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This report provides findings from Army Special Operations Forces (ARSOF), Air Force Special Operations Forces (AFSOF), and Naval Special Warfare Command (WARCOM) personnel who responded to the SOF Operator Survey in the SOF Language Transformation Strategy Needs Assessment Project. The study was designed to collect data from SOF personnel, unit leaders, and instructors. Three comprehensive, issue-oriented surveys were developed and deployed online in July 2004. Among the findings, SOF personnel indicated that the most frequent and important use of language on deployment was 'building rapport.' However, AFSOF personnel indicated that 'military-technical vocabulary' was the most important and frequently used. Findings suggest that different types of SOF personnel use different skills on their missions and may require customized training to fit those needs. Findings suggested that language training could benefit from a shift in focus to aspects of language that are more related to SOF core tasks. This shift should be reflected in training, testing, compensation, and command support.

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**Special Operations Forces  
Language Transformation Strategy  
Needs Assessment Project: SOF  
Operator 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 SOF personnel who responded to the *SOF Operator Survey*<sup>1</sup>, 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 SOF personnel.

The survey study was designed to collect data from SOF personnel, unit leaders, and instructors. Three comprehensive, issue-oriented surveys were developed and deployed on the Internet in late July 2004.

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<sup>1</sup> Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

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). The *SOF Operator Survey*<sup>2</sup> had 1,039 respondents and the *Unit Leadership Survey* had 158 respondents. Unfortunately, too few instructors participated ( $n = 7$ ) to obtain interpretable results. 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. After removing any questionable respondent cases, there were a total of 899 respondents to the *SOF Operator Survey*<sup>2</sup>. A total of 41 respondents indicated that the Air Force was their branch of service, 857 respondents indicated that the Army was their branch of service, and only one respondent indicated the Navy as his branch of service.

Of the 41 respondents from the Air Force, the majority of respondents (29) were Air Force Special Operations Forces (AFSOF) personnel. The remaining respondents were classified as AFSOF other (this group included the following classifications: Military Intelligence (MI) Airmen assigned to a SOF unit, non-SOF linguists, SOF other, and non-SOF other).

Of the 857 respondents from the Army, 297 were SOF personnel, 56 were military intelligence organic to SOF units, 35 were SOF support or SOF other, and 325 were non-SOF language professionals. The remaining respondents (144) were categorized as other non-SOF respondents. Of the 297 Army Special Operations Forces (ARSOF) personnel, 118 indicated that they were Reserve Component (RC) personnel. 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.

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 SOF personnel who responded to the *SOF Operator Survey*<sup>2</sup> are divided into ten major sections and some of the major findings from each section are presented below. Although there were many other respondents to this survey, due to the fact that the *SOF Operator Survey*<sup>2</sup> was developed for the purpose of assessing responses from SOF personnel, the data presented in this report will focus primarily on their responses. It is also 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. The *Final Project Report* which integrates data across all groups and data collection methods does provide interpretation and recommendations.

#### 1. General Language Requirements

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<sup>2</sup> Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

- 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.
- Within ARSOF, PSYOP AC personnel differed from the other subgroups in that they rated ‘Basic reading tasks’ as the most frequently used and ‘Basic listening tasks’ as the most important function of language. PSYOP RC personnel, however rated ‘Building rapport’ as the most important and frequent function of language, which is consistent with findings for SOF personnel overall.
- ARSOF personnel indicated ‘Basic writing tasks’ as the least frequently used and least important language function. AFSOF personnel indicated that ‘Giving commands’ was the least frequently used function of language, while using ‘Slang/street language’ was rated as the least important.
- More than 90% of SOF personnel indicated that it would be ideal to have 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 G for a Layman’s Understanding of ILR Language Skill Level Descriptions). The majority of SOF personnel indicated ‘Advanced Communication’ as the level of language proficiency ideal for typical tasks and duties.

## ***2. Mission-Based Language Requirements***

- SOF personnel commonly reported foreign internal defense (FID), psychological operations (PSYOP), unconventional warfare (UW), and civil affairs operations (CAO) as their primary SOF core task while on the most recent deployment.
- For their most recent deployment inside their AOR, AFSOF personnel were primarily involved in FID and counterterrorism (CT) tasks, while ARSOF personnel were primarily assigned to PSYOP, FID, UW, and CAO tasks.
- For the most recent deployment outside their AOR, AFSOF personnel engaged primarily in FID core tasks, while UW core tasks were most common for ARSOF personnel.
- The ideal level of proficiency for SOF personnel varied by mission type, with higher proficiency ideal for PSYOP, CAO, and FID missions, and lower levels of proficiency required for DA or SR missions.
- SOF personnel indicated that a higher level of proficiency was needed for missions inside their AOR than for missions outside their AOR.
- SOF personnel reported using ‘Listening tasks’ the most frequently, and ‘Writing tasks’ the least frequently while on the most recent deployment.
- ARSOF personnel indicated that ‘Building rapport’ was the most important language skill, while AFSOF personnel indicated that ‘Military/technical language’ was the most important skill.
- AFSOF personnel indicated that they were more prepared for their most recent mission in terms of language and cultural understanding than ARSOF personnel.
- Within ARSOF, RC personnel reported feeling less prepared for their most recent deployment in terms of language and cultural understanding than AC personnel.

- SF AC, SF RC, and PSYOP RC personnel reported feeling more prepared in terms of language and cultural understanding than CA RC and PSYOP AC personnel.
- SOF personnel disagreed that they were able to meet the language-related requirements of the mission for their most recent mission outside of their AOR.
- SOF personnel who indicated being deployed outside their AOR reported feeling less prepared in terms of language and cultural understanding than those deployed inside their AOR.
- ARSOF personnel reported more difficulty with language than AFSOF personnel for deployments outside of their AOR.

### ***3. Use of Interpreters***

- SOF personnel indicated that their unit frequently uses interpreters on deployment.
- SOF personnel are highly dependent on interpreters both inside and outside of their AOR, although they are more dependent on interpreters outside of their AOR.
- SOF personnel provided slightly positive ratings of interpreters in terms of their trustworthiness and competence.
- ARSOF personnel were more likely than AFSOF personnel to report frequent use of interpreters both inside and outside of their AOR.
- ARSOF personnel were more likely than AFSOF personnel to report that they were too dependent on interpreters and slightly more likely to indicate that they have observed situations where interpreters have compromised the mission outcome.
- Attitudes toward interpreters and indications that interpreters are essential on deployment were even more positive for missions outside of personnel's AOR.
- Within ARSOF, RC personnel reported a greater reliance on interpreters than AC personnel for missions inside their AOR, although both groups reported a similar reliance on interpreters outside of their AOR.
- ARSOF personnel indicated a stronger dependence on interpreters than ARSOF other respondents.

### ***4. Beliefs about Proficiency***

- SOF personnel were not very confident in their language abilities beyond basic conversational skills.
- SOF personnel expressed the lowest level of confidence in their ability to use military terminology, but slightly more confident in their ability to use language for informal conversations or courtesy requirements.
- AFSOF personnel reported feeling more confident in their language skills than ARSOF personnel.
- Within ARSOF, RC personnel were about equally confident in their language abilities when compared with AC personnel, except that SF AC personnel reported being less confident than SF RC personnel. When comparing all ARSOF subgroups, SF AC, SF RC, and CA AC personnel reported being slightly more confident in their language skills than CA RC, PSYOP AC, and PSYOP RC personnel.
- SOF personnel assigned to CAT I/II languages (e.g., Romance languages, German, and Indonesian) had higher confidence in their language proficiency than personnel assigned to CAT III/IV languages (e.g., Japanese, Arabic, Urdu, and Chinese-Mandarin).

### ***5. Official Language Testing***

- SOF personnel indicated that the Defense Language Proficiency Test (DLPT) is not an accurate measure of their proficiency, but still indicated that they are motivated to perform well on the test.
- AFSOF personnel expressed more positive views than ARSOF personnel about the DLPT's relatedness to mission performance and the seriousness with which they take the test.
- Within ARSOF, AC personnel had lower opinions of the DLPT's relatedness than RC personnel. However, both AC and RC personnel reported taking the test quite seriously.

### ***6. Foreign Language Proficiency Pay (FLPP)***

- SOF personnel who received FLPP in the past four years had favorable attitudes toward its ability to motivate, but neutral attitudes regarding the fairness and simplicity of FLPP procedures. SOF personnel who had not received FLPP in the past four years provided more negative evaluations of its motivating ability, fairness, and simplicity than those who had received FLPP in the past four years.
- SOF personnel disagreed that the amount of FLPP they receive reflects the effort they put into learning language.
- Potential ways to increase FLPP's motivating effect included increasing the amount and providing more training time and resources
- AFSOF personnel who have received FLPP in the past four years were more positive in their evaluations than ARSOF personnel across all dimensions. AFSOF personnel who indicated they have not received FLPP in the past four years, however, were similar to ARSOF personnel in their negative evaluations.
- ARSOF RC personnel were more negative in their evaluation of FLPP than AC personnel in general.

### ***7. Language Training***

- Most SOF personnel reported receiving their initial acquisition training at USAJFKSWCS, while a smaller percentage indicated receiving training at the Defense Language Institute (DLI). Most SOF personnel reported receiving sustainment/enhancement training in their unit's CLP.
- SOF personnel evaluated their instructor for initial acquisition language training and sustainment/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.
- SOF personnel who received training at DLI rated the curriculum more positively than students who received training at USAJFKSWCS.
- Within ARSOF, RC personnel rated their curriculum and instructor more favorably than ARSOF AC personnel overall for both initial acquisition language training and sustainment/enhancement language training.
- SOF personnel agreed that the emphasis in both their initial acquisition and sustainment/enhancement training was on 'Formal language' rather than 'Slant/street language'

- Within ARSOF, there were discrepancies between SF AC and SF RC personnel in their evaluation of sustainment/enhancement training that was not observed for the other personnel types.
- SOF personnel overwhelmingly agreed that immersion is an effective way to acquire language, and show a preference for OCONUS training rather than CONUS iso-immersion.
- Very few AFSOF personnel or ARSOF RC personnel had participated in immersion training.
- SOF personnel disagreed that selection for immersion is fair, a finding especially pronounced by ARSOF RC personnel.
- When evaluating their training effectiveness as a result of experiences on deployment, SOF personnel responded neutrally regarding the ability of their language training to prepare them for deployment.
- SOF personnel indicated that they encountered situations on deployment where they could have used additional training.
- SOF personnel indicated that they were most prepared to perform ‘Reading tasks’ and ‘Rapport-building tasks’ and that they were least prepared to perform ‘Listening tasks’ and ‘Speaking tasks.’
- When evaluating the effectiveness of training after deployment, SOF personnel had the most favorable evaluations of the effectiveness of sustainment/enhancement training and the least favorable ratings of the effectiveness of pre-deployment training. SOF personnel expressed neutral ratings of the effectiveness of initial acquisition language training.
- Within ARSOF, PSYOP personnel were the most negative when rating how well language training prepared them to perform mission-related tasks.
- SOF personnel indicated that the two most common barriers they faced were the current OPTEMPO and lack of training resources. AFSOF personnel were less likely than ARSOF personnel to report that these time constraints affected them.
- Within ARSOF, RC personnel reported being willing to obtain further training if barriers were removed.
- While AFSOF personnel agreed that their chains of command care about their language proficiency, ARSOF personnel disagreed.
- Within ARSOF, RC personnel reported a greater willingness to shift some of their training allocated to other SOF skills to increase time for language training.
- SOF personnel indicated that the most motivating factors for language training were the desire to succeed on missions and because they were accountable to their team. FLPP did not appear to be a highly motivating factor.

## ***8. Use of Technology***

- SOF personnel viewed technology-delivered training (TDT) as a supplement rather than a replacement for traditional language training.
- SOF personnel indicated that trainees were more likely to utilize TDT when they are motivated and if it was scheduled (i.e., on duty time), rather than on their personal time.
- SOF personnel indicated that machine language translation (MLT) was ineffective in serving as a communication tool or in helping to complete SOF core tasks.
- ARSOF RC personnel who responded to the survey had less experience with TDT and MLT, but more positive views of both. A possible explanation is that TDT enables members of reserve components to receive training that would otherwise be inaccessible.



