compensation outside of SOF, and increases in language requirements. For the complete list of items and findings for overall respondents to this section, please see Appendix A, Table A48. For further information about relevant subgroups, please see Appendices B-E. For information specific to AC and RC leaders, see Appendices F and G.

Respondents

A total of 154 unit leaders received this section. Fifty-six of these were unit commanders, 16 were SWOA/SEAs, 55 were staff officers, and 27 were CLPMs.

Summary/Abstract

The results from this section indicated that unit leaders believe that language requirements have little to do with their personnel's intentions to leave SOF. Staff officers and CLPMs agreed that personnel in their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation, while Unit commanders and SWOA/SEAs disagreed. The same finding was evident for RC and AC leaders. RC leaders indicated that members of their unit/command were likely to leave to pursue higher compensation in the civilian world.

Findings

Overall Findings

When responding to items regarding language and attrition, unit leaders indicated that they did not believe that members of their unit/command would leave SOF as a result of issues related to language training. Overall unit leaders disagreed ($M = 28.6$) that members of their unit/command intend to leave SOF because they are unable to get the training they need. Unit leaders also agreed ($M = 68.7$) that the re-enlistment decisions made by members of their unit have nothing to do with language proficiency or language issues. Unit leaders differed somewhat in their responses to one item. While unit commanders and SWOA/SEAs disagreed that members of their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation ($M = 41.8$ and $M = 39.1$), staff officers and CLPMs agreed slightly more ($M = 55.3$ and $M = 54.2$) with this statement.

Unit Commander Findings

Unit commanders expressed stronger opinions than other groups of unit leaders for some items in this section. Unit commanders strongly disagreed ($M = 21.8$) that members of their command express intentions to leave SOF because they are unable to get the language training they need. Unit commanders also disagreed more strongly ($M = 41.8$) than unit leaders ($M = 48.3$) that members of their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation.

SWOA/SEA Findings

SWOA/SEAs also expressed stronger opinions than unit leaders overall for some of the items regarding language and attrition. SWOA/SEAs disagreed slightly more than the other groups ($M = 26.6$) that members of their unit/command who make decision to re-enlist in SOF base them on issues related to language proficiency. SWOA/SEAs also disagreed slightly more ($M = 39.1$) than the other groups that members of their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation.

Staff Officer Findings

Staff officers' opinions regarding language and attrition deviated the most from unit leaders. Staff officers did not disagree as strongly ($M = 36.1$) as unit leaders overall ($M = 28.6$) that members of their unit/command express intentions to leave SOF because they are unable to get the training they need. Staff officers also agreed slightly more ($M = 55.3$) that members of their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation.

CLPM Findings

Regarding language and attrition, CLPMs expressed opinions similar to unit leaders overall. CLPMs disagreed ($M = 31.8$) that members of their unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency. However, like staff officers, CLPMs agreed ($M = 54.2$) that members of their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation. When responding to this item, unit commanders and SWOA/SEAs disagreed ($M = 41.8$ and $M = 39.1$).

Reserve Component Findings

AC leaders disagreed more strongly than RC leaders that issues related to language affect their personnel's decisions to re-enlist in SOF (See Appendices F and G). AC leaders disagreed more strongly ($M = 20.7$) than RC leaders ($M = 38.9$) that members of their unit/command commonly express intentions to leave SOF because they are unable to get the training they need. However, RC leaders agreed ($M = 57.0$) while AC leaders disagreed ($M = 41.2$) that members of their unit/command commonly considered leaving SOF for more money in the civilian world.

Primary SOF Core Task/Mission

Items regarding language and attrition were also analyzed according to the primary SOF core task/mission identified by members of unit leadership. Since unit leaders primarily engage in CAO and PSYOP core tasks, it is most useful to examine the responses to attrition questions for these SOF core task types (See Section 1: Mission-Based Language Requirements). When comparing responses between these two primary mission types, it is clear that perceptions of intentions to leave are somewhat dependent on the unit's primary SOF core task. Respondents whose primary SOF core task is PSYOP indicated that members of their unit/command consider leaving SOF because they are unable to get the training they need ($M = 39.8$) or to pursue a job in the civilian world ($M = 55.7$) more than those respondents whose primary SOF task is CAO ($M = 28.8$ and $M = 49.4$). These results suggest that perceptions of attrition differ somewhat depending upon mission type.

Table 11.1 Unit/Command Attrition by Unit Leadership position

	<i>Unit Leadership</i>	<i>Unit Commander</i>	<i>SWOA/ SEA</i>	<i>Staff Officer</i>	<i>CLPM</i>
[Mean Values on 100-point scale] ⁸⁰					
Members of my unit/command express intentions to leave SOF because they are unable to get the training they need.	28.6	21.8	28.1	36.1	28.4
Members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation.	48.3	41.8	39.1	55.3	54.2
Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency.	31.3	27.3	26.6	36.1	31.8
Members of my unit/command will be more likely to leave SOF if language requirements are increased.	34.3	36.8	34.4	29.7	38.6
I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	68.7	67.0	73.4	68.2	70.4

⁸⁰ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 11.2 Unit/Command Attrition by Primary SOF Task

	<i>DA</i>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>CP</i>	<i>IO</i>	<i>Other</i>
	[Mean Values on 100-point scale] ⁸¹									
Members of my unit/command express intentions to leave SOF because they are unable to get the training they need.	31.3*	12.5*	16.9	30.0	28.8	39.8	30.0	12.5*	37.5*	26.8
Members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation.	43.8*	12.5*	36.3	55.0	49.4	55.7	60.0	12.5*	55.0	53.6
Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency.	25.0*	12.5*	24.2	30.0	32.3	41.9	25.0	12.5*	43.8*	21.4
Members of my unit/command will be more likely to leave SOF if language requirements are increased.	31.3*	12.5*	31.5	32.5	31.0	41.9	30.0	50.0*	25.0*	41.1
I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	87.5*	75*	69.4	82.5	66.3	62.5	75.0	87.5*	54.2	71.9

⁸¹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

SUMMARY

The following bullets are a recap of the findings from the *Unit Leadership Survey*.

1. Mission-Based Language Requirements

- For unit leaders who participated in the survey, the most common SOF core tasks on deployments inside of their area of responsibility (AOR) were civil affairs operations (CAO) and psychological operations (PSYOP) although SWOA/SEAs indicated unconventional warfare (UW) as the most common mission type.
- Over 90% of unit leaders who responded to the survey indicated the need for a level of communication that can be classified as ‘Intermediate’ or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix I for a Layman’s Understanding of ILR Language Skill Level Descriptions).
- With regard to specific functions of language, unit leaders rated ‘Building rapport’ as the most important function.
- Unit leaders expressed low levels of confidence regarding the language capability of their personnel in their official or required language. For example, only 37.3% of unit leaders indicated that the typical member of their unit was able to speak effectively in their official or required language.

2. General Language Requirements

- CLPMs indicated that the most frequently used and important function of language was ‘Building rapport.’ Using ‘Slang/street language’ was rated as the second most frequent, while ‘Giving commands’ received the second-highest rating of importance.
- ‘Basic writings tasks’ were reported as being used the least frequently and as being the least important.
- The majority of CLPMs indicated that ‘Advanced Communication’ would be the ideal proficiency level for tasks and duties. It is important to note that this level of proficiency is not the highest level that could have been chosen.
- AC CLPMs rated the frequency and importance of ‘Giving commands’ and using ‘Military-specific language’ more highly than did RC CLPMs.

3. Outside AOR deployment

- Unit leaders rated ‘Building rapport’ as the most important function of language for missions outside of their AOR.
- Unit leaders disagreed that their personnel were proficient and capable in terms of language skills on deployments outside of their AOR.
- Unit leaders disagreed that their personnel were equally proficient in terms of language tasks on missions inside and outside of their AOR.
- Unit leaders indicated that pre-deployment training was not successful in getting SOF personnel to achieve the desired level of proficiency.

4. Use of Interpreters

- Unit leaders indicated that interpreters were used very frequently for deployments both inside and outside of the unit's normal AOR.
- Most unit leaders, with the exception of SWOA/SEAs, reported that they used interpreters more frequently outside of their AOR than inside of their AOR.
- Unit leaders indicated that their units were too dependent on interpreters and agreed that the personnel in their unit would depend less on interpreters if they had higher levels of language proficiency.
- Reserve component (RC) unit leaders indicated that members of their unit/command were more dependent on interpreters than active component (AC) unit leaders.
- There were problems reported with using interpreters while deployed for all mission types, especially for counterterrorism (CT) and direct action (DA) missions.
- RC personnel in the unit commander and SWOA/SEA groups reported having more problems with interpreters than other groups.
- Unit leaders reported using CAT I (i.e., local hire, indigenous personnel, not vetted, or U.S. citizens, not vetted) more frequently than CAT II/III interpreters (i.e., US citizens with secret or top secret clearance), a finding especially pronounced for CLPMs.
- CAT I interpreters are used most frequently on SR, UW, FID, and CAO missions, while CAT II/III interpreters are used the most frequently on PSYOP, CT, and IO missions.

5. Language Training

- Unit leaders indicated that new personnel show up at their commands not mission-capable in terms of language.
- Unit leaders indicated that official language training is essential for mission success.
- Unit leaders indicated that personnel who received training at the Defense Language Institute (DLI) were more prepared than those who received training at United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) or in the unit's Command Language Program (CLP).
- Unit leaders indicated that not enough time and resources are dedicated to sustainment/enhancement language training and that their chains of command need to invest more time in sustainment/enhancement language training.
- Unit leaders were dissatisfied with the quality of their CLP and believe that more money needs to be invested in the CLP.
- RC leaders were more dissatisfied with the quality of their CLP than AC leaders.
- CLPMs expressed positive evaluations of the instructors and curriculum in their CLP.
- CLPMs indicated that the CLP curriculum is customized to SOF considerations and is not structured to get students to pass the Defense Language Proficiency Test (DLPT).
- RC CLPMs tended to have more negative attitudes than AC CLPMs regarding the instructors and curriculum in their CLP.
- Immersion training was indicated as the best mode for sustainment/enhancement language training.
- OCONUS immersion training was viewed more favorably than CONUS iso-immersion.
- Unit leaders indicated that their unit does not frequently send personnel for immersion training. RC unit leaders indicated sending fewer personnel on OCONUS immersion training than AC unit leaders.

6. Official Language Testing

- Unit leaders indicated that they place a high level of importance on DLPT scores, although they do not believe the DLPT is highly related to mission performance.
- Unit leaders indicated that they would be more likely to send personnel for advanced training if they achieved a high DLPT score.
- Unit leaders slightly disagreed that the DLPT should be used for making promotion decisions.
- Unit leaders indicated that despite their mixed opinions about its value, they encourage personnel to do well on the DLPT and stay current with testing requirements.
- Unit leaders indicated that the Defense Language Institute Oral Proficiency Interview (DLI OPI) is more related to mission performance than the DLPT.
- RC unit leaders tended to hold moderately higher opinions of the DLPT than AC unit leaders.

7. Foreign Language Proficiency Pay

- Overall, unit leaders had low opinions of FLPP.
- Unit leaders reported that FLPP was not an effective motivator for SOF personnel.
- The majority of unit leaders somewhat agreed that the procedures for assigning FLPP upheld the intent of motivating proficiency, although CLPMs disagreed.
- Unit leaders who currently receive FLPP evaluated it more positively than those who do not currently receive FLPP.
- Unit leaders who currently receive FLPP indicated more favorable attitudes toward the procedures for assigning FLPP and the quality of FLPP as an incentive than those who do not receive FLPP.

8. Use of Technology

- Unit leaders agreed that technology-delivered training (TDT) should not be used as a replacement for classroom training, although it would be a useful supplement for classroom training.
- With the exception of staff officers, respondents from the other subgroups who have used TDT actually expressed slightly more negative attitudes than those who have not used TDT regarding TDTs effectiveness as a way for SOF personnel to learn language skills.
- Unit leaders disagreed that Machine Language Translation (MLT) was an effective way to communicate.
- Unit leaders agreed that MLT cannot replace language-trained SOF personnel.

9. Organizational Climate and Support

- Overall, unit leaders assigned low ratings (i.e., a large percentage of D's or F's) when asked to grade their command's level of support for specific statements related to language and language training.
- Areas that appear to need the most improvement include (1) allocating more duty hours to training or practice and (2) ensuring that personnel in training are not pulled for non-critical details.

- Areas that received higher (although still low) ratings included (1) providing language learning materials, (2) ensuring that quality instruction is available, (3) placing emphasis on taking the DLPT on time, (4) providing pre-deployment training, and (5) ensuring that job aids or interpreters are available for SOF personnel on deployment.
- Open-ended comments suggested that unit leaders would welcome the opportunity to place more emphasis on language, but did not have the resources or support to do so.

10. SOFLO Customer Service

- Unit leaders expressed mostly neutral opinions regarding their satisfaction with the Special Operations Forces Language Office's (SOFLO) policies and positions related to language. In general, unit commanders were less satisfied, SWOA/SEAs and staff officers were slightly more satisfied, and CLPM satisfaction varied.
- Unit leaders reported being less satisfied with SOFLO's policies, and more satisfied with SOFLO's level of professionalism and courtesy.
- RC unit leaders expressed slightly more negative opinions toward SOFLO than AC unit leaders.

11. Language and Attrition

- Unit leaders believe that language requirements have little to do with their personnel's intentions to leave SOF.
- Staff officers and CLPMs slightly agreed that personnel in their unit/command frequently consider leaving SOF to pursue a job in the civilian world with higher compensation, while unit commanders and SWOA/SEAs slightly disagreed.
- RC unit leaders indicated that members of their unit/command were likely to leave to pursue higher compensation in the civilian world.

The findings from this study indicate that unit leaders perceive that there is a need to improve foreign language proficiency in the SOF community to ensure that SOF personnel are able to effectively meet their job requirements. The results show that there is currently a gap in terms of the current level of proficiency that SOF personnel possess and the level of proficiency that unit leaders believe is optimal for mission requirements. More than 90% of unit leaders indicated that a level of language proficiency comparable to an ILR level of 1+ or above would be ideal. However, based on a total of 157 potential respondents, less than half of all unit leaders indicated that their personnel were able to effectively perform a variety of language-related tasks in their official or required language, including speaking effectively, listening effectively, and using military-technical language effectively. Furthermore, unit leaders reported that their personnel are very reliant on interpreters for mission success for missions both inside and outside of the unit's normal AOR. All unit leaders indicated that their units were too dependent on interpreters and agreed that they would be less dependent if they had higher levels of language proficiency. Together, these findings point to the importance of closing the gap between the current level of proficiency SOF personnel possess and the current level of proficiency needed for mission success.

Unit leaders' evaluations of language training indicate that language training, in its current form, is not addressing the problem associated with the language proficiency gap. When evaluating language training, unit leaders indicated that SOF personnel show up at their command not mission-capable in their AOR language. In terms of sustainment/enhancement language training, unit leaders indicated that there was not enough time or resources dedicated to sustainment/enhancement

language training and that more command emphasis on language training is necessary. Based on these findings, it is clear that there is a need for changes within the SOF community in terms of language training.

We agree with the GAO report (2003) that a more comprehensive SOF language strategy is needed to guide solutions. The data from this report will be integrated with other data collection components of the *SOF Language Transformation Strategy Needs Assessment Project* to develop a comprehensive picture of the current state of SOF language. SOF leaders can use the final report to inform the development of a comprehensive language strategy. The goal of this strategy should be to guide language-related activities and policies in the SOF community to ensure sufficient language capabilities to effectively accomplish future mission requirements. The strategy should be flexible enough to encompass the diversity of SOF units and missions and to adapt to future changes in mission or language requirements.

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APPENDICES

Appendix A: Findings for Unit Leaders⁸²

⁸² This group includes unit commanders, SWOA/SEAs, staff officers, and CLPMs.

Table A1: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Unit Commanders, Senior Warrant Officer Advisors, and Senior Enlisted Advisors.)			
1. Indicate your position		N	Percentage
	Commander	57	36.1
	Senior Warrant Officer Advisor or Senior Enlisted Advisor	16	10.1
	Staff Officer (O, WO, NCO, GS)	58	36.7
	CLPM	27	17.1
2. Indicate your "mother" service.		N	Percentage
	Air Force	1	1.4
	Army	72	98.6
	Navy	-	-
3. Indicate the type of SOF operators in your command/unit.		N	Percentage
	Army SF Active Component	31	19.6
	Army SF Reserve Component	6	3.8
	Army CA AC	7	4.4
	Army CA RC	11	7.0
	Army PO AC	10	6.3
	Army PO RC	6	3.8
	Navy SEAL	-	-
	Navy SWCC	-	-
	AFSOC	1	0.6
	Field Artillery/NG	1	0.6

Table A2: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Unit Commanders, Senior Warrant Officer Advisors, and Senior Enlisted Advisors.)		
4. Indicate the level of your command.	N	Percentage
	O3	18
	O4	19
	O5	21
	O6	7
	O7	3
		4.4
5. How long have you been working in your current position?	N	Percentage
	Less than 6 months	23
	6-12 months	15
	13-18 months	14
	19-24 months	9
	More than 24 months	11
		7.0

Table A3: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Staff Officers and Command Language Program Managers.)		
1. Indicate the classification that best describes you.	N	Percentage
Army	76	48.1
Army Civilian	4	2.5
Navy	-	-
Navy Civilian	-	-
USAF	2	1.3
USAF Civilian	-	-
DoD Civilian	2	1.3
Other	1	0.6
2. Indicate the type of SOF operators in your command/unit.	N	Percentage
Army SF Active Component	13	15.5
Army SF Reserve Component	17	20.2
Army CA AC	6	7.1
Army CA RC	19	22.6
Army PO AC	10	11.9
Army PO RC	7	8.3
Navy SEAL	1	1.2
Navy SWCC	-	-
AFSOC	2	2.4
Multiple	3	3.6
Contractor	1	1.2
National Guard	1	1.2
None	1	1.2
Other	3	3.6

Table A4: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Staff Officers and Command Language Program Managers.)		
3. Indicate the level of your command.	N	Percentage
	O3	4
	O4	14
	O5	28
	O6	13
	O7	4
	O8	2
	O9	8
	O10	4
4. How long have you been working in your current position?	N	Percentage
	Less than 6 months	16
	6-12 months	11
	13-18 months	7
	19-24 months	13
	More than 24 months	38
5. Indicate your staff section.	N	Percentage
	S-1 (or G-1 or J-1)	2
	S-2	6
	S-3	48
	S-4	-
	S-5	8
	S-6	1
	S-7	-
	S-8	2
	XO	5
	Other	11

Table A5: Demographics.

1. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months INSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	124	78.5
No	34	21.5
2. Does your unit/command provide annual language training for operators?	N	Percentage
Yes	100	63.7
No	57	36.3
3. Does your unit/command have a Command Language Program (CLP)?	N	Percentage
Yes	126	79.7
No	32	20.3
4. Does your unit/command provide pre-deployment language training in your normal AOR language?	N	Percentage
Yes	97	61.4
No	61	38.6
5. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months OUTSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	97	61.8
No	60	38.2
6. Have you ever received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	110	69.6
No	48	30.4
7. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	138	89.0
No	17	11.0
8. Does your unit/command use interpreters when deployed (exercises and operations)?	N	Percentage
Yes	136	86.1
No	22	13.9
9. Does your unit/command provide pre-deployment language training for languages needed for languages needed outside of normal AOR language (e.g., training prior to GWOT missions)?	N	Percentage
Yes	61	39.1
No	95	60.9

Table A6: Mission-Based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).			
1. What is your primary SOF core task/mission?	N	Percentage	
Direct Action (DA)	4	2.5	
Special Reconnaissance (SR)	2	1.3	
Unconventional Warfare (UW)	31	19.7	
Foreign Internal Defense (FID)	10	6.4	
Civil Affairs Operations (CAO)	44	28.0	
Psychological Operations (PSYOP)	35	22.3	
Counterterrorism (CT)	5	3.2	
Counterproliferation of WMD (CP)	2	1.3	
Information Operations (IO)	7	4.5	
Other	17	10.8	
2. Indicate the SOF core tasks/missions that your unit/command has conducted during your tenure with the unit. (Check all that apply)	N	Percentage	
Direct Action (DA)	50	31.6	
Special Reconnaissance (SR)	45	28.5	
Unconventional Warfare (UW)	52	32.9	
Foreign Internal Defense (FID)	61	38.6	
Civil Affairs Operations (CAO)	67	42.4	
Psychological Operations (PSYOP)	57	36.1	
Counterterrorism (CT)	45	28.5	
Counterproliferation of WMD (CP)	9	5.7	
Information Operations (IO)	54	34.2	
Multiple	3	1.9	
Humanitarian	3	1.9	
Training	4	2.5	
Other	11	52.4	

Table A7: Mission-Based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).		
3. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	6	3.8
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	8	5.1
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	28	17.7
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	58	36.7
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	58	36.7

Table A8: Mission-Based Language Requirements.

When we deploy our operators, how important is their language proficiency for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
4.	Building rapport/trust	158	4.4	0.87	84.8	0.6	1.9	15.8	20.9	60.8
5.	Training or teaching others	155	3.8	0.91	70	1.9	3.9	29.7	41.3	23.2
6.	Reducing need for interpreters/translators	156	3.6	1.06	64.1	1.9	14.1	33.3	26.9	23.7
7.	Logistics (i.e., saving time or convenience in getting things done)	158	3.3	1.01	57.3	1.9	20.3	38.6	25.3	13.9
8.	Timely identification of important documents	158	3.6	1.09	65.2	1.9	16.5	25.9	30.4	25.3
9.	Giving basic commands	158	3.7	0.91	68.5	0.6	6.3	34.8	34.8	23.4
10.	Discrete eavesdropping	152	3.6	1.09	64.6	2.0	15.1	30.9	26.3	25.7
11.	Increasing situational awareness	158	4.1	0.79	77.1	-	1.9	21.5	43.0	33.5
12.	Maintaining control in hostile confrontations	156	4.0	0.99	75.8	1.3	5.1	25.0	26.3	42.3
13.	Persuading people to provide sensitive information	156	3.8	1.12	70.0	1.9	14.7	18.6	30.8	34.0
14.	Negotiations	158	4.0	1.01	74.2	1.9	5.8	23.1	32.1	37.2

Table A9: Mission-Based Language Requirements.

Directions: Respond to the following items based on your unit/command's skills in the official or required language.		
15. Based on your unit/command's skills in the official or required language, our typical operator is...	N	Percentage
None	-	-
Able to speak effectively in their official or required language	59	37.3
Able to listen effectively in their official or required language	66	41.8
Able to read effectively in their official or required language	47	29.7
Able to write effectively in their official or required language	20	12.7
Able to use formal speech effectively in their official or require language (e.g., give a thank-you speech to local country hosts or conduct business negotiations with officials)	22	13.9
Able to use slang dialects effectively in their official or required language (e.g., asking directions or give important directions to a person on the street)	43	27.2
Able to use technical or military language effectively in their official or required language (e.g., training local vehicle mechanics or policemen)	31	19.6

Table A10: General Language Requirements.

Directions: Answer the following questions about the typical need for foreign language skills (e.g., Spanish, Dari, Thai, etc) in executing SOF core tasks. Think about this across all your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	25	3.9	1.00	73	-	8.0	28.0	28.0	36.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	26	3.6	0.90	52.9	-	7.7	42.3	30.8	19.2

Table A11: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	25	3.6	1.19	65	4.0	16.0	24.0	28.0	28.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	25	3.8	1.11	71	-	12.0	32.0	16.0	40.0

Table A12: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	26	3.3	0.96	56.7	-	26.9	26.9	38.5	7.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	26	3.1	0.86	52.9	-	23.1	50.0	19.2	7.7

Table A13: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	26	4.2	0.88	78.9	-	3.8	19.2	34.6	42.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	26	4.0	1.0	74	-	7.7	26.9	26.9	38.5

Table A14: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often do you use military-technical vocabulary?	26	3.3	1.26	57.7	11.5	11.5	30.8	26.9	19.2
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this vocabulary to completing SOF core tasks?	26	3.3	1.12	57.7	11.5	7.7	26.9	46.2	7.7

Table A15: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	25	3.6	1.11	66	4.0	12.0	24.0	36.0	24.0
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	25	3.6	1.21	64	4.0	12.0	32.0	28.0	24.0

Table A16: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	26	2.5	1.10	38.5	15.4	38.5	30.8	7.7	7.7
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	26	2.5	0.95	37.5	7.7	50.0	5.0	-	7.7

Table A17: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	26	3.2	1.19	53.9	7.7	23.1	30.8	23.1	15.4
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	26	3.3	1.12	56.7	3.8	19.2	42.3	15.4	19.2

Table A18: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	11.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	3.7
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	8	29.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	10	37.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	5	18.5

Table A19: Outside AOR Deployment.

Directions: Answer the following questions for missions and deployments outside of your unit/command's normal AOR.										
When we deploy our operators outside of the AOR, how important is their language proficiency for...										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
1.	Building rapport/trust	96	4.2	0.94	79.4	1.0	4.2	17.7	30.2	46.9
2.	Training or teaching others	94	3.5	0.98	63.3	1.1	12.8	37.2	29.8	19.1
3.	Reducing need for interpreters/translators	95	3.4	1.04	60	3.2	13.7	41.1	24.2	17.9
4.	Logistics (i.e., saving time or convenience in getting things done)	95	3.1	1.03	51.3	5.3	23.2	43.2	17.9	10.5
5.	Timely identification of important documents	95	3.5	1.11	62.9	5.3	12.6	27.4	34.7	20.0
6.	Giving basic commands	96	3.7	1.07	66.4	4.2	5.2	39.6	22.9	28.1
7.	Discrete eavesdropping	91	3.4	1.18	60.4	3.3	23.1	26.4	23.1	24.2
8.	Increasing situational awareness	96	3.9	1.00	72.7	2.1	5.2	26.0	33.3	33.3
9.	Maintaining control in hostile confrontations	96	3.9	1.13	72.7	2.1	9.4	27.1	18.8	42.7
10.	Persuading people to provide sensitive information	94	3.6	1.26	66	6.4	13.8	23.4	22.3	34.0
11.	Negotiations	94	3.8	1.15	70.2	3.2	10.6	25.5	23.4	37.2

Table A20: Outside AOR Deployment.

Provide your best assessment to the following based on your unit’s typical mission outside AOR:										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Our operators can perform language-related tasks outside of the AOR at the same level as they do inside of the AOR	95	1.7	1.06	18.4	56.8	26.3	5.3	9.5	2.1
13.	Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	91	2.1	1.05	27.2	31.9	42.9	13.2	8.8	3.3
14.	These deployments outside of the AOR have definitely degraded my unit’s primary language proficiencies in the AOR language.	95	3.4	1.33	59.2	14.7	10.5	18.9	34.7	21.1

Table A21: Outside AOR Deployment.

15. Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	16	17.6
10-20%	16	17.6
21-30%	6	6.6
31-40%	7	7.7
41-50%	3	3.3
51-60%	5	5.5
61-70%	5	5.5
71-80%	8	8.8
81-90%	11	12.1
91-100%	14	15.4

Table A22: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	131	3.8	1.21	70.4	5.3	10.7	19.1	26.7	38.2
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	130	3.4	1.12	59.4	3.1	22.3	27.7	27.7	19.2
3.	How often are interpreters required for mission success?	134	4.6	0.78	90.7	1.5	1.5	5.2	16.4	75.4

Table A23: Use of Interpreters.

Directions: Answer the following questions about your unit/command’s experiences with interpreters. Think about this across all of your experiences inside and outside your AOR (i.e., your unit/command's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	In my experience, I have observed situations where interpreters have compromised the mission outcome.	124	3.3	1.05	58.1	4.0	19.4	29.0	35.5	12.1
5.	I feel my unit/command is too dependent on interpreters.	130	3.7	1.11	68.1	1.5	17.7	16.2	36.2	28.5
6.	My unit/command would less on interpreters if we had higher levels of language proficiency.	134	4.3	0.92	82.7	-	8.2	6.7	31.3	53.7
7.	The use of interpreters enhances mission success in my unit/command.	132	3.9	1.01	71.2	1.5	10.6	18.2	40.9	28.8

Table A24: Use of Interpreters Outside AOR.

Directions: Answer the following questions based on your unit/command's experience with interpreters outside your AOR.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	101	2.4	0.99	35.9	15.8	43.6	23.8	14.9	2.0
9.	My unit/command frequently uses interpreters when outside the normal AOR.	101	4.5	0.69	86.9	-	2.0	5.0	36.6	56.4
10.	My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	103	3.9	1.16	72.8	3.9	9.7	21.4	25.2	39.8

Table A25: Initial Acquisition Language Training.

Directions: Answer the following questions based on your unit/command's experiences with training.										
Answer the following questions with regard to initial acquisition training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	On average, operators show up at my command already mission-capable in their language proficiencies.	155	2.1	1.07	27.7	33.5	38.7	12.3	14.2	1.3
2.	When our operators receive initial acquisition training at DLI (at Monterey, CA) I know they can usually perform well in our normal AOR.	141	3.8	1.03	69.2	4.3	9.9	12.1	52.5	21.3
3.	(Army SF/CAPAC only) when our operators receive initial acquisition training at USAJFKSWCS, I know they can usually perform well in our normal AOR.	142	2.7	1.05	43.0	12.0	35.9	21.8	28.9	1.4
4.	When our operators receive initial acquisition training in the Unit's Command Language Program, I know they can usually perform well in our normal AOR.	133	2.6	0.93	38.9	13.5	33.1	38.3	14.3	0.8

Table A26: Sustainment/Enhancement Language Training.

1. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
Monthly	59	38.6
Bi-monthly	15	9.8
Quarterly	33	21.6
Semi-annually	21	13.7
Annually	25	16.3
2. How many weeks per year should be set aside solely for language sustainment/enhancement training for your unit?	N	Percentage
None	13	8.2
1-2 weeks	33	20.9
3-4 weeks	50	31.6
5-6 weeks	22	13.9
More than 6 weeks	40	25.3
3. In your opinion, what is the best mode of instruction for sustainment/enhancement training:	N	Percentage
Language Lab	6	3.8
Distance Learning (DL)	2	1.3
College classes	4	2.5
Immersion	105	66.9
Classroom (DLI/Unit)	14	8.9
Language days/activities	7	4.5
Tutoring	10	6.4
Self-paced instruction with CDs, tapes, etc.	2	1.3
Combination	2	1.3
None	1	0.6
Other	4	2.5

Table A27: Sustainment/Enhancement Language Training.

Answer the following questions with regard to sustainment/enhancement training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	Language proficiency sustainment is as important as Physical Fitness training.	157	4.0	1.12	74.4	3.2	11.5	9.6	36.3	39.5
5.	With the current OPTEMPO, language sustainment for operators is no longer viable.	157	2.7	1.25	41.7	14.6	44.6	10.8	19.1	10.8
6.	My unit has an effective Command Language Program (CLP) for sustainment and enhancement training.	155	2.5	1.15	37.4	22.6	31.0	25.8	15.5	5.2
7.	My unit conducts a sufficient number of sustainment and enhancement courses to ensure that all operators have access to language training.	152	2.4	1.11	35.4	21.7	39.5	17.1	19.1	2.6
8.	My unit provides sufficient resources (e.g., software, tapes) for all operators to maintain their language proficiency.	154	3.0	1.29	50.7	16.2	20.1	20.8	30.5	12.3
9.	In my unit, operators are given the option to use duty time to study their language to maintain their personal proficiency.	148	2.8	1.23	44.1	17.6	31.1	14.2	31.8	5.4

Table A28: CLP Language Training.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Operators who cannot do well in their CLP probably do not have the ability to use language in the field.	154	3.4	1.10	60.7	3.9	22.1	14.9	45.5	13.6
2.	More money needs to be invested in the CLP.	158	4.0	1.03	74.1	3.2	7.0	15.2	39.9	34.8
3.	The chain of command needs to invest significantly more command attention to sustaining/enhancing language proficiencies.	158	4.2	1.00	79.4	2.5	5.7	10.1	34.8	46.8
4.	Our CLP ensures we have operators with the necessary level of proficiency for our missions.	155	2.7	1.05	41.5	9.7	42.6	25.8	16.1	5.8
5.	Missions can be accomplished successfully without optimal language skills.	157	3.0	1.17	51.0	10.2	28.0	16.6	38.2	7.0
6.	Cultural knowledge is not critical to the mission.	158	1.5	0.86	13.5	60.1	32.9	3.2	0.6	3.2
7.	I believe official language training is essential for mission success.	157	4.2	0.90	80.9	1.3	4.5	10.2	37.6	46.5
8.	I am satisfied with the quality of our CLP.	154	2.4	1.03	35.6	18.2	39.6	27.9	10.4	3.9
9.	When operators are involved in a language course, they are off limits for non-critical details.	149	3.3	1.33	57.4	10.1	22.8	18.8	24.2	24.2

Table A29: CLP Language Training.