## ***9. Organizational Climate and Support***

- SOF personnel's overall ratings of command support were generally low.
- Areas that received positive ratings (although still somewhat negative) were emphasizing the DLPT and providing language learning materials.
- Areas that needed the most improvement were providing recognition and awards related to language, finding ways to increase time for language training, and encouraging the use of language during non-language training.
- AFSOF personnel were more positive in their ratings overall, especially for encouragement of language use during non-language training.
- ARSOF RC personnel were generally less positive in their grades of command support.
- Within ARSOF, there were some differences between SF, CA, and PSYOP personnel when rating the quality of their organizational support. Grades differed within the SF, CA and PSYOP personnel groups, with PSYOP AC personnel generally being more favorable, and CA AC personnel being the least favorable.
- Interestingly, responses from non-SOF linguists who took the survey were similar, suggesting command support for language could be improved across the military.

## ***10. Language and Attrition***

- Issues related to language training did not appear to influence overall intentions to leave SOF and in general, SOF personnel had intentions of re-enlisting.
- AFSOF personnel indicated that language issues played a slightly larger role in their decisions to leave SOF than ARSOF personnel.
- AFSOF personnel were more likely to indicate that they had considered leaving SOF to pursue a higher-paid civilian career.
- Within ARSOF, RC personnel were more likely to indicate that they had considered leaving SOF due to language-related issues. This was especially true for the PSYOP RC personnel subgroup.

In summary, SOF personnel indicated that the most frequent and important use of language on deployment was 'Building rapport.' However, AFSOF personnel indicated that 'Military-technical vocabulary' was the most important and frequent use of language and PSYOP AC personnel indicated that 'Basic reading tasks' were used the most frequently and 'Basic listening tasks' were the most important. These findings suggest that different types of personnel use different skills on their missions and may require customized training to fit those needs. Furthermore, questions about the most recent deployment revealed that SOF personnel are deployed on a variety of different missions that require different language skills. SOF personnel primarily engaged in FID, PSYOP, UW, and CAO missions, although personnel engaged in different mission types depending on whether they were AFSOF or ARSOF personnel and depending on whether they were deployed inside or outside of their AOR. SOF personnel indicated that they used language skills frequently on the most recent mission. AFSOF personnel indicated that they were more prepared for their most recent mission in terms of language and cultural understanding than ARSOF personnel. Within ARSOF, RC personnel reported feeling less prepared for the most recent mission in terms of language and cultural understanding than AC personnel.

The survey results indicate that one way that SOF personnel deal with their lack of preparedness in terms of language is by relying on interpreters. SOF personnel indicated that they were highly

dependent on interpreters on deployments both inside and outside of their AOR, although they were more dependent on interpreters outside of their AOR. ARSOF personnel indicated a stronger dependence on interpreters than ARSOF other respondents and AFSOF personnel. Within ARSOF, RC personnel reported a greater reliance on interpreters than AC personnel for missions inside of their AOR, although both groups reported similar reliance on interpreters outside of their AOR. Another related finding is that not only did AFSOF personnel report that they were more prepared in terms of language and understanding than ARSOF personnel, but they also reported somewhat higher levels of confidence in their language abilities than ARSOF personnel.

Most SOF personnel reported receiving their initial acquisition language training at USAJFKSWCS and their sustainment/enhancement language training in their unit's CLP. SOF personnel evaluated their instructors for both types of training positively, although their major complaint was that the instructor did not incorporate SOF considerations into his/her teaching objectives and that the curriculum was not customized to SOF needs. Also, AFSOF personnel indicated that both their initial acquisition and sustainment/enhancement language training did not cover the vocabulary necessary for their missions. This suggests that the curriculum did not focus on military-specific language which is what AFSOF personnel primarily use on deployments. SOF personnel who received training at DLI rated their curriculum more positively than students who received training at USAJFKSWCS. Within ARSOF, RC personnel rated the curriculum and instructor more positively for both types of training than AC personnel. SOF personnel also indicated that the emphasis in their language training was on formal language rather than slang/street language. This may be problematic for ARSOF personnel, since slang/street language is most likely more useful for rapport-building than formal language. When evaluating the effectiveness of their language training after being deployed, SOF personnel indicated neutral opinions about their preparedness, but also indicated that they had encountered situations where more training would have been useful. SOF personnel had the most favorable ratings of sustainment/enhancement language training and the least favorable ratings of pre-deployment training in preparing them for deployment. SOF personnel also provided overwhelmingly favorable ratings of immersion training as an effective way to acquire language, although very few AFSOF personnel or ARSOF RC personnel had participated in immersion training.

Although SOF personnel placed a high value on language training, they felt that there were many barriers to succeeding in language training. SOF personnel indicated that the current OTPEMPO and lack of training resources were the two most common barriers. ARSOF personnel also indicated that lack of command support was another barrier. While AFSOF personnel agreed that their command cares about their language proficiency, ARSOF personnel disagreed. Within ARSOF, RC personnel reported being more eager to pursue further training if barriers were removed and to shift training time allocated to other SOF skills to language training. SOF personnel also indicated being primarily motivated by the desire to do well on missions and because they were accountable to their team, and being less motivated by the possibility of receiving FLPP. Although SOF personnel indicated many barriers to training, there were mixed opinions regarding the role of technology in training as a potential solution to this problem. SOF personnel indicated that technology cannot replace human instruction, but indicated that TDT can be a useful supplement to traditional language training and shows promise for the future. SOF personnel indicated a low opinion of MLT, although within ARSOF, RC personnel tended to have higher opinions of TDT and MLT than AC personnel. This finding could be the result of lack of training opportunities available to RC personnel. SOF personnel also indicated negative opinions related to command support for language training. Areas that were of greatest concern

overall were providing recognition and awards related to language, finding ways to increase time for language training, and encouraging the use of language during non-language training. The areas that received more favorable ratings (although still somewhat negative) were placing emphasis on taking the DLPT on time and providing language learning materials.

Although SOF personnel indicated that one of the stronger areas of command support was placing emphasis on the DLPT, SOF personnel disagreed that the DLPT is clearly related to mission performance. ARSOF personnel had more negative opinions of the DLPT than AFSOF personnel. Although SOF personnel did not agree that the DLPT is clearly related to mission performance, they indicated that they were still motivated to do well on the test. This may be because their command places a strong emphasis on this and not because they believe it is important to their job performance. SOF personnel also indicated that FLPP was only moderately motivating and rewarding, a finding confirmed for items related to training effectiveness on deployment. SOF personnel also agreed that the amount of FLPP received was not an accurate reflection of the effort required. Within ARSOF, FLPP was indicated as less motivating for RC personnel than for AC personnel, a finding that is related to the fact that RC personnel are not as fairly compensated for their efforts. Suggestions to improve the motivating effect of FLPP include increasing the availability of training resources and increasing the amount of FLPP.

In conclusion, findings from SOF personnel suggested that language training could benefit from a shift in focus to aspects of language that are more related to SOF core tasks. This shift needs to be reflected in training, testing, compensation, and command support.

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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 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 SOF personnel who responded to the *SOF Operator Survey*<sup>3</sup>. This survey was one data collection component of the *Special Operations Forces Language Transformation Strategy Needs Assessment Project*. This report is designed to be descriptive in nature. The *Final Project Report* presents integrated findings and recommendations.

### 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

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<sup>3</sup> Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

internally for impetus, constraints, and opportunities. The strategy should guide all action with in 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.



## Report Overview

This report presents the results from SOF personnel who responded to the *SOF Operator Survey*<sup>4</sup>. 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 goal of this report was to present the results from SOF personnel in detail. The *Final Project Report* contains the integrative results for the entire study as well as interpretation and recommendations. 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 H for contact information).

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<sup>4</sup> Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

## 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. This report presents findings from AF/SOF personnel and other Air Force personnel who responded to the *SOF Operator Survey*<sup>5</sup>. This section provides information on the Web-based survey administered to SOF personnel including protocol and participants.

### Survey Project

#### *Procedures*

The survey study was designed to collect data from SOF personnel, unit leaders [Commanders, Senior Enlisted Advisors/Senior Warrant Officer Advisors (SWOA/SEAs), Staff Officers, and Command Language Program Managers (CLPMs)], and instructors to be integrated with the results from the focus group study. The idea was for the survey to confirm or disconfirm and expand upon the focus group findings with a larger number of participants.

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. Although the majority of the survey content was the same for each respondent, 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, we were able to capture the experiences of personnel deployed outside their area of responsibility (AOR), while allowing others who had not been deployed outside of their AOR to omit that section of the survey. This branching technique provided us with more accurate information about SOF personnel and helped to reduce the length of the survey for some participants. A second, parallel survey was developed and administered to unit leadership. 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., short response window) impacted the response on all three surveys. In addition, there was not a consistent way to notify individuals across the SOF community about the survey, other than by providing a link to the survey via Army Knowledge Online (AKO). It was especially difficult to

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<sup>5</sup> Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

contact members of the Navy, which is reflected in the very low response rate from Navy personnel ( $n = 1$ ).

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*

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). The *SOF Operator Survey*<sup>6</sup> had 1,039 respondents and the *Unit Leadership Survey* had 158 respondents. Unfortunately, too few instructors participated ( $n = 7$ ) to obtain interpretable results.

*SOF Operator Survey*<sup>6</sup>. After removing any questionable respondent cases, there were a total of 899 respondents to the *SOF Operator Survey*. Forty-one of these respondents indicated that the Air Force was their branch of service, 857 indicated the Army as their branch of service, and only one individual indicated the Navy as his branch of service. Once again, the fact that there was only one Navy respondent is most likely due to the fact that it was difficult to notify members of the Navy that the survey was available.

Of the 41 respondents from the Air Force, the majority of respondents (29) were Air Force Special Operations Forces (AFSOF) personnel. The remaining respondents were classified as AFSOF other (this group included the following classifications: Military Intelligence (MI) Airmen assigned to a SOF unit, non-SOF linguists, SOF other, and non-SOF other).

Of the 857 respondents from the Army, 297 were SOF personnel, 56 were military intelligence organic to SOF units, 35 were SOF support or SOF other, and 325 were non-SOF language professionals. The remaining respondents (144) were categorized as other non-SOF respondents. Of the 297 Army Special Operations Forces (ARSOF) personnel, 118 indicated that they were Reserve Component (RC) personnel. 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.

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<sup>6</sup> Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

Although there were many other respondents to this survey, due to the fact that the *SOF Operator Survey*<sup>7</sup> was developed for the purpose of assessing responses from SOF personnel, the data presented in this report will focus primarily on their responses. Information regarding other respondents is available in the appendices (see INTERPRETING THE RESULTS for a list of appendices).

When asked to indicate the number of years of SOF service, the majority of SOF personnel indicated between 1-4 years (28.2%), between 5-8 years (24.8%) and between 12-16 years (16.3%). When asked to indicate the length of time that they had been working in their current job, 18.3% of SOF personnel indicated less than one year, 51.7% indicated 1-4 years, and 15.3% indicated 5-8 years. The remaining respondents (14.6%) indicated working in their current job more than nine years.

A large percentage of respondents (78.6%) indicated that they had been deployed with a SOF unit in the past four years. When asked how long they had been deployed in the last 12 months, 31.8% indicated that they had not been deployed in the last 12 months, 11.3% indicated that they had been deployed for 1-2 months, 12.8% indicated that they had been deployed for 3-4 months, 12.8% indicated that they had been deployed for 5-6 months, and 31.2% of respondents indicated that they had been deployed for more than six months.

SOF personnel were asked to indicate the number of times that they had been deployed on exercises or operations both inside and outside of their AOR during their career. In terms of deployments inside of their AOR, 19.4% of respondents indicated that they had not been deployed, 23.5% indicated that they had been deployed 1-2 times, 10.2% indicated that they had been deployed 3-4 times, 6.5% indicated that they had been deployed 5-6 times, and 40.4% indicated that they had been deployed more than six times. In terms of deployments outside of their AOR, 24.0% of respondents indicated that they had not been deployed, 38.2% indicated that they had been deployed 1-2 times, 15.4% indicated that they had been deployed 3-4 times, 6.2% indicated that they had been deployed 5-6 times, and 16.3% indicated that they had been deployed more than six times.

Of the SOF personnel who responded to the survey, 29.2% indicated that their official or required language was Spanish, 15.5% indicated that their official or required language was Modern Standard Arabic, and 13.4% indicated that their official or required language was French. The remaining SOF respondents indicated a variety of other languages.