10. Estimate how many sustainment/enhancement language courses CLP has conducted in the past 12 months in the unit.	N	Percentage
1-4	102	75.6
5-8	6	4.4
9-12	8	5.9
13-16	3	2.2
17-20	3	2.2
More than 20	13	9.6
11. If you/your unit were deploying to conduct operations in a live fire environment and had 1 month to prepare, which of the following training would you include (check all that apply):	N	Percentage
Weapons training	137	86.7
NBC training	43	27.2
Medical training	117	74.1
Communications training	113	71.5
Language training	109	69.0
Tactics to include movement	122	77.2
Cultural training	9	5.7
Combat training	2	1.3
Other	22	13.9

Table A30: CLP Language Training Instructor Characteristics.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The instructors in the CLP incorporate the unique SOF-specific vocabulary and contexts into their courses.	16	3.7	0.95	67.2	-	12.5	25.0	43.8	18.8
2.	The instructors in the CLP place an emphasis on speaking skills.	18	4.1	1.00	76.4	-	11.1	11.1	38.9	38.9
3.	The instructors in the CLP teach slang and/or street language if the operators need this for their mission.	18	3.9	0.83	72.2	-	5.6	22.2	50.0	22.2
4.	Instructors are willing to customize the material if the students request mission-related instruction.	18	4.1	0.90	77.8	-	5.6	16.7	38.9	38.9
5.	Instructors have the freedom to customize the course materials or bring in other materials as supplements.	18	3.8	1.30	70.8	5.6	11.1	22.2	16.7	44.4
6.	Our instructors are native speakers.	17	4.1	1.05	77.9	-	5.9	29.4	11.8	52.9
7.	The teaching skills of our instructors need to be improved.	18	2.8	0.99	45.8	16.7	5.6	55.6	22.2	-
8.	Our instructors are up-to-date with the current form and usage of the language they teach.	18	4.0	0.77	75.0	-	-	27.8	44.4	27.8
9.	Our instructors are proficient enough in English to be effective.	18	4.2	0.86	79.2	-	5.6	11.1	44.4	38.9
10.	I have no problems with the quality of the instructors provided under the SOF language contract.	14	3.8	1.05	69.6	-	14.3	21.4	35.7	28.6

Table A31: CLP Language Training Curriculum Characteristics.

Directions: Complete this section based on your experiences as CLPM in your current unit. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The curriculum in my CLP focuses mostly on speaking.	18	3.7	1.03	66.7	-	16.7	22.2	38.9	22.2
2.	The curriculum is customized to consider SOF needs.	15	3.7	1.28	68.3	-	26.7	13.3	20.0	40.0
3.	The curriculum is structured to get students to “pass” the DLPT.	18	2.6	1.09	40.3	16.7	33.3	22.2	27.8	-
4.	The instructors encourage students to speak in the target language.	19	4.2	0.71	80.3	-	-	15.8	47.4	36.8
5.	The instructors utilize current examples from TV, movies, radio, magazines, and newspapers to teach the language.	19	4.0	0.81	75.0	-	5.3	15.8	52.6	26.3

Table A32: Immersion Training.

Directions: Answer the following questions related to your views and your unit’s experience with immersion training.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Immersion training is an effective tool for acquiring language skills.	155	4.6	0.80	89.7	1.3	3.2	2.6	21.3	71.6
2.	Immersion training is most effective when used in conjunction with classroom training.	155	4.5	0.79	86.9	1.3	1.9	5.2	31.0	60.6
3.	OCONUS immersion training should only be provided for those who have a high level of proficiency.	155	2.6	1.22	40.7	16.8	40.6	14.8	18.7	9.0
4.	CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	154	4.0	0.88	75.2	1.3	5.8	13.0	50.6	29.2
5.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	154	4.2	0.83	81.0	1.3	3.2	7.8	45.5	42.2
6.	My unit frequently sends operators on OCONUS immersion training.	144	2.1	1.04	26.2	36.1	36.1	16.7	9.0	2.1
7.	I think that the people in my unit who have had immersion training have shown increased proficiency as a result of their immersion training.	140	4.3	0.93	82.7	1.4	3.6	12.9	27.1	55.0
8.	I think OCONUS immersion training is a boondoggle.	150	1.8	0.93	18.8	50.7	29.3	15.3	3.3	1.3
9.	CONUS iso-immersion training is equally as effective as OCONUS immersion training.	151	2.6	0.94	39.2	9.9	41.7	33.1	11.9	3.3

Table A33: Official Language Testing.

Directions: Answer the following questions based on your experiences with official testing in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	DLPT scores are a good indicator of how well someone did in their language training.	156	3.2	1.12	55.1	6.4	26.3	16.0	42.9	8.3
2.	DLPT scores allow me to predict whose language abilities are good enough for a successful deployment.	156	3.1	1.08	52.9	6.4	26.9	21.8	38.5	6.4
3.	The content of the DLPT is clearly related to what our operators do when they are deployed.	154	2.3	1.05	33.4	24.0	37.0	21.4	16.2	1.3
4.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	142	3.6	0.90	65.9	1.4	8.5	31.7	42.3	16.2
5.	The operators DLPT scores are very important to me.	155	3.3	1.07	58.4	4.5	19.4	26.5	37.4	12.3
6.	I encourage the operators in my unit/command to study and do well on the DLPT.	151	4.0	0.89	76.0	2.6	2.6	13.2	51.0	30.5
7.	I think that testing scores (DLPT/OPI) should be used to make promotion decisions for operators.	153	2.9	1.22	47.9	15.0	23.5	26.1	25.5	9.8
8.	If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced language training.	152	4.0	0.97	75.8	2.0	6.6	13.2	42.8	35.5
9.	I encourage operators in my unit/command to stay current with the testing requirements.	151	4.2	0.80	81.0	2.0	1.3	6.6	51.0	39.1

Table A34: Official Language Testing.

Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	36	25.0
10-20%	15	10.4
21-30%	9	6.3
31-40%	1	0.7
41-50%	6	4.2
51-60%	8	5.6
61-70%	9	6.3
71-80%	12	8.3
81-90%	21	14.6
91-100%	27	18.8
I am currently up-to-date on my required language testing.	N	Percentage
Yes	85	54.1
No	72	45.9

Table A35: Foreign Language Proficiency Pay.

Directions: Answer the following questions based on your experiences with Foreign Language Proficiency Pay (FLPP) in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The procedures for assigning FLPP uphold the intent of motivating language proficiency.	155	3.2	1.29	55.0	14.8	14.8	21.3	33.5	15.5
2.	FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	155	2.7	1.30	42.3	22.6	28.4	14.2	27.1	7.7
3.	FLPP is an effective incentive for most of the operators in my command.	152	2.8	1.31	43.9	21.1	27.6	15.8	25.7	9.9

Table A36: Foreign Language Proficiency Pay.

4. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g., more money).	132	83.5
It was paid for lower proficiency levels.	68	43.0
It was paid once per year as a bonus.	24	15.2
FLPP was given for speaking proficiency.	74	46.8
There were more resources allocated for language training.	85	53.8
There was more time allocated for language training.	96	60.8

Table A37: Foreign Language Proficiency Pay.

Estimate the percentage of your unit/command currently receiving FLPP.	N	Percentage
Less than 10%	66	45.8
10-20%	30	20.8
21-30%	16	11.1
31-40%	9	6.3
41-50%	8	5.6
51-60%	3	2.1
61-70%	4	2.8
71-80%	2	1.4
81-90%	4	2.8
91-100%	2	1.4
Do you currently receive FLPP?	N	Percentage
Yes	35	22.4
No	121	77.6
Have you ever received FLPP?	N	Percentage
Yes	71	45.5
No	85	54.5

Table A38: Technology-Delivered Training.

Directions: Answer the following questions regarding your unit/command's use of technology-delivered training (TDT).		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	127	81.4
No	29	18.6
2. Does your unit/command use TDT for language training?	N	Percentage
Yes	85	55.2
No	69	44.8
3. Estimate the percentage of individuals in your unit/command who use technology-delivered training (TDT) for language proficiency.	N	Percentage
Less than 10%	55	40.7
10-20%	18	43.3
21-30%	17	12.6
31-40%	9	6.7
41-50%	6	4.4
51-60%	4	3.0
61-70%	5	3.7
71-80%	13	9.6
81-90%	4	3.0
91-100%	4	3.0

Table A39: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe that classroom training is more useful than technology-delivered (TDT) for the initial acquisition of a language.	152	4.2	0.85	79.3	0.7	3.3	15.1	40.1	40.8
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	153	4.2	0.65	78.8	0.7	0.7	8.5	63.4	26.8
6.	I believe that TDT is an effective way for operators in my unit/command to learn language skills.	152	3.2	0.95	54.3	3.9	23.0	28.3	41.4	3.3
7.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	139	2.6	1.22	39.6	19.4	38.8	12.2	23.0	6.5
8.	I think that operators in my unit/command should participate in SOFTS.	150	3.6	0.89	65.5	3.3	6.0	27.3	52.0	11.3
9.	Using TDT is the only way to squeeze language sustainment training into the Ops/Training Cycle.	153	2.7	1.01	42.8	8.5	39.9	27.5	20.3	3.9
10.	TDT learning should be the central component of a good CLP's options.	154	2.8	1.01	45.0	11.0	27.3	34.4	25.3	1.9

Table A40: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	TDT will not be effective until the command gives it more emphasis.	153	3.8	0.94	68.8	2.6	7.8	20.3	50.3	19.0
12.	Our command primarily views TDT as a resource for operators to use during their off-duty time (i.e., personal time).	141	3.4	0.93	60.3	2.8	11.3	39.0	35.5	11.3
13.	TDT is well received by operators.	137	3.1	0.74	51.5	2.9	13.9	59.1	22.6	1.5
14.	My unit/command is reluctant about using TDT.	135	2.8	0.80	46.1	5.2	22.2	58.5	11.1	3.0

Table A41: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	37	24.2
No	116	75.8
16. Have you ever used the Phraselator?	N	Percentage
Yes	30	19.2
No	126	80.8
17. Have you ever used the VRT?	N	Percentage
Yes	13	8.4
No	142	91.6
18. Have you ever used S-Minds?	N	Percentage
Yes	6	3.8
No	150	96.2

Table A42: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	100	2.6	0.80	40.8	9.0	29.0	53.0	8.0	1.0
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	102	2.6	0.84	40.4	10.8	28.4	50.0	9.8	1.0
21.	I believe that MLT shows promise for the future.	107	3.3	0.90	58.2	3.7	10.3	43.9	33.6	8.4
22.	I believe that MLT cannot replace language trained operators.	112	4.2	0.99	80.4	0.9	3.6	24.1	16.1	55.4

Table A43: Organizational Climate and Support.

Directions: Answer the following questions regarding perceived organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	154	5.8	9.1	27.9	31.8	25.3
2.	Encouraging the use of your language during non-language training.	154	5.2	13.6	22.1	33.8	25.3
3.	Encouraging the use of your language when not deployed.	153	5.9	11.1	26.1	30.1	26.8
4.	Placing command emphasis on language proficiency.	154	10.4	18.8	21.4	33.8	15.6
5.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	151	6.6	15.2	26.5	30.5	21.2
6.	Providing recognition and awards related to language.	153	4.6	7.8	23.5	30.7	33.3
7.	Providing language learning materials.	153	12.4	23.5	32.7	20.9	10.5
8.	Ensuring quality language instruction is available.	153	13.1	19.6	28.8	22.2	16.3
9.	Ensuring pre-deployment training is available.	152	13.2	21.1	30.3	21.7	13.8
10.	Placing command emphasis on taking the DLPT on time.	152	20.4	21.1	25.0	19.7	13.8
11.	Finding ways to increase time for language training.	152	2.6	11.2	36.8	28.3	21.1
12.	Ensuring that personnel in language training are not pulled for non-critical details.	153	5.9	15.0	28.1	28.1	22.9
13.	Ensuring sufficient job aids (e.g., kwikpoint) or interpreters are available for operators while they are deployed.	150	12.7	30.0	30.7	11.3	15.3

Table A44: Organizational Climate and Support.

14. Before the survey, did you know that USSOCOM had a language office (i.e., SOFLO)?	N	Percentage
Yes	101	64.3
No	56	35.7
15. Have you ever interacted (been in contact) with SOFLO in the past about language issues?	N	Percentage
Yes	46	29.3
No	111	70.7
16. Have you ever received any support from SOFLO in the past?	N	Percentage
Yes	48	30.8
No	108	69.2

Table A45: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My unit/command leadership speaks of the importance of language proficiency and training for operators.	27	3.3	1.18	58.3	11.1	14.8	11.1	55.6	7.4
2.	My unit/command leadership's actions/decisions are consistent with his/her level of support for language.	26	3.3	1.12	57.7	3.8	26.9	15.4	42.3	11.5
3.	The policies and actions of USSOCOM support the importance of language.	23	3.0	1.07	48.9	13.0	17.4	30.4	39.1	-
4.	Providing language sustainment/enhancement resources to the operators has a direct impact on the command's reputation.	25	3.2	1.16	55.0	8.0	24.0	16.0	44.0	8.0
5.	My efforts to provide language sustainment/enhancement resources for the operators have a direct impact on how my rater views me.	25	3.2	1.13	56.0	4.0	28.0	20.0	36.0	12.0
6.	Operators appreciate my efforts to provide them with language training resources.	26	4.1	0.94	76.9	3.8	-	15.4	46.2	34.6

Table A46: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.	Based on my own deployment experiences, I am especially motivated to monitor the quality of the language sustainment/enhancement training.	24	4.1	0.99	78.1	4.2	-	16.7	37.5	41.7
8.	I feel that I am accountable to the deployed teams for their ability to use language.	25	3.7	1.18	67.0	8.0	8.0	16.0	44.0	24.0

Table A47: SOFLO Customer Service.

Directions: Please provide your responses to the following questions regarding SOFLO Customer Service. (These questions were answered by CLPMs and respondents who indicated familiarity with SOFLO.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident in SOFLO's ability to meet the necessary language requirements.	53	3.2	1.03	54.3	7.5	15.1	37.7	32.1	7.5
2.	SOFLO provides me with the necessary resources appropriate for my unit/command.	54	3.1	1.08	52.8	11.1	9.3	46.3	24.1	9.3
3.	SOFLO's policies involving my unit/command are appropriate.	54	3.1	1.01	51.9	7.4	18.5	38.9	29.6	5.6
4.	I agree with SOFLO's position on language training.	50	3.3	1.02	58.5	4.0	14.0	40.0	28.0	14.0
5.	In my experience, I am content with the overall policies SOFLO has implemented.	52	3.1	1.06	51.4	7.7	19.2	42.3	21.2	9.6
6.	When dealing with SOFLO, I am treated with professionalism.	51	4.0	0.88	75..5	-	5.9	19.6	41.2	33.3
7.	SOFLO answers my questions regarding language training with promptness.	49	4.0	0.87	74.0	-	6.1	20.4	44.9	28.6

Table A48: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Members of my unit/command commonly express intentions to leave SOF because they are unable to get the language training they need.	145	2.1	1.03	28.6	26.9	47.6	13.8	7.6	4.1
2.	I believe that members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world where language skills are highly compensated.	147	2.9	1.24	48.3	12.9	30.6	17.7	27.9	10.9
3.	Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency and language training.	145	2.2	1.03	31.0	24.8	41.4	22.1	8.3	3.4
4.	I believe members of my unit/command will be more likely to leave SOF if language requirements are increased.	146	2.4	0.99	34.3	16.4	47.9	20.5	12.3	2.7
5.	I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	154	3.8	1.11	3.8	3.9	12.3	16.2	40.3	27.3

Table A49: Demographics.

How many years of total service in SOF do you have?	N	Percentage
Less than one year	8	5.2
1-4 years	28	18.1
5-8 years	34	21.9
9-12 years	28	18.1
12-16 years	17	11.0
17-20 years	19	12.3
More than 20 years	21	13.5
How long have you been working in your current job?	N	Percentage
Less than one year	52	33.1
1-4 years	86	54.8
5-8 years	8	5.1
9-12 years	3	1.9
12-16 years	3	1.9
17-20 years	2	1.3
More than 20 years	3	1.9
How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	46	30.1
1-2 months	16	10.5
3-4 months	13	8.5
5-6 months	20	13.1
More than 6 months	58	37.9

Table A50: Demographics.

Are you a member of the Reserves/National Guard?	N	Percentage
Yes	71	45.5
No	85	54.5
In any given week, an important issue regarding language training crosses my desk...	N	Percentage
Never	49	31.8
One time	57	37.0
Two times	25	16.2
Three times	9	5.8
Four times	2	1.3
More than four times	12	7.8

Table A51: Demographics.

What is your grade?	N	Percentage
E6	2	1.3
E7	8	5.2
E8	7	4.6
E9	9	5.9
WO-02	1	0.7
WO-03	9	5.9
WO-04	3	2.0
WO-05	2	1.3
O-3	26	17.0
O-4	51	33.3
O-5	26	17.0
O-6	7	4.6
O-7	1	0.7
O-8	1	0.7

Table A52: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	3	1.9
French	19	12.0
German	13	8.2
Indonesian	4	2.5
Korean	5	3.2
Modern Standard Arabic	24	15.2
Persian-Farsi	2	1.3
Portuguese (Brazilian)	1	0.6
Russian	12	7.6
Spanish	26	16.5
Thai	10	6.3
Turkish	2	1.3
Italian	1	0.6
Other	9	5.7

Table A53: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	2	1.3
French	11	7.0
German	12	7.6
Indonesian	2	1.3
Korean	3	1.9
Modern Standard Arabic	6	3.8
Pashtu	1	0.6
Portuguese (Brazilian)	6	3.8
Russian	7	4.4
Serbian-Croatian	6	3.8
Spanish	26	16.5
Tagalog (Filipino)	3	1.9
Thai	3	1.9
Urdu	1	0.6
Vietnamese	1	0.6
Japanese	1	0.6
Italian	2	1.3
Miscellaneous CAT I	3	1.9
Miscellaneous CAT III	2	1.3

Table A54: Demographics.

What is your current language proficiency in your required/official language?		N	Percentage
Listening			
0		18	15.7
0+		18	15.7
1		15	13.0
1+		16	13.9
2		13	11.3
2+		19	16.5
3		12	10.4
3+		4	3.5
Reading		N	Percentage
0		17	14.8
0+		17	14.8
1		14	12.2
1+		13	11.3
2		17	14.8
2+		8	7.0
3		26	22.6
3+		3	2.6

Table A55: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Speaking		
0	15	20.3
0+	10	13.5
1	9	12.2
1+	11	14.9
2	13	17.6
2+	4	5.4
3	5	6.8
3+	4	5.4
4+	1	1.4
5	1	1.4
5+	1	1.4

Appendix B: Findings for Unit Commanders

Table B1: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.			
1. Indicate your position		N	Percentage
	Commander	57	36.1
2. Indicate your “mother” service.		N	Percentage
	Air Force	1	1.8
	Army	56	98.2
	Navy	-	-
3. Indicate the type of SOF operators in your command/unit.		N	Percentage
	Army SF Active Component	23	40.4
	Army SF Reserve Component	5	8.8
	Army CA AC	6	10.5
	Army CA RC	10	17.5
	Army PO AC	7	12.3
	Army PO RC	4	7.0
	Navy SEAL	-	-
	Navy SWCC	-	-
	AFSOC	1	1.8
	Field Artillery/NG	1	1.8

Table B2: Demographics

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.			
4. Indicate the level of your command.		N	Percentage
	O3	18	32.7
	O4	18	32.7
	O5	16	29.1
	O6	2	3.6
	O7	1	1.8
5. How long have you been working in your current position?		N	Percentage
	Less than 6 months	18	31.6
	6-12 months	14	24.6
	13-18 months	11	19.3
	19-24 months	8	14.0
	More than 24 months	6	10.5

Table B3: Demographics.

1. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months INSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	44	77.2
No	13	22.8
2. Does your unit/command provide annual language training for operators?	N	Percentage
Yes	31	54.4
No	26	45.6
3. Does your unit/command have a Command Language Program (CLP)?	N	Percentage
Yes	45	78.9
No	12	21.1
4. Does your unit/command provide pre-deployment language training in your normal AOR language?	N	Percentage
Yes	32	56.1
No	25	43.9
5. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months OUTSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	31	54.4
No	26	45.6
6. Have you ever received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	44	77.2
No	13	22.8
7. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	53	94.6
No	3	5.4
8. Does your unit/command use interpreters when deployed (exercises and operations)?	N	Percentage
Yes	43	75.4
No	14	24.6
9. Does your unit/command provide pre-deployment language training for languages needed for languages needed outside of normal AOR language (e.g., training prior to GWOT missions)?	N	Percentage
Yes	18	31.6
No	39	68.4

Table B4: Mission-Based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).			
1. What is your primary SOF core task/mission?	N	Percentage	
Direct Action (DA)	2	3.5	
Special Reconnaissance (SR)	1	1.8	
Unconventional Warfare (UW)	14	24.6	
Foreign Internal Defense (FID)	2	3.5	
Civil Affairs Operations (CAO)	16	28.1	
Psychological Operations (PSYOP)	11	19.3	
Counterterrorism (CT)	3	5.3	
Counterproliferation of WMD (CP)	1	1.8	
Information Operations (IO)	1	1.8	
Other	6	10.5	
2. Indicate the SOF core tasks/missions that your unit/command has conducted during your tenure with the unit. (Check all that apply)	N	Percentage	
Direct Action (DA)	20	35.1	
Special Reconnaissance (SR)	21	36.8	
Unconventional Warfare (UW)	22	38.6	
Foreign Internal Defense (FID)	25	43.9	
Civil Affairs Operations (CAO)	22	38.6	
Psychological Operations (PSYOP)	17	29.8	
Counterterrorism (CT)	13	22.8	
Counterproliferation of WMD (CP)	2	3.5	
Information Operations (IO)	20	35.1	
Multiple	-	-	
Humanitarian	1	1.8	
Training	4	7.0	
Other	4	7.0	

Table B5: Demographics.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).		
3. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	5.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	3.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	8	14.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	19	33.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	25	43.9

Table B6: Mission-Based Language Requirements.

When we deploy our operators, how important is their language proficiency for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
4.	Building rapport/trust	57	4.4	0.76	86.0	-	-	15.8	24.6	59.6
5.	Training or teaching others	57	3.8	0.92	71.1	1.8	3.5	29.8	38.6	73.7
6.	Reducing need for interpreters/translators	56	3.6	1.01	63.8	1.8	14.3	33.9	26.8	23.2
7.	Logistics (i.e., saving time or convenience in getting things done)	57	3.3	1.01	57.0	3.5	17.5	38.6	28.1	12.3
8.	Timely identification of important documents	57	3.5	1.10	63.6	1.8	15.8	35.1	21.1	26.3
9.	Giving basic commands	57	3.7	0.89	67.1	-	5.3	43.9	28.1	22.8
10.	Discrete eavesdropping	54	3.5	1.01	63.4	1.9	16.7	31.5	25.9	24.1
11.	Increasing situational awareness	57	4.0	0.85	75.0	-	1.8	29.8	35.1	33.3
12.	Maintaining control in hostile confrontations	57	4.0	1.10	75.0	3.5	3.5	28.1	19.3	45.6
13.	Persuading people to provide sensitive information	57	3.7	1.16	67.5	3.5	15.8	17.5	33.3	29.8
14.	Negotiations	57	4.0	1.01	74.6	1.8	5.3	24.6	29.8	38.6

Table B7: Mission-Based Language Requirements.

Directions: Respond to the following items based on your unit/command's skills in the official or required language.		
15. Based on your unit/command's skills in the official or required language, our typical operator is...	N	Percentage
None	-	-
Able to speak effectively in their official or required language	20	35.1
Able to listen effectively in their official or required language	24	42.1
Able to read effectively in their official or required language	14	24.6
Able to write effectively in their official or required language	4	7.0
Able to use formal speech effectively in their official or require language (e.g., give a thank-you speech to local country hosts or conduct business negotiations with officials)	7	12.3
Able to use slang dialects effectively in their official or required language (e.g., asking directions or give important directions to a person on the street)	12	21.1
Able to use technical or military language effectively in their official or required language (e.g., training local vehicle mechanics or policemen)	8	14.0

Table B8: Outside AOR Deployment.

Directions: Answer the following questions for missions and deployments outside of your unit/command's normal AOR.										
When we deploy our operators outside of the AOR, how important is their language proficiency for...										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
1.	Building rapport/trust	31	4.2	0.93	79.0	-	3.2	25.8	22.6	48.4
2.	Training or teaching others	31	3.5	1.03	62.9	-	12.9	48.4	12.9	25.8
3.	Reducing need for interpreters/translators	31	3.3	1.04	57.3	3.2	16.1	45.2	19.4	16.1
4.	Logistics (i.e., saving time or convenience in getting things done)	31	3.0	0.95	50.8	3.2	22.6	51.6	12.9	9.7
5.	Timely identification of important documents	31	3.3	1.16	57.3	6.5	19.4	29.0	29.0	16.1
6.	Giving basic commands	31	3.5	1.12	62.9	3.2	9.7	48.4	9.7	29.0
7.	Discrete eavesdropping	28	3.4	1.23	60.7	3.6	21.4	32.1	14.3	28.6
8.	Increasing situational awareness	31	3.8	1.00	71.0	-	9.7	29.0	29.0	32.3
9.	Maintaining control in hostile confrontations	31	3.8	1.30	71.0	-	12.9	32.3	12.9	41.9
10.	Persuading people to provide sensitive information	31	3.6	1.14	63.7	9.7	16.1	19.4	19.4	35.5
11.	Negotiations	30	3.9	1.22	71.7	3.3	13.3	20.0	20.0	43.3

Table B9: Outside AOR Deployment.

Provide your best assessment to the following based on your unit's typical mission outside AOR:										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Our operators can perform language-related tasks outside of the AOR at the same level as they do inside of the AOR	31	1.5	0.85	12.9	64.5	25.8	3.2	6.5	-
13.	Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	31	2.0	1.02	24.2	38.7	35.5	19.4	3.2	3.2
14.	These deployments outside of the AOR have definitely degraded my unit's primary language proficiencies in the AOR language.	31	3.3	1.5	56.5	22.6	3.2	25.8	22.6	25.8

Table B10: Outside AOR Deployment.

15. Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	3	10.3
10-20%	3	10.3
21-30%	3	10.3
31-40%	2	6.9
41-50%	1	3.4
51-60%	2	6.9
61-70%	2	6.9
71-80%	4	13.8
81-90%	6	20.7
91-100%	3	10.3

Table B11: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	43	3.9	1.23	71.5	4.7	14.0	11.6	30.2	39.5
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	43	3.5	1.16	61.6	2.3	25.6	16.3	34.9	20.9
3.	How often are interpreters required for mission success?	43	4.7	0.84	91.9	2.3	2.3	2.3	11.6	81.4

Table B12: Use of Interpreters.

Directions: Answer the following questions about your unit/command’s experiences with interpreters. Think about this across all of your experiences inside and outside your AOR (i.e., your unit/command's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	In my experience, I have observed situations where interpreters have compromised the mission outcome.	40	3.1	1.08	52.5	7.5	22.5	30.0	32.5	7.5
5.	I feel my unit/command is too dependent on interpreters.	43	3.5	1.20	61.6	4.7	23.3	14.0	37.2	20.9
6.	My unit/command would less on interpreters if we had higher levels of language proficiency.	43	4.2	0.96	79.7	-	11.6	2.3	41.9	44.2
7.	The use of interpreters enhances mission success in my unit/command.	41	3.8	1.15	70.1	2.4	14.6	17.1	31.7	34.1

Table B13: Use of Interpreters Outside AOR.

Directions: Answer the following questions based on your unit/command's experience with interpreters outside your AOR.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	28	2.4	1.10	35.7	25	28.6	25.0	21.4	-
9.	My unit/command frequently uses interpreters when outside the normal AOR.	29	4.5	0.63	87.9	-	-	6.9	34.5	58.6
10.	My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	29	4.0	1.00	75.0	-	6.9	27.6	24.1	41.4

Table B14: Initial Acquisition Language Training.

Directions: Answer the following questions based on your unit/command's experiences with training.										
Answer the following questions with regard to initial acquisition training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	On average, operators show up at my command already mission-capable in their language proficiencies.	56	2.2	1.07	29.9	30.4	37.5	14.3	17.9	-
2.	When our operators receive initial acquisition training at DLI (at Monterey, CA) I know they can usually perform well in our normal AOR.	51	3.8	0.95	71.1	3.9	5.9	11.8	58.8	19.6
3.	(Army SF/CAPAC only) when our operators receive initial acquisition training at USAJFKSWCS, I know they can usually perform well in our normal AOR.	56	2.6	1.02	40.2	12.5	41.1	19.6	26.8	-
4.	When our operators receive initial acquisition training in the Unit's Command Language Program, I know they can usually perform well in our normal AOR.	46	2.4	0.89	35.9	13	43.5	30.4	13.0	-

Table B15: Sustainment/Enhancement Language Training.

1. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
Monthly	19	33.9
Bi-monthly	4	7.1
Quarterly	12	21.4
Semi-annually	15	26.8
Annually	6	10.7
2. How many weeks per year should be set aside solely for language sustainment/enhancement training for your unit?	N	Percentage
None	5	8.8
1-2 weeks	16	28.1
3-4 weeks	20	35.1
5-6 weeks	8	14.0
More than 6 weeks	8	14.0
3. In your opinion, what is the best mode of instruction for sustainment/enhancement training:	N	Percentage
Language Lab	1	1.8
College classes	1	1.8
Immersion	42	75.0
Classroom (DLI/Unit)	3	5.4
Language days/activities	2	3.6
Tutoring	3	5.4
Combination	1	1.8
Other	3	5.4

Table B16: Sustainment/Enhancement Language Training.

Answer the following questions with regard to sustainment/enhancement training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	Language proficiency sustainment is as important as Physical Fitness training.	57	3.8	1.19	70.2	3.5	17.5	7.0	38.6	33.3
5.	With the current OPTEMPO, language sustainment for operators is no longer viable.	56	2.6	1.30	41.1	17.9	42.9	7.1	21.4	10.7
6.	My unit has an effective Command Language Program (CLP) for sustainment and enhancement training.	57	2.2	0.96	30.7	22.8	43.9	22.8	8.8	1.8
7.	My unit conducts a sufficient number of sustainment and enhancement courses to ensure that all operators have access to language training.	57	2.4	1.06	33.8	17.5	50.9	15.8	10.5	5.3
8.	My unit provides sufficient resources (e.g., software, tapes) for all operators to maintain their language proficiency.	57	3.1	1.25	51.3	12.3	24.6	21.1	29.8	12.3
9.	In my unit, operators are given the option to use duty time to study their language to maintain their personal proficiency.	57	2.8	1.25	44.7	17.5	31.6	10.5	35.1	5.3

Table B17: CLP Language Training.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Operators who cannot do well in their CLP probably do not have the ability to use language in the field.	54	3.3	1.14	55.3	5.6	25.9	14.8	42.6	11.1
2.	More money needs to be invested in the CLP.	57	4.0	1.02	56.9	1.8	8.8	14.0	38.6	36.8
3.	The chain of command needs to invest significantly more command attention to sustaining/enhancing language proficiencies.	57	4.2	0.96	75.0	1.8	7.0	7.0	42.1	42.1
4.	Our CLP ensures we have operators with the necessary level of proficiency for our missions.	56	2.6	0.91	79.0	5.4	51.8	30.4	7.0	5.4
5.	Missions can be accomplished successfully without optimal language skills.	57	3.2	1.11	38.8	8.8	21.1	15.8	49.1	5.3
6.	Cultural knowledge is not critical to the mission.	57	1.5	0.66	11.4	61.4	33.3	3.5	1.8	-
7.	I believe official language training is essential for mission success.	57	4.2	0.90	80.3	1.8	3.5	10.5	40.4	43.9
8.	I am satisfied with the quality of our CLP.	56	2.4	0.86	33.9	14.3	46.4	28.6	10.7	-
9.	When operators are involved in a language course, they are off limits for non-critical details.	57	3.4	1.37	59.2	8.8	26.3	12.3	24.6	28.1

Table B18: CLP Language Training.

10. Estimate how many sustainment/enhancement language courses CLP has conducted in the past 12 months in the unit.	N	Percentage
1-4	41	83.7
5-8	1	2.0
9-12	2	4.1
13-16	1	2.0
17-20	-	-
More than 20	4	8.2
11. If you/your unit were deploying to conduct operations in a live fire environment and had 1 month to prepare, which of the following training would you include (check all that apply):	N	Percentage
Weapons training	54	94.7
NBC training	15	26.3
Medical training	49	86.0
Communications training	45	78.9
Language training	37	64.9
Tactics to include movement	48	84.2
Cultural training	2	3.5
Other	8	17.5

Table B19: Immersion Training.

Directions: Answer the following questions related to your views and your unit’s experience with immersion training.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Immersion training is an effective tool for acquiring language skills.	57	4.8	0.45	94.7	-	-	1.8	17.5	80.7
2.	Immersion training is most effective when used in conjunction with classroom training.	56	4.35	0.76	86.2	-	3.6	5.4	33.9	57.1
3.	OCONUS immersion training should only be provided for those who have a high level of proficiency.	56	2.6	1.23	39.7	17.9	42.9	8.9	23.2	7.1
4.	CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	56	4.0	0.76	75.0	-	3.6	17.9	53.6	25.0
5.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	56	4.3	0.72	81.7	-	3.6	5.4	51.8	39.3
6.	My unit frequently sends operators on OCONUS immersion training.	54	2.1	1.08	28.2	35.2	31.5	20.4	11.1	1.9
7.	I think that the people in my unit who have had immersion training have shown increased proficiency as a result of their immersion training.	52	4.4	0.84	83.7	-	1.9	17.3	25.0	55.8
8.	I think OCONUS immersion training is a boondoggle.	54	1.7	0.87	18.5	50.0	29.6	16.7	3.7	-
9.	CONUS iso-immersion training is equally as effective as OCONUS immersion training.	56	2.5	0.95	37.5	10.7	46.4	28.6	10.7	3.6

Table B20: Official Language Testing.

Directions: Answer the following questions based on your experiences with official testing in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	DLPT scores are a good indicator of how well someone did in their language training.	57	3.0	1.14	50.4	8.8	33.3	8.8	45.6	3.5
2.	DLPT scores allow me to predict whose language abilities are good enough for a successful deployment.	57	3.0	1.05	50.0	7.0	31.6	17.5	42.1	1.8
3.	The content of the DLPT is clearly related to what our operators do when they are deployed.	57	2.2	0.97	29.8	24.6	45.6	15.8	14.0	-
4.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	53	3.7	0.89	67.0	1.9	7.5	26.4	49.1	15.1
5.	The operators DLPT scores are very important to me.	57	3.1	1.05	53.1	8.8	19.3	26.3	42.1	3.5
6.	I encourage the operators in my unit/command to study and do well on the DLPT.	57	3.9	1.00	73.3	5.3	3.5	10.5	54.4	26.3
7.	I think that testing scores (DLPT/OPI) should be used to make promotion decisions for operators.	56	2.8	1.22	45.1	12.5	35.7	21.4	19.6	10.7
8.	If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced language training.	57	4.0	0.95	74.6	1.8	7.0	14.0	45.6	31.6
9.	I encourage operators in my unit/command to stay current with the testing requirements.	57	4.2	0.88	79.0	3.5	1.8	5.3	54.4	35.1

Table B21: Official Language Testing.

Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	7	12.7
10-20%	5	9.1
21-30%	4	7.3
31-40%	-	-
41-50%	2	3.6
51-60%	1	1.8
61-70%	3	5.5
71-80%	5	9.1
81-90%	12	21.8
91-100%	16	29.1
I am currently up-to-date on my required language testing.	N	Percentage
Yes	40	70.2
No	17	29.8

Table B22: Foreign Language Proficiency Pay.

Directions: Answer the following questions based on your experiences with Foreign Language Proficiency Pay (FLPP) in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The procedures for assigning FLPP uphold the intent of motivating language proficiency.	57	3.4	1.27	60.1	10.5	14.0	21.1	33.3	21.1
2.	FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	57	2.7	1.24	42.1	19.3	33.3	12.3	29.8	5.3
3.	FLPP is an effective incentive for most of the operators in my command.	57	2.6	1.35	39.9	24.6	33.3	10.5	21.1	10.5

Table B23: Foreign Language Proficiency Pay.

4. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g., more money).	48	84.2
It was paid for lower proficiency levels.	24	42.1
It was paid once per year as a bonus.	11	19.3
FLPP was given for speaking proficiency.	30	52.6
There were more resources allocated for language training.	28	49.1
There was more time allocated for language training.	34	59.6

Table B24: Foreign Language Proficiency Pay.

Estimate the percentage of your unit/command currently receiving FLPP.	N	Percentage
Less than 10%	21	39.6
10-20%	14	26.4
21-30%	5	9.4
31-40%	4	7.5
41-50%	4	7.5
51-60%	2	3.8
61-70%	1	1.9
71-80%	-	-
81-90%	2	3.8
91-100%	-	-
Do you currently receive FLPP?	N	Percentage
Yes	14	24.6
No	43	75.4
Have you ever received FLPP?	N	Percentage
Yes	26	45.6
No	31	54.4

Table B25: Technology-Delivered Training.

Directions: Answer the following questions regarding your unit/command's use of technology-delivered training (TDT).		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	48	84.2
No	9	15.8
2. Does your unit/command use TDT for language training?	N	Percentage
Yes	31	54.4
No	26	45.6
3. Estimate the percentage of individuals in your unit/command who use technology-delivered training (TDT) for language proficiency.	N	Percentage
Less than 10%	22	42.3
10-20%	5	9.6
21-30%	10	19.2
31-40%	3	5.8
41-50%	2	3.8
51-60%	1	1.9
61-70%	1	1.9
71-80%	5	9.6
81-90%	2	3.8
91-100%	1	1.9

Table B26: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe that classroom training is more useful than technology-delivered (TDT) for the initial acquisition of a language.	55	4.2	0.87	78.6	-	5.5	14.5	40.0	40.0
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	56	4.2	0.56	80.4	-	-	7.1	64.3	28.6
6.	I believe that TDT is an effective way for operators in my unit/command to learn language skills.	56	3.1	0.88	53.1	1.8	25.0	33.9	37.5	1.8
7.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	52	2.2	1.14	29.8	30.8	40.4	11.5	13.5	3.8
8.	I think that operators in my unit/command should participate in SOFTS.	57	3.4	1.02	60.5	7.0	8.8	28.1	47.4	8.8
9.	Using TDT is the only way to squeeze language sustainment training into the Ops/Training Cycle.	57	2.8	1.02	44.3	12.3	31.6	24.6	29.8	1.8
10.	TDT learning should be the central component of a good CLP's options.	57	2.8	0.98	44.3	12.3	22.8	42.1	21.1	1.8

Table B27: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	TDT will not be effective until the command gives it more emphasis.	56	3.7	1.00	67.9	5.4	5.4	19.6	51.8	17.9
12.	Our command primarily views TDT as a resource for operators to use during their off-duty time (i.e., personal time).	53	3.4	1.03	59.9	5.7	9.4	37.7	34.0	13.2
13.	TDT is well received by operators.	50	3.0	0.80	49.5	4.0	18.0	56.0	20.0	2.0
14.	My unit/command is reluctant about using TDT.	51	2.9	0.79	47.1	2.0	27.5	54.9	11.8	3.9

Table B28: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	9	16.4
No	46	83.6
16. Have you ever used the Phraselator?	N	Percentage
Yes	8	14.0
No	49	86.0
17. Have you ever used the VRT?	N	Percentage
Yes	3	5.4
No	53	94.6
18. Have you ever used S-Minds?	N	Percentage
Yes	1	1.8
No	56	98.2

Table B29: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	34	2.8	0.70	44.1	5.9	20.6	64.7	8.8	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	34	2.7	0.73	41.9	5.9	29.4	55.9	8.8	-
21.	I believe that MLT shows promise for the future.	36	3.5	0.97	61.8	5.6	5.6	36.1	41.7	11.1
22.	I believe that MLT cannot replace language trained operators.	38	4.1	0.95	77.6	-	2.6	31.6	18.4	47.4

Table B30: Organizational Climate and Support.

Directions: Answer the following questions regarding perceived organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	56	3.6	10.7	35.7	30.4	19.6
2.	Encouraging the use of your language during non-language training.	56	3.6	12.5	32.1	30.4	21.4
3.	Encouraging the use of your language when not deployed.	56	7.1	7.1	33.9	26.8	25.0
4.	Placing command emphasis on language proficiency.	56	10.7	23.2	21.4	32.1	12.5
5.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	56	5.4	17.9	37.5	25.0	14.3
6.	Providing recognition and awards related to language.	56	3.6	8.9	32.1	30.4	25.0
7.	Providing language learning materials.	56	8.9	25.0	39.3	23.2	3.6
8.	Ensuring quality language instruction is available.	56	7.1	25.0	32.1	26.8	8.9
9.	Ensuring pre-deployment training is available.	56	7.1	19.6	39.3	23.2	10.7
10.	Placing command emphasis on taking the DLPT on time.	56	33.9	21.4	21.4	14.3	8.9
11.	Finding ways to increase time for language training.	56	3.6	7.1	50.0	21.4	17.9
12.	Ensuring that personnel in language training are not pulled for non-critical details.	56	8.9	17.9	37.5	16.1	19.6
13.	Ensuring sufficient job aids (e.g., kwikpoint) or interpreters are available for operators while they are deployed.	55	12.7	34.5	30.9	10.9	10.9

Table B31: Organizational Climate and Support.

14. Before the survey, did you know that USSOCOM had a language office (i.e. SOFLO)?	N	Percentage
Yes	35	61.4
No	22	38.6
15. Have you ever interacted (been in contact) with SOFLO in the past about language issues?	N	Percentage
Yes	13	22.8
No	44	77.2
16. Have you ever received any support from SOFLO in the past?	N	Percentage
Yes	15	26.3
No	42	73.7

Table B32: SOFLO Customer Service.

Directions: Please provide your responses to the following questions regarding SOFLO Customer Service.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident in SOFLO’s ability to meet the necessary language requirements.	16	3.1	0.57	51.6	-	12.5	68.8	18.8	-
2.	SOFLO provides me with the necessary resources appropriate for my unit/command.	17	2.9	0.70	47.1	5.9	11.8	70.6	11.8	-
3.	SOFLO’s policies involving my unit/command are appropriate.	15	3.1	0.66	51.5	-	17.6	58.8	23.5	-
4.	I agree with SOFLO’s position on language training.	16	3.3	0.72	58.3	-	13.3	40.0	46.7	-
5.	In my experience, I am content with the overall policies SOFLO has implemented.	16	3.1	0.62	53.1	-	12.5	62.5	25.0	-
6.	When dealing with SOFLO, I am treated with professionalism.	16	3.8	0.75	70.3	-	-	37.5	43.8	18.8
7.	SOFLO answers my questions regarding language training with promptness.	15	3.7	0.59	68.3	-	-	33.3	60.0	6.7

Table B33: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Members of my unit/command commonly express intentions to leave SOF because they are unable to get the language training they need.	55	1.9	0.80	21.8	32.7	52.7	9.1	5.5	-
2.	I believe that members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world where language skills are highly compensated.	55	2.7	2.70	41.8	20.0	32.7	12.7	29.1	5.5
3.	Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency and language training.	55	2.1	1.01	27.3	32.7	36.4	21.8	7.30	1.8
4.	I believe members of my unit/command will be more likely to leave SOF if language requirements are increased.	55	2.5	1.07	36.8	14.5	49.1	14.5	18.2	3.6
5.	I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	56	3.7	1.21	67.0	7.1	10.7	17.9	35.7	28.6

Table B34: Demographics.

How many years of total service in SOF do you have?	N	Percentage
Less than one year	1	1.8
1-4 years	18	32.1
5-8 years	14	25.0
9-12 years	11	19.6
12-16 years	6	10.7
17-20 years	3	5.4
More than 20 years	3	5.4
How long have you been working in your current job?	N	Percentage
Less than one year	24	42.1
1-4 years	3	5.2
5-8 years	2	3.5
9-12 years	-	-
12-16 years	-	-
17-20 years	1	1.8
More than 20 years	-	-
How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	13	23.2
1-2 months	5	8.9
3-4 months	6	10.7
5-6 months	10	17.9
More than 6 months	22	39.3

Table B35: Demographics.

Are you a member of the Reserves/National Guard?	N	Percentage
Yes	19	33.9
No	37	66.1
In any given week, an important issue regarding language training crosses my desk...	N	Percentage
Never	23	40.4
One time	21	36.8
Two times	10	17.5
Three times	2	3.5
Four times	-	-
More than four times	1	1.8

Table B36: Demographics.

What is your grade?	N	Percentage
WO-03	5	8.8
WO-04	2	3.5
O-3	14	24.6
O-4	20	35.1
O-5	14	24.6
O-6	1	1.8
O-8	1	1.8

Table B37: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	2	3.9
French	7	13.7
German	3	5.3
Korean	2	3.5
Modern Standard Arabic	11	19.3
Persian-Farsi	1	1.8
Russian	5	8.8
Spanish	8	14.0
Thai	7	12.3
Turkish	2	3.5
Other	3	5.3

Table B38: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	1	1.8
French	6	10.5
German	7	12.3
Indonesian	1	1.8
Korean	2	3.5
Modern Standard Arabic	3	5.3
Portuguese (Brazilian)	2	3.5
Russian	2	3.5
Serbian-Croatian	2	3.5
Spanish	7	12.3
Tagalog (Filipino)	1	1.8
Thai	1	1.8
Urdu	1	1.8
Miscellaneous CAT I	1	1.8

Table B39: Demographics.

What is your current language proficiency in your required/official language?		N	Percentage
Listening			
0		8	16.7
0+		6	12.5
1		10	20.8
1+		6	12.5
2		5	10.4
2+		8	16.7
3		4	8.3
3+		1	2.1
Reading		N	Percentage
0		8	16.7
0+		6	12.5
1		8	16.7
1+		5	10.4
2		7	14.6
2+		1	2.1
3		13	27.1
3+		-	-

Table B40: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Speaking		
0	5	17.2
0+	4	13.8
1	5	17.2
1+	5	17.2
2	6	20.7
2+	1	3.4
3	1	3.4
3+	2	6.9
4+	-	-
5	-	-
5+	-	-

Appendix C: Findings for Senior Warrant Officer Advisors and Senior Enlisted Advisors

Table C1: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.		
1. Indicate your position	N	Percentage
Senior Warrant Advisor Officer/Senior Enlisted Advisor	16	100
2. Indicate your “mother” service.	N	Percentage
Air Force	-	-
Army	16	100
Navy	-	-
3. Indicate the type of SOF operators in your command/unit.	N	Percentage
Army SF Active Component	8	50.0
Army SF Reserve Component	1	6.3
Army CA AC	1	6.3
Army CA RC	1	6.3
Army PO AC	3	18.8
Army PO RC	2	12.5
Navy SEAL	-	-
Navy SWCC	-	-
AFSOC	-	-
Field Artillery/NG	-	-

Table C2: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.		
4. Indicate the level of your command.	N	Percentage
O4	1	7.7
O5	5	38.5
O6	5	38.5
O7	2	15.4
5. How long have you been working in your current position?	N	Percentage
Less than 6 months	5	33.3
6-12 months	1	6.7
13-18 months	3	20.0
19-24 months	1	6.7
More than 24 months	5	33.3

Table C3: Demographics.

1. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months INSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	14	87.5
No	2	12.5
2. Does your unit/command provide annual language training for operators?	N	Percentage
Yes	11	68.8
No	5	31.3
3. Does your unit/command have a Command Language Program (CLP)?	N	Percentage
Yes	14	87.5
No	2	12.5
4. Does your unit/command provide pre-deployment language training in your normal AOR language?	N	Percentage
Yes	11	68.8
No	5	31.3
5. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months OUTSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	11	73.3
No	4	26.7
6. Have you ever received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	11	68.8
No	5	31.3
7. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	14	87.5
No	2	12.5
8. Does your unit/command use interpreters when deployed (exercises and operations)?	N	Percentage
Yes	13	81.3
No	3	18.8
9. Does your unit/command provide pre-deployment language training for languages needed for languages needed outside of normal AOR language (e.g., training prior to GWOT missions)?	N	Percentage
Yes	6	40.0
No	9	60.0

Table C4: Mission-Based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).			
1. What is your primary SOF core task/mission?	N	Percentage	
Direct Action (DA)	1	6.3	
Special Reconnaissance (SR)	1	6.3	
Unconventional Warfare (UW)	6	37.5	
Foreign Internal Defense (FID)	1	6.3	
Civil Affairs Operations (CAO)	1	6.3	
Psychological Operations (PSYOP)	5	31.3	
Other	1	6.3	
2. Indicate the SOF core tasks/missions that your unit/command has conducted during your tenure with the unit. (Check all that apply)	N	Percentage	
Direct Action (DA)	8	50.0	
Special Reconnaissance (SR)	6	37.5	
Unconventional Warfare (UW)	8	50.0	
Foreign Internal Defense (FID)	7	43.8	
Civil Affairs Operations (CAO)	6	37.5	
Psychological Operations (PSYOP)	9	56.3	
Counterterrorism (CT)	7	43.8	
Counterproliferation of WMD (CP)	1	6.3	
Information Operations (IO)	7	43.8	

Table C5: Mission-Based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).		
3. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	12.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	3	18.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	7	43.8
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	4	25.0

Table C6: Mission-Based Language Requirements.

When we deploy our operators, how important is their language proficiency for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
4.	Building rapport/trust	16	4.5	0.82	87.5	-	-	18.8	12.5	68.8
5.	Training or teaching others	16	3.6	0.72	65.6	-	-	50.0	37.5	12.5
6.	Reducing need for interpreters/translators	16	3.9	0.93	73.4	-	6.3	25.0	37.5	31.3
7.	Logistics (i.e., saving time or convenience in getting things done)	16	3.5	0.97	62.5	-	12.5	43.8	25.0	18.8
8.	Timely identification of important documents	16	3.8	1.07	68.8	6.3	6.3	12.5	56.3	18.8
9.	Giving basic commands	16	3.9	0.93	73.4	-	6.3	25.0	37.5	31.3
10.	Discrete eavesdropping	16	3.9	0.96	71.9	-	6.3	31.3	31.3	31.3
11.	Increasing situational awareness	16	4.3	0.68	81.3	-	-	12.5	50.0	37.5
12.	Maintaining control in hostile confrontations	16	4.2	0.91	79.7	-	-	31.3	18.8	50.0
13.	Persuading people to provide sensitive information	15	4.1	0.88	76.7	-	-	33.3	26.7	40.0
14.	Negotiations	16	3.9	0.93	73.4	-	6.3	25.0	37.5	31.3

Table C7: Mission-Based Language Requirements.

Directions: Respond to the following items based on your unit/command's skills in the official or required language.		
15. Based on your unit/command's skills in the official or required language, our typical operator is...	N	Percentage
None	-	-
Able to speak effectively in their official or required language	6	37.5
Able to listen effectively in their official or required language	6	37.5
Able to read effectively in their official or required language	4	25.0
Able to write effectively in their official or required language	4	25.0
Able to use formal speech effectively in their official or require language (e.g., give a thank-you speech to local country hosts or conduct business negotiations with officials)	4	25.0
Able to use slang dialects effectively in their official or required language (e.g., asking directions or give important directions to a person on the street)	7	43.8
Able to use technical or military language effectively in their official or required language (e.g., training local vehicle mechanics or policemen)	5	31.3

Table C8: Outside AOR Deployment.

Directions: Answer the following questions for missions and deployments outside of your unit/command's normal AOR.										
When we deploy our operators outside of the AOR, how important is their language proficiency for...										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
1.	Building rapport/trust	11	4.3	0.79	19.7	-	-	18.2	36.4	45.5
2.	Training or teaching others	11	3.5	0.82	20.5	-	6.3	31.3	25.0	6.3
3.	Reducing need for interpreters/translators	11	3.6	1.13	28.2	-	12.5	25.0	12.5	18.8
4.	Logistics (i.e., saving time or convenience in getting things done)	11	3.1	0.94	23.6	-	27.3	45.5	18.2	9.1
5.	Timely identification of important documents	11	3.8	0.60	15.1	-	-	27.3	63.6	9.1
6.	Giving basic commands	11	3.4	0.81	20.2	-	9.1	54.5	27.3	9.1
7.	Discrete eavesdropping	11	4.0	1.00	25.0	-	9.1	18.2	36.4	36.4
8.	Increasing situational awareness	11	4.2	0.75	18.8	-	-	18.2	45.5	36.4
9.	Maintaining control in hostile confrontations	11	4.0	0.89	22.4	-	-	36.4	27.3	36.4
10.	Persuading people to provide sensitive information	11	4.1	0.94	23.6	-	-	36.4	18.2	45.5
11.	Negotiations	11	4.0	0.89	22.4	-	-	36.4	27.3	36.4

Table C9: Outside AOR Deployment.

Provide your best assessment to the following based on your unit’s typical mission outside AOR:										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Our operators can perform language-related tasks outside of the AOR at the same level as they do inside of the AOR	10	1.5	0.53	13.2	50.0	50.0	-	-	-
13.	Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	10	1.9	0.88	21.9	30.0	60.0	-	10.0	-
14.	These deployments outside of the AOR have definitely degraded my unit’s primary language proficiencies in the AOR language.	10	3.2	1.61	55.0	20.0	20.0	10.0	20.0	30.0

Table C10: Outside AOR Deployment.

15. Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	2	20.0
10-20%	1	10.0
21-30%	-	-
31-40%	-	-
41-50%	-	-
51-60%	-	-
61-70%	1	10.0
71-80%	2	20.0
81-90%	1	10.0
91-100%	3	30.0

Table C11: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	13	3.9	1.21	71.2	7.7	7.7	7.7	46.2	30.8
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	13	3.6	1.39	65.4	7.7	15.4	23.1	15.4	38.5
3.	How often are interpreters required for mission success?	13	4.6	1.21	90.4	7.7	-	-	7.7	84.6

Table C12: Use of Interpreters.

Directions: Answer the following questions about your unit/command's experiences with interpreters. Think about this across all of your experiences inside and outside your AOR (i.e., your unit/command's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	In my experience, I have observed situations where interpreters have compromised the mission outcome.	12	3.3	0.99	58.3	-	25.0	25.0	41.7	8.3
5.	I feel my unit/command is too dependent on interpreters.	12	3.6	1.08	64.6	-	25.0	8.3	50.0	16.7
6.	My unit/command would less on interpreters if we had higher levels of language proficiency.	12	4.3	0.99	83.3	-	8.3	8.3	25.0	58.3
7.	The use of interpreters enhances mission success in my unit/command.	12	4.0	0.60	75.0	-	-	16.7	66.7	16.7

Table C13: Interpreter Use Outside AOR.

Directions: Answer the following questions based on your unit/command's experience with interpreters outside your AOR.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	9	2.3	0.70	33.3	-	77.8	11.1	11.1	-
9.	My unit/command frequently uses interpreters when outside the normal AOR.	9	4.3	1.00	83.3	-	11.1	-	33.3	55.6
10.	My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	9	2.8	1.30	44.4	11.1	44.4	11.1	22.2	11.1

Table C14: Initial Acquisition Language Training.

Directions: Answer the following questions based on your unit/command's experiences with training.										
Answer the following questions with regard to initial acquisition training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	On average, operators show up at my command already mission-capable in their language proficiencies.	16	2.1	1.15	28.1	37.5	31.3	12.5	18.8	-
2.	When our operators receive initial acquisition training at DLI (at Monterey, CA) I know they can usually perform well in our normal AOR.	16	3.7	0.79	67.2	12.5	12.5	68.8	-	6.3
3.	(Army SF/CAPAC only) when our operators receive initial acquisition training at USAJFKSWCS, I know they can usually perform well in our normal AOR.	16	2.8	0.11	45.3	12.5	31.3	18.8	37.5	-
4.	When our operators receive initial acquisition training in the Unit's Command Language Program, I know they can usually perform well in our normal AOR.	15	2.6	0.91	40.0	13.3	26.7	46.7	13.3	-

Table C15: Sustainment/Enhancement Language Training.

1. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
Monthly	5	31.3
Bi-monthly	3	18.8
Quarterly	5	31.3
Semi-annually	1	6.3
Annually	2	12.5
2. How many weeks per year should be set aside solely for language sustainment/enhancement training for your unit?	N	Percentage
None	1	6.3
1-2 weeks	2	12.5
3-4 weeks	2	12.5
5-6 weeks	4	25.0
More than 6 weeks	7	43.8
3. In your opinion, what is the best mode of instruction for sustainment/enhancement training:	N	Percentage
College classes	1	6.3
Immersion	10	62.5
Classroom (DLI/Unit)	1	6.3
Language days/activities	2	12.5
Tutoring	1	6.3
Self-paced instruction with CDs, tapes, etc.	1	6.3

Table C16: Sustainment/Enhancement Language Training.

Answer the following questions with regard to sustainment/enhancement training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Language proficiency sustainment is as important as Physical Fitness training.	16	3.7	1.35	67.2	6.3	18.8	12.5	25.0	37.5
2.	With the current OPTEMPO, language sustainment for operators is no longer viable.	16	3.1	1.24	51.6	6.3	31.3	31.3	12.5	18.8
3.	My unit has an effective Command Language Program (CLP) for sustainment and enhancement training.	16	3.1	0.81	53.1	6.3	6.3	56.3	31.3	-
4.	My unit conducts a sufficient number of sustainment and enhancement courses to ensure that all operators have access to language training.	14	2.9	1.17	46.4	14.3	28.6	14.3	42.9	-
5.	My unit provides sufficient resources (e.g., software, tapes) for all operators to maintain their language proficiency.	15	3.1	1.15	53.3	6.7	33.3	13.3	33.3	13.3
6.	In my unit, operators are given the option to use duty time to study their language to maintain their personal proficiency.	15	3.1	1.36	53.3	13.3	26.7	6.7	40.0	13.3

Table C17: CLP Language Training.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Operators who cannot do well in their CLP probably do not have the ability to use language in the field.	15	3.7	0.90	66.7	-	12.5	20.0	53.3	13.3
2.	More money needs to be invested in the CLP.	16	3.9	1.06	73.4	-	12.5	18.8	31.3	-
3.	The chain of command needs to invest significantly more command attention to sustaining/enhancing language proficiencies.	16	3.8	1.13	68.8	-	12.5	37.5	12.5	37.5
4.	Our CLP ensures we have operators with the necessary level of proficiency for our missions.	16	2.9	1.00	48.4	-	43.8	25.0	25.0	6.3
5.	Missions can be accomplished successfully without optimal language skills.	16	3.0	1.10	50.0	6.3	31.3	25.0	31.3	6.3
6.	Cultural knowledge is not critical to the mission.	16	1.6	1.09	15.6	62.5	25.0	6.3	-	6.3
7.	I believe official language training is essential for mission success.	16	3.8	1.07	68.8	-	12.5	31.3	25.0	31.3
8.	I am satisfied with the quality of our CLP.	15	2.7	1.03	43.3	6.7	40.0	33.3	13.3	6.7
9.	When operators are involved in a language course, they are off limits for non-critical details.	16	3.3	1.24	56.3	6.3	25.0	25.0	25.0	18.8

Table C18: CLP Language Training.

10. Estimate how many sustainment/enhancement language courses CLP has conducted in the past 12 months in the unit.	N	Percentage
1-4	9	69.2
5-8	-	-
9-12	1	7.7
13-16	1	7.7
17-20	-	-
More than 20	2	15.4
11. If you/your unit were deploying to conduct operations in a live fire environment and had 1 month to prepare, which of the following training would you include (check all that apply):	N	Percentage
Weapons training	14	87.5
NBC training	5	31.3
Medical training	10	62.5
Communications training	12	75.0
Language training	9	56.3
Tactics to include movement	13	81.3
Cultural training	1	6.3
Combat training	1	6.3
Other	2	12.5

Table C19: Immersion Training.

Directions: Answer the following questions related to your views and your unit’s experience with immersion training.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Immersion training is an effective tool for acquiring language skills.	16	4.3	1.13	81.3	-	12.5	12.5	12.5	62.5
2.	Immersion training is most effective when used in conjunction with classroom training.	16	4.6	0.62	90.6	-	-	6.3	25.0	68.8
3.	OCONUS immersion training should only be provided for those who have a high level of proficiency.	16	2.7	1.25	42.2	18.8	31.3	18.8	25.0	6.3
4.	CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	16	4.0	0.73	75.0	-	-	25.0	50.0	25.0
5.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	16	4.1	0.89	78.1	-	6.3	12.5	43.8	37.5
6.	My unit frequently sends operators on OCONUS immersion training.	15	2.5	1.19	38.3	20.0	33.3	26.7	13.3	6.7
7.	I think that the people in my unit who have had immersion training have shown increased proficiency as a result of their immersion training.	16	4.3	1.18	81.3	6.3	-	18.8	12.5	62.5
8.	I think OCONUS immersion training is a boondoggle.	16	1.9	1.18	23.4	50.0	18.8	25.0	-	6.3
9.	CONUS iso-immersion training is equally as effective as OCONUS immersion training.	16	2.8	0.86	43.8	6.3	31.3	43.8	18.8	-

Table C20: Official Language Testing.

Directions: Answer the following questions based on your experiences with official testing in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	DLPT scores are a good indicator of how well someone did in their language training.	16	3.4	1.09	59.4	-	31.3	12.5	43.8	12.5
2.	DLPT scores allow me to predict whose language abilities are good enough for a successful deployment.	16	3.3	0.93	56.3	-	25.0	31.3	37.5	6.3
3.	The content of the DLPT is clearly related to what our operators do when they are deployed.	16	2.4	1.15	35.9	25.0	31.3	18.8	25.0	-
4.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	15	3.5	0.99	63.3	-	13.3	40.0	26.7	20.0
5.	The operators DLPT scores are very important to me.	16	3.4	1.09	60.9	6.3	12.5	25.0	43.8	12.5
6.	I encourage the operators in my unit/command to study and do well on the DLPT.	16	4.3	0.68	81.3	-	-	12.5	50.0	37.5
7.	I think that testing scores (DLPT/OPI) should be used to make promotion decisions for operators.	16	2.9	1.24	48.4	18.8	12.5	31.3	31.3	6.3
8.	If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced language training.	16	4.1	1.18	76.6	6.3	6.3	6.3	37.5	43.8
9.	I encourage operators in my unit/command to stay current with the testing requirements.	15	4.3	.80	81.7	-	-	20.0	33.3	46.7

Table C21: Official Language Testing.

Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	3	21.4
10-20%	1	7.1
21-30%	-	-
31-40%	-	-
41-50%	1	7.1
51-60%	1	7.1
61-70%	1	7.1
71-80%	3	21.4
81-90%	1	7.1
91-100%	3	21.4
I am currently up-to-date on my required language testing.	N	Percentage
Yes	11	68.8
No	5	31.3

Table C22: Foreign Language Proficiency Pay.