When asked to indicate their rank, the majority of SOF personnel (74.6%) indicated a rank ranging from E2 to E9, 4.66% indicated that their rank was WO-01 to WO-04, and 20.7% indicated that their rank was O-1 to O-6.

For a complete reporting of the demographics for SOF personnel, please see APPENDIX A, Tables A58-A62.

## INTERPRETING THE RESULTS

This report is designed to present the results from SOF personnel who responded to the *SOF Operator Survey*<sup>7</sup>, 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) General Language Requirements, (2) Mission-Based Language Requirements, (3) Use of Interpreters, (4) Beliefs about Proficiency, (5) Official Language Testing, (6) Foreign Language Proficiency Pay (FLPP), (7) Language Training, (8) Use of Technology, (9) Organizational Climate and Support, and (10) Language and Attrition. The content of these sections is briefly described below:

### SECTION 1: General Language Requirements

This section contains information regarding the typical need for foreign language skills while executing SOF-specific tasks on deployment. SOF personnel were asked their opinion on the frequency and importance of such SOF-specific language tasks such as the 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 groups study.

### SECTION 2: Mission-Based Language Requirements

This section contains information about the use of language on the personnel's most recent training or operational deployment (both inside and outside their normal AOR). This includes questions about the level of language proficiency ideal for the tasks and duties, the length of deployment on this mission, and whether or not the respondent experienced language-related issues or deficiencies while on the deployment.

### SECTION 3: Use of Interpreters

This section presents information about the personnel's experiences with interpreters while deployed. 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. This section presents information regarding operational deployments both inside and outside of their AOR.

### SECTION 4: Beliefs about Proficiency

This section presents SOF personnel's beliefs about their language skills in their official or required languages. The survey items presented in this section assessed the respondents' confidence in performing language-related tasks (i.e., their ability to participate in formal and informal conversations).

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<sup>7</sup> Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

### SECTION 5: Official Language Testing

This section presents SOF personnel's perceptions of the Defense Language Proficiency Test (DLPT). SOF personnel were asked specific questions regarding their most recent experience with the DLPT, including a self-report of their most recent DLPT score. SOF personnel were also asked about their attitudes toward the DLPT and the Defense Language Institute Oral Proficiency Interview (DLI OPI).

### SECTION 6: Foreign Language Proficiency Pay (FLPP)

This section contains SOF personnel's perceptions and experiences with FLPP. Respondents were asked specific questions regarding FLPP's value as a motivator in addition to questions about procedures used to assign FLPP.

### SECTION 7: Language Training

This section contains information regarding SOF personnel's perceptions of several different types of language training: initial acquisition training, sustainment/enhancement training, and immersion training. Included within initial acquisition training and sustainment/enhancement training are respondent assessments of the instructor and the curriculum based on their most recent training experience. This section also includes an assessment of general attitudes toward language training and the respondent's perceptions of the effectiveness of language training on deployment.

### SECTION 8: Use of Technology

This section presents information regarding SOF personnel's opinions and experiences with technology. SOF personnel 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

SOF personnel 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 awards related to language training.'

### SECTION 10: Language and Attrition

This section presents information regarding SOF personnel's intentions to leave SOF as a result of language-related issues. Questions in this section of the survey assessed whether SOF personnel would leave SOF due to changes in language requirements, his/her inability to receive sufficient language training, or for a civilian position where language skills are highly compensated.

Each of these ten 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 classification (i.e., AFSOF personnel, ARSOF personnel, etc.).

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	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Frequency	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often/Always</b>
Importance	<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>

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.**

<b>Interpreting Responses on the 100-point scale</b>	
<b>100</b>	<b>If every participant responded “strongly agree” for the item, then the survey item mean would be 100.</b>
<b>75</b>	<b>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.”</b>
<b>50</b>	<b>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.</b>
<b>25</b>	<b>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.”</b>
<b>0</b>	<b>If every participant responded “strongly disagree” for the item, then the survey item mean would be 0.</b>

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: SOF Personnel
- Appendix B: AFSOF Personnel
- Appendix C: ARSOF Personnel
- Appendix D: ARSOF Active Component Personnel
- Appendix E: ARSOF Reserve Component Personnel

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 F 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 SOF personnel who responded to the *SOF Operator Survey*<sup>4</sup> are presented in the following ten sections. The 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 SOF personnel 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 F).

Although there were several groups of personnel (other than SOF personnel) who responded to this survey (i.e., MI personnel assigned to SOF units, SOF other, SOF support, non-SOF linguists, and other non-SOF respondents), the findings presented in this report will primarily focus on responses from SOF personnel who responded to the survey.

The first section of the report, 'General Language Requirements' presents SOF personnel's perceptions of the typical need for foreign language skills in addition to the frequency of use and the importance of these skills while executing SOF-specific tasks on deployment. The second section, 'Mission-Based Language Requirements' contains information about the use of language on the personnel's most recent training or operational deployment. The third section, 'Use of Interpreters' presents information regarding personnel's experiences with interpreters while deployed both inside and outside of their area of responsibility (AOR), including an evaluation of the interpreter's competence and trustworthiness. The fourth section, 'Beliefs about Proficiency' contains information regarding personnel's beliefs about their language skills in their official or required languages, in terms of their level of confidence in performing language-related tasks.

The fifth section of the report, 'Official Language Testing' presents SOF personnel's perceptions of the Defense Language Proficiency Test (DLPT). The sixth section, 'Foreign Language Proficiency Pay (FLPP)' presents AF/SOF personnel's perceptions and experiences with FLPP, including responses to questions about FLPP's value as a motivator and the procedures used to assign FLPP. The seventh section, 'Language Training' presents information regarding personnel's perceptions of several different types of language training: initial acquisition training, sustainment/enhancement training, and immersion training. In addition, this section presents an assessment of the instructor and curriculum based on the respondents' most recent training experience and an evaluation of training effectiveness as a result of deployment. The eighth section, 'Use of Technology' presents personnel's opinions and experiences with technology, including attitudes toward technology-delivered training (TDT) and machine language translation (MLT). The ninth section, 'Organizational Climate and Support' contains findings regarding perceptions of how well SOF personnel's chains of command provide support for language training. The tenth section, 'Language and Attrition' presents findings regarding personnel's intentions to leave SOF as a result of language-related issues.

## SECTION 1: 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 across all deployments both inside and outside of the personnel's area of responsibility (AOR; See Table 1.1 for a list and description of these skills). For the complete list of these items and associated findings for all SOF personnel to this section, please see Appendix A, Tables A1-A9. For further information about relevant subgroups, please see Appendices B-E. Also see the *Army Operator Survey Report* for further information about specific ARSOF personnel classifications (i.e., SF, CA, PSYOP findings) and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

A total of 257 respondents indicated that they had been deployed with a SOF unit within the past four years and therefore were eligible to respond to this section. There were 25 AFSOF personnel respondents. Two-hundred thirty-one respondents were ARSOF personnel. One-hundred forty-nine of these were classified as ARSOF AC personnel, while 82 were ARSOF RC personnel. There was one Navy SEAL respondent.

### Summary/Abstract

Findings from this section suggest that the most frequent and important use of language skills for SOF personnel was 'Building rapport.' This was followed by 'Basic reading tasks' and 'Giving commands.' AFSOF personnel indicated that 'Military/technical vocabulary' was the most important and frequently used function of language on deployment. ARSOF personnel, however, indicated that 'Building rapport' was the most frequently used and important function of language, consistent with SOF overall findings. AFSOF personnel indicated that 'Giving Commands' was the least frequently used function of language, while using 'Slang/street language' was rated as the least important. ARSOF personnel rated 'Basic writing tasks' as the least frequent and least important function of language. Both AC and RC personnel assigned similar ratings of frequency and importance to the various language functions. There was some variation between SF, CA, and PSYOP personnel subgroups. Although PSYOP RC personnel responded similarly to ARSOF personnel overall, PSYOP AC personnel rated 'Basic reading tasks' as the most frequently used and 'Basic listening tasks' as the most important function of language.

More than 90% of SOF personnel indicated that it would be ideal to have 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 G for a Layman's Understanding of ILR Language Skill Level Descriptions). The majority of SOF personnel indicated 'Advanced Communication' as the level of language proficiency ideal for typical tasks and duties.

### Findings

#### *Overall Findings*

Of the foreign language skills listed in Table 1.1, SOF personnel reported that ‘Building rapport’ was the most important language function ( $M = 83.0$ ) and was used the most frequently ( $M = 78.8$ ). The item receiving the second-highest ratings for frequency of occurrence on deployment was ‘Basic reading tasks’ ( $M = 74.4$ ). The item receiving the second-highest ratings for importance on deployment was ‘Giving commands’ ( $M = 74.3$ ). Conversely, the lowest-rated item for frequency of use and importance while on deployment was ‘Basic writing tasks’ ( $M = 47.5, 51.6$ ).

As indicated in Table 1.2, 92.7% of SOF personnel indicated that it would be ideal to have 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 G 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.

The majority of SOF personnel indicated ‘Advanced Communication’ as the level of language proficiency ideal for typical tasks and duties (44.4%). 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.

#### *Comparison of ARSOF and AFSOF Findings*

Of the foreign language skills listed in Table 1.1, AFSOF personnel indicated that ‘Military-technical vocabulary’ was used the most frequently ( $M = 87.0$ ) and was the most important among the various language functions ( $M = 86.5$ ; see Figure 1.1 for a visual representation of these findings). ARSOF personnel, on the other hand, indicated ‘Building rapport’ as the most frequent ( $M = 79.7$ ) and most important language function ( $M = 83.2$ ; see Figure 1.2 for a visual representation of these findings). AFSOF personnel also indicated that ‘Building rapport’ was a highly important ( $M = 80.4$ ) and frequently used ( $M = 70.5$ ) language function. ARSOF personnel rated ‘Military/technical vocabulary’ lower than AFSOF personnel in terms of frequency of use ( $M = 61.6$ ) and importance ( $M = 65.9$ ).

The least frequently used language function indicated by AFSOF personnel was ‘Giving commands.’ The lowest-rated item by AFSOF for importance of use while deployed was the use of ‘Slang/street language’ ( $M = 53.1$ ). These results did not match the findings from ARSOF, who reported ‘Basic writing tasks’ as the least frequently used ( $M = 46.4$ ) and the least important ( $M = 50.2$ ) function of language.

As indicated in Table 1.2, nearly half of AFSOF personnel indicated ‘Advanced Communication’ as the level of language proficiency ideal for typical tasks and duties (44.0%). ‘Complex Communication’ was the second most frequently chosen in this category (32.0%). ARSOF personnel also indicated ‘Advanced Communication’ as the level of language proficiency ideal for typical tasks and duties (44.6%). However, for ARSOF

personnel 'Intermediate Communication' was the second most frequently chosen level of language proficiency (26.8%).