Directions: Answer the following questions based on your experiences with Foreign Language Proficiency Pay (FLPP) in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The procedures for assigning FLPP uphold the intent of motivating language proficiency.	16	3.1	1.31	53.1	12.5	25.0	12.5	37.5	12.5
2.	FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	16	2.6	1.37	39.1	31.3	18.8	18.8	25.0	6.3
3.	FLPP is an effective incentive for most of the operators in my command.	16	2.8	1.34	43.8	18.8	31.3	18.8	18.8	12.5

Table C23: Foreign Language Proficiency Pay.

4. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g., more money).	15	93.8
It was paid for lower proficiency levels.	8	50.0
It was paid once per year as a bonus.	3	18.8
FLPP was given for speaking proficiency.	5	31.3
There were more resources allocated for language training.	9	56.3
There was more time allocated for language training.	9	56.3

Table C24: Foreign Language Proficiency Pay.

Estimate the percentage of your unit/command currently receiving FLPP.	N	Percentage
Less than 10%	5	33.3
10-20%	3	20.0
21-30%	1	6.7
31-40%	1	6.7
41-50%	1	6.7
51-60%	1	6.7
61-70%	1	6.7
71-80%	1	6.7
81-90%	1	6.7
91-100%	-	-
Do you currently receive FLPP?	N	Percentage
Yes	4	25.0
No	12	75.0
Have you ever received FLPP?	N	Percentage
Yes	8	50.0
No	8	50.0

Table C25: Technology-Delivered Training.

Directions: Answer the following questions regarding your unit/command's use of technology-delivered training (TDT).		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	15	93.8
No	1	6.3
2. Does your unit/command use TDT for language training?	N	Percentage
Yes	9	60.0
No	6	40.0
3. Estimate the percentage of individuals in your unit/command who use technology-delivered training (TDT) for language proficiency.	N	Percentage
Less than 10%	5	35.7
10-20%	2	14.2
21-30%	1	7.1
31-40%	1	7.1
41-50%	1	7.1
51-60%	1	7.1
61-70%	1	7.1
71-80%	1	7.1
81-90%	1	7.1
91-100%	-	-

Table C26: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe that classroom training is more useful than technology-delivered (TDT) for the initial acquisition of a language.	16	4.0	0.97	75.0	-	6.3	25.0	31.3	37.5
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	16	4.1	0.77	76.6	-	6.3	6.3	62.5	25.0
6.	I believe that TDT is an effective way for operators in my unit/command to learn language skills.	16	3.3	0.86	56.3	-	25.0	25.0	50.0	-
7.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	15	2.5	1.13	38.3	20.0	33.3	20.0	26.7	-
8.	I think that operators in my unit/command should participate in SOFTS.	16	3.9	0.62	71.9	-	-	25.0	62.5	12.5
9.	Using TDT is the only way to squeeze language sustainment training into the Ops/Training Cycle.	16	2.4	0.72	34.4	6.3	56.3	31.3	6.3	-
10.	TDT learning should be the central component of a good CLP's options.	16	2.6	0.73	39.1	6.3	37.5	50.0	6.3	-

Table C27: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	TDT will not be effective until the command gives it more emphasis.	16	3.6	0.96	65.6	-	12.5	31.3	37.5	18.8
12.	Our command primarily views TDT as a resource for operators to use during their off-duty time (i.e., personal time).	16	3.3	0.95	57.8	-	25.0	25.0	43.8	6.3
13.	TDT is well received by operators.	16	3.1	0.50	53.1	-	6.3	75.0	18.8	-
14.	My unit/command is reluctant about using TDT.	15	2.9	0.92	46.7	13.3	6.7	60.0	20.0	-

Table C28: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	3	20.0
No	12	80.0
16. Have you ever used the Phraselator?	N	Percentage
Yes	3	18.8
No	13	81.3
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	16	100
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	16	100

Table C29: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	9	2.8	0.44	44.4	-	22.2	77.8	-	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	11	2.8	0.60	45.5	-	27.3	63.6	9.1	-
21.	I believe that MLT shows promise for the future.	11	3.4	0.67	59.1	-	9.1	45.5	45.5	-
22.	I believe that MLT cannot replace language trained operators.	12	4.3	0.87	81.3	-	-	25.0	25.0	50.0

Table C30: Organizational Climate and Support.

Directions: Answer the following questions regarding perceived organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	15	6.7	26.7	6.7	46.7	13.3
2.	Encouraging the use of your language during non-language training.	15	13.3	26.7	26.7	33.3	-
3.	Encouraging the use of your language when not deployed.	15	13.3	26.7	26.7	26.7	6.7
4.	Placing command emphasis on language proficiency.	15	20.0	33.3	13.3	26.7	6.7
5.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	15	20.0	20.0	26.7	33.3	-
6.	Providing recognition and awards related to language.	15	13.3	20.0	20.0	20.0	26.7
7.	Providing language learning materials.	15	26.7	33.3	26.7	13.3	-
8.	Ensuring quality language instruction is available.	15	40.0	20.0	20.0	6.7	13.3
9.	Ensuring pre-deployment training is available.	15	26.7	40.0	6.7	26.7	-
10.	Placing command emphasis on taking the DLPT on time.	15	33.3	33.3	20.0	13.3	-
11.	Finding ways to increase time for language training.	15	13.3	26.7	20.0	33.3	6.7
12.	Ensuring that personnel in language training are not pulled for non-critical details.	15	13.3	33.3	13.3	33.3	6.7
13.	Ensuring sufficient job aids (e.g., kwikpoint) or interpreters are available for operators while they are deployed.	15	20.0	40.0	20.0	6.7	13.3

Table C31: Organizational Climate and Support.

14. Before the survey, did you know that USSOCOM had a language office (i.e., SOFLO)?	N	Percentage
Yes	11	68.8
No	5	31.1
15. Have you ever interacted (been in contact) with SOFLO in the past about language issues?	N	Percentage
Yes	4	25.0
No	12	75.0
16. Have you ever received any support from SOFLO in the past?	N	Percentage
Yes	5	31.3
No	11	68.8

Table C32: SOFLO Customer Service.

Directions: Please provide your responses to the following questions regarding SOFLO Customer Service.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident in SOFLO’s ability to meet the necessary language requirements.	5	3.2	0.84	55.0	-	20.0	40.0	40.0	-
2.	SOFLO provides me with the necessary resources appropriate for my unit/command.	5	3.4	0.55	60.0	-	-	60.0	40.0	-
3.	SOFLO’s policies involving my unit/command are appropriate.	5	3.2	0.84	55.0	-	20.0	40.0	40.0	-
4.	I agree with SOFLO’s position on language training.	5	3.0	0.71	50.0	-	20.0	60.0	20.0	-
5.	In my experience, I am content with the overall policies SOFLO has implemented.	5	3.0	0.71	50.0	-	20.0	60.0	20.0	-
6.	When dealing with SOFLO, I am treated with professionalism.	5	3.8	0.45	70.0	-	-	20.0	80.0	-
7.	SOFLO answers my questions regarding language training with promptness.	5	3.6	0.55	65.0	-	-	40.0	60.0	-

Table C33: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Members of my unit/command commonly express intentions to leave SOF because they are unable to get the language training they need.	16	2.1	1.31	28.1	37.5	37.5	12.5	-	12.5
2.	I believe that members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world where language skills are highly compensated.	16	2.6	1.26	39.1	25.0	25.0	25.0	18.8	6.3
3.	Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency and language training.	16	2.1	0.77	26.6	25.0	43.8	31.3	-	-
4.	I believe members of my unit/command will be more likely to leave SOF if language requirements are increased.	16	2.4	1.09	34.4	18.8	43.8	25.0	6.3	6.3
5.	I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	16	3.9	1.12	73.4	-	18.8	6.3	37.5	37.5

Table C34: Demographics.

How many years of total service in SOF do you have?	N	Percentage
Less than one year	-	-
1-4 years	1	6.3
5-8 years	2	12.5
9-12 years	1	6.3
12-16 years	1	6.3
17-20 years	4	25.0
More than 20 years	7	43.8
How long have you been working in your current job?	N	Percentage
Less than one year	6	37.5
1-4 years	7	43.8
5-8 years	-	-
9-12 years	-	-
12-16 years	-	-
17-20 years	1	6.3
More than 20 years	2	12.5
How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	5	31.3
1-2 months	2	12.5
3-4 months	1	6.3
5-6 months	4	25.0
More than 6 months	4	25.0

Table C35: Demographics.

Are you a member of the Reserves/National Guard?	N	Percentage
Yes	4	25.0
No	12	75.0
In any given week, an important issue regarding language training crosses my desk...	N	Percentage
Never	3	20.0
One time	7	46.7
Two times	2	13.3
Three times	2	13.3
Four times	1	6.7
More than four times	-	-

Table C35: Demographics.

What is your grade?	N	Percentage
E7	1	6.3
E8	1	6.3
E9	9	56.3
WO-02	1	6.3
WO-03	2	12.5
WO-05	2	12.5

Table C36: Demographics.

What is your current official or required language?	N	Percentage
French	2	14.3
German	1	7.1
Indonesian	1	7.1
Modern Standard Arabic	3	21.4
Spanish	4	28.6
Thai	1	7.1
Other	2	14.3

Table C37: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Modern Standard Arabic	2	22.2
Portuguese (Brazilian)	1	11.1
Serbian-Croatian	1	11.1
Spanish	2	22.2
Tagalog (Filipino)	2	22.2
Thai	1	11.1

Table C38: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Listening		
0	2	16.7
0+	2	16.7
1	-	-
1+	3	25.0
2	1	8.3
2+	2	16.7
3	2	16.7
3+	-	-
Reading	N	Percentage
0	2	16.7
0+	1	8.3
1	2	16.7
1+	-	-
2	1	8.3
2+	3	25.0
3	3	25.0
3+	-	-

Table C39: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Speaking		
0	2	25.0
0+	2	25.0
1	-	-
1+	1	12.5
2	1	12.5
2+	1	12.5
3	1	12.5
3+	-	-
4+	-	-
5	-	-
5+	-	-

Appendix D: Findings for Staff Officers

Table D1: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.			
1. Indicate the classification that best describes you.		N	Percentage
	Army	51	87.9
	Army Civilian	4	6.9
	Navy	-	-
	Navy Civilian	-	-
	USAF	2	3.4
	USAF Civilian	-	-
	DoD Civilian	1	1.7
2. Indicate the type of SOF operators in your command/unit.		N	Percentage
	Army SF Active Component	8	14.0
	Army SF Reserve Component	12	21.1
	Army CA AC	5	8.8
	Army CA RC	13	22.8
	Army PO AC	10	17.5
	Army PO RC	3	5.3
	Navy SEAL	-	-
	Navy SWCC	-	-
	AFSOC	2	3.5
	Multiple	2	3.4
	Contractor	-	-
	National Guard	-	-
	None	-	-
	Other	2	3.4

Table D2: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.			
3. Indicate the level of your command.		N	Percentage
	O3	4	7.5
	O4	8	15.1
	O5	18	34.0
	O6	6	11.3
	O7	4	7.5
	O8	2	3.8
	O9	7	13.2
	O10	4	7.5
4. How long have you been working in your current position?		N	Percentage
	Less than 6 months	12	20.7
	6-12 months	8	13.8
	13-18 months	3	5.2
	19-24 months	9	15.5
	More than 24 months	26	44.8
5. Indicate your staff section.		N	Percentage
	S-1 (or G-1 or J-1)	1	1.8
	S-2	4	7.0
	S-3	28	49.1
	S-4	-	-
	S-5	7	12.3
	S-6	1	1.8
	S-7	-	-
	S-8	2	3.4
	XO	4	6.9
	Other	10	17.5

Table D3: Demographics.

1. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months INSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	49	84.5
No	9	15.5
2. Does your unit/command provide annual language training for operators?	N	Percentage
Yes	38	65.5
No	19	32.8
3. Does your unit/command have a Command Language Program (CLP)?	N	Percentage
Yes	43	74.1
No	15	25.9
4. Does your unit/command provide pre-deployment language training in your normal AOR language?	N	Percentage
Yes	37	63.8
No	21	36.2
5. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months OUTSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	37	63.8
No	21	36.2
6. Have you ever received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	35	60.3
No	23	39.7
7. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	47	83.9
No	9	16.1
8. Does your unit/command use interpreters when deployed (exercises and operations)?	N	Percentage
Yes	54	93.1
No	4	6.9
9. Does your unit/command provide pre-deployment language training for languages needed for languages needed outside of normal AOR language (e.g., training prior to GWOT missions)?	N	Percentage
Yes	27	47.4
No	30	52.6

Table D4: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).			
1. What is your primary SOF core task/mission?	N	Percentage	
Unconventional Warfare (UW)	8	14.0	
Foreign Internal Defense (FID)	4	7.0	
Civil Affairs Operations (CAO)	20	35.1	
Psychological Operations (PSYOP)	13	22.8	
Counterterrorism (CT)	2	3.5	
Information Operations (IO)	3	5.3	
Other	7	12.3	
2. Indicate the SOF core tasks/missions that your unit/command has conducted during your tenure with the unit. (Check all that apply)	N	Percentage	
Direct Action (DA)	15	25.9	
Special Reconnaissance (SR)	12	20.7	
Unconventional Warfare (UW)	15	25.9	
Foreign Internal Defense (FID)	22	37.9	
Civil Affairs Operations (CAO)	30	51.7	
Psychological Operations (PSYOP)	25	43.1	
Counterterrorism (CT)	20	34.5	
Counterproliferation of WMD (CP)	6	10.3	
Information Operations (IO)	24	41.4	
Multiple	1	1.7	
Humanitarian	2	3.4	
Training	-	-	
Other	3	5.2	

Table D5: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).		
3. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	1	1.7
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	1.7
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	9	15.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	23	39.7
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	24	41.4

Table D6: Mission-based Language Requirements.

When we deploy our operators, how important is their language proficiency for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
4.	Building rapport/trust	58	4.5	0.80	86.6	-	1.7	13.8	20.7	63.8
5.	Training or teaching others	56	4.0	0.87	74.1	1.8	1.8	23.2	44.6	28.6
6.	Reducing need for interpreters/translators	57	3.6	1.01	65.4	-	14.0	35.1	26.3	24.6
7.	Logistics (i.e., saving time or convenience in getting things done)	58	3.3	0.99	57.8	-	24.1	34.5	27.6	13.8
8.	Timely identification of important documents	58	3.7	1.04	68.5	-	15.5	22.4	34.5	27.6
9.	Giving basic commands	58	3.8	0.94	70.7	1.7	5.2	27.6	39.7	25.9
10.	Discrete eavesdropping	57	3.6	1.10	65.8	3.5	12.3	26.3	33.3	24.6
11.	Increasing situational awareness	58	4.2	0.77	78.9	-	1.7	17.5	44.8	36.2
12.	Maintaining control in hostile confrontations	57	4.1	0.89	77.2	-	3.5	24.6	31.6	40.4
13.	Persuading people to provide sensitive information	57	4.0	1.07	74.1	-	15.8	10.5	35.1	38.6
14.	Negotiations	57	4.1	0.94	77.6	-	7.0	17.5	33.3	42.1

Table D7: Mission-based Language Requirements.

Directions: Respond to the following items based on your unit/command's skills in the official or required language.		
15. Based on your unit/command's skills in the official or required language, our typical operator is...	N	Percentage
None	-	-
Able to speak effectively in their official or required language	23	39.7
Able to listen effectively in their official or required language	26	44.8
Able to read effectively in their official or required language	21	36.2
Able to write effectively in their official or required language	10	17.2
Able to use formal speech effectively in their official or require language (e.g., give a thank-you speech to local country hosts or conduct business negotiations with officials)	9	15.5
Able to use slang dialects effectively in their official or required language (e.g., asking directions or give important directions to a person on the street)	16	27.6
Able to use technical or military language effectively in their official or required language (e.g., training local vehicle mechanics or policemen)	13	22.4

Table D8: Outside AOR Deployment.

Directions: Answer the following questions for missions and deployments outside of your unit/command's normal AOR.										
When we deploy our operators outside of the AOR, how important is their language proficiency for...										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
1.	Building rapport/trust	37	4.3	0.80	81.8	-	2.7	13.5	37.8	45.9
2.	Training or teaching others	36	3.6	0.96	66.0	-	11.1	36.1	30.6	22.2
3.	Reducing need for interpreters/translators	37	3.5	0.99	63.5	2.7	8.1	40.5	29.7	18.9
4.	Logistics (i.e., saving time or convenience in getting things done)	37	3.2	1.13	54.7	5.4	21.6	37.8	18.9	16.2
5.	Timely identification of important documents	37	3.7	1.10	68.2	2.7	10.8	27.0	29.7	29.7
6.	Giving basic commands	37	3.8	1.00	70.3	2.7	2.7	35.1	29.7	29.7
7.	Discrete eavesdropping	36	3.4	1.17	59.0	5.6	19.4	27.8	27.8	19.4
8.	Increasing situational awareness	37	4.1	0.94	76.4	2.7	-	24.3	35.1	37.8
9.	Maintaining control in hostile confrontations	37	3.9	1.14	73.0	2.7	8.1	27.0	18.9	43.2
10.	Persuading people to provide sensitive information	36	3.7	1.21	67.4	2.7	8.1	27.0	18.9	43.2
11.	Negotiations	37	3.9	1.10	73.6	2.8	16.7	25.0	19.7	36.1

Table D9: Outside AOR Deployment.

Provide your best assessment to the following based on your unit's typical mission outside AOR:										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Our operators can perform language-related tasks outside of the AOR at the same level as they do inside of the AOR	37	1.9	1.22	22.3	56.8	16.2	10.8	13.5	2.7
13.	Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	35	2.1	1.12	28.6	31.4	42.9	8.6	14.3	2.9
14.	These deployments outside of the AOR have definitely degraded my unit's primary language proficiencies in the AOR language.	37	3.2	1.21	56.1	10.8	18.9	16.2	43.2	10.8

Table D10: Outside AOR Deployment.

15. Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	9	25.7
10-20%	6	17.1
21-30%	3	8.6
31-40%	4	11.4
41-50%	2	5.7
51-60%	1	2.9
61-70%	1	2.9
71-80%	2	5.7
81-90%	3	8.6
91-100%	4	11.4

Table D11: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	51	3.7	1.27	67.6	5.9	13.7	21.6	21.6	37.3
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	50	3.2	0.98	56.0	2.0	20.0	42.0	24.0	12.0
3.	How often are interpreters required for mission success?	53	4.5	0.75	88.2	-	1.9	9.4	22.6	66.0

Table D12: Use of Interpreters.

Directions: Answer the following questions about your unit/command’s experiences with interpreters. Think about this across all of your experiences inside and outside your AOR (i.e., your unit/command's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	In my experience, I have observed situations where interpreters have compromised the mission outcome.	49	3.4	1.08	59.7	4.1	18.4	26.5	36.7	14.3
5.	I feel my unit/command is too dependent on interpreters.	50	3.9	1.09	72.5	-	16.0	16.0	30.0	38.0
6.	My unit/command would less on interpreters if we had higher levels of language proficiency.	54	4.3	0.91	82.9	-	5.6	13.0	25.9	55.6
7.	The use of interpreters enhances mission success in my unit/command.	54	3.9	1.07	72.7	1.9	11.1	16.7	35.2	35.2

Table D13: Use of Interpreters Outside AOR.

Directions: Answer the following questions based on your unit/command's experience with interpreters outside your AOR.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	44	2.4	0.93	35.8	11.4	50.0	25.0	11.4	2.3
9.	My unit/command frequently uses interpreters when outside the normal AOR.	44	4.5	0.66	86.4	-	2.3	2.3	43.2	52.3
10.	My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	44	3.8	1.12	71.0	4.5	6.8	22.7	31.8	34.1

Table D14: Initial Acquisition Language Training.

Directions: Answer the following questions based on your unit/command's experiences with training.										
Answer the following questions with regard to initial acquisition training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	On average, operators show up at my command already mission-capable in their language proficiencies.	56	2.1	1.06	26.8	33.9	41.1	10.7	12.5	1.8
2.	When our operators receive initial acquisition training at DLI (at Monterey, CA) I know they can usually perform well in our normal AOR.	51	3.7	1.13	68.6	5.9	9.8	13.7	45.1	25.5
3.	(Army SF/CAPAC only) when our operators receive initial acquisition training at USAJFKSWCS, I know they can usually perform well in our normal AOR.	50	2.8	1.11	44.5	14.0	28.0	28.0	26.0	4.0
4.	When our operators receive initial acquisition training in the Unit's Command Language Program, I know they can usually perform well in our normal AOR.	50	2.6	0.94	41.0	14.0	24.0	48.0	12.0	2.0

Table D15: Sustainment/Enhancement Language Training.

1. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
Monthly	27	48.2
Bi-monthly	5	8.9
Quarterly	12	21.4
Semi-annually	1	1.8
Annually	11	19.6
2. How many weeks per year should be set aside solely for language sustainment/enhancement training for your unit?	N	Percentage
None	4	6.9
1-2 weeks	12	20.7
3-4 weeks	17	29.3
5-6 weeks	7	12.1
More than 6 weeks	18	31.0
3. In your opinion, what is the best mode of instruction for sustainment/enhancement training:	N	Percentage
Language Lab	2	3.4
Distance Learning (DL)	2	3.4
College classes	1	1.7
Immersion	37	63.8
Classroom (DLI/Unit)	8	13.8
Language days/activities	3	5.2
Tutoring	3	5.2
Combination	1	1.7
Other	1	1.7

Table D16: Sustainment/Enhancement Language Training.

Answer the following questions with regard to sustainment/enhancement training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	Language proficiency sustainment is as important as Physical Fitness training.	57	3.96	1.07	74.1	3.5	8.8	10.5	42.1	35.1
5.	With the current OPTEMPO, language sustainment for operators is no longer viable.	58	2.52	1.11	37.9	12.1	53.4	12.1	15.5	6.9
6.	My unit has an effective Command Language Program (CLP) for sustainment and enhancement training.	55	2.40	1.18	35.0	30.9	21.8	25.5	20.0	1.8
7.	My unit conducts a sufficient number of sustainment and enhancement courses to ensure that all operators have access to language training.	54	2.35	1.14	33.8	27.9	31.5	20.4	18.5	1.9
8.	My unit provides sufficient resources (e.g., software, tapes) for all operators to maintain their language proficiency.	55	2.95	1.27	48.6	20.0	14.5	23.6	34.5	7.3
9.	In my unit, operators are given the option to use duty time to study their language to maintain their personal proficiency.	52	2.73	1.16	43.3	15.4	32.7	19.2	28.8	3.8

Table D17: CLP Language Training.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Operators who cannot do well in their CLP probably do not have the ability to use language in the field.	58	3.48	1.10	62.1	3.4	20.7	15.5	44.8	15.5
2.	More money needs to be invested in the CLP.	58	4.02	1.02	75.4	5.2	1.7	13.8	44.8	34.5
3.	The chain of command needs to invest significantly more command attention to sustaining/enhancing language proficiencies.	58	4.21	1.04	80.2	3.4	5.2	8.6	32.8	50.0
4.	Our CLP ensures we have operators with the necessary level of proficiency for our missions.	56	2.73	1.20	43.3	14.3	35.7	21.4	19.6	8.9
5.	Missions can be accomplished successfully without optimal language skills.	57	2.96	1.28	49.1	15.8	26.3	12.3	36.8	8.8
6.	Cultural knowledge is not critical to the mission.	58	1.45	0.84	11.2	67.2	27.6	1.7	-	3.4
7.	I believe official language training is essential for mission success.	57	4.44	0.68	86.0	-	1.8	5.3	40.4	52.6
8.	I am satisfied with the quality of our CLP.	57	2.28	0.96	32.0	24.6	33.3	31.6	10.5	-
9.	When operators are involved in a language course, they are off limits for non-critical details.	51	3.37	1.28	59.3	7.8	21.6	19.6	27.5	23.5

Table D18: CLP Language Training.

10. Estimate how many sustainment/enhancement language courses CLP has conducted in the past 12 months in the unit.	N	Percentage
1-4	39	79.6
5-8	4	8.2
9-12	2	4.1
13-16	1	2.0
17-20	-	-
More than 20	3	6.1
11. If you/your unit were deploying to conduct operations in a live fire environment and had 1 month to prepare, which of the following training would you include (check all that apply):	N	Percentage
Weapons training	52	89.7
NBC training	16	27.6
Medical training	43	74.1
Communications training	40	69.0
Language training	43	74.1
Tactics to include movement	46	79.3
Cultural training	3	5.2
Combat training	1	1.7
Other	7	12.1

Table D19: Immersion Training.

Directions: Answer the following questions related to your views and your unit’s experience with immersion training.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Immersion training is an effective tool for acquiring language skills.	56	4.50	0.91	87.5	1.8	5.4	1.8	23.2	67.9
2.	Immersion training is most effective when used in conjunction with classroom training.	57	4.49	0.83	87.3	1.8	1.8	5.3	28.1	63.2
3.	OCONUS immersion training should only be provided for those who have a high level of proficiency.	57	2.49	1.20	37.3	19.3	42.1	17.5	12.3	8.8
4.	CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	56	4.07	0.93	76.8	1.8	7.1	7.1	50.0	33.9
5.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	56	4.32	0.90	83.0	3.6	-	7.1	39.3	50.0
6.	My unit frequently sends operators on OCONUS immersion training.	52	2.00	1.03	25.0	38.5	34.6	17.3	7.7	1.9
7.	I think that the people in my unit who have had immersion training have shown increased proficiency as a result of their immersion training.	52	4.38	0.87	84.6	1.9	1.9	7.7	32.7	55.8
8.	I think OCONUS immersion training is a boondoggle.	55	1.67	0.82	16.8	52.7	29.1	16.4	1.8	-
9.	CONUS iso-immersion training is equally as effective as OCONUS immersion training.	54	2.63	0.94	40.7	9.3	37.0	38.9	11.1	3.7

Table D20: Official Language Testing.

Directions: Answer the following questions based on your experiences with official testing in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	DLPT scores are a good indicator of how well someone did in their language training.	56	3.30	1.16	57.6	7.1	19.6	23.2	35.7	14.3
2.	DLPT scores allow me to predict whose language abilities are good enough for a successful deployment.	56	3.18	1.16	54.5	7.1	25.0	23.2	32.1	12.5
3.	The content of the DLPT is clearly related to what our operators do when they are deployed.	55	2.51	1.10	37.7	20.0	32.7	27.3	16.4	3.6
4.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	53	3.64	0.96	66.0	1.9	9.4	30.2	39.6	18.9
5.	The operators DLPT scores are very important to me.	56	3.43	1.09	60.7	1.8	21.4	28.6	28.6	19.6
6.	I encourage the operators in my unit/command to study and do well on the DLPT.	54	4.07	0.84	76.9	1.9	1.9	14.8	50.0	31.5
7.	I think that testing scores (DLPT/OPI) should be used to make promotion decisions for operators.	55	3.07	1.30	51.8	16.4	16.4	25.5	27.3	14.5
8.	If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced language training.	53	3.92	1.00	73.1	1.9	7.5	18.9	39.6	32.1
9.	I encourage operators in my unit/command to stay current with the testing requirements.	54	4.20	0.81	80.1	1.9	1.9	7.4	51.9	37.0

Table D21: Official Language Testing.

Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	19	39.6
10-20%	3	6.3
21-30%	4	8.3
31-40%	-	-
41-50%	3	6.3
51-60%	1	2.1
61-70%	5	10.4
71-80%	4	8.3
81-90%	4	8.3
91-100%	5	10.4
I am currently up-to-date on my required language testing.	N	Percentage
Yes	20	35.1
No	37	64.9

Table D22: Foreign Language Proficiency Pay.

Directions: Answer the following questions based on your experiences with Foreign Language Proficiency Pay (FLPP) in your unit/command.										
		N	5 point mean	Standard deviation	100 point Mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The procedures for assigning FLPP uphold the intent of motivating language proficiency.	56	3.20	1.30	54.9	17.9	8.9	21.4	39.3	12.5
2.	FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	56	2.79	1.33	44.6	21.4	25.0	17.9	25.0	10.7
3.	FLPP is an effective incentive for most of the operators in my command.	53	2.92	1.28	48.1	18.9	20.8	17.0	35.8	7.5

Table D23: Foreign Language Proficiency Pay.

4. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g., more money).	49	84.5
It was paid for lower proficiency levels.	24	41.4
It was paid once per year as a bonus.	8	13.8
FLPP was given for speaking proficiency.	27	46.6
There were more resources allocated for language training.	34	58.6
There was more time allocated for language training.	35	60.3

Table D24: Foreign Language Proficiency Pay.

Estimate the percentage of your unit/command currently receiving FLPP.	N	Percentage
Less than 10%	26	53.1
10-20%	5	10.2
21-30%	7	14.3
31-40%	3	6.1
41-50%	3	6.1
51-60%	-	-
61-70%	2	4.1
71-80%	1	2.0
81-90%	1	2.0
91-100%	1	2.0
Do you currently receive FLPP?	N	Percentage
Yes	9	16.1
No	47	83.9
Have you ever received FLPP?	N	Percentage
Yes	23	41.1
No	33	28.9

Table D25: Technology-Delivered Training.

Directions: Answer the following questions regarding your unit/command's use of technology-delivered training (TDT).		
1. Have you ever used technology-delivered training (Examples: Computer based training, video conferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	43	76.8
No	13	23.2
2. Does your unit/command use TDT for language training?	N	Percentage
Yes	31	56.4
No	24	43.6
3. Estimate the percentage of individuals in your unit/command who use technology-delivered training (TDT) for language proficiency.	N	Percentage
Less than 10%	16	36.4
10-20%	5	11.4
21-30%	4	9.1
31-40%	3	6.8
41-50%	1	2.3
51-60%	2	4.5
61-70%	3	6.8
71-80%	7	15.9
81-90%	-	-
91-100%	3	6.8

Table D26: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe that classroom training is more useful than technology-delivered (TDT) for the initial acquisition of a language.	55	4.09	0.87	77.3	1.8	1.8	16.4	45.5	34.5
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	55	4.11	0.71	77.7	1.8	-	9.1	63.6	25.5
6.	I believe that TDT is an effective way for operators in my unit/command to learn language skills.	54	3.19	1.10	54.6	7.4	24.1	16.7	46.3	5.6
7.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	49	2.47	1.08	36.7	14.3	51.0	12.2	18.4	4.1
8.	I think that operators in my unit/command should participate in SOFTS.	52	3.79	0.80	69.7	1.9	1.9	26.9	53.8	15.4
9.	Using TDT is the only way to squeeze language sustainment training into the Ops/Training Cycle.	54	2.74	1.03	43.5	5.6	44.4	27.8	14.8	7.4
10.	TDT learning should be the central component of a good CLP's options.	55	3.00	1.09	50.0	10.9	21.8	27.3	36.4	3.6

Table D27: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	TDT will not be effective until the command gives it more emphasis.	55	4.09	0.87	70.9	1.8	7.3	18.2	50.9	21.8
12.	Our command primarily views TDT as a resource for operators to use during their off-duty time (i.e., personal time).	47	4.11	0.71	60.6	2.1	6.4	48.9	31.9	10.6
13.	TDT is well received by operators.	47	3.19	1.10	51.6	4.3	10.6	61.7	21.3	2.1
14.	My unit/command is reluctant about using TDT.	46	2.47	1.08	44.6	4.3	21.7	67.4	4.3	2.2

Table D28: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	15	26.8
No	41	73.2
16. Have you ever used the Phraselator?	N	Percentage
Yes	10	17.9
No	46	82.1
17. Have you ever used the VRT?	N	Percentage
Yes	5	8.9
No	51	91.1
18. Have you ever used S-Minds?	N	Percentage
Yes	3	5.4
No	53	94.6

Table D29: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	38	2.55	0.92	38.8	13.2	31.6	44.7	7.9	2.6
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	39	2.59	0.97	39.7	15.4	25.6	46.2	10.3	2.6
21.	I believe that MLT shows promise for the future.	41	3.22	0.94	55.5	4.9	9.8	53.7	22.0	9.8
22.	I believe that MLT cannot replace language trained operators.	42	4.12	1.11	78.0	2.4	4.8	26.2	11.9	54.8

Table D30: Organizational Climate and Support.

Directions: Answer the following questions regarding perceived organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	56	7.1	3.6	35.7	26.8	26.8
2.	Encouraging the use of your language during non-language training.	56	1.8	14.3	17.9	35.7	30.4
3.	Encouraging the use of your language when not deployed.	55	1.8	12.7	27.3	29.1	29.1
4.	Placing command emphasis on language proficiency.	56	7.1	17.9	26.8	30.4	17.9
5.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	53	1.9	15.1	22.6	30.2	30.2
6.	Providing recognition and awards related to language.	55	1.8	5.5	21.8	32.7	38.2
7.	Providing language learning materials.	55	7.3	25.5	32.7	16.4	18.2
8.	Ensuring quality language instruction is available.	55	3.6	20.0	34.5	20.0	21.8
9.	Ensuring pre-deployment training is available.	54	5.6	20.4	33.3	22.2	18.5
10.	Placing command emphasis on taking the DLPT on time.	55	7.3	20.0	29.1	23.6	20.0
11.	Finding ways to increase time for language training.	55	-	9.1	32.7	29.1	29.1
12.	Ensuring that personnel in language training are not pulled for non-critical details.	55	3.6	7.3	30.9	32.7	25.5
13.	Ensuring sufficient job aids (e.g., kwikpoint) or interpreters are available for operators while they are deployed.	53	5.7	22.6	34.0	15.1	22.6

Table D31: Organizational Climate and Support.

14. Before the survey, did you know that USSOCOM had a language office (i.e., SOFLO)?	N	Percentage
Yes	31	54.4
No	26	45.6
15. Have you ever interacted (been in contact) with SOFLO in the past about language issues?	N	Percentage
Yes	14	24.6
No	43	75.4
16. Have you ever received any support from SOFLO in the past?	N	Percentage
Yes	15	26.8
No	41	73.2

Table D32: SOFLO Customer Service.

Directions: Please provide your responses to the following questions regarding SOFLO Customer Service.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident in SOFLO's ability to meet the necessary language requirements.	17	3.35	1.11	58.8	5.9	17.6	23.5	41.2	11.8
2.	SOFLO provides me with the necessary resources appropriate for my unit/command.	17	3.35	1.11	58.8	5.9	11.8	41.2	23.5	17.6
3.	SOFLO's policies involving my unit/command are appropriate.	17	3.06	1.25	51.5	11.8	23.5	23.5	29.4	11.8
4.	I agree with SOFLO's position on language training.	15	3.33	1.18	58.3	6.7	13.3	40.0	20.0	20.0
5.	In my experience, I am content with the overall policies SOFLO has implemented.	16	3.13	1.15	53.1	6.3	25.0	31.3	25.0	12.5
6.	When dealing with SOFLO, I am treated with professionalism.	15	4.13	1.06	78.3	-	13.3	6.7	33.3	46.7
7.	SOFLO answers my questions regarding language training with promptness.	15	4.13	0.92	78.3	-	6.7	13.3	40.0	40.0

Table D33: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Members of my unit/command commonly express intentions to leave SOF because they are unable to get the language training they need.	52	2.44	1.14	36.1	19.2	42.3	21.2	9.6	7.7
2.	I believe that members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world where language skills are highly compensated.	52	3.21	1.21	29.7	5.8	30.8	15.4	32.7	15.4
3.	Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency and language training.	52	2.44	1.06	68.2	15.4	46.2	23.1	9.6	5.8
4.	I believe members of my unit/command will be more likely to leave SOF if language requirements are increased.	53	2.19	0.81	4.0	18.9	49.1	26.4	5.7	-
5.	I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	55	3.73	0.99	2.0	1.8	10.9	21.8	43.6	21.8

Table D34: Demographics.

How many years of total service in SOF do you have?	N	Percentage
Less than one year	4	7.1
1-4 years	5	8.9
5-8 years	13	23.2
9-12 years	14	25.0
12-16 years	9	16.1
17-20 years	6	10.7
More than 20 years	5	8.9
How long have you been working in your current job?	N	Percentage
Less than one year	18	31.6
1-4 years	32	56.1
5-8 years	2	3.5
9-12 years	1	1.8
12-16 years	3	5.3
17-20 years	-	-
More than 20 years	1	1.8
How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	19	32.8
1-2 months	5	8.6
3-4 months	4	6.9
5-6 months	6	10.3
More than 6 months	21	36.2

Table D35: Demographics.

Are you a member of the Reserves/National Guard?	N	Percentage
Yes	30	52.6
No	27	47.4
In any given week, an important issue regarding language training crosses my desk...	N	Percentage
Never	22	39.3
One time	18	32.1
Two times	7	12.5
Three times	3	5.4
Four times	-	-
More than four times	6	10.7

Table D36: Demographics.

What is your grade?	N	Percentage
E8	1	1.8
WO-03	1	1.8
O-3	8	13.8
O-4	26	47.3
O-5	12	21.8
O-6	6	10.9
O-7	1	1.8

Table D37: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	1	2.2
French	3	6.7
German	9	20.0
Indonesian	2	4.4
Korean	2	4.4
Modern Standard Arabic	6	13.3
Portuguese (Brazilian)	1	2.2
Russian	5	11.1
Spanish	11	24.4
Thai	1	2.2
Italian	1	2.2
Other	3	6.7

Table D38: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
French	5	8.6
German	3	5.2
Indonesian	1	1.7
Modern Standard Arabic	1	1.7
Portuguese (Brazilian)	2	3.4
Russian	2	3.4
Serbian-Croatian	1	1.7
Spanish	11	19.0
Vietnamese	1	1.7
Italian	1	1.7
Miscellaneous CAT I	1	1.7
Miscellaneous CAT III	1	1.7

Table D39: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Listening		
0	7	17.9
0+	6	15.4
1	4	10.3
1+	7	17.9
2	2	5.1
2+	5	12.8
3	6	15.4
3+	2	5.1
Reading	N	Percentage
0	6	15.4
0+	6	15.4
1	3	7.7
1+	7	17.9
2	5	12.8
2+	2	5.1
3	8	20.5
3+	2	5.1

Table D40: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Speaking		
0	7	24.1
0+	3	10.3
1	4	13.8
1+	2	6.9
2	4	13.8
2+	2	6.9
3	3	10.3
3+	2	6.9
4+	-	-
5	1	3.4
5+	1	3.4

Appendix E: Findings for Command Language Program Managers

Table E1: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.		
1. Indicate the classification that best describes you.	N	Percentage
Army	25	92.6
Army Civilian	-	-
Navy	-	-
Navy Civilian	-	-
USAF	-	-
USAF Civilian	-	-
DoD Civilian	1	3.7
Other	1	3.7
2. Indicate the type of SOF operators in your command/unit.	N	Percentage
Army SF Active Component	5	18.5
Army SF Reserve Component	5	18.5
Army CA AC	1	3.7
Army CA RC	6	22.2
Army PO AC	4	14.8
Army PO RC	-	-
Navy SEAL	1	3.7
Navy SWCC	-	-
AFSOC	-	-
Multiple	1	3.7
Contractor	1	3.7
National Guard	1	3.7
None	1	3.7
Other	1	3.7

Table E2: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer.			
3. Indicate the level of your command.		N	Percentage
	O3	-	-
	O4	6	25.0
	O5	10	41.7
	O6	7	29.2
	O7	-	-
	O8	-	-
	O9	1	4.2
	O10	-	-
4. How long have you been working in your current position?		N	Percentage
	Less than 6 months	4	14.8
	6-12 months	3	11.1
	13-18 months	4	14.8
	19-24 months	4	14.8
	More than 24 months	12	44.4
5. Indicate your staff section.		N	Percentage
	S-1 (or G-1 or J-1)	1	3.8
	S-2	2	7.7
	S-3	20	76.9
	S-4	-	-
	S-5	1	3.7
	S-6	-	-
	S-7	-	-
	S-8	-	-
	XO	1	3.7
	Other	1	3.7

Table E3: Demographics.

1. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months INSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	17	63.0
No	10	37.0
2. Does your unit/command provide annual language training for operators?	N	Percentage
Yes	20	74.1
No	7	25.9
3. Does your unit/command have a Command Language Program (CLP)?	N	Percentage
Yes	24	88.9
No	3	11.1
4. Does your unit/command provide pre-deployment language training in your normal AOR language?	N	Percentage
Yes	16	59.3
No	11	40.7
5. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months OUTSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	18	66.7
No	9	33.3
6. Have you ever received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	20	74.1
No	7	25.9
7. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	24	88.9
No	3	11.1
8. Does your unit/command use interpreters when deployed (exercises and operations)?	N	Percentage
Yes	26	96.3
No	1	3.7
9. Does your unit/command provide pre-deployment language training for languages needed for languages needed outside of normal AOR language (e.g., training prior to GWOT missions)?	N	Percentage
Yes	10	37.0
No	11	63.0

Table E4: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).			
1. What is your primary SOF core task/mission?	N	Percentage	
Direct Action (DA)	1	3.7	
Special Reconnaissance (SR)	-	-	
Unconventional Warfare (UW)	3	11.1	
Foreign Internal Defense (FID)	3	11.1	
Civil Affairs Operations (CAO)	7	25.9	
Psychological Operations (PSYOP)	6	22.2	
Counterterrorism (CT)	-	-	
Counterproliferation of WMD (CP)	1	3.7	
Information Operations (IO)	3	11.1	
Other	3	11.1	
2. Indicate the SOF core tasks/missions that your unit/command has conducted during your tenure with the unit. (Check all that apply)	N	Percentage	
Direct Action (DA)	7	25.9	
Special Reconnaissance (SR)	6	22.2	
Unconventional Warfare (UW)	7	25.9	
Foreign Internal Defense (FID)	7	25.9	
Civil Affairs Operations (CAO)	9	33.3	
Psychological Operations (PSYOP)	6	22.2	
Counterterrorism (CT)	5	18.5	
Counterproliferation of WMD (CP)	-	-	
Information Operations (IO)	3	11.1	
Multiple	2	7.4	
Humanitarian	-	-	
Training	-	-	
Other	3	11.1	

Table E5: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).		
3. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	2	7.4
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	11.1
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	8	29.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	9	33.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	5	18.5

Table E6: Mission-based Language Requirements.

When we deploy our operators, how important is their language proficiency for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
4.	Building rapport/trust	27	4.1	1.17	84.8	3.7	7.4	18.5	18.5	51.9
5.	Training or teaching others	26	3.5	0.99	70.0	3.8	11.5	30.8	42.3	11.5
6.	Reducing need for interpreters/translators	27	3.3	1.20	64.1	7.4	18.5	33.3	22.2	18.5
7.	Logistics (i.e., saving time or convenience in getting things done)	27	3.1	1.06	57.3	3.7	22.2	44.4	14.8	14.8
8.	Timely identification of important documents	27	3.4	1.21	65.2	3.7	25.9	22.2	25.9	22.2
9.	Giving basic commands	27	3.6	0.89	68.5	-	11.1	37.0	37.0	14.8
10.	Discrete eavesdropping	25	3.4	1.15	64.6	-	24.0	40.0	8.0	28.0
11.	Increasing situational awareness	27	4.0	0.78	77.1	-	3.7	18.5	51.9	25.9
12.	Maintaining control in hostile confrontations	26	3.9	1.07	75.8	-	15.4	15.4	33.3	33.3
13.	Persuading people to provide sensitive information	27	3.5	1.22	70.0	3.7	18.5	29.6	18.5	29.6
14.	Negotiations	26	3.7	1.16	74.2	7.7	3.8	30.8	30.8	26.9

Table E7: Mission-based Language Requirements.

Directions: Respond to the following items based on your unit/command's skills in the official or required language.			
15. Based on your unit/command's skills in the official or required language, our typical operator is...	N	Percentage	
None	-	-	
Able to speak effectively in their official or required language	10	37.0	
Able to listen effectively in their official or required language	10	37.0	
Able to read effectively in their official or required language	8	29.6	
Able to write effectively in their official or required language	2	7.4	
Able to use formal speech effectively in their official or require language (e.g., give a thank-you speech to local country hosts or conduct business negotiations with officials)	2	7.4	
Able to use slang dialects effectively in their official or required language (e.g., asking directions or give important directions to a person on the street)	8	29.6	
Able to use technical or military language effectively in their official or required language (e.g., training local vehicle mechanics or policemen)	5	18.5	

Table E8: General Language Requirements.

Directions: Answer the following questions about the typical need for foreign language skills (e.g., Spanish, Dari, Thai, etc) in executing SOF core tasks. Think about this across all your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	25	3.9	1.00	73.0	-	8.0	28.0	28.0	36.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	26	3.6	0.90	65.4	-	7.7	42.3	30.8	19.2

Table E9: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	25	3.6	1.19	65.0	4.0	16.0	24.0	28.0	28.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	25	3.8	1.11	71.0	-	12.0	32.0	16.0	40.0

Table E10: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	26	3.3	0.96	56.7	-	26.9	26.9	38.5	7.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	26	3.1	0.86	52.9	-	23.1	50.0	19.2	7.7

Table E11: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	26	4.2	0.88	78.8	-	3.8	19.2	34.6	42.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	26	4.0	1.00	74.0	-	7.7	26.9	26.9	38.5

Table E12: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often do you use military-technical vocabulary?	26	3.3	1.26	57.7	11.5	11.5	30.8	26.9	19.2
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this vocabulary to completing SOF core tasks?	26	3.3	1.12	57.7	11.5	7.7	26.9	46.2	7.7

Table E13: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	25	3.6	1.11	66.0	4.0	12.0	24.0	36.0	24.0
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	25	3.6	1.12	64.0	4.0	12.0	32.0	28.0	24.0

Table E14: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	26	2.5	1.10	38.5	15.4	38.5	30.8	7.7	7.7
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	26	2.5	0.95	37.5	7.7	50.0	34.6	-	7.7

Table E15: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	26	3.2	1.19	53.8	7.7	23.1	30.8	23.1	15.4
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	26	3.3	1.12	56.7	3.8	19.2	42.3	15.4	19.2

Table E16: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	2	7.4
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	11.1
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	8	29.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	9	33.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	5	18.5

Table E17: Outside AOR Deployment.

Directions: Answer the following questions for missions and deployments outside of your unit/command's normal AOR.										
When we deploy our operators outside of the AOR, how important is their language proficiency for...										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
1.	Building rapport/trust	27	3.9	1.30	79.4	3.7	7.4	18.5	18.5	51.9
2.	Training or teaching others	26	3.4	1.09	63.3	3.8	11.5	30.8	42.3	11.5
3.	Reducing need for interpreters/translators	27	3.2	1.11	60.0	7.4	18.5	33.3	22.2	18.5
4.	Logistics (i.e., saving time or convenience in getting things done)	27	2.8	1.00	51.3	3.7	22.2	44.4	14.8	14.8
5.	Timely identification of important documents	27	3.3	1.24	62.9	3.7	25.9	22.2	25.9	22.2
6.	Giving basic commands	27	3.8	1.30	66.4	-	11.1	37.0	37.0	14.8
7.	Discrete eavesdropping	25	3.1	1.20	60.4	-	24.0	40.0	8.0	27.0
8.	Increasing situational awareness	27	3.5	1.18	72.7	-	3.7	18.5	51.9	25.9
9.	Maintaining control in hostile confrontations	26	3.9	1.30	72.7	-	15.4	15.4	34.6	34.6
10.	Persuading people to provide sensitive information	27	3.4	1.31	66.0	3.7	18.5	29.6	18.5	29.6
11.	Negotiations	26	3.3	1.18	70.2	7.7	3.8	30.8	30.8	26.9

Table E18: Outside AOR Deployment.

Provide your best assessment to the following based on your unit’s typical mission outside AOR:										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Our operators can perform language-related tasks outside of the AOR at the same level as they do inside of the AOR	17	1.9	1.25	18.4	47.1	35.3	-	11.8	5.9
13.	Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	15	2.3	1.11	27.2	20.0	46.7	20.0	6.7	6.7
14.	These deployments outside of the AOR have definitely degraded my unit’s primary language proficiencies in the AOR language.	17	3.9	1.03	59.2	5.9	-	17.6	47.1	29.4

Table E19: Outside AOR Deployment.

15. Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	2	11.8
10-20%	6	35.3
21-30%	-	-
31-40%	1	5.9
41-50%	-	-
51-60%	2	11.8
61-70%	1	5.9
71-80%	-	-
81-90%	1	5.9
91-100%	4	23.5

Table E20: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	24	4.0	1.08	70.4	4.2	-	33.3	20.8	41.7
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	24	3.4	1.21	59.4	4.2	25.0	20.8	29.2	20.8
3.	How often are interpreters required for mission success?	25	4.8	0.52	90.7	-	-	4.0	16.0	80.0

Table E21: Use of Interpreters.

Directions: Answer the following questions about your unit/command’s experiences with interpreters. Think about this across all of your experiences inside and outside your AOR (i.e., your unit/command's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	In my experience, I have observed situations where interpreters have compromised the mission outcome.	23	3.6	0.95	58.1	-	13.0	34.8	34.8	17.4
5.	I feel my unit/command is too dependent on interpreters.	25	3.9	0.93	68.1	-	8.0	24.0	50.0	28.0
6.	My unit/command would less on interpreters if we had higher levels of language proficiency.	25	4.5	0.87	82.6	-	8.0	-	28.0	64.0
7.	The use of interpreters enhances mission success in my unit/command.	25	3.7	0.79	71.2	-	8.0	24.0	56.0	12.0

Table E22: Use of Interpreters Outside AOR.

Directions: Answer the following questions based on your unit/command's experience with interpreters outside your AOR.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	20	2.5	1.15	35.9	20.0	35.0	25.0	15.0	5.0
9.	My unit/command frequently uses interpreters when outside the normal AOR.	19	4.5	0.70	86.9	-	-	10.5	26.3	63.2
10.	My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	21	4.2	1.18	71.8	4.8	4.8	14.3	14.3	61.9

Table E23: Initial Acquisition Language Training.

Directions: Answer the following questions based on your unit/command's experiences with training.										
Answer the following questions with regard to initial acquisition training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	On average, operators show up at my command already mission-capable in their language proficiencies.	27	2.0	1.07	27.7	37.0	40.7	11.1	7.4	3.7
2.	When our operators receive initial acquisition training at DLI (at Monterey, CA) I know they can usually perform well in our normal AOR.	23	3.7	1.18	69.1	4.3	17.4	8.7	43.5	26.1
3.	(Army SF/CAPAC only) when our operators receive initial acquisition training at USAJFKSWCS, I know they can usually perform well in our normal AOR.	20	2.8	1.01	43.0	5.0	45.0	15.0	35.0	-
4.	When our operators receive initial acquisition training in the Unit's Command Language Program, I know they can usually perform well in our normal AOR.	22	2.6	1.01	38.9	13.6	36.4	27.3	22.7	-

Table E24: Sustainment/Enhancement Language Training.

1. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
Monthly	8	32.0
Bi-monthly	3	12.0
Quarterly	4	16.0
Semi-annually	4	16.0
Annually	6	24.0
2. How many weeks per year should be set aside solely for language sustainment/enhancement training for your unit?	N	Percentage
None	3	11.1
1-2 weeks	3	11.1
3-4 weeks	11	40.7
5-6 weeks	3	11.1
More than 6 weeks	7	25.9
3. In your opinion, what is the best mode of instruction for sustainment/enhancement training:	N	Percentage
Language Lab	3	11.1
College classes	1	3.7
Immersion	16	59.3
Classroom (DLI/Unit)	2	7.4
Tutoring	3	11.1
Self-paced instruction with CDs, tapes, etc.	1	3.7
None	1	3.7

Table E25: Sustainment/Enhancement Language Training.

Answer the following questions with regard to sustainment/enhancement training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	Language proficiency sustainment is as important as Physical Fitness training.	27	4.5	0.70	74.4	-	-	11.1	25.9	63.0
5.	With the current OPTEMPO, language sustainment for operators is no longer viable.	27	2.8	1.42	41.7	18.5	37.0	3.7	25.9	14.8
6.	My unit has an effective Command Language Program (CLP) for sustainment and enhancement training.	27	2.9	1.42	37.4	14.8	37.0	14.8	11.1	22.2
7.	My unit conducts a sufficient number of sustainment and enhancement courses to ensure that all operators have access to language training.	27	2.4	1.12	35.4	22.2	37.0	14.8	25.9	-
8.	My unit provides sufficient resources (e.g., software, tapes) for all operators to maintain their language proficiency.	27	3.1	1.49	50.6	22.2	14.8	18.5	22.2	22.2
9.	In my unit, operators are given the option to use duty time to study their language to maintain their personal proficiency.	24	2.5	1.25	44.1	25.0	29.2	16.7	25.0	4.2

Table E26: CLP Language Training.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Operators who cannot do well in their CLP probably do not have the ability to use language in the field.	27	3.5	1.12	60.7	3.7	22.2	11.1	48.1	14.8
2.	More money needs to be invested in the CLP.	27	3.8	1.12	74.1	3.7	11.1	18.5	37.0	29.6
3.	The chain of command needs to invest significantly more command attention to sustaining/enhancing language proficiencies.	27	4.4	0.89	79.4	3.7	-	3.7	37.0	55.6
4.	Our CLP ensures we have operators with the necessary level of proficiency for our missions.	27	2.6	1.01	41.5	14.8	37.0	25.9	22.2	-
5.	Missions can be accomplished successfully without optimal language skills.	27	2.9	1.06	51.0	3.7	44.4	22.2	22.2	7.4
6.	Cultural knowledge is not critical to the mission.	27	1.9	1.06	13.4	40.7	48.1	3.7	-	7.4
7.	I believe official language training is essential for mission success.	27	4.1	1.10	80.9	3.7	7.4	7.4	33.3	48.1
8.	I am satisfied with the quality of our CLP.	26	2.7	1.41	35.6	19.2	38.5	15.4	7.7	19.2
9.	When operators are involved in a language course, they are off limits for non-critical details.	25	3.0	1.41	57.4	20.0	16.0	28.0	16.0	20.0

Table E27: CLP Language Training.

10. Estimate how many sustainment/enhancement language courses CLP has conducted in the past 12 months in the unit.	N	Percentage
1-4	13	54.2
5-8	1	4.2
9-12	3	12.5
13-16	-	-
17-20	3	12.5
More than 20	4	16.7
11. If you/your unit were deploying to conduct operations in a live fire environment and had 1 month to prepare, which of the following training would you include (check all that apply):	N	Percentage
Weapons training	17	63.0
NBC training	7	25.9
Medical training	15	55.6
Communications training	16	59.3
Language training	20	74.1
Tactics to include movement	15	55.6
Cultural training	3	11.1
Other	5	18.5

Table E28: CLP Language Training Instructor Characteristics.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The instructors in the CLP incorporate the unique SOF-specific vocabulary and contexts into their courses.	16	3.7	0.95	67.2	-	12.5	25.0	43.8	18.8
2.	The instructors in the CLP place an emphasis on speaking skills.	18	4.1	1.00	76.4	-	11.1	11.1	38.9	38.9
3.	The instructors in the CLP teach slang and/or street language if the operators need this for their mission.	18	3.9	0.83	72.2	-	5.6	22.2	50.0	22.2
4.	Instructors are willing to customize the material if the students request mission-related instruction.	18	4.1	0.90	77.8	-	5.6	16.7	38.9	38.9
5.	Instructors have the freedom to customize the course materials or bring in other materials as supplements.	18	3.8	1.29	70.8	5.6	11.1	22.2	16.7	44.4
6.	Our instructors are native speakers.	17	4.1	1.05	77.9	-	5.9	29.4	11.8	52.9
7.	The teaching skills of our instructors need to be improved.	18	2.8	0.99	45.8	16.7	5.6	55.6	22.2	-
8.	Our instructors are up-to-date with the current form and usage of the language they teach.	18	4.0	0.77	75.0	-	-	27.8	44.4	27.8
9.	Our instructors are proficient enough in English to be effective.	18	4.2	0.86	79.2	-	5.6	11.1	44.4	28.9
10.	I have no problems with the quality of the instructors provided under the SOF language contract.	14	3.8	1.05	69.6	-	14.3	21.4	35.7	28.6

Table E29: CLP Language Training Curriculum Characteristics.

Directions: Complete this section based on your experiences as CLPM in your current unit.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The curriculum in my CLP focuses mostly on speaking.	18	3.7	1.03	66.7	-	16.7	22.2	38.9	22.2
2.	The curriculum is customized to consider SOF needs.	15	3.7	1.28	68.3	-	26.7	13.3	20.0	40.0
3.	The curriculum is structured to get students to “pass” the DLPT.	18	2.6	1.09	40.3	16.7	33.3	22.2	27.8	-
4.	The instructors encourage students to speak in the target language.	19	4.2	0.71	80.3	-	-	15.8	47.4	36.8
5.	The instructors utilize current examples from TV, movies, radio, magazines, and newspapers to teach the language.	19	4.0	0.82	75.0	-	5.3	15.8	52.6	26.3

Table E30: Immersion Training.

Directions: Answer the following questions related to your views and your unit's experience with immersion training.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Immersion training is an effective tool for acquiring language skills.	26	4.5	0.86	89.7	3.8	-	-	30.8	65.4
2.	Immersion training is most effective when used in conjunction with classroom training.	26	4.4	0.90	86.9	3.8	-	3.8	34.6	57.7
3.	OCONUS immersion training should only be provided for those who have a high level of proficiency.	26	3.0	1.25	40.6	7.7	38.5	19.2	19.2	15.4
4.	CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	26	3.9	1.11	75.2	3.8	11.5	7.7	46.2	30.8
5.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	26	4.1	0.89	81.0	-	7.7	11.5	46.2	34.6
6.	My unit frequently sends operators on OCONUS immersion training.	23	1.7	0.71	26.2	43.5	52.2	-	4.3	-
7.	I think that the people in my unit who have had immersion training have shown increased proficiency as a result of their immersion training.	20	4.1	1.10	82.7	-	15.0	10.0	30.0	45.0
8.	I think OCONUS immersion training is a boondoggle.	25	1.8	1.11	18.8	48.0	36.0	4.0	8.0	4.0
9.	CONUS iso-immersion training is equally as effective as OCONUS immersion training.	25	2.5	1.00	39.2	12.0	48.0	24.0	12.0	4.0

Table E31: Official Language Testing.

Directions: Answer the following questions based on your experiences with official testing in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	DLPT scores are a good indicator of how well someone did in their language training.	27	3.3	0.99	55.1	3.7	22.2	18.5	51.9	3.7
2.	DLPT scores allow me to predict whose language abilities are good enough for a successful deployment.	27	3.1	1.06	52.9	7.4	22.2	22.2	44.4	3.7
3.	The content of the DLPT is clearly related to what our operators do when they are deployed.	26	2.2	1.07	33.4	30.8	30.8	23.1	15.4	-
4.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	21	3.6	0.75	65.8	-	4.8	42.9	42.9	9.5
5.	The operators DLPT scores are very important to me.	26	3.5	0.99	58.4	-	19.2	23.1	42.3	15.4
6.	I encourage the operators in my unit/command to study and do well on the DLPT.	24	4.1	0.83	76.0	-	4.2	16.7	45.8	33.3
7.	I think that testing scores (DLPT/OPI) should be used to make promotion decisions for operators.	26	2.8	1.06	47.9	15.4	19.2	34.6	30.8	-
8.	If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced language training.	26	4.3	0.75	75.8	-	3.8	3.8	46.2	46.2
9.	I encourage operators in my unit/command to stay current with the testing requirements.	25	4.5	0.51	81.0	-	-	-	52.0	48.0

Table E32: Official Language Testing.

Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	7	25.9
10-20%	6	22.2
21-30%	1	3.7
31-40%	1	3.7
41-50%	-	-
51-60%	5	18.5
61-70%	-	-
71-80%	-	-
81-90%	4	14.8
91-100%	3	11.1
I am currently up-to-date on my required language testing.	N	Percentage
Yes	14	51.9
No	13	48.1

Table E33: Foreign Language Proficiency Pay.

Directions: Answer the following questions based on your experiences with Foreign Language Proficiency Pay (FLPP) in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The procedures for assigning FLPP uphold the intent of motivating language proficiency.	26	2.8	1.30	55.0	19.2	23.1	26.9	19.2	11.5
2.	FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	26	2.6	1.36	42.3	26.9	30.8	7.7	26.9	7.7
3.	FLPP is an effective incentive for most of the operators in my command.	26	2.8	1.31	43.9	19.2	26.9	23.1	19.2	11.5

Table E34: Foreign Language Proficiency Pay.

4. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g., more money).	20	74.1
It was paid for lower proficiency levels.	12	44.4
It was paid once per year as a bonus.	2	7.4
FLPP was given for speaking proficiency.	12	44.4
There were more resources allocated for language training.	14	51.9
There was more time allocated for language training.	18	66.7

Table E35: Foreign Language Proficiency Pay.

Estimate the percentage of your unit/command currently receiving FLPP.	N	Percentage
Less than 10%	14	51.9
10-20%	8	29.6
21-30%	3	11.1
31-40%	1	3.7
41-50%	-	-
51-60%	-	-
61-70%	-	-
71-80%	-	-
81-90%	-	-
91-100%	1	3.7
Do you currently receive FLPP?	N	Percentage
Yes	8	29.6
No	19	70.4
Have you ever received FLPP?	N	Percentage
Yes	14	51.9
No	13	48.1

Table E36: Technology-Delivered Training.

Directions: Answer the following questions regarding your unit/command's use of technology-delivered training (TDT).		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	21	77.8
No	6	22.2
2. Does your unit/command use TDT for language training?	N	Percentage
Yes	14	51.9
No	13	48.1
3. Estimate the percentage of individuals in your unit/command who use technology-delivered training (TDT) for language proficiency.	N	Percentage
Less than 10%	12	48.0
10-20%	6	24.0
21-30%	2	8.0
31-40%	2	8.0
41-50%	2	8.0
51-60%	-	-
61-70%	-	-
71-80%	-	-
81-90%	1	4.0
91-100%	-	-

Table E37: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe that classroom training is more useful than technology-delivered (TDT) for the initial acquisition of a language.	26	4.5	0.65	79.3	-	-	7.4	34.6	57.7
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	26	4.2	0.61	78.8	-	-	11.5	61.5	26.9
6.	I believe that TDT is an effective way for operators in my unit/command to learn language skills.	26	3.2	0.90	54.3	3.8	15.4	42.3	34.6	3.8
7.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	23	3.7	1.10	39.6	4.3	13.0	8.7	52.2	21.7
8.	I think that operators in my unit/command should participate in SOFTS.	25	3.6	0.82	65.5	-	12.0	28.0	52.0	8.0
9.	Using TDT is the only way to squeeze language sustainment training into the Ops/Training Cycle.	26	2.7	1.00	42.8	7.7	38.5	30.8	19.2	3.8
10.	TDT learning should be the central component of a good CLP's options.	26	2.6	0.99	45.0	11.5	42.3	23.1	23.1	-

Table E38: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	TDT will not be effective until the command gives it more emphasis.	26	3.7	0.87	68.8	-	11.5	19.2	53.8	15.4
12.	Our command primarily views TDT as a resource for operators to use during their off-duty time (i.e., personal time).	25	3.5	0.92	60.3	-	16.0	32.0	40.0	12.0
13.	TDT is well received by operators.	24	3.2	0.70	51.5	-	16.7	50.0	33.3	-
14.	My unit/command is reluctant about using TDT.	23	2.9	0.97	46.1	8.7	21.7	47.8	17.4	4.3

Table E39: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	10	37.0
No	17	63.0
16. Have you ever used the Phraselator?	N	Percentage
Yes	9	33.3
No	18	66.7
17. Have you ever used the VRT?	N	Percentage
Yes	5	18.5
No	22	81.5
18. Have you ever used S-Minds?	N	Percentage
Yes	2	7.4
No	25	92.6

Table E40: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	19	2.5	0.84	40.8	11.1	22.2	25.9	7.4	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	18	2.4	0.92	40.4	16.7	33.3	38.9	11.1	-
21.	I believe that MLT shows promise for the future.	19	3.3	0.87	58.2	-	21.1	36.8	36.8	5.3
22.	I believe that MLT cannot replace language trained operators.	20	4.6	0.82	80.4	-	5.0	5.0	15.0	75.0

Table E41: Organizational Climate and Support.