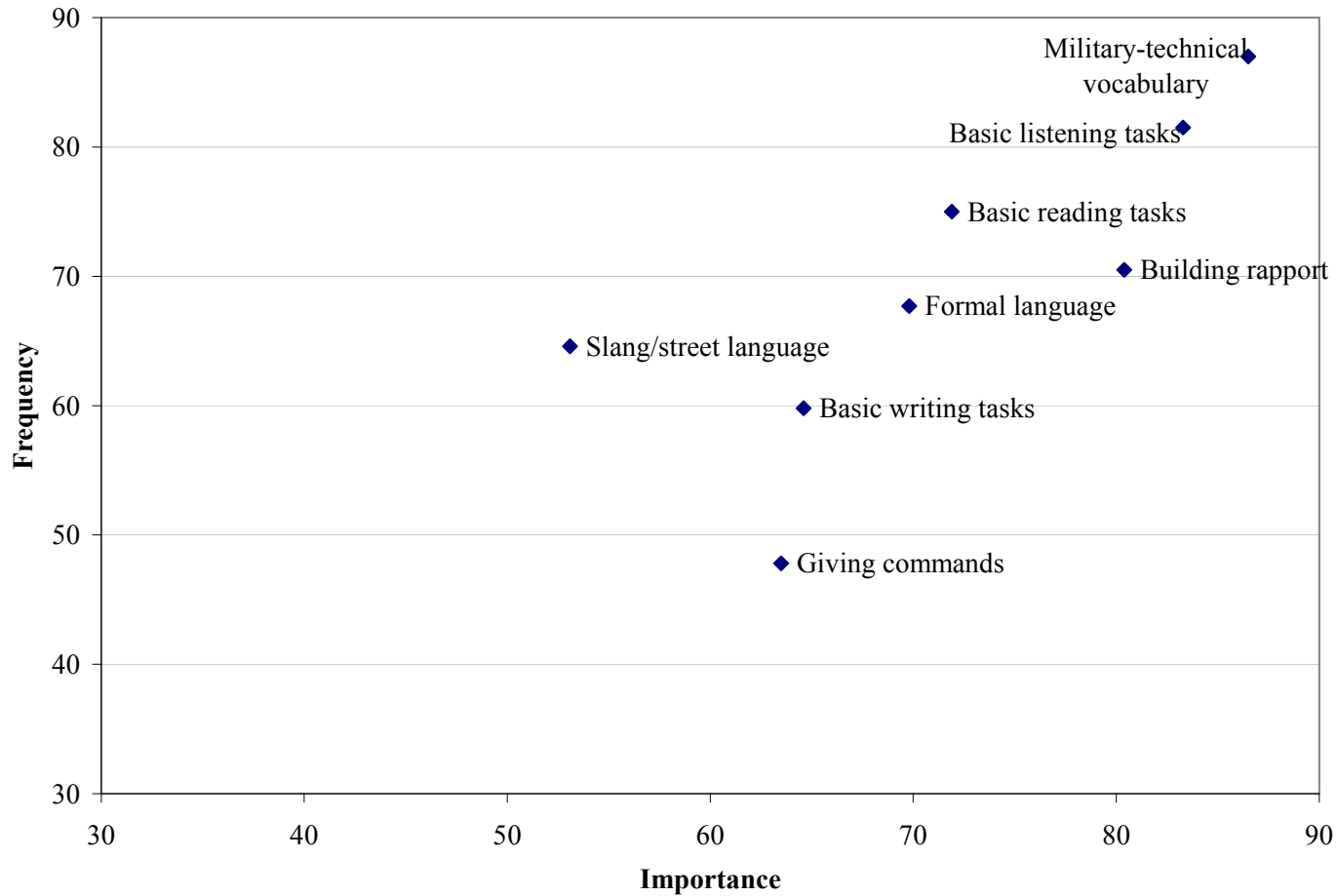
#### *ARSOF AC/RC Findings*

ARSOF AC and ARSOF RC personnel assigned similar ratings of frequency and importance to the various language functions. Both AC and RC personnel indicated that 'Building rapport' was the most important ( $M = 81.5, 86.3$ ) and the most frequently used ( $M = 78.8, 81.1$ ) language function. There were a few minor differences in terms of ratings of frequency between AC and RC personnel. For example, RC personnel indicated 'Giving commands' ( $M = 51.2$ ) and using 'Military-technical vocabulary' ( $M = 55.5$ ) somewhat less frequently than AC personnel ( $M = 61.4, 65.1$ ).

#### *ARSOF SF/CA/PSYOP Findings*

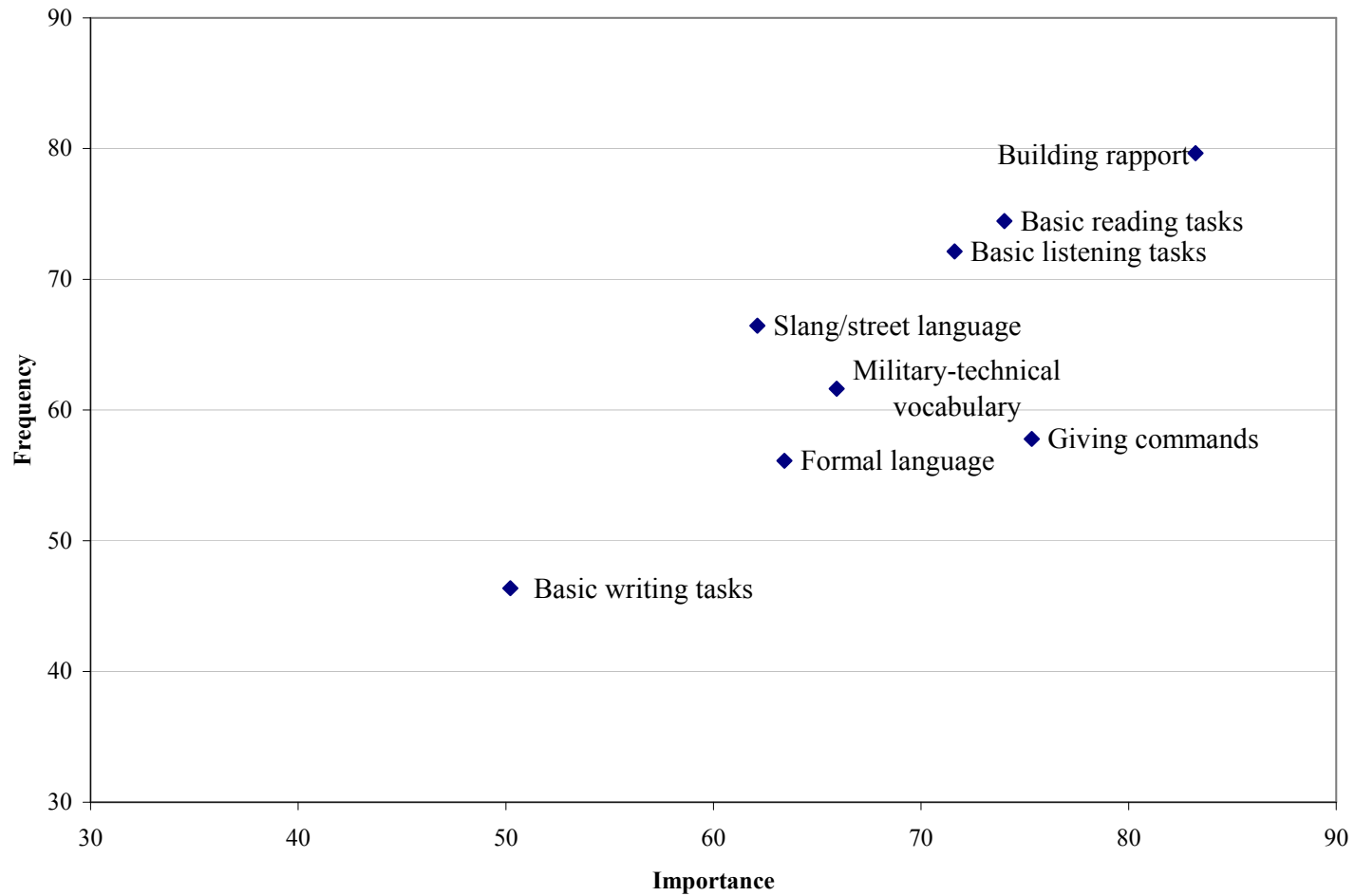
The findings for the SF, CA and PSYOP subgroups were fairly similar to one another. Some differences did exist, however. These findings are documented in the *Army Operator Survey Report*. Of note is that PSYOP personnel indicated using 'Basic listening tasks' more frequently than SF and CA personnel. In addition, while PSYOP RC personnel responded similarly to ARSOF personnel overall, PSYOP AC personnel rated 'Basic reading tasks' as the most frequently used and 'Basic listening tasks' as the most important function of language.

Figure 1.1 General Language Requirements: AFSOF Personnel<sup>8</sup>



<sup>8</sup> The values in this graph are 100-point means.

Figure 1.2 General Language Requirements: ARSOF Personnel<sup>9</sup>



<sup>9</sup> The values in this graph are 100-point means.

Table 1.1 Typical foreign language usage while deployed by SOF type<sup>10</sup>

	<i>SOF Personnel</i> <sup>11</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	[Mean values on 100 point scale] <sup>12</sup>				
<b>Slang/street language</b> <sup>13</sup>					
Frequency	<b>66.3</b>	<b>64.6</b>	<b>66.5</b>	<b>69.1</b>	<b>61.7</b>
Importance	<b>61.3</b>	<b>53.1</b>	<b>62.1</b>	<b>63.1</b>	<b>60.4</b>
<b>Giving commands</b> <sup>14</sup>					
Frequency	<b>57.0</b>	<b>47.8</b>	<b>57.8</b>	<b>61.4</b>	<b>51.2</b>
Importance	<b>74.3</b>	<b>63.5</b>	<b>75.3</b>	<b>76.4</b>	<b>73.5</b>
<b>Formal language</b> <sup>15</sup>					
Frequency	<b>57.2</b>	<b>67.7</b>	<b>56.1</b>	<b>56.3</b>	<b>55.9</b>
Importance	<b>64.0</b>	<b>69.8</b>	<b>63.4</b>	<b>62.6</b>	<b>64.9</b>
<b>Building rapport</b> <sup>16</sup>					
Frequency	<b>78.8</b>	<b>70.5</b>	<b>79.7</b>	<b>78.8</b>	<b>81.1</b>
Importance	<b>83.0</b>	<b>80.4</b>	<b>83.2</b>	<b>81.5</b>	<b>86.3</b>
<b>Military-technical vocabulary</b> <sup>17</sup>					
Frequency	<b>64.0</b>	<b>87.0</b>	<b>61.6</b>	<b>65.1</b>	<b>55.5</b>
Importance	<b>68.0</b>	<b>86.5</b>	<b>65.9</b>	<b>68.7</b>	<b>61.0</b>

<sup>10</sup> Only those respondents who indicated being deployed with a SOF unit in the past four years were asked these questions.

<sup>11</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>12</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

<sup>13</sup> Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.

<sup>14</sup> Example: "Get down!" or "Drop the weapon!"

<sup>15</sup> Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.

<sup>16</sup> Example: The initial meeting with the local militia leader.

<sup>17</sup> Example: Training local mechanics, policemen, or soldiers.



Table 1.1 Typical foreign language usage while deployed by SOF type (cont.)<sup>18</sup>

	<i>SOF Personnel</i> <sup>19</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
[Mean values on 100 point scale] <sup>20</sup>					
Basic reading tasks <sup>21</sup>					
Frequency	<b>74.4</b>	<b>75.0</b>	<b>74.5</b>	<b>75.5</b>	<b>72.6</b>
Importance	<b>73.8</b>	<b>71.9</b>	<b>74.0</b>	<b>72.6</b>	<b>76.5</b>
Basic writing tasks <sup>22</sup>					
Frequency	<b>47.5</b>	<b>59.8</b>	<b>46.4</b>	<b>48.1</b>	<b>43.1</b>
Importance	<b>51.6</b>	<b>64.6</b>	<b>50.2</b>	<b>50.8</b>	<b>49.1</b>
Basic listening tasks <sup>23</sup>					
Frequency	<b>72.8</b>	<b>81.5</b>	<b>72.1</b>	<b>72.8</b>	<b>70.9</b>
Importance	<b>72.5</b>	<b>83.3</b>	<b>71.6</b>	<b>71.0</b>	<b>72.8</b>

<sup>18</sup> Only those respondents who indicated being deployed with a SOF unit in the past four years were asked these questions.

<sup>19</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>20</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

<sup>21</sup> Example: Identifying important documents, reading signs/graffiti, and navigation.

<sup>22</sup> Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.

<sup>23</sup> Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.

Table 1.2 Level of proficiency ideal for typical tasks and duties while deployed by SOF type

	<i>SOF Personnel</i> <sup>24</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	% <sup>25</sup>	%	%	%	%
None	<b>1.6</b>	<b>4.0</b>	<b>1.3</b>	<b>0.7</b>	<b>2.4</b>
Basic Communication <sup>26</sup>	<b>5.8</b>	<b>8.0</b>	<b>5.6</b>	<b>3.4</b>	<b>9.8</b>
Intermediate Communication <sup>27</sup>	<b>25.7</b>	<b>12.0</b>	<b>26.8</b>	<b>27.5</b>	<b>25.6</b>
Advanced Communication <sup>28</sup>	<b>44.4</b>	<b>44.0</b>	<b>44.6</b>	<b>45.6</b>	<b>42.7</b>
Complex Communication <sup>29</sup>	<b>22.6</b>	<b>32.0</b>	<b>21.6</b>	<b>22.8</b>	<b>19.5</b>

<sup>24</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>25</sup> All numbers in this table are represented as percentages.