Directions: Answer the following questions regarding perceived organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	27	7.4	7.4	7.4	37.0	40.7
2.	Encouraging the use of your language during non-language training.	27	11.1	7.4	7.4	37.0	37.0
3.	Encouraging the use of your language when not deployed.	27	7.4	7.4	7.4	40.7	37.0
4.	Placing command emphasis on language proficiency.	27	11.1	3.7	14.8	48.1	22.2
5.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	27	11.1	7.4	11.1	40.7	29.6
6.	Providing recognition and awards related to language.	27	7.4	3.7	11.1	33.3	44.4
7.	Providing language learning materials.	27	22.2	11.1	22.2	29.6	14.8
8.	Ensuring quality language instruction is available.	27	29.6	7.4	14.8	25.9	22.2
9.	Ensuring pre-deployment training is available.	27	33.3	14.8	18.5	14.8	18.5
10.	Placing command emphasis on taking the DLPT on time.	26	11.5	15.4	26.9	26.9	19.2
11.	Finding ways to increase time for language training.	26	-	15.4	26.9	38.5	19.2
12.	Ensuring that personnel in language training are not pulled for non-critical details.	27	-	14.8	11.1	40.7	33.3
13.	Ensuring sufficient job aids (e.g., kwikpoint) or interpreters are available for operators while they are deployed.	27	22.2	29.6	29.6	7.4	11.1

Table E42: Organizational Climate and Support.

14. Before the survey, did you know that USSOCOM had a language office (i.e., SOFLO)?	N	Percentage
Yes	24	88.9
No	3	11.1
15. Have you ever interacted (been in contact) with SOFLO in the past about language issues?	N	Percentage
Yes	15	55.6
No	12	44.4
16. Have you ever received any support from SOFLO in the past?	N	Percentage
Yes	13	48.1
No	14	51.9

Table E43: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My unit/command leadership speaks of the importance of language proficiency and training for operators.	27	3.3	1.18	58.3	11.1	14.8	11.1	55.6	7.4
2.	My unit/command leadership's actions/decisions are consistent with his/her level of support for language.	26	3.3	1.12	57.7	3.8	26.9	15.4	42.3	11.5
3.	The policies and actions of USSOCOM support the importance of language.	23	3.0	1.07	48.9	13.0	17.4	30.4	39.1	-
4.	Providing language sustainment/enhancement resources to the operators has a direct impact on the command's reputation.	25	3.2	1.15	55.0	8.0	24.0	16.0	44.0	8.0
5.	My efforts to provide language sustainment/enhancement resources for the operators have a direct impact on how my rater views me.	25	3.2	1.13	56.0	4.0	28.0	20.0	36.0	12.0
6.	Operators appreciate my efforts to provide them with language training resources.	26	4.1	0.93	76.9	3.8	-	15.4	46.2	34.6

Table E44: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.	Based on my own deployment experiences, I am especially motivated to monitor the quality of the language sustainment/enhancement training.	24	4.1	0.99	78.1	4.2	-	16.7	37.5	41.7
8.	I feel that I am accountable to the deployed teams for their ability to use language.	25	3.7	1.18	67.0	8.0	8.0	16.0	44.0	24.0

Table E45: SOFLO Customer Service.

Directions: Please provide your responses to the following questions regarding SOFLO Customer Service. (These questions were answered by CLPMs Only)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident in SOFLO’s ability to meet the necessary language requirements.	15	3.1	1.39	54.2	20.0	13.3	20.0	33.3	13.3
2.	SOFLO provides me with the necessary resources appropriate for my unit/command.	15	3.0	1.46	52.8	26.7	6.7	20.0	33.3	13.3
3.	SOFLO’s policies involving my unit/command are appropriate.	15	3.1	1.16	51.9	13.3	13.3	33.3	33.3	6.7
4.	I agree with SOFLO’s position on language training.	15	3.5	1.25	58.5	6.7	13.3	33.3	20.0	26.7
5.	In my experience, I am content with the overall policies SOFLO has implemented.	15	2.9	1.44	51.4	20.0	20.0	26.7	13.3	20.0
6.	When dealing with SOFLO, I am treated with professionalism.	15	4.2	0.94	75.5	-	6.7	13.3	33.3	46.7
7.	SOFLO answers my questions regarding language training with promptness.	14	4.1	1.10	74.0	-	14.3	7.1	28.6	50.0

Table E46: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Members of my unit/command commonly express intentions to leave SOF because they are unable to get the language training they need.	22	2.1	0.94	28.6	22.7	54.5	9.1	13.6	-
2.	I believe that members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world where language skills are highly compensated.	24	3.2	1.17	48.3	4.2	29.2	29.2	20.8	16.7
3.	Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency and language training.	22	2.3	1.16	31.0	27.3	40.9	13.6	13.6	4.5
4.	I believe members of my unit/command will be more likely to leave SOF if language requirements are increased.	22	2.5	1.10	34.2	13.6	45.5	18.2	18.2	4.5
5.	I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	27	3.8	1.14	68.7	3.7	14.8	7.4	44.4	29.6

Table E47: Demographics.

How many years of total service in SOF do you have?	N	Percentage
Less than one year	3	11.1
1-4 years	4	14.8
5-8 years	5	18.5
9-12 years	2	7.4
12-16 years	1	3.7
17-20 years	6	22.2
More than 20 years	6	22.2
How long have you been working in your current job?	N	Percentage
Less than one year	4	14.8
1-4 years	17	63.0
5-8 years	4	14.8
9-12 years	2	7.4
12-16 years	-	-
17-20 years	-	-
More than 20 years	-	-
How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	9	34.6
1-2 months	4	15.4
3-4 months	2	7.7
5-6 months	-	-
More than 6 months	11	42.3

Table E48: Demographics.

Are you a member of the Reserves/National Guard?	N	Percentage
Yes	18	66.7
No	9	33.3
In any given week, an important issue regarding language training crosses my desk...	N	Percentage
Never	1	3.8
One time	11	42.3
Two times	6	23.1
Three times	2	7.7
Four times	1	3.8
More than four times	5	19.2

Table E49: Demographics.

What is your grade?	N	Percentage
E6	2	8.0
E7	7	28.0
E8	5	20.0
WO-03	1	4.0
WO-04	1	4.0
O-3	4	16.0
O-4	5	20.0

Table E50: Demographics.

What is your current official or required language?	N	Percentage
French	7	33.3
Indonesian	1	4.8
Korean	1	4.8
Modern Standard Arabic	4	19.0
Persian-Farsi	1	4.8
Russian	2	9.5
Spanish	3	14.3
Thai	1	4.8
Other	1	4.8

Table E51: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	1	3.7
German	2	7.4
Korean	1	3.7
Pashtu	1	3.7
Portuguese (Brazilian)	1	3.7
Russian	3	11.1
Serbian-Croatian	2	7.4
Spanish	6	22.2
Thai	1	3.7
Italian	1	3.7
Miscellaneous CAT I	1	3.7

Table E52: Demographics.

What is your current language proficiency in your required/official language?		N	Percentage
Listening			
	0	1	6.3
	0+	4	25.0
	1	1	6.3
	1+	-	-
	2	5	31.3
	2+	4	25.0
	3	-	-
	3+	1	6.3
Reading		N	Percentage
	0	1	6.3
	0+	4	25.0
	1	1	6.3
	1+	1	6.3
	2	4	25.0
	2+	2	12.5
	3	2	12.5
	3+	1	6.3

Table E53: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Speaking		
0	1	12.5
0+	1	12.5
1	-	-
1+	3	37.5
2	2	25.0
2+	-	-
3	-	-
3+	-	-
4+	1	12.5
5	-	-
5+	-	-

Appendix F: Findings for Active Component Unit Leaders

Table F1: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Unit Commanders, Senior Warrant Officer Advisors, and Senior Enlisted Advisors.)			
1. Indicate your position		N	Percentage
	Commander	37	43.5
	Senior Warrant Officer Advisor or Senior Enlisted Advisor	12	14.1
	Staff Officer (O, WO, NCO, GS)	27	31.8
	CLPM	9	10.6
2. Indicate your "mother" service.		N	Percentage
	Air Force	1	2.0
	Army	48	98.0
	Navy	-	-
3. Indicate the type of SOF operators in your command/unit.		N	Percentage
	Army SF Active Component	30	61.2
	Army SF Reserve Component	-	-
	Army CA AC	7	14.3
	Army CA RC	1	2.0
	Army PO AC	10	20.4
	Army PO RC	-	-
	Navy SEAL	-	-
	Navy SWCC	-	-
	AFSOC	1	2.0
	Field Artillery/NG	-	-

Table F2: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Unit Commanders, Senior Warrant Officer Advisors, and Senior Enlisted Advisors.)		
4. Indicate the level of your command.	N	Percentage
	O3	13
	O4	15
	O5	12
	O6	5
	O7	2
		27.7
		31.9
		25.5
		10.6
		4.3
5. How long have you been working in your current position?	N	Percentage
	Less than 6 months	19
	6-12 months	6
	13-18 months	11
	19-24 months	6
	More than 24 months	6
		39.6
		12.5
		22.9
		12.5
		12.5

Table F3: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Staff Officers and Command Language Program Managers.)		
1. Indicate the classification that best describes you.	N	Percentage
Army	28	77.8
Army Civilian	3	8.3
Navy	-	-
Navy Civilian	-	-
USAF	2	5.6
USAF Civilian	-	-
DoD Civilian	2	5.6
Other	1	2.8
2. Indicate the type of SOF operators in your command/unit.	N	Percentage
Army SF Active Component	11	30.6
Army SF Reserve Component	3	8.3
Army CA AC	6	16.7
Army CA RC	1	2.8
Army PO AC	9	25.0
Army PO RC	-	-
Navy SEAL	1	2.8
Navy SWCC	-	-
AFSOC	2	5.6
Multiple	1	2.8
Contractor	1	2.8
National Guard	-	-
None	-	-
Other	-	-

Table F4: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Staff Officers and Command Language Program Managers.)		
3. Indicate the level of your command.	N	Percentage
O3	3	9.4
O4	4	12.5
O5	11	34.4
O6	6	18.8
O7	-	-
O8	-	-
O9	6	18.8
O10	2	6.3
4. How long have you been working in your current position?	N	Percentage
Less than 6 months	9	25.0
6-12 months	4	11.1
13-18 months	6	16.7
19-24 months	4	11.1
More than 24 months	13	36.1
5. Indicate your staff section.	N	Percentage
S-1 (or G-1 or J-1)	1	2.9
S-2	2	5.9
S-3	16	47.1
S-4	-	-
S-5	5	14.7
S-6	-	-
S-7	-	-
S-8	2	5.9
XO	3	8.8
Other	5	14.7

Table F5: Demographics.

1. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months INSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	71	83.5
No	14	16.5
2. Does your unit/command provide annual language training for operators?	N	Percentage
Yes	63	74.1
No	22	25.9
3. Does your unit/command have a Command Language Program (CLP)?	N	Percentage
Yes	73	85.9
No	12	14.1
4. Does your unit/command provide pre-deployment language training in your normal AOR language?	N	Percentage
Yes	60	70.6
No	25	29.4
5. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months OUTSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	51	60.0
No	34	40.0
6. Have you ever received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	72	84.7
No	13	15.3
7. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	80	95.2
No	4	4.8
8. Does your unit/command use interpreters when deployed (exercises and operations)?	N	Percentage
Yes	71	83.5
No	14	16.5
9. Does your unit/command provide pre-deployment language training for languages needed for languages needed outside of normal AOR language (e.g., training prior to GWOT missions)?	N	Percentage
Yes	37	43.5
No	48	56.5

Table F6: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).			
1. What is your primary SOF core task/mission?		N	Percentage
	Direct Action (DA)	3	3.6
	Special Reconnaissance (SR)	2	2.4
	Unconventional Warfare (UW)	20	23.8
	Foreign Internal Defense (FID)	7	8.3
	Civil Affairs Operations (CAO)	14	16.7
	Psychological Operations (PSYOP)	20	23.8
	Counterterrorism (CT)	4	4.8
	Counterproliferation of WMD (CP)	2	2.4
	Information Operations (IO)	2	2.4
	Other	10	11.9
2. Indicate the SOF core tasks/missions that your unit/command has conducted during your tenure with the unit. (Check all that apply)		N	Percentage
	Direct Action (DA)	34	40.0
	Special Reconnaissance (SR)	31	36.5
	Unconventional Warfare (UW)	33	38.8
	Foreign Internal Defense (FID)	41	48.2
	Civil Affairs Operations (CAO)	25	29.4
	Psychological Operations (PSYOP)	32	37.6
	Counterterrorism (CT)	31	36.5
	Counterproliferation of WMD (CP)	6	7.1
	Information Operations (IO)	32	37.6
	Multiple	2	16.7
	Humanitarian	-	-
	Training	4	33.3
	Other	6	50.0

Table F7: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).		
3. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	3.5
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	2.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	14	16.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	32	37.6
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	34	40.0

Table F8: Mission-based Language Requirements.

When we deploy our operators, how important is their language proficiency for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
4.	Building rapport/trust	85	4.5	0.81	86.5	-	1.2	16.5	17.6	64.7
5.	Training or teaching others	83	4.0	0.82	74.7	1.2	1.2	22.4	45.9	27.1
6.	Reducing need for interpreters/translators	84	3.7	0.97	67.0	1.2	9.5	32.1	34.5	22.6
7.	Logistics (i.e., saving time or convenience in getting things done)	85	3.4	1.02	60.9	2.4	16.5	31.8	34.1	15.3
8.	Timely identification of important documents	85	3.6	1.16	65.0	2.4	20.0	20.0	30.6	27.1
9.	Giving basic commands	85	3.9	0.90	71.5	-	5.9	30.6	35.3	28.2
10.	Discrete eavesdropping	81	3.4	1.10	61.1	3.7	14.8	35.8	24.7	21.0
11.	Increasing situational awareness	85	4.1	0.80	77.1	-	2.4	21.2	42.4	34.1
12.	Maintaining control in hostile confrontations	85	4.0	1.03	75.6	2.4	3.5	27.1	23.5	43.5
13.	Persuading people to provide sensitive information	83	3.7	1.14	67.2	2.4	15.7	22.9	28.9	30.1
14.	Negotiations	84	4.0	1.02	73.8	1.2	7.1	25.0	28.6	38.1

Table F9: Mission-based Language Requirements.

Directions: Respond to the following items based on your unit/command's skills in the official or required language.			
15. Based on your unit/command's skills in the official or required language, our typical operator is...	N	Percentage	
None	-	-	
Able to speak effectively in their official or required language	36	42.4	
Able to listen effectively in their official or required language	44	51.8	
Able to read effectively in their official or required language	31	36.5	
Able to write effectively in their official or required language	13	15.3	
Able to use formal speech effectively in their official or require language (e.g., give a thank-you speech to local country hosts or conduct business negotiations with officials)	13	15.3	
Able to use slang dialects effectively in their official or required language (e.g., asking directions or give important directions to a person on the street)	23	27.1	
Able to use technical or military language effectively in their official or required language (e.g., training local vehicle mechanics or policemen)	22	25.9	

Table F10: General Language Requirements.

Directions: Answer the following questions about the typical need for foreign language skills (e.g., Spanish, Dari, Thai, etc) in executing SOF core tasks. Think about this across all your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	9	4.0	0.87	75.0	-	-	22.2	22.2	55.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	9	3.8	0.83	69.4	-	-	22.2	22.2	55.6

Table F11: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	9	4.3	0.87	83.3	-	11.1	22.2	66.7	-
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	9	4.3	0.87	83.3	-	22.2	55.6	22.2	-

Table F12: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	9	3.6	0.73	63.9	-	-	22.2	11.1	66.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	9	3.0	0.71	50.0	-	-	22.2	33.3	44.4

Table F13: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	9	4.4	0.88	86.1	-	-	22.2	55.6	22.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	9	4.2	0.83	80.6	-	-	44.4	33.3	22.2

Table F14: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often do you use military-technical vocabulary?	9	4.2	0.97	80.6	11.1	44.4	33.3	-	11.1
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this vocabulary to completing SOF core tasks?	9	4.1	0.60	77.8	-	66.7	22.7	-	11.1

Table F15: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	9	4.0	0.71	75.0	-	22.2	33.3	44.4	-
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	9	3.8	0.83	69.4	-	11.1	66.7	22.2	-

Table F16: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	9	2.6	1.13	38.9	11.1	44.4	33.3	-	11.1
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	9	2.6	1.01	38.9	-	66.7	22.2	-	11.1

Table F17: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	9	3.2	0.83	55.6	-	22.2	33.3	44.4	-
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	9	3.1	0.60	52.8	-	11.1	66.7	22.2	-

Table F18: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	11.1
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	2	22.2
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	4	44.4
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	2	22.2

Table F19: Outside AOR Deployment.

Directions: Answer the following questions for missions and deployments outside of your unit/command's normal AOR.										
When we deploy our operators outside of the AOR, how important is their language proficiency for...										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
1.	Building rapport/trust	50	4.2	0.89	81.0	-	2.0	24.0	22.0	52.0
2.	Training or teaching others	49	3.6	1.00	63.8	-	14.3	38.8	24.5	22.4
3.	Reducing need for interpreters/translators	50	3.4	1.05	60.5	2.0	16.0	40.0	22.0	20.0
4.	Logistics (i.e., saving time or convenience in getting things done)	50	3.2	1.04	54.5	4.0	20.0	44.0	18.0	14.0
5.	Timely identification of important documents	50	3.5	1.18	62.0	6.0	14.0	30.0	26.0	24.0
6.	Giving basic commands	50	3.8	1.13	69.5	4.0	6.0	34.0	20.0	36.0
7.	Discrete eavesdropping	47	3.3	1.16	56.9	4.3	23.4	31.9	21.3	19.1
8.	Increasing situational awareness	50	3.9	1.02	72.0	2.0	4.0	34.0	24.0	36.0
9.	Maintaining control in hostile confrontations	50	3.9	1.15	72.5	2.0	10.0	28.0	16.0	44.0
10.	Persuading people to provide sensitive information	49	3.5	1.32	63.3	8.2	14.3	28.6	14.3	34.7
11.	Negotiations	49	3.9	1.16	72.4	2.0	10.2	28.6	14.3	44.9

Table F20: Outside AOR Deployment.

Provide your best assessment to the following based on your unit's typical mission outside AOR:										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Our operators can perform language-related tasks outside of the AOR at the same level as they do inside of the AOR	50	1.6	0.90	15.0	58.0	32.0	4.0	4.0	2.0
13.	Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	49	2.2	1.07	29.6	26.5	46.9	12.2	10.2	4.1
14.	These deployments outside of the AOR have definitely degraded my unit's primary language proficiencies in the AOR language.	50	3.4	1.43	59.5	16.0	14.0	12.0	32.0	26.0

Table F21: Outside AOR Deployment.

15. Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	3	6.4
10-20%	4	8.5
21-30%	2	4.3
31-40%	3	6.4
41-50%	3	6.4
51-60%	3	6.4
61-70%	3	6.4
71-80%	8	17.0
81-90%	9	19.1
91-100%	9	19.1

Table F22: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	68	3.5	1.25	63.6	5.9	17.6	22.1	25.0	29.4
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	68	3.5	1.13	62.1	2.9	17.6	30.9	25.0	23.5
3.	How often are interpreters required for mission success?	70	4.4	0.97	86.1	2.9	2.9	8.6	18.6	67.1

Table F23: Use of Interpreters.

Directions: Answer the following questions about your unit/command’s experiences with interpreters. Think about this across all of your experiences inside and outside your AOR (i.e., your unit/command's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	In my experience, I have observed situations where interpreters have compromised the mission outcome.	61	3.2	1.04	55.7	3.3	23.0	32.8	29.5	11.5
5.	I feel my unit/command is too dependent on interpreters.	68	3.5	1.07	62.9	1.5	20.6	22.1	36.8	19.1
6.	My unit/command would less on interpreters if we had higher levels of language proficiency.	70	4.3	0.88	81.8	-	7.1	7.1	37.1	48.6
7.	The use of interpreters enhances mission success in my unit/command.	69	3.9	0.98	72.1	-	13.0	14.5	43.5	29.0

Table F24: Use of Interpreters Outside AOR.

Directions: Answer the following questions based on your unit/command's experience with interpreters outside your AOR.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	49	2.4	0.95	34.7	16.3	42.9	28.6	10.2	2.0
9.	My unit/command frequently uses interpreters when outside the normal AOR.	48	4.5	0.58	87.5	-	-	4.2	41.7	54.2
10.	My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	49	4.1	1.06	77.0	2.0	8.2	14.3	30.6	44.9

Table F25: Initial Acquisition Language Training.

Directions: Answer the following questions based on your unit/command's experiences with training.										
Answer the following questions with regard to initial acquisition training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	On average, operators show up at my command already mission-capable in their language proficiencies.	85	2.3	1.08	33.2	22.4	44.7	12.9	17.6	2.4
2.	When our operators receive initial acquisition training at DLI (at Monterey, CA) I know they can usually perform well in our normal AOR.	76	3.8	1.02	70.4	3.9	9.2	10.5	53.9	22.4
3.	(Army SF/CAPAC only) when our operators receive initial acquisition training at USAJFKSWCS, I know they can usually perform well in our normal AOR.	81	2.5	1.05	37.3	16.0	43.2	17.3	22.2	1.2
4.	When our operators receive initial acquisition training in the Unit's Command Language Program, I know they can usually perform well in our normal AOR.	71	2.5	0.89	36.6	14.1	38.0	35.2	12.7	-

Table F26: Sustainment/Enhancement Language Training.

1. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
Monthly	26	31.7
Bi-monthly	7	8.5
Quarterly	22	26.8
Semi-annually	16	19.5
Annually	11	13.4
2. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
None	8	9.4
1-2 weeks	12	14.1
3-4 weeks	31	36.5
5-6 weeks	13	15.3
More than 6 weeks	21	24.7
3. In your opinion, what is the best mode of instruction for sustainment/enhancement training:	N	Percentage
Language Lab	5	6.0
Distance Learning (DL)	1	1.2
Immersion	61	72.6
Classroom (DLI/Unit)	4	4.8
Language days/activities	5	6.0
Tutoring	5	6.0
Combination	1	2.4
Other	2	1.2

Table F27: Sustainment/Enhancement Language Training.

Answer the following questions with regard to sustainment/enhancement training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	Language proficiency sustainment is as important as Physical Fitness training.	84	3.8	1.17	70.5	4.8	13.1	10.7	38.1	33.3
5.	With the current OPTEMPO, language sustainment for operators is no longer viable.	84	2.6	1.15	39.9	14.3	45.2	13.1	21.4	6.0
6.	My unit has an effective Command Language Program (CLP) for sustainment and enhancement training.	84	2.8	1.13	45.5	13.1	28.6	27.4	25.0	6.0
7.	My unit conducts a sufficient number of sustainment and enhancement courses to ensure that all operators have access to language training.	82	2.8	1.11	44.2	12.2	35.4	19.5	29.3	3.7
8.	My unit provides sufficient resources (e.g., software, tapes) for all operators to maintain their language proficiency.	83	3.4	1.26	59.3	10.8	16.9	13.3	42.2	16.9
9.	In my unit, operators are given the option to use duty time to study their language to maintain their personal proficiency.	83	3.2	1.13	54.8	6.0	28.9	13.3	43.4	8.4

Table F28: CLP Language Training.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Operators who cannot do well in their CLP probably do not have the ability to use language in the field.	81	3.5	1.06	63.0	2.5	19.8	17.3	44.4	16.0
2.	More money needs to be invested in the CLP.	85	3.8	1.09	70.3	3.5	10.6	16.5	40.0	29.4
3.	The chain of command needs to invest significantly more command attention to sustaining/enhancing language proficiencies.	85	4.0	1.14	75.3	3.5	10.6	10.6	31.8	43.5
4.	Our CLP ensures we have operators with the necessary level of proficiency for our missions.	84	2.7	0.96	42.3	4.8	47.6	25.0	19.0	3.6
5.	Missions can be accomplished successfully without optimal language skills.	85	3.0	1.14	49.4	11.8	27.1	16.5	41.2	3.5
6.	Cultural knowledge is not critical to the mission.	85	1.6	0.98	15.3	58.8	31.8	3.5	1.2	4.7
7.	I believe official language training is essential for mission success.	85	4.3	0.88	82.1	1.2	3.5	10.6	35.3	49.4
8.	I am satisfied with the quality of our CLP.	83	2.7	1.03	42.5	9.6	37.3	32.5	14.5	6.0
9.	When operators are involved in a language course, they are off limits for non-critical details.	83	3.2	1.33	55.1	10.8	26.5	14.5	27.7	20.5

Table F29: CLP Language Training.

10. Estimate how many sustainment/enhancement language courses CLP has conducted in the past 12 months in the unit.	N	Percentage
1-4	53	72.6
5-8	2	2.7
9-12	6	8.2
13-16	1	1.4
17-20	2	2.7
More than 20	9	12.3
11. If you/your unit were deploying to conduct operations in a live fire environment and had 1 month to prepare, which of the following training would you include (check all that apply):	N	Percentage
Weapons training	76	89.4
NBC training	19	22.4
Medical training	64	75.3
Communications training	58	68.2
Language training	58	68.2
Tactics to include movement	63	74.1
Cultural training	2	2.4
Combat training	1	1.2
Other	11	12.9

Table F30: CLP Language Training Instructor Characteristics.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The instructors in the CLP incorporate the unique SOF-specific vocabulary and contexts into their courses.	7	4.3	0.76	82.1	-	-	14.3	42.9	42.9
2.	The instructors in the CLP place an emphasis on speaking skills.	7	4.9	0.38	96.4	-	-	-	14.3	85.7
3.	The instructors in the CLP teach slang and/or street language if the operators need this for their mission.	7	4.4	0.53	85.7	-	-	-	57.1	42.9
4.	Instructors are willing to customize the material if the students request mission-related instruction.	7	4.9	0.38	96.4	-	-	-	14.3	85.7
5.	Instructors have the freedom to customize the course materials or bring in other materials as supplements.	7	4.4	1.51	85.7	14.3	-	-	-	85.7
6.	Our instructors are native speakers.	7	4.7	0.76	92.9	14.3	-	-	-	85.7
7.	The teaching skills of our instructors need to be improved.	7	2.4	1.40	35.7	42.9	-	28.6	28.6	-
8.	Our instructors are up-to-date with the current form and usage of the language they teach.	7	4.6	0.53	89.3	-	-	-	42.9	57.1
9.	Our instructors are proficient enough in English to be effective.	7	4.7	0.49	92.9	-	-	-	28.6	71.4
10.	I have no problems with the quality of the instructors provided under the SOF language contract.	6	4.7	0.52	91.7	-	-	-	33.3	66.7

Table F31: CLP Language Training Curriculum Characteristics.

Directions: Complete this section based on your experiences as CLPM in your current unit. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The curriculum in my CLP focuses mostly on speaking.	7	4.6	0.53	89.3	-	-	-	42.9	57.1
2.	The curriculum is customized to consider SOF needs.	7	4.9	0.38	96.4	-	-	-	14.3	85.7
3.	The curriculum is structured to get students to “pass” the DLPT.	7	2.1	1.35	28.6	42.9	28.6	-	28.6	-
4.	The instructors encourage students to speak in the target language.	8	4.8	0.46	93.8	-	-	-	25.0	75.0
5.	The instructors utilize current examples from TV, movies, radio, magazines, and newspapers to teach the language.	8	4.6	0.52	90.6	-	-	-	37.5	62.5

Table F32: Immersion Training.

Directions: Answer the following questions related to your views and your unit's experience with immersion training.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Immersion training is an effective tool for acquiring language skills.	84	4.7	0.68	92.0	1.2	1.2	1.2	21.4	75.0
2.	Immersion training is most effective when used in conjunction with classroom training.	84	4.5	0.78	88.4	1.2	2.4	3.6	27.4	65.5
3.	OCONUS immersion training should only be provided for those who have a high level of proficiency.	83	2.7	1.32	41.6	20.5	36.1	10.8	21.7	10.8
4.	CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	82	3.9	0.97	72.3	2.4	7.3	15.9	47.6	26.8
5.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	83	4.2	0.94	79.5	2.4	4.8	7.2	43.4	42.2
6.	My unit frequently sends operators on OCONUS immersion training.	77	2.4	1.08	35.4	19.5	41.6	20.8	14.3	3.9
7.	I think that the people in my unit who have had immersion training have shown increased proficiency as a result of their immersion training.	78	4.4	0.97	84.0	2.6	2.6	11.5	23.1	60.3
8.	I think OCONUS immersion training is a boondoggle.	84	1.8	0.86	18.8	46.4	36.9	13.1	2.4	1.2
9.	CONUS iso-immersion training is equally as effective as OCONUS immersion training.	83	2.5	0.95	38.0	12.0	41.0	33.7	9.6	3.6

Table F33: Official Language Testing.

Directions: Answer the following questions based on your experiences with official testing in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	DLPT scores are a good indicator of how well someone did in their language training.	85	3.2	1.16	54.1	8.2	25.9	16.5	40.0	9.4
2.	DLPT scores allow me to predict whose language abilities are good enough for a successful deployment.	85	3.1	1.05	52.4	5.9	27.1	24.7	36.5	5.9
3.	The content of the DLPT is clearly related to what our operators do when they are deployed.	85	2.1	0.97	28.5	25.9	48.2	11.8	14.1	-
4.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	79	3.6	0.95	64.9	2.5	10.1	27.8	44.3	15.2
5.	The operators DLPT scores are very important to me.	85	3.3	1.09	57.6	7.1	17.6	22.4	43.5	9.4
6.	I encourage the operators in my unit/command to study and do well on the DLPT.	85	4.0	0.95	75.6	4.7	2.4	8.2	55.3	29.4
7.	I think that testing scores (DLPT/OPI) should be used to make promotion decisions for operators.	84	2.9	1.31	47.6	17.9	23.8	21.4	23.8	13.1
8.	If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced language training.	85	3.9	1.07	73.2	3.5	8.2	14.1	40.0	34.1
9.	I encourage operators in my unit/command to stay current with the testing requirements.	84	4.3	0.90	81.3	3.6	1.2	6.0	45.2	44.0

Table F34: Official Language Testing.

Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	2	2.6
10-20%	3	3.9
21-30%	2	2.6
31-40%	-	-
41-50%	5	6.6
51-60%	6	7.9
61-70%	2	6.6
71-80%	11	14.5
81-90%	18	23.7
91-100%	24	31.6
I am currently up-to-date on my required language testing.	N	Percentage
Yes	64	75.3
No	21	24.7

Table F35: Foreign Language Proficiency Pay.

Directions: Answer the following questions based on your experiences with Foreign Language Proficiency Pay (FLPP) in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The procedures for assigning FLPP uphold the intent of motivating language proficiency.	85	3.2	1.25	54.7	11.8	21.2	16.5	37.6	12.9
2.	FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	85	2.7	1.25	42.6	18.8	31.8	17.6	23.5	8.2
3.	FLPP is an effective incentive for most of the operators in my command.	84	2.9	1.30	46.4	15.5	33.3	13.1	26.2	11.9

Table F36: Foreign Language Proficiency Pay.

4. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g., more money).	75	88.2
It was paid for lower proficiency levels.	37	43.5
It was paid once per year as a bonus.	14	16.5
FLPP was given for speaking proficiency.	37	43.5
There were more resources allocated for language training.	35	41.2
There was more time allocated for language training.	49	57.6

Table F37: Foreign Language Proficiency Pay.