<sup>26</sup> Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

<sup>27</sup> Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

<sup>28</sup> Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

<sup>29</sup> Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

## SECTION 2: MISSION-BASED LANGUAGE REQUIREMENTS

### Introduction

There were two major sections of the survey that gathered information about mission-based language requirements. One section of the survey contained questions specifically about a respondent's most recent training or operational deployment, while another section of the survey focused only on the most recent deployment outside of the unit's normal AOR. Findings from both of these survey sections are presented here. For the complete list of these items and associated findings for SOF personnel to this section, please see Appendix A, Tables A10-A14 and A18-A22. For further information about relevant subgroups, see Appendices B-E. Also see the *Army Operator Survey Report* for further information about SF, CA, and PSYOP personnel subgroups and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

A total of 257 respondents indicated that they had been deployed with a SOF unit within the past four years and, therefore, answered the section about their most recent training or operational deployment (see Appendix A, Table A58). Two-hundred thirty one were classified as ARSOF personnel and 25 were classified as AFSOF personnel. There was one Navy SEAL respondent. A total of 142 respondents further indicated that they had been deployed outside of their AOR in the past four years, and therefore answered the section about the most recent deployment outside of their unit's normal AOR (see Appendix A, Table A18). One hundred and twenty seven were classified as ARSOF personnel and 15 were classified as AFSOF personnel.

### Summary/Abstract

Overall findings for this section showed that SOF personnel commonly reported foreign internal defense (FID), psychological operations (PYSOP), unconventional warfare (UW), and civil affairs operations (CAO) as their primary SOF core task while on the most recent deployment. AFSOF and ARSOF personnel engaged in very different SOF core tasks while on their most recent deployment. For their most recent deployment inside their AOR, AFSOF personnel were primarily involved in FID and counterterrorism (CT) tasks, while ARSOF personnel were primarily assigned to PSYOP, FID, UW, and CAO tasks. For the most recent deployment outside their AOR, AFSOF personnel engaged primarily in FID core tasks, while UW core tasks were most common for ARSOF personnel. SF personnel indicated that the primary SOF tasks on deployments inside their AOR were FID, and the primary SOF tasks on deployments outside their AOR were UW. CA personnel reported being most frequently deployed on CAO missions both inside and outside of their AOR. PSYOP personnel were primarily deployed on PSYOP missions both inside and outside their AOR.

For missions inside and outside their AOR, SOF personnel indicated that an 'Advanced Communication' level would be ideal. However, more SOF personnel who were deployed outside their AOR, said that no level of proficiency would be ideal than those deployed inside their AOR. This finding suggests that higher levels of proficiency are needed for missions inside their AOR than for missions outside their AOR. When analyzing the ideal level of proficiency according to mission type for deployments inside their AOR, a level of proficiency in 'Basic Communication' was most appropriate for special reconnaissance (SR) missions and 'Advanced Communication' or 'Complex Communication' was most

appropriate for FID, CAO, and PSYOP missions. Similar results were found for missions outside their AOR. These findings suggest that different levels of proficiency are needed for different missions, an important consideration in determining the appropriate language training for deployments.

SOF personnel were asked to rate the frequency and importance of various language skills on their most recent mission. When indicating the frequency of using various aspects of language proficiency, SOF personnel reported that the most frequently used skills were 'Listening tasks' while the least frequently used skills were 'Writing tasks.' ARSOF and AFSOF differed in the types of language skills they were required to use. AFSOF personnel indicated higher frequencies for using 'Military-language' and 'Formal language' than ARSOF personnel. ARSOF personnel indicated a higher frequency of interpreter use than AFSOF personnel.

When rating the importance of various aspects of language proficiency, the most important task overall differed between ARSOF and AFSOF personnel. ARSOF personnel rated 'Building rapport' as the most important use of language while AFSOF personnel rated 'Military-technical language' as the most important. AFSOF personnel also consistently rated each aspect of language as more important than ARSOF personnel.

When asked two specific questions about their preparedness to use language on deployment and their frequency of using language on deployment, ARSOF personnel indicated that they used language frequently on deployment, but were not sufficiently prepared in terms of language and cultural understanding. However, this finding differed for AFSOF personnel. AFSOF personnel agreed that they used language frequently, but also agreed that they were more prepared for their deployment in terms of language and cultural understanding than ARSOF personnel reported. ARSOF personnel reported feeling even less prepared for missions outside their AOR, as did AFSOF personnel, although fewer than five AFSOF personnel responded, making interpretation of their data difficult. Within ARSOF, RC personnel reported feeling less prepared for their most recent deployment in terms of language and cultural understanding than AC personnel.

When evaluating responses from SOF personnel overall, higher levels of proficiency were seen as more necessary for missions inside of their AOR than for missions outside of their AOR.

ARSOF personnel reported more difficulties with language outside of their AOR than AFSOF personnel and ARSOF personnel were also more likely to report that their official or required language suffered as a result of being deployed outside of their AOR. SF RC personnel experienced slightly more language-related deficiencies than SF AC personnel. However for CA and PSYOP personnel, the same pattern was not observed. Although ARSOF personnel consistently reported that their current official or required language proficiency suffered as a result of these missions, they felt that they would be able to regain proficiency in their official or required language. RC personnel were more confident than AC personnel that they would be able to regain their previous proficiency.

## Findings

### *Overall Findings*

*Most recent deployment.* According to Table 2.1, SOF personnel who responded to this section of the survey indicated that their primary SOF core task on their most recent deployment was one of four types. Nearly 23% of SOF personnel indicated FID (22.7%), 19.9% indicated PSYOP, 16.0% indicated UW, and 15.2% indicated CAO. Table 2.2 and Table 2.3 contain findings for primary SOF task based on whether the mission was inside or outside of their AOR. According to Table 2.2, 31.5% of SOF personnel indicated FID as their primary SOF task inside their AOR and 23.6% indicated PSYOP as their primary SOF task inside their AOR. According to Table 2.3, 30.8% of SOF personnel indicated UW as their primary SOF task outside of their AOR, while 20.9% of SOF personnel indicated CAO as their primary SOF task outside of their AOR.

Table 2.4 presents information about the ideal level of language proficiency needed on the most recent mission for SOF personnel (see the footnote of Table 2.4 for a description of the language categories discussed). The majority of SOF personnel (41.4%) indicated that ‘Advanced Communication’ would be ideal. Further examining these responses by mission type shows that 40.9% of SOF personnel indicated that either ‘None’ or ‘Basic Communication’ was ideal for direct action (DA) missions, while 57.2% of SOF personnel indicated either ‘None’ or ‘Basic Communication’ was being ideal for SR missions. However, for many of the other mission types, most SOF personnel indicated an ‘Advanced’ or ‘Complex Communication’ was ideal. For example, 72.4% of SOF personnel indicated that ‘Advanced’ or ‘Complex Communication’ would be ideal for FID missions, 66.7% of SOF personnel indicated that ‘Advanced’ or ‘Complex Communication’ would be ideal for CAO missions, and 70.6% indicated that ‘Advanced’ or ‘Complex Communication’ would be ideal for PSYOP missions.

Tables 2.5 and 2.6 present information about the ideal level of language proficiency on the most recent deployment inside and outside of the respondent’s AOR. In comparison to missions inside of their AOR in which only 3.0% of SOF personnel indicated that no level of proficiency would be ideal (see Table 2.5), 14.3% of SOF personnel indicated that no level of proficiency would be ideal for a mission outside of their AOR (see Table 2.6). Despite this difference, the majority of SOF personnel indicated that ‘Advanced Communication’ would be ideal for missions inside their AOR (43.6%) and for missions outside of their AOR (37.4%). When examining these responses according to mission type, the respondents who indicated DA or SR missions, indicated that higher levels of proficiency would be ideal for missions inside their AOR, while lower levels of proficiency would be ideal for missions outside their AOR. The same pattern was observed for FID, CAO and PSYOP missions.

Table 2.7 contains the findings for frequency of using various aspects of language proficiency on the most recent deployment. SOF personnel reported that they used ‘Slang/street language’ ( $M = 60.4$ ) more frequently than ‘Formal language’ ( $M = 48.8$ ) and ‘Military-specific language’ ( $M = 53.8$ ) while deployed. SOF personnel also reported using ‘Speaking skills’ ( $M = 70.3$ ) and ‘Listening skills’ ( $M = 74.4$ ) more frequently than ‘Reading skills’ ( $M = 48.3$ ) or ‘Writing skills’ ( $M = 33.3$ ). SOF personnel also frequently used interpreters ( $M = 68.1$ ) and infrequently used ( $M = 34.5$ ) ‘Other job aids.’

Table 2.8 contains findings for frequency of using various aspects of language proficiency on the most recent deployment by type of SOF core task. According to Table 2.8, SOF personnel

used 'Military-specific language' most frequently ( $M = 75.9$ ) for FID core tasks. SOF personnel used 'Formal language' most frequently for PSYOP core tasks ( $M = 55.6$ ) and FID core tasks ( $M = 54.7$ ) and less frequently ( $M = 33.3$ ) for DA core tasks. ARSOF personnel used 'Slang/street language' frequently for PSYOP ( $M = 65.3$ ) and FID ( $M = 62.5$ ) core tasks. 'Speaking' and 'Listening skills' were reported as being used more frequently than 'Reading' and 'Writing skills.' These findings were consistent across mission types. Most SOF personnel reported using interpreters very frequently. However, SOF personnel reported 'Using interpreters' less frequently for FID ( $M = 41.7$ ) and CT core tasks ( $M = 45.8$ ).

Table 2.9 contains findings for the importance of various aspects of language proficiency on the most recent deployment. SOF personnel rated 'Building rapport' as the highest in importance ( $M = 84.7$ ) followed by 'Increasing awareness' ( $M = 80.8$ ). The item that was rated as relatively least important, 'Logistics (i.e., saving time),' was still rated as moderately high in importance ( $M = 66.2$ ).

The responses to two specific questions regarding preparedness to use language and the frequency of language use on the most recent deployment are presented in Table 2.10. Across deployment types (both inside and outside their AOR), SOF personnel disagreed ( $M = 43.6$ ) that they were well prepared for deployment, and agreed ( $M = 67.5$ ) that they used their language skills frequently while on deployment. SOF personnel more strongly disagreed that they were well prepared for missions outside of their AOR ( $M = 28.4$ ) than for missions inside of their AOR ( $M = 52.0$ ). SOF personnel also reported that they used their skills more frequently on deployments inside their AOR ( $M = 78.2$ ) than on deployments outside their AOR ( $M = 48.5$ ).

Table 2.11 contains responses to the questions about preparedness and frequency of using language while on deployment by mission type for SOF personnel. As seen in Table 2.11, SOF personnel indicated being most prepared in terms of language and cultural understanding for FID ( $M = 55.6$ ) and CT core tasks ( $M = 55.4$ ). SOF personnel reported using language most frequently for FID ( $M = 83.6$ ) and CT ( $M = 77.1$ ) core tasks. SOF personnel reported using language infrequently ( $M = 35.7$ ) for SOF core tasks. Across mission types, SOF personnel reported being less prepared for missions outside their AOR than missions inside their AOR. SOF personnel also reported using language more frequently inside their AOR than outside their AOR across SOF core task types.

*Outside AOR Deployment.* SOF personnel responded to items regarding perceptions of deployments outside of their AOR. These findings are presented in Table 2.12. SOF personnel who responded to these items disagreed ( $M = 28.5$ ) that they were able to meet the language-related requirements of the mission. SOF personnel also agreed ( $M = 78.7$ ) that while on this mission, they experienced language-related issues or deficiencies. Although SOF personnel agreed ( $M = 57.9$ ) that their proficiency in their official or required language suffered because of this deployment, they agreed ( $M = 67.3$ ) that they felt confident that they would be able to regain previous proficiency in their official or required language.

#### *Comparison of AFSOF and ARSOF Findings*

*Most recent deployment.* ARSOF personnel reported a wider range of primary SOF core tasks on their recent deployments when compared to AFSOF personnel. AFSOF personnel indicated FID (52.0%) and CT (20.0%) as their primary SOF core tasks across deployments. This finding was consistent for missions inside of their AOR, with 57.1% of AFSOF personnel performing FID tasks and 19% performing CT tasks. For missions outside their

AOR, AFSOF personnel were engaged in one of four tasks: FID (25.0%), PSYOP (25.0%) CT (25.0%), or planning (25.0%). ARSOF personnel reported a more diverse range of SOF core tasks across deployments including PSYOP (21.7%), FID (19.6%), UW (17.8%), and CAO core tasks (17.0%). ARSOF personnel reported that their primary tasks inside of their AOR were FID (28.0%), PSYOP (27.3%), and CAO (14.0%), while their primary core tasks outside of their AOR were UW (32.2%), CAO (21.8%), and PSYOP (12.6%). These findings show that AFSOF and ARSOF personnel engage in somewhat different SOF core tasks when deployed.

AFSOF and ARSOF personnel differed in the types of language skills they used when deployed on their most recent mission. AFSOF indicated high frequencies for 'Military language' ( $M = 76.0$ ) and 'Formal language' ( $M = 65.6$ ) when compared to responses from ARSOF personnel ( $M = 51.2, 47.0$ ). AFSOF personnel also reported using 'Listening tasks' somewhat more frequently ( $M = 84.4$ , ARSOF:  $M = 73.2$ ). AFSOF personnel reported a much lower frequency of interpreter use ( $M = 46.4$ ) than ARSOF personnel ( $M = 70.4$ ). It is not clear whether this is due to a low availability of interpreters for AFSOF personnel or a lower need for the services of interpreters.

AFSOF and ARSOF personnel responded somewhat differently when evaluating the importance of various language tasks when on deployment. For most of the aspects of proficiency identified, AFSOF personnel rated them as being more important than ARSOF personnel. For example, ARSOF personnel rated 'Training or teaching others' as important ( $M = 71.6$ ), AFSOF personnel rated 'Training or teaching others' as higher in importance ( $M = 86.5$ ). However, ARSOF personnel rated 'Persuading people to provide sensitive information,' higher in importance ( $M = 73.5$ ) than AFSOF personnel ( $M = 68.5$ ).

Both AFSOF and ARSOF personnel provided global ratings of how prepared they were for their last deployment in terms of language and cultural understanding, and how frequently they were required to use their language skills on their last deployment. AFSOF personnel were consistently higher in their ratings for both of these items. For preparedness, AFSOF personnel agreed that they were prepared for their last deployment ( $M = 61.5$ ) while ARSOF personnel disagreed ( $M = 41.5$ ). For inside-AOR missions, AFSOF personnel agreed more often than not ( $M = 66.3$ ) that they were well prepared for their deployment in terms of language and cultural understanding while ARSOF personnel slightly disagreed ( $M = 49.8$ ). For outside-AOR deployments, ARSOF personnel disagreed that they were prepared for their most recent deployment in terms of language and cultural understanding ( $M = 27.9$ ). There were fewer than five AFSOF personnel who had been deployed outside of their AOR and therefore, the results for this group should be interpreted with caution. In terms of frequency of using language skills, both AFSOF and ARSOF personnel agreed that they used their skills frequently ( $M = 95.5, 64.4$ ). This pattern was the same for missions inside and outside their AOR.

*Outside AOR deployment.* AFSOF and ARSOF respondents differed in their attitudes regarding the impact of being deployed outside of one's AOR. ARSOF personnel were far more likely to report that their official language proficiency suffered in their current official or required language as a result of being deployed outside of their AOR ( $M = 60.2$ , AFSOF:  $M = 40.0$ ). ARSOF personnel were also somewhat more likely to indicate that they had experienced language-related difficulties ( $M = 79.7$ ) than AFSOF ( $M = 69.6$ ).

#### *ARSOF AC/RC Findings*

Primary SOF core tasks for AC and RC personnel were somewhat different. RC personnel reported engaging in FID (24.3%), PSYOP (23.0%), UW (18.2%), and DA (10.8%) core tasks on their most recent deployment. AC personnel reported engaging in CAO (34.1%), PSYOP (19.5%), UW (17.1%), and FID (11.0%) core tasks on their most recent deployment. This pattern was consistent for the most part for missions inside and outside of their AOR. However, both AC and RC personnel engaged in UW tasks primarily outside of their AOR and AC personnel engaged in DA core tasks primarily outside of their AOR. In rating the frequency of use for specific language tasks, AC and RC personnel indicated similar attitudes. However, RC personnel reported a higher frequency of interpreter use ( $M = 82.0$ ) than AC personnel ( $M = 63.9$ ). In ratings of importance for language tasks AC and RC personnel indicated very similar attitudes.

Regarding their preparedness for deployment with regard to language skills, AC and RC personnel expressed neutral opinions for inside-AOR deployments. However, both AC and RC personnel disagreed ( $M = 32.6, 23.2$ ) that they were well-prepared in terms of language and cultural understanding for deployments outside of their AOR although RC personnel disagreed somewhat more. In general, ratings of how frequently language was used on deployment were also consistent, with the exception that AC personnel reported using their language skills less on outside-AOR deployments ( $M = 38.8$ ) than RC personnel ( $M = 53.7$ ).

*Outside AOR deployment.* AC and RC personnel differed in their perceptions of the impact of outside-AOR deployment. RC personnel were more confident that they would regain their language skills ( $M = 73.9$ ) than AC personnel ( $M = 62.9$ ). AC personnel were also less likely than AC personnel to report that their proficiency suffered in their current official or required language ( $M = 56.1, 62.7$ ) because of this deployment. However, RC personnel were somewhat more likely to report encountering language-related difficulties ( $M = 82.4$ ) than AC personnel ( $M = 77.8$ ), although both groups agreed that they encountered language-related difficulties.

#### *ARSOF SF/CA/PSYOP Findings*

Findings were fairly consistent when comparing SF, CA and PSYOP personnel subgroups. These findings are documented in the *Army Operator Survey Report*. SF RC personnel indicated that their primary SOF core task on their most recent deployment was FID while AC personnel indicated UW. SF AC personnel chose 'Speaking skills' as the most frequently used language task while on deployment while SF RC personnel chose 'Interpreters.' Other ARSOF subgroups (CA and PSYOP personnel) indicated that interpreters were used the most frequently on the most recent deployment. The majority of respondents chose 'Building rapport' for the most important language function while on AOR deployment. However, CA AC personnel chose 'Negotiations' and 'Persuading people to provide sensitive information' as the most important language functions.

No groups reported being well prepared in terms of language and cultural understanding for deployments outside of their AOR and indicated using their language skills very little while on these missions. Their self-rated preparedness was somewhat higher for deployments inside of their AOR. ARSOF personnel, especially SF RC and CA AC personnel, also reported using their language skills much more on deployments inside their AOR.

SF, CA, and PSYOP personnel groups reported not being able to meet language-related requirements of their most recent mission outside of their AOR. This was especially true for CA AC personnel. All groups reported experiencing language related deficiencies while



deployed outside of their AOR. This was especially true for SF RC personnel. CA AC personnel also reported degradation of their AOR language as a result of being deployed outside of their AOR.

Table 2.1 Primary SOF tasks on the most recent deployment for all respondents by SOF type<sup>30</sup>

	<i>SOF Personnel</i> <sup>31</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	%	%	%	%	%
<b>Overall</b>					
Direct Action (DA)	<b>8.6</b>	<b>4.0</b>	<b>8.7</b>	<b>10.8</b>	<b>4.9</b>
Special Reconnaissance (SR)	<b>2.7</b>	-	<b>3.0</b>	<b>1.4</b>	<b>6.1</b>
Unconventional Warfare (UW)	<b>16.0</b>	-	<b>17.8</b>	<b>18.2</b>	<b>17.1</b>
Foreign Internal Defense (FID)	<b>22.7</b>	<b>52.0</b>	<b>19.6</b>	<b>24.3</b>	<b>11.0</b>
Civil Affairs Operations (CAO)	<b>15.2</b>	-	<b>17.0</b>	<b>7.4</b>	<b>34.1</b>
Psychological Operations (PSYOP)	<b>19.9</b>	<b>4.0</b>	<b>21.7</b>	<b>23.0</b>	<b>19.5</b>
Counterterrorism (CT)	<b>5.9</b>	<b>20.0</b>	<b>4.3</b>	<b>5.4</b>	<b>2.4</b>
Information Operations (IO)	<b>3.9</b>	<b>8.0</b>	<b>3.5</b>	<b>4.7</b>	<b>1.2</b>
Force Protection (FP)	<b>0.8</b>	-	<b>0.9</b>	<b>1.4</b>	-
Miscellaneous Intelligence (Intel.)	<b>0.8</b>	-	<b>0.9</b>	-	<b>2.4</b>
Planning and Administrative Support	<b>0.8</b>	<b>8.0</b>	-	-	-
Contracting or Miscellaneous	<b>2.3</b>	-	-	-	-
Other	<b>0.4</b>	<b>4.0</b>	<b>2.6</b>	<b>3.4</b>	<b>1.2</b>

<sup>30</sup> Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

<sup>31</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

*Table 2.2 Primary SOF tasks on the most recent deployment for respondents indicating they were deployed inside of their Area of Responsibility (AOR) by SOF type<sup>32</sup>*

	<i>SOF Personnel</i> <sup>33</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	%	%	%	%	%
<b>Inside AOR</b>					
Direct Action (DA)	<b>6.7</b>	<b>4.8</b>	<b>6.3</b>	<b>7.7</b>	<b>2.6</b>
Special Reconnaissance (SR)	<b>1.2</b>	-	<b>1.4</b>	<b>1.0</b>	<b>2.6</b>
Unconventional Warfare (UW)	<b>7.9</b>	-	<b>9.1</b>	<b>11.5</b>	<b>2.6</b>
Foreign Internal Defense (FID)	<b>31.5</b>	<b>57.1</b>	<b>28.0</b>	<b>34.6</b>	<b>10.3</b>
Civil Affairs Operations (CAO)	<b>12.1</b>	-	<b>14.0</b>	<b>4.8</b>	<b>38.5</b>
Psychological Operations (PSYOP)	<b>23.6</b>	-	<b>27.3</b>	<b>24.0</b>	<b>35.9</b>
Counterterrorism (CT)	<b>7.9</b>	<b>19.0</b>	<b>6.3</b>	<b>7.7</b>	<b>2.6</b>
Information Operations (IO)	<b>4.2</b>	<b>9.5</b>	<b>3.5</b>	<b>4.8</b>	-
Force Protection (FP)	<b>1.2</b>	-	<b>1.4</b>	<b>1.9</b>	-
Miscellaneous Intelligence (Intel.)	<b>0.6</b>	-	<b>0.7</b>	-	<b>2.6</b>
Planning and Administrative Support	<b>0.6</b>	<b>4.8</b>	-	-	-
Contracting or Miscellaneous	<b>2.4</b>	-	-	-	-
Other	<b>0.6</b>	<b>4.8</b>	<b>2.1</b>	<b>1.9</b>	<b>2.6</b>

<sup>32</sup> Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

The responses in this table represent the portion of respondents from Table 2.1 who indicated that they were deployed inside of their Area of Responsibility (AOR) on their most recent deployment.

<sup>33</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

*Table 2.3 Primary SOF tasks on the most recent deployment for respondents indicating they were deployed outside of their Area of Responsibility (AOR) by SOF type<sup>34</sup>*

	<i>SOF Personnel<sup>35</sup></i>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
<b>Outside AOR</b>					
Direct Action (DA)	<b>12.1</b>	-	<b>12.6</b>	<b>18.2</b>	<b>7.0</b>
Special Reconnaissance (SR)	<b>5.5</b>	-	<b>5.7</b>	<b>2.3</b>	<b>9.3</b>
Unconventional Warfare (UW)	<b>30.8</b>	-	<b>32.2</b>	<b>34.1</b>	<b>30.2</b>
Foreign Internal Defense (FID)	<b>6.6</b>	<b>25.0</b>	<b>5.7</b>	-	<b>11.6</b>
Civil Affairs Operations (CAO)	<b>20.9</b>	-	<b>21.8</b>	<b>13.6</b>	<b>30.2</b>
Psychological Operations (PSYOP)	<b>13.2</b>	<b>25.0</b>	<b>12.6</b>	<b>20.5</b>	<b>4.7</b>
Counterterrorism (CT)	<b>2.2</b>	<b>25.0</b>	<b>1.1</b>	<b>4.5</b>	<b>2.3</b>
Information Operations (IO)	<b>3.3</b>	-	<b>3.4</b>	<b>6.8</b>	<b>2.3</b>
Force Protection (FP)	-	-	-	-	-
Miscellaneous Intelligence (Intel.)	<b>1.1</b>	-	<b>1.1</b>	-	<b>2.3</b>
Planning and Administrative Support	<b>1.1</b>	<b>25.0</b>	-	-	-
Contracting or Miscellaneous	<b>2.2</b>	-	-	-	-
Other	<b>1.1</b>	-	<b>3.4</b>	-	-

<sup>34</sup> Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

The responses in this table represent the portion of respondents from Table 2.1 who indicated that they were deployed outside of their Area of Responsibility (AOR) on their most recent deployment.