Estimate the percentage of your unit/command currently receiving FLPP.	N	Percentage
Less than 10%	24	30.8
10-20%	17	21.8
21-30%	10	12.8
31-40%	5	6.4
41-50%	8	10.3
51-60%	3	3.8
61-70%	4	5.1
71-80%	2	2.6
81-90%	4	5.1
91-100%	1	1.3
Do you currently receive FLPP?	N	Percentage
Yes	24	28.6
No	60	71.4
Have you ever received FLPP?	N	Percentage
Yes	43	50.6
No	42	49.4

Table F38: Technology-Delivered Training.

Directions: Answer the following questions regarding your unit/command's use of technology-delivered training (TDT).		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	74	88.1
No	10	11.9
2. Does your unit/command use TDT for language training?	N	Percentage
Yes	58	70.7
No	24	29.3
3. Estimate the percentage of individuals in your unit/command who use technology-delivered training (TDT) for language proficiency.	N	Percentage
Less than 10%	16	22.2
10-20%	8	11.1
21-30%	13	18.1
31-40%	8	11.1
41-50%	4	5.6
51-60%	4	5.6
61-70%	4	5.6
71-80%	10	13.9
81-90%	3	4.2
91-100%	2	2.8

Table F39: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe that classroom training is more useful than technology-delivered (TDT) for the initial acquisition of a language.	83	4.1	0.89	77.4	1.2	4.8	13.3	44.6	36.1
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	84	4.2	0.67	79.2	1.2	1.2	4.8	65.5	27.4
6.	I believe that TDT is an effective way for operators in my unit/command to learn language skills.	84	3.3	0.90	56.3	1.2	23.8	27.4	44.0	3.6
7.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	77	2.4	1.24	35.1	26.0	39.0	10.4	18.2	6.5
8.	I think that operators in my unit/command should participate in SOFTS.	84	3.6	0.90	64.0	3.6	6.0	32.1	47.6	10.7
9.	Using TDT is the only way to squeeze language sustainment training into the Ops/Training Cycle.	85	2.7	0.95	41.5	5.9	47.1	24.7	20.0	2.4
10.	TDT learning should be the central component of a good CLP's options.	85	2.8	0.91	44.7	9.4	25.9	41.2	23.5	-

Table F40: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	TDT will not be effective until the command gives it more emphasis.	85	3.7	0.91	66.5	2.4	8.2	24.7	50.6	14.1
12.	Our command primarily views TDT as a resource for operators to use during their off-duty time (i.e., personal time).	79	3.2	0.91	56.0	3.8	13.9	43.0	32.9	6.3
13.	TDT is well received by operators.	76	3.1	0.71	51.3	2.6	14.5	57.9	25.0	-
14.	My unit/command is reluctant about using TDT.	77	2.8	0.81	44.2	7.8	22.1	57.1	11.7	1.3

Table F41: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	24	29.3
No	58	70.7
16. Have you ever used the Phraselator?	N	Percentage
Yes	20	23.5
No	65	76.5
17. Have you ever used the VRT?	N	Percentage
Yes	8	9.4
No	77	90.6
18. Have you ever used S-Minds?	N	Percentage
Yes	3	3.5
No	82	96.5

Table F42: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	55	2.6	0.81	40.0	7.3	36.4	47.3	7.3	1.8
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	57	2.5	0.85	36.4	14.0	35.1	42.1	8.8	-
21.	I believe that MLT shows promise for the future.	58	3.3	0.93	58.2	3.4	13.8	36.2	39.7	6.9
22.	I believe that MLT cannot replace language trained operators.	59	4.4	0.95	84.3	1.7	1.7	16.9	16.9	62.7

Table F43: Organizational Climate and Support.

Directions: Answer the following questions regarding perceived organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	83	9.6	9.6	32.5	32.5	15.7
2.	Encouraging the use of your language during non-language training.	83	6.0	14.5	27.7	34.9	16.9
3.	Encouraging the use of your language when not deployed.	82	8.5	11.0	26.8	32.9	20.7
4.	Placing command emphasis on language proficiency.	83	14.5	20.5	25.3	28.9	10.8
5.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	80	8.8	18.8	36.3	28.8	7.5
6.	Providing recognition and awards related to language.	82	6.1	9.8	26.8	30.5	26.8
7.	Providing language learning materials.	82	19.5	32.9	24.4	20.7	2.4
8.	Ensuring quality language instruction is available.	82	20.7	26.8	28.0	19.5	4.9
9.	Ensuring pre-deployment training is available.	81	17.3	25.9	28.4	18.5	9.9
10.	Placing command emphasis on taking the DLPT on time.	82	31.7	26.8	22.0	17.1	2.4
11.	Finding ways to increase time for language training.	82	3.7	13.4	45.1	25.6	12.2
12.	Ensuring that personnel in language training are not pulled for non-critical details.	82	4.9	17.1	34.1	23.2	20.7
13.	Ensuring sufficient job aids (e.g., kwikpoint) or interpreters are available for operators while they are deployed.	79	15.2	29.1	35.4	10.1	10.1

Table F44: Organizational Climate and Support.

14. Before the survey, did you know that USSOCOM had a language office (i.e., SOFLO)?	N	Percentage
Yes	55	64.7
No	30	35.3
15. Have you ever interacted (been in contact) with SOFLO in the past about language issues?	N	Percentage
Yes	23	27.1
No	62	72.9
16. Have you ever received any support from SOFLO in the past?	N	Percentage
Yes	25	29.4
No	60	70.6

Table F45: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My unit/command leadership speaks of the importance of language proficiency and training for operators.	9	4.0	0.50	75.0	-	-	11.1	77.8	11.1
2.	My unit/command leadership's actions/decisions are consistent with his/her level of support for language.	9	3.6	1.01	63.9	-	22.2	11.1	55.6	11.1
3.	The policies and actions of USSOCOM support the importance of language.	9	3.1	1.17	52.8	11.1	22.2	11.1	55.6	-
4.	Providing language sustainment/enhancement resources to the operators has a direct impact on the command's reputation.	9	2.7	1.12	41.7	11.1	44.4	11.1	33.3	-
5.	My efforts to provide language sustainment/enhancement resources for the operators have a direct impact on how my rater views me.	9	3.4	1.01	61.1	-	22.2	22.2	44.4	11.1
6.	Operators appreciate my efforts to provide them with language training resources.	9	4.4	0.73	86.1	-	-	11.1	33.3	55.6

Table F46: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.	Based on my own deployment experiences, I am especially motivated to monitor the quality of the language sustainment/enhancement training.	7	4.4	0.79	85.7	-	-	14.3	28.6	57.1
8.	I feel that I am accountable to the deployed teams for their ability to use language.	8	4.4	0.74	84.4	-	-	12.5	37.5	50.0

Table F47: SOFLO Customer Service.

Directions: Please provide your responses to the following questions regarding SOFLO Customer Service.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident in SOFLO's ability to meet the necessary language requirements.	27	3.2	0.88	54.6	3.7	14.8	44.4	33.3	3.7
2.	SOFLO provides me with the necessary resources appropriate for my unit/command.	27	3.2	0.80	55.6	3.7	7.4	55.6	29.6	3.7
3.	SOFLO's policies involving my unit/command are appropriate.	27	3.1	0.85	52.8	3.7	18.5	40.7	37.0	-
4.	I agree with SOFLO's position on language training.	26	3.3	0.92	56.7	-	19.2	46.2	23.1	11.5
5.	In my experience, I am content with the overall policies SOFLO has implemented.	26	3.2	0.90	54.8	-	23.1	42.3	26.9	7.7
6.	When dealing with SOFLO, I am treated with professionalism.	25	3.9	0.81	73.0	-	4.0	24.0	48.0	24.0
7.	SOFLO answers my questions regarding language training with promptness.	23	3.9	0.87	71.7	-	8.7	17.4	52.2	21.7

Table F48: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Members of my unit/command commonly express intentions to leave SOF because they are unable to get the language training they need.	81	1.8	0.88	20.7	38.3	48.1	8.6	2.5	2.5
2.	I believe that members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world where language skills are highly compensated.	82	2.6	1.21	41.2	18.3	35.4	15.9	24.41	6.1
3.	Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency and language training.	81	2.0	0.94	25.0	33.3	40.7	21.0	2.5	2.5
4.	I believe members of my unit/command will be more likely to leave SOF if language requirements are increased.	82	2.3	1.01	32.0	20.7	47.6	17.1	12.2	2.4
5.	I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	83	3.8	1.14	70.8	4.8	10.8	12.0	41.0	31.3

Table F49: Demographics.

How many years of total service in SOF do you have?	N	Percentage
Less than one year	4	4.7
1-4 years	19	22.4
5-8 years	17	20.0
9-12 years	19	22.4
12-16 years	5	5.9
17-20 years	11	12.9
More than 20 years	10	11.8
How long have you been working in your current job?	N	Percentage
Less than one year	33	38.8
1-4 years	45	52.9
5-8 years	4	4.7
9-12 years	-	
13-16 years	1	1.2
17-20 years	-	-
More than 20 years	2	2.4
How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	30	36.1
1-2 months	12	14.5
3-4 months	10	12.0
5-6 months	12	14.5
More than 6 months	19	22.9

Table F50: Demographics.

Are you a member of the Reserves/National Guard?	N	Percentage
Yes	-	-
No	85	100
In any given week, an important issue regarding language training crosses my desk...	N	Percentage
Never	20	23.8
One time	37	44.0
Two times	15	17.9
Three times	5	6.0
Four times	1	1.2
More than four times	6	7.1

Table F51: Demographics.

What is your grade?	N	Percentage
E7	4	4.9
E8	3	3.7
E9	6	7.4
WO-02	1	1.2
WO-03	7	8.6
WO-04	1	1.2
WO-05	2	2.4
O-3	17	21.0
O-4	23	28.4
O-5	13	16.0
O-6	3	3.7
O-8	1	1.2

Table F52: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	2	2.6
French	11	14.7
German	9	11.7
Indonesian	3	3.9
Korean	4	5.2
Modern Standard Arabic	11	14.3
Portuguese (Brazilian)	1	1.3
Russian	6	7.8
Spanish	18	23.4
Thai	7	9.1
Turkish	1	1.3
Other	4	5.2

Table F53: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
French	5	5.9
German	4	4.7
Indonesian	1	1.2
Korean	1	1.2
Modern Standard Arabic	4	4.7
Portuguese (Brazilian)	3	3.5
Russian	3	3.5
Spanish	12	14.1
Tagalog (Filipino)	3	3.5
Thai	1	1.2
Vietnamese	1	1.2
Miscellaneous CAT I	3	3.5
Miscellaneous CAT III	1	1.2

Table F54: Demographics.

What is your current language proficiency in your required/official language?		N	Percentage
Listening			
0		3	4.3
0+		14	20.3
1		11	15.9
1+		13	18.8
2		5	7.2
2+		12	17.4
3		10	14.5
3+		1	1.4
Reading		N	Percentage
0		4	5.8
0+		10	14.5
1		11	15.9
1+		8	11.6
2		10	14.8
2+		6	8.7
3		19	27.5
3+		1	1.4

Table F55: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Speaking		
0	2	5.6
0+	8	22.2
1	4	11.1
1+	5	13.9
2	8	22.2
2+	3	8.3
3	3	8.3
3+	2	5.6
4+	-	-
5	1	2.8
5+	-	-

Appendix G: Findings for Reserve Component Unit Leaders

Table G1: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Unit Commanders, Senior Warrant Officer Advisors, and Senior Enlisted Advisors.)		
1. Indicate your position	N	Percentage
Commander	19	26.8
Senior Warrant Officer Advisor or Senior Enlisted Advisor	4	5.6
Staff Officer (O, WO, NCO, GS)	30	42.3
CLPM	18	25.4
2. Indicate your "mother" service.	N	Percentage
Air Force	-	-
Army	23	100
Navy	-	-
3. Indicate the type of SOF operators in your command/unit.	N	Percentage
Army SF Active Component	-	-
Army SF Reserve Component	6	26.1
Army CA AC	-	-
Army CA RC	10	43.5
Army PO AC	-	-
Army PO RC	6	26.1
Navy SEAL	-	-
Navy SWCC	-	-
AFSOC	-	-
Field Artillery/NG	1	4.3

Table G2: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Unit Commanders, Senior Warrant Officer Advisors, and Senior Enlisted Advisors.)		
4. Indicate the level of your command.	N	Percentage
	O3	5
	O4	4
	O5	8
	O6	2
	O7	1
	O8	-
	O9	-
	O10	-
5. How long have you been working in your current position?	N	Percentage
	Less than 6 months	4
	6-12 months	8
	13-18 months	3
	19-24 months	3
	More than 24 months	5

Table G3: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Staff Officers and Command Language Program Managers.)		
1. Indicate the classification that best describes you.	N	Percentage
Army	47	97.9
Army Civilian	1	2.1
Navy	-	-
Navy Civilian	-	-
USAF	-	-
USAF Civilian	-	-
DoD Civilian	-	-
Other	-	-
2. Indicate the type of SOF operators in your command/unit.	N	Percentage
Army SF Active Component	2	4.3
Army SF Reserve Component	13	27.7
Army CA AC	-	-
Army CA RC	18	38.3
Army PO AC	1	2.1
Army PO RC	7	14.9
Navy SEAL	-	-
Navy SWCC	-	-
AFSOC	-	-
Multiple	2	4.3
Contractor	-	-
National Guard	1	2.1
None	1	2.1
Other	2	4.3

Table G4: Demographics.

Directions: Answer the following questions in order to determine which survey items will be most appropriate for you to answer. (These questions were answered by Staff Officers and Command Language Program Managers.)		
3. Indicate the level of your command.	N	Percentage
	O3	1
	O4	10
	O5	16
	O6	7
	O7	4
	O8	2
	O9	2
	O10	2
4. How long have you been working in your current position?	N	Percentage
	Less than 6 months	7
	6-12 months	6
	13-18 months	1
	19-24 months	9
	More than 24 months	25
5. Indicate your staff section.	N	Percentage
	S-1 (or G-1 or J-1)	1
	S-2	4
	S-3	32
	S-4	-
	S-5	2
	S-6	1
	S-7	-
	S-8	-
	XO	2
	Other	6

Table G5: Demographics.

1. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months INSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	51	71.8
No	20	28.2
2. Does your unit/command provide annual language training for operators?	N	Percentage
Yes	36	51.4
No	34	48.6
3. Does your unit/command have a Command Language Program (CLP)?	N	Percentage
Yes	51	71.8
No	20	28.2
4. Does your unit/command provide pre-deployment language training in your normal AOR language?	N	Percentage
Yes	37	52.1
No	34	47.9
5. Has your unit/command (or element of your unit/command) been deployed (exercises and operations) in the last 12 months OUTSIDE the unit's normal area of responsibility (AOR)?	N	Percentage
Yes	45	64.3
No	25	35.7
6. Have you ever received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	36	50.7
No	35	49.3
7. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	57	82.6
No	12	17.4
8. Does your unit/command use interpreters when deployed (exercises and operations)?	N	Percentage
Yes	63	88.7
No	8	11.3
9. Does your unit/command provide pre-deployment language training for languages needed for languages needed outside of normal AOR language (e.g., training prior to GWOT missions)?	N	Percentage
Yes	24	34.8
No	45	65.2

Table G6: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).			
1. What is your primary SOF core task/mission?	N	Percentage	
Direct Action (DA)	1	1.4	
Special Reconnaissance (SR)	-	-	
Unconventional Warfare (UW)	10	14.1	
Foreign Internal Defense (FID)	3	4.2	
Civil Affairs Operations (CAO)	30	42.3	
Psychological Operations (PSYOP)	15	21.1	
Counterterrorism (CT)	1	1.4	
Counterproliferation of WMD (CP)	-	-	
Information Operations (IO)	4	5.6	
Other	7	9.9	
2. Indicate the SOF core tasks/missions that your unit/command has conducted during your tenure with the unit. (Check all that apply)	N	Percentage	
Direct Action (DA)	16	22.5	
Special Reconnaissance (SR)	14	19.7	
Unconventional Warfare (UW)	18	25.4	
Foreign Internal Defense (FID)	19	26.8	
Civil Affairs Operations (CAO)	41	57.7	
Psychological Operations (PSYOP)	24	33.8	
Counterterrorism (CT)	13	18.3	
Counterproliferation of WMD (CP)	2	2.8	
Information Operations (IO)	21	29.6	
Multiple	1	1.4	
Humanitarian	12	4.2	
Training	-	-	
Other	5	7.0	

Table G7: Mission-based Language Requirements.

Directions: Answer the following questions for training or operational deployments with within your command's normal area of operational responsibility (AOR).		
3. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	4.2
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	6	8.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	14	19.7
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	25	35.2
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	23	32.4

Table G8: Mission-based Language Requirements.

When we deploy our operators, how important is their language proficiency for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
4.	Building rapport/trust	71	4.3	0.93	82.8	1.4	2.8	15.5	23.9	56.3
5.	Training or teaching others	70	3.6	0.96	64.3	2.9	7.1	37.1	35.7	17.1
6.	Reducing need for interpreters/translators	70	3.4	1.15	60.4	2.9	20.0	34.3	18.6	24.3
7.	Logistics (i.e., saving time or convenience in getting things done)	71	3.1	0.96	52.5	1.4	25.4	46.5	15.5	11.3
8.	Timely identification of important documents	71	3.6	1.02	64.8	1.4	12.7	33.8	29.6	22.5
9.	Giving basic commands	71	3.6	0.90	64.8	1.4	7.0	39.4	35.2	16.9
10.	Discrete eavesdropping	69	3.7	1.06	67.8	15.9	26.1	-	29.0	29.0
11.	Increasing situational awareness	71	4.1	0.77	76.4	-	1.4	22.5	45.1	31.0
12.	Maintaining control in hostile confrontations	69	4.0	0.96	76.1	-	7.2	21.7	30.4	40.6
13.	Persuading people to provide sensitive information	71	3.9	1.10	72.5	1.4	14.1	14.1	33.8	36.6
14.	Negotiations	70	4.0	1.00	74.6	2.9	4.3	20.0	37.1	35.7

Table G9: Mission-based Language Requirements.

Directions: Respond to the following items based on your unit/command’s skills in the official or required language.		
15. Based on your unit/command’s skills in the official or required language, our typical operator is...	N	Percentage
None	-	-
Able to speak effectively in their official or required language	22	31.0
Able to listen effectively in their official or required language	21	29.6
Able to read effectively in their official or required language	15	21.1
Able to write effectively in their official or required language	6	8.5
Able to use formal speech effectively in their official or require language (e.g., give a thank-you speech to local country hosts or conduct business negotiations with officials)	8	11.3
Able to use slang dialects effectively in their official or required language (e.g., asking directions or give important directions to a person on the street)	19	26.8
Able to use technical or military language effectively in their official or required language (e.g., training local vehicle mechanics or policemen)	8	11.3

Table G10: General Language Requirements.

Directions: Answer the following questions about the typical need for foreign language skills (e.g., Spanish, Dari, Thai, etc) in executing SOF core tasks. Think about this across all your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	16	3.9	1.09	71.9	-	12.5	25.0	25.0	37.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	17	3.5	0.94	63.2	-	11.8	41.2	29.4	17.6

Table G11: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	16	3.2	1.17	54.7	6.3	25.0	25.0	31.3	12.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	16	3.6	1.15	64.1	-	18.8	37.5	12.5	31.3

Table G12: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	17	3.1	1.05	52.9	-	35.3	29.4	23.5	11.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	17	3.2	0.95	54.4	-	23.5	47.1	17.6	11.8

Table G13: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	17	4.0	0.87	75.0	-	5.9	17.6	47.1	29.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	17	3.8	1.07	70.6	-	11.8	29.4	23.5	35.3

Table G14: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often do you use military-technical vocabulary?	17	2.8	1.13	45.6	17.6	11.8	47.1	17.6	5.9
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this vocabulary to completing SOF core tasks?	17	2.9	1.11	47.1	17.6	11.8	35.3	35.3	-

Table G15: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	16	3.4	1.26	60.9	6.3	18.8	25.0	25.0	25.0
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	16	3.4	1.26	60.9	6.3	18.8	25.0	25.0	25.0

Table G16: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	17	2.5	1.12	38.2	17.6	35.3	29.4	11.8	5.9
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	17	2.5	0.94	36.8	11.8	41.2	41.2	-	5.9

Table G17: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.									
	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Never	Seldom	Sometimes	Often	Very Often
a. How often does this take place?	17	3.1	1.36	52.9	11.8	23.5	29.4	11.8	23.5
					Not Important	Low Importance	Important	High Importance	Critical
b. How important is this to completing SOF core tasks?	17	3.4	1.32	58.8	5.9	23.5	29.4	11.8	29.4

Table G18: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	16.7
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	-	-
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	6	33.3
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	6	33.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	3	16.7

Table G19: Outside AOR Deployment.

Directions: Answer the following questions for missions and deployments outside of your unit/command's normal AOR.										
When we deploy our operators outside of the AOR, how important is their language proficiency for...										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
1.	Building rapport/trust	45	4.1	0.99	78.3	2.2	6.7	8.9	40.0	42.2
2.	Training or teaching others	44	3.5	0.98	63.1	2.3	11.4	34.1	36.4	15.9
3.	Reducing need for interpreters/translators	44	3.4	1.04	59.7	4.5	11.4	40.9	27.3	15.9
4.	Logistics (i.e., saving time or convenience in getting things done)	44	2.9	1.01	47.7	6.8	27.3	40.9	18.2	6.8
5.	Timely identification of important documents	44	3.5	1.02	63.1	4.5	11.4	25.0	45.5	13.6
6.	Giving basic commands	45	3.5	1.01	63.3	4.4	4.4	44.4	26.	20.0
7.	Discrete eavesdropping	43	3.5	1.20	63.4	2.3	23.3	20.9	25.6	27.9
8.	Increasing situational awareness	45	3.9	0.97	72.8	2.2	6.7	17.8	44.4	28.9
9.	Maintaining control in hostile confrontations	45	3.9	1.12	73.3	2.2	8.9	24.4	22.2	42.2
10.	Persuading people to provide sensitive information	44	3.7	1.19	68.2	4.5	13.6	18.2	31.8	31.8
11.	Negotiations	44	3.7	1.15	68.2	56.8	18.2	6.8	15.9	2.3

Table G20: Outside AOR Deployment.

Provide your best assessment to the following based on your unit's typical mission outside AOR:										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Our operators can perform language-related tasks outside of the AOR at the same level as they do inside of the AOR	44	1.9	1.22	22.2	56.8	18.2	6.8	15.9	2.3
13.	Pre-deployment language training has been successful in getting our operators to achieve the necessary language proficiency.	41	2.0	1.04	24.4	39.0	36.6	14.6	7.3	2.4
14.	These deployments outside of the AOR have definitely degraded my unit's primary language proficiencies in the AOR language.	44	3.4	1.24	59.1	13.6	6.8	25.0	38.6	15.9

Table G21: Outside AOR Deployment.

15. Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	13	30.2
10-20%	12	27.9
21-30%	4	9.3
31-40%	4	9.3
41-50%	-	-
51-60%	2	4.7
61-70%	2	4.7
71-80%	-	-
81-90%	2	4.7
91-100%	4	9.3

Table G22: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	61	4.2	1.00	79.9	3.3	1.6	16.4	29.5	49.2
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	60	3.3	1.13	56.7	3.3	28.3	21.7	31.7	15.0
3.	How often are interpreters required for mission success?	62	4.9	0.34	96.8	-	-	-	12.9	87.1

Table G23: Use of Interpreters.

Directions: Answer the following questions about your unit/command’s experiences with interpreters. Think about this across all of your experiences inside and outside your AOR (i.e., your unit/command's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	In my experience, I have observed situations where interpreters have compromised the mission outcome.	61	3.4	1.06	60.7	4.9	14.8	26.2	41.0	13.1
5.	I feel my unit/command is too dependent on interpreters.	60	4.0	1.10	74.6	1.7	13.3	10.0	35.0	40.0
6.	My unit/command would less on interpreters if we had higher levels of language proficiency.	62	4.4	0.98	83.9	-	9.7	6.5	22.6	61.3
7.	The use of interpreters enhances mission success in my unit/command.	61	3.8	1.06	70.5	3.3	8.2	21.3	37.7	29.5

Table G24: Use of Interpreters Outside AOR.

Directions: Answer the following questions based on your unit/command's experience with interpreters outside your AOR.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	My unit/command has experienced no issues or problems when using interpreters outside the normal AOR.	51	2.5	1.05	37.3	15.7	43.1	19.6	19.6	2.0
9.	My unit/command frequently uses interpreters when outside the normal AOR.	52	4.5	0.78	86.5	-	3.8	5.8	30.8	59.6
10.	My unit/command uses interpreters more frequently outside the normal AOR than inside the normal AOR.	53	3.7	1.21	67.9	5.7	9.4	28.3	20.8	35.8

Table G25: Initial Acquisition Language Training.

Directions: Answer the following questions based on your unit/command's experiences with training.										
Answer the following questions with regard to initial acquisition training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	On average, operators show up at my command already mission-capable in their language proficiencies.	68	1.8	0.97	20.2	48.5	30.9	11.8	8.8	-
2.	When our operators receive initial acquisition training at DLI (at Monterey, CA) I know they can usually perform well in our normal AOR.	63	3.7	1.07	67.5	4.8	11.1	14.3	49.2	20.6
3.	(Army SF/CAPAC only) when our operators receive initial acquisition training at USAJFKSWCS, I know they can usually perform well in our normal AOR.	59	3.0	0.99	50.4	6.8	25.4	28.8	37.3	1.7
4.	When our operators receive initial acquisition training in the Unit's Command Language Program, I know they can usually perform well in our normal AOR.	60	2.6	0.96	40.8	13.3	28.3	41.7	15.0	1.7

Table G26: Sustainment/Enhancement Language Training.

1. How frequently should sustainment/enhancement language training occur for operators within your unit?	N	Percentage
Monthly	31	44.9
Bi-monthly	8	11.6
Quarterly	11	15.9
Semi-annually	5	7.2
Annually	14	20.3
2. How many weeks per year should be set aside solely for language sustainment/enhancement training for your unit?	N	Percentage
None	5	7.0
1-2 weeks	20	28.2
3-4 weeks	19	26.8
5-6 weeks	8	11.3
More than 6 weeks	19	26.8
3. In your opinion, what is the best mode of instruction for sustainment/enhancement training:	N	Percentage
Language Lab	1	1.4
Distance Learning (DL)	1	1.4
College classes	4	5.6
Immersion	44	62.0
Classroom (DLI/Unit)	9	12.7
Language days/activities	2	2.8
Tutoring	4	5.6
Self-paced instruction with CDs, tapes, etc.	2	2.8
Combination	1	1.4
None	1	1.4
Other	2	2.8

Table G27: Sustainment/Enhancement Language Training.

Answer the following questions with regard to sustainment/enhancement training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	Language proficiency sustainment is as important as Physical Fitness training.	71	4.2	1.00	79.6	1.4	8.5	8.5	33.8	47.9
5.	With the current OPTEMPO, language sustainment for operators is no longer viable.	71	2.8	1.35	44.0	14.1	45.1	8.5	15.5	16.9
6.	My unit has an effective Command Language Program (CLP) for sustainment and enhancement training.	69	2.1	1.02	26.8	34.8	33.3	24.6	4.3	2.9
7.	My unit conducts a sufficient number of sustainment and enhancement courses to ensure that all operators have access to language training.	68	2.0	0.89	23.9	33.8	44.1	14.7	7.4	-
8.	My unit provides sufficient resources (e.g., software, tapes) for all operators to maintain their language proficiency.	69	2.6	1.19	39.5	23.2	24.6	29.0	17.4	5.8
9.	In my unit, operators are given the option to use duty time to study their language to maintain their personal proficiency.	63	2.2	1.09	29.4	33.3	33.3	15.9	17.5	-

Table G28: CLP Language Training.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Operators who cannot do well in their CLP probably do not have the ability to use language in the field.	71	3.3	1.14	57.7	5.6	25.4	12.7	45.1	11.3
2.	More money needs to be invested in the CLP.	71	4.1	0.96	78.5	2.8	2.8	14.1	38.0	42.3
3.	The chain of command needs to invest significantly more command attention to sustaining/enhancing language proficiencies.	71	4.4	0.78	84.2	1.4	-	9.9	38.0	50.7
4.	Our CLP ensures we have operators with the necessary level of proficiency for our missions.	69	2.6	1.15	40.2	15.9	36.2	27.5	11.6	8.7
5.	Missions can be accomplished successfully without optimal language skills.	70	3.1	1.20	53.2	8.6	28.6	15.7	35.7	11.4
6.	Cultural knowledge is not critical to the mission.	71	1.5	0.69	11.3	62.0	33.8	2.8	1.4	-
7.	I believe official language training is essential for mission success.	70	4.2	0.94	79.6	1.4	5.7	10.0	38.6	44.3
8.	I am satisfied with the quality of our CLP.	69	2.1	0.91	26.4	29.0	43.5	21.7	4.3	1.4
9.	When operators are involved in a language course, they are off limits for non-critical details.	64	3.4	1.32	60.2	9.4	17.2	25.0	20.3	28.1

Table G29: CLP Language Training.

10. Estimate how many sustainment/enhancement language courses CLP has conducted in the past 12 months in the unit.	N	Percentage
1-4	48	80.0
5-8	4	6.7
9-12	2	3.3
13-16	2	3.3
17-20	1	1.7
More than 20	3	5.0
11. If you/your unit were deploying to conduct operations in a live fire environment and had 1 month to prepare, which of the following training would you include (check all that apply):	N	Percentage
Weapons training	60	84.5
NBC training	23	32.4
Medical training	52	73.2
Communications training	53	74.6
Language training	51	71.8
Tactics to include movement	58	81.7
Cultural training	7	9.9
Combat training	1	1.4
Other	11	15.5

Table G30: CLP Language Training Instructor Characteristics.

Answer the following questions with regard to CLP Language Training.		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The instructors in the CLP incorporate the unique SOF-specific vocabulary and contexts into their courses.	62	3.2	0.83	55.6	-	22.2	33.3	44.4	-
2.	The instructors in the CLP place an emphasis on speaking skills.	60	3.5	0.93	63.6	-	18.2	18.2	54.5	9.1
3.	The instructors in the CLP teach slang and/or street language if the operators need this for their mission.	60	3.5	0.82	63.6	-	9.1	36.4	45.5	9.1
4.	Instructors are willing to customize the material if the students request mission-related instruction.	60	3.6	0.81	65.9	-	9.1	27.3	54.5	9.1
5.	Instructors have the freedom to customize the course materials or bring in other materials as supplements.	60	3.5	1.04	61.4	-	18.2	36.4	27.3	18.2
6.	Our instructors are native speakers.	61	3.7	1.06	67.5	-	10.0	40.0	20.0	30.0
7.	The teaching skills of our instructors need to be improved.	60	3.1	0.54	52.3	-	9.1	72.7	18.2	-
8.	Our instructors are up-to-date with the current form and usage of the language they teach.	60	3.6	0.67	65.9	-	-	45.5	45.5	9.1
9.	Our instructors are proficient enough in English to be effective.	60	3.8	0.87	70.5	-	9.1	18.2	54.5	18.2
10.	I have no problems with the quality of the instructors provided under the SOF language contract.	63	3.1	0.83	53.1	-	25.0	37.5	37.5	-

Table G31: CLP Language Training Curriculum Characteristics.

Directions: Complete this section based on your experiences as CLPM in your current unit. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The curriculum in my CLP focuses mostly on speaking.	60	3.1	0.83	52.3	-	27.3	36.4	36.4	-
2.	The curriculum is customized to consider SOF needs.	63	2.8	0.89	43.8	-	50.0	25.0	25.0	-
3.	The curriculum is structured to get students to “pass” the DLPT.	60	2.9	0.83	47.7	-	36.4	36.4	27.3	-
4.	The instructors encourage students to speak in the target language.	60	3.8	0.60	70.5	-	-	27.3	63.6	9.1
5.	The instructors utilize current examples from TV, movies, radio, magazines, and newspapers to teach the language.	60	3.5	0.69	63.6	-	9.1	27.3	63.6	-

Table G32: Immersion Training.