<sup>35</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

Table 2.4 Ideal Level of Language Proficiency on Deployment for SOF Personnel on the most recent mission

	<i>N</i>	<i>None</i>	<i>Basic Communication</i> <sup>36</sup>	<i>Intermediate Communication</i> <sup>37</sup>	<i>Advanced Communication</i> <sup>38</sup>	<i>Complex Communication</i> <sup>39</sup>
		%	%	%	%	%
Overall	<b>256</b>	<b>7.0</b>	<b>9.0</b>	<b>24.2</b>	<b>41.4</b>	<b>18.4</b>
Direct Action (DA)	<b>22</b>	<b>18.2</b>	<b>22.7</b>	<b>36.4</b>	<b>22.7</b>	<b>-</b>
Special Reconnaissance (SR)	<b>7</b>	<b>42.9</b>	<b>14.3</b>	<b>14.3</b>	<b>0.0</b>	<b>28.6</b>
Unconventional Warfare (UW)	<b>41</b>	<b>7.3</b>	<b>9.8</b>	<b>31.7</b>	<b>43.9</b>	<b>7.3</b>
Foreign Internal Defense (FID)	<b>58</b>	<b>3.4</b>	<b>1.7</b>	<b>22.4</b>	<b>48.3</b>	<b>24.1</b>
Civil Affairs Operations (CAO)	<b>39</b>	<b>-</b>	<b>10.3</b>	<b>23.1</b>	<b>43.6</b>	<b>23.1</b>
Psychological Operations (PSYOP)	<b>51</b>	<b>7.8</b>	<b>5.9</b>	<b>15.7</b>	<b>45.1</b>	<b>25.5</b>
Counterterrorism (CT)	<b>15</b>	<b>6.7</b>	<b>6.7</b>	<b>33.3</b>	<b>26.7</b>	<b>26.7</b>
Information Operations (IO)	<b>10</b>	<b>10.0</b>	<b>20.0</b>	<b>20.0</b>	<b>40.0</b>	<b>10.0</b>
Force Protection (FP)	<b>2</b>	<b>-</b>	<b>-</b>	<b>50.0</b>	<b>50.0</b>	<b>-</b>
Miscellaneous Intelligence (Intel.)	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100.0</b>	<b>-</b>
Planning and Administrative Support	<b>2</b>	<b>-</b>	<b>50.0</b>	<b>-</b>	<b>-</b>	<b>50.0</b>
Contracting or Miscellaneous	<b>6</b>	<b>-</b>	<b>16.7</b>	<b>16.7</b>	<b>66.7</b>	<b>-</b>
Other	<b>1</b>	<b>-</b>	<b>-</b>	<b>100.0</b>	<b>-</b>	<b>-</b>

<sup>36</sup> Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

<sup>37</sup> Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

<sup>38</sup> Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

<sup>39</sup> Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

*Table 2.5 Ideal Level of Language Proficiency on Deployment for SOF Personnel on the most recent mission inside of the Area of Responsibility (AOR)<sup>40</sup>*

	<i>N</i>	<i>None</i>	<i>Basic Communication</i> <sup>41</sup>	<i>Intermediate Communication</i> <sup>42</sup>	<i>Advanced Communication</i> <sup>43</sup>	<i>Complex Communication</i> <sup>44</sup>
		%	%	%	%	%
Overall	<b>165</b>	<b>3.0</b>	<b>8.5</b>	<b>22.4</b>	<b>43.6</b>	<b>22.4</b>
Direct Action (DA)	<b>11</b>	-	<b>27.3</b>	<b>54.5</b>	<b>18.2</b>	-
Special Reconnaissance (SR)	<b>2</b>	-	-	-	-	<b>100.0</b>
Unconventional Warfare (UW)	<b>13</b>	-	<b>7.7</b>	<b>38.5</b>	<b>53.8</b>	-
Foreign Internal Defense (FID)	<b>52</b>	<b>3.8</b>	<b>1.9</b>	<b>17.3</b>	<b>50.0</b>	<b>26.9</b>
Civil Affairs Operations (CAO)	<b>20</b>	-	<b>10.0</b>	<b>20.0</b>	<b>45.0</b>	<b>25.0</b>
Psychological Operations (PSYOP)	<b>39</b>	<b>5.1</b>	<b>5.1</b>	<b>15.4</b>	<b>43.6</b>	<b>30.8</b>
Counterterrorism (CT)	<b>13</b>	<b>7.7</b>	<b>7.7</b>	<b>30.8</b>	<b>30.8</b>	<b>23.1</b>
Information Operations (IO)	<b>7</b>	-	<b>28.6</b>	<b>14.3</b>	<b>42.9</b>	<b>14.3</b>
Force Protection (FP)	<b>2</b>	-	-	<b>50.0</b>	<b>50.0</b>	-
Miscellaneous Intelligence (Intel.)	<b>1</b>	-	-	-	<b>100.0</b>	-
Planning and Administrative Support	<b>1</b>	-	<b>100.0</b>	-	-	-
Contracting or Miscellaneous	<b>4</b>	-	<b>25.0</b>	<b>25.0</b>	<b>50.0</b>	-

<sup>40</sup> Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

<sup>41</sup> Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

<sup>42</sup> Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

<sup>43</sup> Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

<sup>44</sup> Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

*Table 2.6 Level of Language Proficiency on Deployment for SOF Personnel on the most recent mission outside of the Area of Responsibility (AOR)<sup>49</sup>*

	<i>N</i>	<i>None</i>	<i>Basic Communication</i> <sup>45</sup>	<i>Intermediate Communication</i> <sup>46</sup>	<i>Advanced Communication</i> <sup>47</sup>	<i>Complex Communication</i> <sup>48</sup>
		%	%	%	%	%
Overall	<b>91</b>	<b>14.3</b>	<b>9.9</b>	<b>27.5</b>	<b>37.4</b>	<b>11.0</b>
Direct Action (DA)	<b>11</b>	<b>36.4</b>	<b>18.2</b>	<b>18.2</b>	<b>27.3</b>	-
Special Reconnaissance (SR)	<b>5</b>	<b>60.0</b>	<b>20.0</b>	<b>20.0</b>	-	-
Unconventional Warfare (UW)	<b>28</b>	<b>10.7</b>	<b>10.7</b>	<b>28.6</b>	<b>39.3</b>	<b>10.7</b>
Foreign Internal Defense (FID)	<b>6</b>	-	-	<b>66.7</b>	<b>33.3</b>	-
Civil Affairs Operations (CAO)	<b>19</b>	-	<b>10.5</b>	<b>26.3</b>	<b>42.1</b>	<b>21.1</b>
Psychological Operations (PSYOP)	<b>12</b>	<b>16.7</b>	<b>8.3</b>	<b>16.7</b>	<b>50.0</b>	<b>8.3</b>
Counterterrorism (CT)	<b>2</b>	-	-	<b>50.0</b>	-	<b>50.0</b>
Information Ops (IO)	<b>3</b>	<b>33.3</b>	-	<b>33.3</b>	<b>33.3</b>	-
Miscellaneous Intelligence (Intel.)	<b>1</b>	-	-	-	<b>100.0</b>	-
Planning and Administrative Support	<b>1</b>	-	-	-	-	<b>100.0</b>
Contracting or Miscellaneous	<b>2</b>	-	-	-	<b>100.0</b>	-
Other	<b>1</b>	-	-	<b>100.0</b>	-	-

<sup>45</sup> Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

<sup>46</sup> Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

<sup>47</sup> Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

<sup>48</sup> Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

<sup>49</sup> Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

Table 2.7 Ratings of Frequency for Use on Most Recent Deployment by SOF-type<sup>50</sup>

	<i>SOF Personnel</i> <sup>51</sup>	<i>AFSOF</i>	<i>ARSOF</i>		
			<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
[Mean values on 100 point scale] <sup>52</sup>					
Military-Specific language	53.8	76.0	51.2	54.0	46.2
Formal Language	48.8	65.6	47.0	47.1	46.9
Slang/Street Language	60.4	60.4	60.3	62.1	57.1
Local dialect	60.2	63.0	59.9	59.4	60.6
Speaking skills	70.3	71.9	70.0	70.8	68.4
Listening skills	74.4	84.4	73.2	73.8	72.2
Reading skills	48.3	60.4	47.0	48.4	44.4
Writing skills	33.3	45.8	32.0	33.9	28.7
Job Aids	34.5	43.5	33.7	36.7	28.6
Interpreters	68.1	46.4	70.4	63.9	82.0

<sup>50</sup> Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years.

The response options for these items were as follows: Never, Seldom, Sometimes, Often, and Very Often. For an explanation of how these scores were transformed into numerical values, please see INTERPRETING THE RESULTS.

<sup>51</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>52</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.



Table 2.8 Ratings of Frequency for Use on Most Recent Deployment by mission type for SOF Personnel.

	<i>DA</i> <sup>53</sup>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Intel.</i>	<i>Other</i>	<i>P &amp; A</i> <sup>54</sup>	<i>Con</i> <sup>55</sup>
	[Mean values on 100 point scale] <sup>56</sup>												
Military-Specific language	51.1	39.3	60.0	75.9	33.8	42.6	58.9	47.5	62.5*	62.5*	25.0*	37.5*	50.0
Formal Language	33.3	42.9	45.0	54.7	46.7	55.6	50.0	50.0	25.0*	62.5*	25.0*	50.0*	45.0
Slang/Street Language	56.8	46.4	56.9	62.5	57.9	65.3	58.9	60.0	75.0*	87.5*	75.0*	37.5*	70.0
Local dialect	58.3	42.9	60.0	59.2	59.2	69.4	50.0	57.5	62.5*	100*	50.0*	37.5*	60.0
Speaking skills	57.1	46.4	71.9	79.7	63.8	74.5	75.0	60.0	75.0*	62.5*	50.0*	50.0*	80.0

<sup>53</sup> SOF core tasks are abbreviated as follows: Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counterproliferation of WMD (CP), Information Operations (IO), Force Protection (FP), Miscellaneous Intelligence (Intel.), and Other.

<sup>54</sup> Planning and Administration

<sup>55</sup> Contracting or Miscellaneous

<sup>56</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.8 Ratings of Frequency for Use on Most Recent Deployment by SOF Core Task Type for SOF Personnel (con't).

	<i>DA</i> <sup>57</sup>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Intel.</i>	<i>Other</i>	<i>P &amp; A</i> <sup>58</sup>	<i>Con</i> <sup>59</sup>
	[Mean values on 100 point scale] <sup>60</sup>												
Listening skills	60.7	53.6	75.6	83.6	67.8	77.6	75.0	72.5	75.0*	100*	50.0*	50.0*	80.0
Reading skills	34.5	39.3	44.9	56.0	39.2	57.8	50.0	42.5	50.0*	62.5*	25.0*	37.5*	50.0
Writing skills	22.5	39.3	29.5	43.1	24.3	40.4	36.5	20.0	0.0*	25.0*	0.0*	37.5*	30.0
Job Aids	17.9	42.9	34.3	50.4	30.3	32.1	29.2	22.2	0.0*	25.0*	0.0*	25.0*	35.0
Interpreters	70.5	60.7	71.7	41.7	87.2	77.0	45.8	67.5	87.5*	100*	75.0*	50.0*	75.0

<sup>57</sup> SOF core tasks are abbreviated as follows: Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counterproliferation of WMD (CP), Information Operations (IO), Force Protection (FP), Miscellaneous Intelligence (Intel.), and Other.