Directions: Answer the following questions related to your views and your unit's experience with immersion training.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Immersion training is an effective tool for acquiring language skills.	70	4.5	0.93	86.8	1.4	5.7	4.3	21.4	67.1
2.	Immersion training is most effective when used in conjunction with classroom training.	70	4.4	0.81	85.0	1.4	1.4	7.1	35.7	54.3
3.	OCONUS immersion training should only be provided for those who have a high level of proficiency.	71	2.6	1.10	40.1	11.3	46.5	19.7	15.5	7.0
4.	CONUS iso-immersion training should occur regularly as part of sustainment/enhancement training.	71	4.1	0.76	78.5	-	4.2	9.9	53.5	32.4
5.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	70	4.3	0.69	82.5	-	1.4	8.6	48.6	41.4
6.	My unit frequently sends operators on OCONUS immersion training.	66	1.6	0.82	15.9	54.5	30.3	12.1	3.0	-
7.	I think that the people in my unit who have had immersion training have shown increased proficiency as a result of their immersion training.	61	4.2	0.88	80.7	-	4.9	14.8	32.8	47.5
8.	I think OCONUS immersion training is a boondoggle.	65	1.8	1.01	19.2	55.4	20.0	18.5	4.6	1.5
9.	CONUS iso-immersion training is equally as effective as OCONUS immersion training.	67	2.6	0.93	41.0	7.5	41.8	32.8	14.9	3.0

Table G33: Official Language Testing.

Directions: Answer the following questions based on your experiences with official testing in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	DLPT scores are a good indicator of how well someone did in their language training.	70	3.3	1.06	56.8	4.3	25.7	15.7	47.1	7.1
2.	DLPT scores allow me to predict whose language abilities are good enough for a successful deployment.	70	3.2	1.11	53.9	7.1	25.7	18.6	41.1	7.1
3.	The content of the DLPT is clearly related to what our operators do when they are deployed.	68	2.6	1.11	40.1	20.6	23.5	33.8	19.1	2.9
4.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	62	3.7	0.83	66.5	-	6.5	37.1	40.3	16.1
5.	The operators DLPT scores are very important to me.	69	3.4	1.03	59.8	1.4	20.3	31.9	30.4	15.9
6.	I encourage the operators in my unit/command to study and do well on the DLPT.	65	4.1	0.81	76.5	-	3.1	20.0	44.6	32.3
7.	I think that testing scores (DLPT/OPI) should be used to make promotion decisions for operators.	68	2.9	1.10	47.8	11.8	23.5	32.4	26.5	5.9
8.	If one of my operators achieves a high score on the DLPT, I will be likely to send him/her for more advanced language training.	66	4.2	0.81	78.8	-	4.5	12.1	47.0	36.4
9.	I encourage operators in my unit/command to stay current with the testing requirements.	66	4.2	0.65	80.7	-	1.5	7.6	57.6	33.3

Table G34: Official Language Testing.

Estimate the percentage of operators in your unit/command who are current on their testing requirement.	N	Percentage
Less than 10%	34	50.7
10-20%	12	17.9
21-30%	7	10.4
31-40%	1	1.5
41-50%	1	1.5
51-60%	2	3.0
61-70%	4	6.0
71-80%	1	1.5
81-90%	2	3.0
91-100%	3	4.5
I am currently up-to-date on my required language testing.	N	Percentage
Yes	21	30.0
No	49	70.0

Table G35: Foreign Language Proficiency Pay.

Directions: Answer the following questions based on your experiences with Foreign Language Proficiency Pay (FLPP) in your unit/command.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The procedures for assigning FLPP uphold the intent of motivating language proficiency.	69	3.2	1.36	55.1	18.8	7.2	27.5	27.5	18.8
2.	FLPP provides a sufficient incentive for operators to maintain their language proficiency on their own time.	69	2.7	1.35	42.4	26.1	24.6	10.1	31.9	7.2
3.	FLPP is an effective incentive for most of the operators in my command.	67	2.6	1.33	41.0	28.4	19.4	19.4	25.4	7.5

Table G36: Foreign Language Proficiency Pay.

4. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g., more money).	56	78.9
It was paid for lower proficiency levels.	31	43.7
It was paid once per year as a bonus.	10	14.1
FLPP was given for speaking proficiency.	37	52.1
There were more resources allocated for language training.	50	70.4
There was more time allocated for language training.	47	66.2

Table G37: Foreign Language Proficiency Pay.

Estimate the percentage of your unit/command currently receiving FLPP.	N	Percentage
Less than 10%	42	64.6
10-20%	13	20.0
21-30%	6	9.2
31-40%	3	4.6
41-50%	-	-
51-60%	-	-
61-70%	-	-
71-80%	-	-
81-90%	-	-
91-100%	1	1.5
Do you currently receive FLPP?	N	Percentage
Yes	11	15.5
No	60	84.5
Have you ever received FLPP?	N	Percentage
Yes	52	73.2
No	19	26.8

Table G38: Technology-Delivered Training.

Directions: Answer the following questions regarding your unit/command's use of technology-delivered training (TDT).		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	52	73.2
No	19	26.8
2. Does your unit/command use TDT for language training?	N	Percentage
Yes	26	36.6
No	45	63.4
3. Estimate the percentage of individuals in your unit/command who use technology-delivered training (TDT) for language proficiency.	N	Percentage
Less than 10%	39	62.9
10-20%	10	16.1
21-30%	3	4.8
31-40%	1	1.6
41-50%	2	3.2
51-60%	-	-
61-70%	1	1.6
71-80%	3	4.8
81-90%	1	1.6
91-100%	2	3.2

Table G39: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I believe that classroom training is more useful than technology-delivered (TDT) for the initial acquisition of a language.	68	4.3	0.80	81.6	-	1.5	17.6	33.8	47.1
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	68	4.1	0.62	78.3	-	-	13.2	60.3	26.5
6.	I believe that TDT is an effective way for operators in my unit/command to learn language skills.	67	3.1	1.01	51.5	7.5	22.4	29.9	37.3	3.0
7.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	61	2.8	1.18	45.5	11.5	37.7	14.8	29.5	6.6
8.	I think that operators in my unit/command should participate in SOFTS.	65	3.7	0.88	67.7	3.1	6.2	20.0	58.5	12.3
9.	Using TDT is the only way to squeeze language sustainment training into the Ops/Training Cycle.	67	2.8	1.10	44.4	11.9	31.3	29.9	20.9	6.0
10.	TDT learning should be the central component of a good CLP's options.	68	2.8	1.12	45.6	13.2	27.9	26.5	27.9	4.4

Table G40: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	TDT will not be effective until the command gives it more emphasis.	67	3.9	0.98	71.6	3.0	7.5	14.9	49.3	25.4
12.	Our command primarily views TDT as a resource for operators to use during their off-duty time (i.e., personal time).	61	3.6	0.93	65.6	1.6	8.2	34.4	37.7	18.0
13.	TDT is well received by operators.	60	3.1	0.78	51.7	3.3	13.3	60.0	20.0	3.3
14.	My unit/command is reluctant about using TDT.	57	3.0	0.78	49.1	1.8	21.1	61.4	10.5	5.3

Table G41: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	12	17.1
No	58	82.9
16. Have you ever used the Phraselator?	N	Percentage
Yes	9	12.9
No	61	87.1
17. Have you ever used the VRT?	N	Percentage
Yes	5	7.2
No	64	92.8
18. Have you ever used S-Minds?	N	Percentage
Yes	3	4.3
No	67	95.7

Table G42: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	44	2.6	0.78	40.9	11.4	20.5	61.4	6.8	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	44	2.8	0.79	44.9	6.8	20.5	61.4	9.1	2.3
21.	I believe that MLT shows promise for the future.	48	3.3	0.90	57.8	4.2	6.3	54.2	25.0	10.4
22.	I believe that MLT cannot replace language trained operators.	52	4.1	1.02	76.4	-	5.8	30.8	15.4	48.1

Table G43: Organizational Climate and Support.

Directions: Answer the following questions regarding perceived organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	70	1.4	8.6	21.4	31.4	37.1
2.	Encouraging the use of your language during non-language training.	70	4.3	11.4	15.7	32.9	35.7
3.	Encouraging the use of your language when not deployed.	70	2.9	11.4	24.3	27.1	34.3
4.	Placing command emphasis on language proficiency.	70	4.3	17.1	17.1	40.0	21.4
5.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	70	4.3	11.4	14.3	32.9	37.1
6.	Providing recognition and awards related to language.	70	2.9	5.7	18.6	31.4	41.4
7.	Providing language learning materials.	70	4.3	12.9	41.4	21.4	20.0
8.	Ensuring quality language instruction is available.	70	4.3	11.4	28.6	25.7	30.0
9.	Ensuring pre-deployment training is available.	70	8.6	15.7	31.4	25.7	18.6
10.	Placing command emphasis on taking the DLPT on time.	69	7.2	14.5	27.5	23.2	27.5
11.	Finding ways to increase time for language training.	69	1.4	8.7	27.5	30.4	31.9
12.	Ensuring that personnel in language training are not pulled for non-critical details.	70	5.7	12.9	21.4	34.3	25.7
13.	Ensuring sufficient job aids (e.g., kwikpoint) or interpreters are available for operators while they are deployed.	70	10.0	31.4	24.3	12.9	21.4

Table G44: Organizational Climate and Support.

14. Before the survey, did you know that USSOCOM had a language office (i.e., SOFLO)?	N	Percentage
Yes	45	63.4
No	26	36.6
15. Have you ever interacted (been in contact) with SOFLO in the past about language issues?	N	Percentage
Yes	23	32.4
No	48	67.6
16. Have you ever received any support from SOFLO in the past?	N	Percentage
Yes	23	32.9
No	47	67.1

Table G45: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	My unit/command leadership speaks of the importance of language proficiency and training for operators.	18	3.0	1.28	50.0	16.7	22.2	11.1	44.4	5.6
2.	My unit/command leadership's actions/decisions are consistent with his/her level of support for language.	17	3.2	1.19	54.4	5.9	29.4	17.6	35.3	11.8
3.	The policies and actions of USSOCOM support the importance of language.	14	2.9	1.03	46.4	14.3	14.3	42.9	28.6	-
4.	Providing language sustainment/enhancement resources to the operators has a direct impact on the command's reputation.	16	3.5	1.10	62.5	6.3	12.5	18.8	50.0	12.5
5.	My efforts to provide language sustainment/enhancement resources for the operators have a direct impact on how my rater views me.	16	3.1	1.20	53.1	6.3	31.3	18.8	31.3	12.5
6.	Operators appreciate my efforts to provide them with language training resources.	17	3.9	0.99	72.1	5.9	-	17.6	52.9	23.5

Table G46: CLPM Organizational Climate and Support.

Directions: Please provide your responses to the following questions. (These questions were answered by CLPMs only.)										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.	Based on my own deployment experiences, I am especially motivated to monitor the quality of the language sustainment/enhancement training.	17	4.0	1.06	75.0	5.9	-	17.6	41.2	35.3
8.	I feel that I am accountable to the deployed teams for their ability to use language.	17	3.4	1.22	58.8	11.8	11.8	17.6	47.1	11.8

Table G47: SOFLO Customer Service.

Directions: Please provide your responses to the following questions regarding SOFLO Customer Service.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am confident in SOFLO’s ability to meet the necessary language requirements.	26	3.2	1.19	53.8	11.5	15.4	30.8	30.8	11.5
2.	SOFLO provides me with the necessary resources appropriate for my unit/command.	27	3.0	1.30	50.0	18.5	11.1	37.0	18.5	14.8
3.	SOFLO’s policies involving my unit/command are appropriate.	27	3.0	1.16	50.9	11.1	18.5	37.0	22.2	11.1
4.	I agree with SOFLO’s position on language training.	24	3.4	1.14	60.4	8.3	8.3	33.3	33.3	16.7
5.	In my experience, I am content with the overall policies SOFLO has implemented.	26	2.9	1.20	48.1	15.4	15.4	42.3	15.4	11.5
6.	When dealing with SOFLO, I am treated with professionalism.	26	4.1	0.95	77.9	-	7.7	15.4	34.6	42.3
7.	SOFLO answers my questions regarding language training with promptness.	26	4.0	0.87	76.0	-	3.8	23.1	38.5	34.6

Table G48: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Members of my unit/command commonly express intentions to leave SOF because they are unable to get the language training they need.	63	2.6	1.09	38.9	12.7	46.0	20.6	14.36	6.3
2.	I believe that members of my unit/command frequently consider leaving SOF to pursue a job in the civilian world where language skills are highly compensated.	64	3.3	1.20	57.0	6.3	25.0	20.3	31.3	17.2
3.	Members of my unit/command who make decisions to re-enlist in SOF base them on issues related to language proficiency and language training.	63	2.6	1.07	38.9	14.3	41.3	23.8	15.9	4.8
4.	I believe members of my unit/command will be more likely to leave SOF if language requirements are increased.	63	2.5	0.97	37.3	11.1	47.6	25.4	12.7	3.2
5.	I believe the re-enlistment decisions by members of my unit have nothing to do with language proficiency or language issues.	70	3.6	1.08	66.1	2.9	14.3	21.4	38.6	22.9

Table G49: Demographics.

How many years of total service in SOF do you have?	N	Percentage
Less than one year	4	5.8
1-4 years	9	13.0
5-8 years	17	24.6
9-12 years	9	13.0
12-16 years	12	17.4
17-20 years	8	11.6
More than 20 years	10	14.5
How long have you been working in your current job?	N	Percentage
Less than one year	18	25.4
1-4 years	41	57.7
5-8 years	4	5.6
9-12 years	3	4.2
12-16 years	2	2.8
17-20 years	2	2.8
More than 20 years	1	1.4
How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	15	21.7
1-2 months	4	5.8
3-4 months	3	4.3
5-6 months	8	11.6
More than 6 months	39	56.5

Table G50: Demographics.

Are you a member of the Reserves/National Guard?	N	Percentage
Yes	71	100
No	-	-
In any given week, an important issue regarding language training crosses my desk...	N	Percentage
Never	29	42.0
One time	19	27.5
Two times	10	14.5
Three times	4	5.8
Four times	1	1.4
More than four times	6	8.7

Table G51: Demographics.

What is your grade?	N	Percentage
E6	2	2.8
E7	4	5.6
E8	4	5.6
E9	3	4.2
WO-03	2	2.8
WO-04	1	1.4
O-3	9	12.7
O-4	28	39.4
O-5	13	18.3
O-6	4	5.6
O-7	1	1.4

Table G52: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	1	1.9
French	8	15.1
German	4	7.5
Indonesian	1	1.9
Korean	1	1.9
Modern Standard Arabic	12	22.6
Persian-Farsi	2	3.8
Russian	6	11.3
Spanish	8	15.1
Thai	3	5.7
Turkish	1	1.9
Italian	1	9.4
Other	5	1.9

Table G53: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	2	2.8
French	6	8.5
German	8	11.3
Indonesian	1	1.4
Korean	2	2.8
Modern Standard Arabic	2	2.8
Pashtu	1	1.4
Portuguese (Brazilian)	3	4.2
Russian	4	5.6
Serbian-Croatian	2	2.8
Spanish	14	19.7
Thai	2	2.8
Urdu	1	1.4
Japanese	1	1.4
Italian	2	2.8
Miscellaneous CAT III	1	1.4

Table G54: Demographics.

What is your current language proficiency in your required/official language?		N	Percentage
Listening			
0		15	33.3
0+		4	8.9
1		4	8.9
1+		2	4.4
2		8	17.8
2+		7	15.6
3		2	4.4
3+		3	6.7
Reading		N	Percentage
0		13	28.9
0+		7	15.6
1		2	4.4
1+		5	11.1
2		7	15.6
2+		2	4.4
3		7	15.6
3+		2	4.4

Table G55: Demographics.

What is your current language proficiency in your required/official language?	N	Percentage
Speaking		
0	13	35.1
0+	2	5.4
1	5	13.5
1+	6	16.2
2	4	10.8
2+	1	2.7
3	2	5.4
3+	2	5.4
4	-	-
4+	1	2.7
5	-	-
5+	1	2.7

Appendix H: Overview of Other Reports

Final Project Report (Technical Report # 20040606)

Purpose

The purpose of this report was to integrate findings from the various data collection components of the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* (i.e., focus groups and surveys) as well as present some broad recommendations based on those findings.

Participants

There were a total of 145 individuals participating in focus groups which ranged in size from 3-11 individuals. Of these 21 focus groups, 14 were AC SOF units and 7 were RC units.

There were a total of 327 SOF personnel from the Air Force, Army, and Navy who responded to the SOF Operator Survey. The majority, 857 respondents were personnel from the Army, while 41 were from the Air Force, and only one respondent was from the Navy.

There were a total of 158 unit leadership respondents, 57 were unit commanders, 16 were SWOA/SEAs, 58 were staff officers, and 27 were CLPMs.

Selected Findings and Recommendations

- **Finding:** Results indicate that the importance and frequency of language tasks performed and skills utilized and the required level of proficiency varies somewhat according to SOF personnel type, unit, core SOF task, location, and language.
 - **Recommendation:** *Language training should be customized to meet the needs of different SOF personnel types to the extent possible.*

- **Finding:** Both SOF unit leaders and personnel expressed negative opinions about the ability of pre-deployment training to prepare personnel for mission success, especially on outside AOR missions.
 - **Recommendation:** *Due to the limited time for pre-deployment training, customization is especially important in this context. Provide more focused language training for missions outside of SOF personnel's AOR by customizing training based on SOF core task, mission location, and mission language as soon as this information is available.*

- **Finding:** SOF personnel indicated that the curriculum (regardless of training type or location) often contained errors.
 - **Recommendation:** *SOF leaders need to ensure the selection or development of up-to-date and error free curricula that reflect the way language is currently used in the AOR to which the training is relevant.*

SOF Overall Survey Report (Technical Report # 20040605)

Purpose

The purpose of this report was to integrate survey responses from unit leadership and SOF personnel to determine consistencies and inconsistencies in their attitudes toward language use on deployment,

interpreters, deployments outside of their AOR, language training, official language testing, FLPP, technology, organizational support, and attrition.

Participants

There were a total of 327 SOF personnel from the Air Force, Army, and Navy who responded to the SOF Operator Survey. The majority, 90.8% were personnel from the Army, while 8.9% were from the Air Force, and only one respondent was from the Navy.

Unit leaders who responded to the Unit Leadership Survey comprised four groups, unit commanders, senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), staff officers, and command language program managers (CLPMs). There were a total of 158 unit leadership respondents, 57 were unit commanders, 16 were SWOA/SEAs, 58 were staff officers, and 27 were CLPMs.

Selected Findings

- Unit leaders were more likely to indicate experiencing problems with interpreters, while the SOF personnel were more favorable in their views.
- SOF personnel do not believe the DLPT is an accurate measure of their proficiency, while unit leaders expressed a slightly more favorable view of the DLPT.
- SOF unit leaders and personnel indicated that increasing the amount of FLPP would increase its motivating effect, while SOF personnel also indicated that increasing time and resources for training would increase the motivating effect as well.
- Unit leaders believe that the current OPTEMPO makes sustainment and enhancement language training only a slightly less viable option while SOF personnel believed it to be one of the biggest barriers to language training.
- Both SOF unit leaders and personnel expressed negative opinions regarding the ability of pre-deployment training to prepare personnel for mission success.
- CLPMs and SOF personnel held disagreeing opinions related to whether or not language training was customized to meet the needs of SOF personnel, with personnel reporting a much more negative view.
- SOF unit leaders and personnel considered distributive learning (DL) and technology-delivered training (TDT) to be ineffective overall but did indicate that it might be a useful supplement to traditional training.

SOF Operator Survey Report (Technical Report # 20040603)

Purpose

The purpose of this report was to highlight and compare findings from SOF personnel in the Air Force, Army, and Navy regarding attitudes toward language use on deployment, interpreters, deployments outside of their AOR, language training, official language testing, FLPP, technology, organizational support, and attrition.

Participants

There were a total of 327 SOF personnel from the Air Force, Army, and Navy who responded to the SOF Operator Survey. The majority, 90.8% were personnel from the Army, while 8.9% were from the Air Force, and only one respondent was from the Navy.

Selected Findings

- SOF personnel indicated that the most frequent and important use of language skills on deployment was ‘Building rapport.’ AFSOF personnel indicated that ‘Military-technical vocabulary’ was the most important and frequently used function, while ARSOF personnel indicated that ‘Building rapport’ was the most important and frequently used function.
- AFSOF personnel felt that they were prepared for their most recent mission, but ARSOF personnel did not.
- ARSOF personnel were more likely than AFSOF personnel to report frequent use of interpreters both inside and outside of their AOR.
- SOF personnel who received FLPP had higher evaluations of its fairness, simplicity, and ability to motivate when compared to personnel who did not receive FLPP, although their opinions were still neutral.
- SOF personnel evaluated their instructor for initial acquisition language training and sustainment and enhancement language training positively, although they disagreed that the instructor incorporated SOF considerations into his/her teaching objectives and indicated that the curriculum was not customized for SOF needs.
- While AFSOF personnel agreed that their chain of command cares about their language proficiency, ARSOF personnel disagreed.

Air Force Operator Survey Report (Technical Report # 20040602)*Purpose*

The purpose of this report was to present findings from Air Force respondents to the survey designed and administered to collect data related to language usage, training, issues, and policies from SOF personnel. Some specific areas assessed were attitudes toward language use on deployment, the use of interpreters, language training efficacy, official language testing, FLPP, technology, and organizational support for language. Although the survey was designed for and targeted specifically to SOF personnel, there were a small number of other respondents including an MI Soldier assigned to a SOF unit, non-SOF linguists, SOF other, and non-SOF other respondents. Due to the small number of respondents in these categories, they were combined into one group, which is labeled AFSOF other and presented in the report to serve as a comparison with AFSOF personnel.

Participants

There were a total of 41 respondents from the Air Force to the SOF operator survey. The majority of respondents (29) were AFSOF personnel. The remaining respondents were classified as AFSOF other.

Selected Findings

- ‘Military-technical language’ was rated as important and used frequently by AFSOF personnel on deployments.
- AFSOF personnel are fairly confident in their ability to satisfy minimum language requirements. AFSOF personnel are less confident in their ability to use military terminology and conversational skills.
- AFSOF personnel expressed neutral opinions toward the DLPT. However, low opinions of the DLPT’s relatedness to missions did not translate into lower motivation to do well on the test.

- AFSOF personnel suggested increasing the amount of training provided and measuring speaking ability as good ways to improve the FLPP system.
- AFSOF personnel felt only moderately competent in performing basic tasks, and did not feel competent performing more complex language tasks on deployment as a result of their language training.
- AFSOF personnel indicated that although their command cares about their language proficiency, that there was a lack of command support for language training.

Army Operator Survey Report (Technical Report # 20040601)

Purpose

The purpose of this report was to present findings from Army respondents to the survey designed for and administered to SOF personnel regarding attitudes toward language use on deployment, interpreters, deployments outside of their AOR, language training, official language testing, FLPP, technology, organizational support, and attrition. Although the survey was designed for and targeted specifically to SOF personnel, there were respondents from several other groups. Responses from ARSOF other respondents, which included SOF support, SOF other, and MI Soldiers assigned to a SOF unit and responses from non-SOF linguists were presented in this report in order to serve as a comparison with ARSOF personnel.

Participants

There were a total of 857 respondents who indicated that the Army was their mother service. Of the 857 respondents from the Army, 297 were SOF personnel, 56 were military intelligence organic to SOF units, 35 were SOF support, and 325 were non-SOF language professionals. The ARSOF personnel who responded were categorized as being SF, CA, or PSYOP personnel in active or reserve components. Of the 297 ARSOF personnel who responded, 120 were SF AC personnel, 48 were SF RC personnel, 14 were CA AC personnel, 46 were CA RC personnel, 45 were PSYOP AC personnel, and 24 were PSYOP RC personnel.

Major Findings

- ARSOF personnel rated ‘Building rapport’ as the most frequently used and most important language function while on deployment. However, PSYOP AC personnel rated ‘Basic reading tasks’ as the most frequently used and ‘Basic listening tasks’ as the most important language function while on deployment.
- ARSOF personnel showed a much stronger dependence on interpreters than ARSOF other respondents.
- ARSOF RC personnel reported feeling less prepared than AC counterparts in terms of language and cultural understanding.
- RC personnel tended to have higher regard for the DLPT than AC personnel, although both AC and RC personnel felt it was important to do well.
- ARSOF personnel believe that they could have used more training before deployment, and that they were only fair in their communication skills as a result of training.
- SF RC and PSYOP RC personnel had lower opinions of their command’s support for language than their AC counterparts. CA AC personnel had lower opinions of their command’s support for language training than CA RC personnel.

- ARSOF other respondents assigned the most negative ratings of their command when compared to other groups. Non-SOF other respondents assigned more negative ratings when compared to non-SOF linguists and ARSOF personnel.

SOFLO Focus Group Data Analysis Technical Report (Technical Report # 20040501)

Purpose

The purpose of this report was to present findings from a series of 21 focus groups that were conducted in order to evaluate the current state of foreign language usage and training across the SOF community. Focus groups lasted three hours and topic areas that were covered included the way language training has been used in the field, types of tasks and proficiency needed on deployments, experiences with language training, and suggestions for improving training and overcoming barriers to language proficiency. These focus group results served as a basis for the development of the SOF Operator Survey.

Participants

There were a total of 145 individuals participating in focus groups which ranged in size from 3-11 individuals. Of these 21 focus groups, 14 were AC SOF units and 7 were RC units. Specifically, three units (one AC and two RC) represented PSYOP, eight (six AC, two RC) represented Army SF units, two (both AC) represented AFSOF, four (one AC, three RC) represented CA, two (both AC) represented Navy SEAL units, one (AC) unit represented Naval Special Warfare Command Surface Warfare Combatant-craft Crewmen (NAVSPECWARCOM SWCC), and one (AC) represented Naval Small Craft Instruction and Technical Training School (NAVSCIATTS).

Selected Findings

- Having enough conversational language proficiency to build rapport was reported as important by SOF personnel.
- The diversity of missions and areas of operation within the SOF community presents challenges for language training and sustainment. Even within Special Forces, there are distinct differences in language usage and requirements across the various Groups. This makes a one-size-fits-all solution problematic.
- Issues in dealing with interpreters were reported frequently.
- Frustration with the substantial proficiency requirements needed to receive FLPP was reported.
- Language learning tools or training options are not always available to personnel or flexible enough to accommodate their schedules when they have time to train. The availability of tools and training options is not uniform across SOF.
- Unit commanders do not necessarily place emphasis on and provide support for language training.

Appendix I: Layman's Understanding of ILR Language Skill Level Descriptions

1. Listening proficiency:

0+ level = understands with difficulty even native speakers who are used to dealing with foreigners; familiar with short memorized utterances or formulae

1 level = understands very simple conversations consisting mostly of questions and answers; requires repetition, rewording, slower-than-normal speech

2 level = understands conversations about everyday topics, e.g. personal information, current events, etc.; understands native speakers not used to dealing with foreigners although some repetition and rewording are necessary

3 level = understands all speech in a standard dialect, e.g. conversations, phone calls, radio/TV broadcasts, public addresses; understands inferences; rarely has to ask for paraphrasing or explanations

4 level = understands all styles and forms of speech pertinent to professional needs; may have trouble with extreme dialect, some slang, and speech marked by inference

5 level = all forms and styles of speech understandable and is equal to that of a well-educated native listener

2. Speaking proficiency:

0+ level = can use memorized questions and statements; severely limited even with native speakers used to dealing with foreigners

1 level = can create with the language, e.g. ask and answer questions, participate in short conversations; familiar with everyday survival topics and courtesy requirements

2 level = able to fully participate in casual conversations; can express facts, give instructions, describe, report on and provide narration about current, past, and future activities; familiar with concrete topics, e.g. family, interests, own background, work, travel, and current events

3 level = can converse in formal and informal situations, resolve problem situations, provide explanations, describe in detail, offer supported opinions and hypothesize; familiar with practical, social, professional, and abstract topics; only makes sporadic errors in basic structures

4 level = can tailor language to fit audience; can counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries; familiar with all topics pertinent to professional needs; nearly equivalent to an educated native speaker

5 level = speaking is equivalent to an educated native speaker

3. Reading proficiency:

0+ level = recognize numbers, isolated words and phrases, names, street signs, office and shop designations

1 level = understands simplest connected prose, e.g. simple narratives of routine behavior and highly predictable descriptions; sometimes misunderstands even simplest text

2 level = understands simple, factual, authentic frequently recurring material, e.g. recurring news items, social notices; can locate and understand main ideas and details in material written for general reader

3 level = understands authentic prose on a variety of unfamiliar subjects, e.g. news stories, routine correspondence, materials in his/her professional field; can almost always interpret material, relate ideas, and make inferences

4 level = understands all styles and forms of prose relevant to professional needs or for the general reader whether printed or legibly handwritten; proficiency is nearly that of a well-educated native reader

5 level = understands all prose at the level of a well-educated native reader

Note. This information is a summary of the ILR Language Skill Level Descriptions provided by Mark Overton (see Appendix D: Interagency Language Roundtable Language Skill Level Descriptions of the *Personnel Selection and Classification: Army Linguist Management* report for a more detailed description of these ILR levels).

Appendix J: About Surface, Ward & Associates

Surface, Ward & Associates (SWA) is an organizational research and consulting firm based in Raleigh, NC. Since 1997, SWA has been applying the principles, research, and methods of industrial/organizational (I/O) psychology to assist organizations and their employees in enhancing their performance, solving work-related problems, and addressing workplace issues. SWA consults and conducts research in areas related to (1) training and development, (2) performance measurement and management, (3) organizational effectiveness and development, (4) human resources development and management, and (5) work-related language proficiency, performance assessment, and training. Our firm is lead by I/O psychologist Dr. Eric A. Surface, who has conducted research and consulted on these issues since 1995.

SWA is structured as a consulting and research network, allowing our core personnel to utilize numerous associates around the country with specialized expertise as needed on a project-by-project basis. SWA has two principals, three part-time employees, and numerous contractors who work on client projects. Our clients have included: Building Construction Products Division, Caterpillar, Inc; North Carolina Cooperative Education Association; seven divisions and the North American staffing organization of IBM; the American Council on the Teaching of Foreign Languages (ACTFL); the United States Special Operations Command (USASOC); and the Special Operations Forces Language Office (SOFLO).

One of SWA's areas of specialization relates to the measurement of foreign or second language proficiency and the evaluation and effectiveness of foreign or second language training, training tools, and job aids in work contexts. In this area, SWA holds contracts with Special Operations Forces Language Office (SOFLO) and the American Council on the Teaching of Foreign Languages (ACTFL). Currently, SWA is evaluating the effectiveness of language training across the SOF community for SOFLO and conducting a study of the effectiveness of ACTFL Oral Proficiency Interview (OPI) rater training. SWA recently completed the large-scale *SOF Language Needs Assessment Project* and several small archival data studies related to the predictive validity of language aptitude and proficiency tests used by the military. SWA previously completed reliability studies of the ACTFL OPI and ACTFL Writing Proficiency Test (WPT). The results of the OPI reliability study were published in the *Foreign Language Annals* (see Surface & Dierdorff, 2003), and much of our other language-related work has been presented at conferences, including the Department of Defense Language Conference.

Our commitment to conducting model-based research and data-based consulting and to using cutting-edge methodologies sets us apart from many other firms. Being trained as scientist-practitioners, we realize that our clients benefit from having the best quality data and analysis in order to make solid, data-driven decisions. Our goal is to provide our clients with the best research and consulting possible given the constraints of their situations to enhance their mission or business objectives. For more information, about Surface, Ward & Associates, please contact our lead principal, Dr. Eric A. Surface.

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