<sup>58</sup> Planning and Administration

<sup>59</sup> Contracting or Miscellaneous

<sup>60</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.9 Ratings of Importance for Various Aspects of Language Proficiency by SOF Personnel type<sup>61</sup>

	<i>SOF Personnel</i> <sup>62</sup>	<i>AFSOF ARSOF ARSOF AC ARSOF RC</i>			
		[Mean values on 100 point scale] <sup>63</sup>			
Building Rapport/trust	<b>84.7</b>	<b>88.5</b>	<b>84.3</b>	<b>82.7</b>	<b>87.2</b>
Training or teaching others	<b>73.0</b>	<b>86.5</b>	<b>71.6</b>	<b>73.0</b>	<b>69.1</b>
Reducing need for interpreters	<b>73.6</b>	<b>81.3</b>	<b>72.8</b>	<b>73.1</b>	<b>72.2</b>
Logistics (i.e., saving time)	<b>66.2</b>	<b>76.0</b>	<b>65.1</b>	<b>66.6</b>	<b>62.5</b>
Identification of Documents	<b>69.0</b>	<b>77.1</b>	<b>68.1</b>	<b>68.0</b>	<b>68.3</b>
Giving basic Commands	<b>74.4</b>	<b>76.0</b>	<b>74.4</b>	<b>75.0</b>	<b>72.9</b>
Discrete Eavesdropping	<b>73.2</b>	<b>71.9</b>	<b>73.4</b>	<b>71.8</b>	<b>76.2</b>
Increasing awareness	<b>80.8</b>	<b>82.3</b>	<b>80.6</b>	<b>79.9</b>	<b>82.0</b>
Maintaining control in hostile confrontations	<b>78.1</b>	<b>86.5</b>	<b>77.2</b>	<b>77.0</b>	<b>77.5</b>
Persuading people to provide sensitive information	<b>73.0</b>	<b>68.5</b>	<b>73.5</b>	<b>72.6</b>	<b>75.0</b>
Negotiations	<b>74.8</b>	<b>80.4</b>	<b>74.2</b>	<b>74.1</b>	<b>74.4</b>

<sup>61</sup> Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years.

<sup>62</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>63</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.10 Language Use on Most Recent Deployment by SOF Personnel type<sup>64</sup>

	<i>SOF Personnel</i> <sup>65</sup>				
		<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
<b>Across deployments</b>		[Mean values on 100 point scale] <sup>66</sup>			
I was well prepared for this deployment in terms of language and cultural understanding.	43.6	61.5	41.5	44.4	36.3
I used my language skills frequently while on this deployment.	67.5	95.5	64.4	64.8	63.9
<b>Inside AOR</b>					
I was well prepared for this deployment in terms of language and cultural understanding.	52.0	66.3	49.8	49.5	50.7
I used my language skills frequently while on this deployment.	78.2	95.8	75.6	75.3	76.5
<b>Outside AOR</b>					
I was well prepared for this deployment in terms of language and cultural understanding.	28.4	37.5*	27.9	32.6	23.2
I used my language skills frequently while on this deployment.	48.5	93.8*	46.3	38.8	53.7

<sup>64</sup> Respondents to this question indicated that they had been deployed with a SOF unit within the past four years.

<sup>65</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>66</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.11 Language Use on Most Recent Deployment by SOF Core Task Type for SOF Personnel

	<i>DA</i> <sup>67</sup>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Intel.</i>	<i>Other</i>	<i>P &amp; A</i> <sup>68</sup>	<i>Con</i> <sup>69</sup>
<b>Across deployments</b>	[Mean values on 100 point scale] <sup>70</sup>												
Preparedness	32.1	41.7	36.3	55.6	38.8	40.6	55.4	42.5	50.0*	12.5*	25.0*	37.5*	54.1
Usage	61.3	35.7	57.4	83.6	61.4	62.8	77.1	75.0	75.0*	50.0*	75.0*	100*	75.0
<b>Inside AOR</b>													
Preparedness	50.0	75.0	46.2	60.1	42.1	45.8	54.2	39.3	50.0*	25.0*	-	75.0*	75.0*
Usage	70.0	75.0	78.9	86.1	69.1	72.7	80.0	82.1	75.0*	100*	-	-	75.0*
<b>Outside AOR</b>													
Preparedness	15.9	25.0	31.5	16.7	35.5	25.0	62.5	50.0*	-	0.0*	25.0*	0.0*	12.5*
Usage	52.5	25.0	45.8	62.5	54.2	34.4	62.5	58.3*	-	0.0*	25.0*	100*	75.0*

<sup>67</sup> Mission types are abbreviated as follows: Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counterproliferation of WMD (CP), Information Operations (IO), Force Protection (FP), Miscellaneous Intelligence (Intel.), and Other.

<sup>68</sup> Planning and Administration

<sup>69</sup> Contracting or Miscellaneous

<sup>70</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.12 Perceptions of Outside of AOR Deployment by SOF Personnel-type

	<i>SOF Personnel</i> <sup>71</sup>	<i>AFSOF</i>	<i>ARSOF</i>			
			<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	
		[Mean values on 100 point scale] <sup>72</sup>				
I was able to meet language-related requirements of this mission.	28.4	36.5	27.5	25.7	30.0	
While on this deployment, I experienced language-related issues or deficiencies. †	78.7	69.6	79.7	77.8	82.4	
My proficiency in my official or required language suffered because of this deployment. †	57.9	40.0	60.2	62.7	56.1	
I am confident that I will be able to regain my previous proficiency in my official or required language.	67.3	67.3	67.2	62.9	73.9	
Prior to deployment, I was proficient in the language required.	45.2	50.0	44.6	46.5	41.7	

<sup>71</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>72</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude.

## SECTION 3: USE OF INTERPRETERS

### Introduction

Respondents were asked about their experience using interpreters both inside and outside of their normal AOR. In one section, respondents were asked to answer questions about experiences with interpreters across all of their deployments both inside and outside their AOR. For the complete list of these items and associated findings for SOF respondents, see Appendix A, Tables A15-A17. Respondents were also asked specific questions about using interpreters on the respondents' most recent deployment outside of their normal AOR. For the complete list of these items and associated findings for SOF respondents, see Appendix A, Tables A24-A25. For further information about relevant subgroups, see Appendices B-E. Also see the *Army Operator Survey Report* for further information about SF, CA, and PSYOP personnel subgroups and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

A total of 199 respondents indicated that they had been deployed with a SOF unit and had used an interpreter on a mission in the past four years, and therefore answered the section regarding use of interpreters (see Appendix A, Table A15). One hundred and eighty eight were classified as ARSOF personnel and 10 were classified as AFSOF personnel. A total of 119 respondents further indicated that they had been deployed outside of their AOR in the past four years and had used an interpreter on a mission in the past four years. Therefore, they answered the section about the most recent deployment outside of their unit's normal AOR (see Appendix A, Table A23). One hundred and twelve were classified as ARSOF personnel and seven were classified as AFSOF personnel.

### Summary/Abstract

Findings from these sections suggest that in general, SOF personnel are highly dependent on interpreters. Attitudes toward interpreters were mixed. Ratings of competence and trustworthiness were slightly positive. There was high agreement that interpreters are essential for mission success. Attitudes toward interpreters and indications that interpreters are essential on deployment were even more positive for missions outside of personnel's AOR. Most SOF personnel indicated that their unit frequently uses interpreters on deployment. ARSOF personnel were more likely than AFSOF personnel to report frequent use of interpreters both inside and outside their AOR and to report that they were too dependent on interpreters. ARSOF personnel were also slightly more likely than AFSOF personnel to indicate that they have observed situations where interpreters have compromised the mission outcome. Within ARSOF, RC personnel reported a greater reliance on, as well as a more positive view of, interpreters than AC personnel for missions inside of their AOR. Both AC and RC personnel reported a strong need for and confidence in interpreters outside of their AOR. Within AFSOF, PSYOP personnel indicated the most dependence on interpreters. Also, ARSOF personnel indicated a stronger dependence on interpreters than ARSOF other respondents (see *Army Operator Survey Report* for more details regarding this group of respondents).

## Findings

### *Overall Findings*

*Use of Interpreters.* According to Table 3.1, SOF personnel agreed ( $M = 70.8$ ) that their unit frequently uses interpreters when deployed inside of the normal AOR and disagreed ( $M = 29.7$ ) that they can be as effective on their missions without an interpreter. When evaluating that quality of interpreters, SOF personnel slightly agreed that most interpreters were trustworthy ( $M = 59.0$ ) and competent ( $M = 63.1$ ). However, SOF personnel also agreed ( $M = 71.4$ ) that they believe their unit is too dependent on interpreters and also indicated that they have observed situations where interpreters have compromised the mission outcome ( $M = 62.0$ ). SOF personnel agreed ( $M = 76.7$ ) that if they were more proficient in their current or official language, they would be less likely to rely on interpreters.

Table 3.2 presents findings for SOF personnel regarding attitudes toward interpreters based on the number of deployments inside and outside of their AOR. According to Table 3.2, SOF personnel deployed more than six times inside their AOR agreed ( $M = 81.5$ ) that if they were more proficient in their current or official language, they would be less likely to rely on interpreters. However, personnel who reported being deployed inside their AOR one or two times did as well ( $M = 79.7$ ). The same pattern of results was found for personnel who indicated being deployed outside of their AOR. For some items, there was a difference observed depending on the number of deployments. For example, SOF personnel who reported being deployed inside of their AOR more than six times agreed less ( $M = 69.1$ ) than personnel who had been deployed inside their AOR only once or twice ( $M = 78.2$ ) that interpreters were essential for carrying out missions. However, personnel who reported being deployed outside of their AOR more than six times responded similarly ( $M = 68.6$ ) to personnel who had been deployed outside their AOR only once or twice ( $M = 70.1$ ) when responding to the item, “Interpreters are essential for carrying out missions.”

*Use of Interpreters Outside AOR.* Table 3.3 presents information regarding perceptions of interpreter use on their most recent deployment outside of their AOR. Many of the same questions that were asked regarding interpreter use in general, were also asked specifically in relation to interpreter use on deployments outside of their AOR. The findings reveal a similar pattern of attitudes. SOF personnel agreed ( $M = 88.0$ ) that using interpreters was essential for carrying out the mission and disagreed ( $M = 20.0$ ) that they could have been as effective on the mission without using interpreters. These findings are more extreme than responses to the same items presented in Table 3.1. SOF personnel also agreed that the interpreters used on the mission were trustworthy ( $M = 67.4$ ) and competent ( $M = 71.9$ ). These findings reveal more positive opinions of interpreters used outside of their AOR than interpreters used in general, as presented in Table 3.1. SOF personnel agreed ( $M = 88.0$ ) that their unit frequently uses interpreters when outside of the normal AOR, which is much higher than the item presented in Table 3.1, in which SOF personnel agreed ( $M = 70.8$ ) that their unit frequently uses interpreters when inside the normal AOR.

Table 3.4 contains more information about perceptions of interpreter use on the most recent deployment outside of their AOR by interpreter type, CAT I (i.e., local hire, indigenous personnel, not vetted; or US citizens, not vetted) or CAT II/III (i.e., US citizens with secret or top secret clearance). For the most part, responses to the items were similar regardless of interpreter type. However, SOF personnel indicated that CAT II/III interpreters used on the mission were more trustworthy ( $M = 75.0$ ) than CAT I interpreters ( $M = 64.8$ ). Also, SOF personnel who indicated using CAT II/III interpreters agreed more ( $M = 82.1$ ) than SOF



personnel who indicated using CAT I interpreters ( $M = 73.7$ ) that they felt that during the mission they were too dependent on interpreters.

#### *Comparison of AFSOF/ARSOF Findings*

*Use of Interpreters.* ARSOF and AFSOF personnel differed in their responses to many of the items regarding interpreter use. ARSOF personnel agreed more ( $M = 73.4$ ) than AFSOF personnel ( $M = 59.4$ ) that interpreters were essential for carrying out missions and ARSOF personnel also agreed more ( $M = 71.8$ ) than AFSOF personnel ( $M = 57.1$ ) that they believe their unit is too dependent on interpreters. Also, ARSOF personnel agreed slightly more ( $M = 62.2$ ) than AFSOF personnel ( $M = 54.2$ ) that they had observed situations in which interpreters have compromised the mission outcome. Both groups expressed similar opinions regarding the trustworthiness and competence of interpreters. Both AFSOF personnel and ARSOF personnel slightly agreed ( $M = 53.6, 59.5$ ) that in their experience most interpreters were trustworthy, while both groups moderately agreed ( $M = 67.9, 63.1$ ) that most interpreters were competent.

*Use of Interpreters Outside AOR.* There were some differences between AFSOF and ARSOF personnel in terms of interpreter use outside of their AOR. ARSOF personnel strongly agreed ( $M = 88.4$ ) while AFSOF personnel moderately agreed ( $M = 67.9$ ) that their unit frequently uses interpreters when outside of the normal AOR. However, ARSOF personnel strongly agreed ( $M = 85.7$ ) while ARSOF personnel moderately agreed ( $M = 76.1$ ) that during the most recent mission, they were too dependent on interpreters.

#### *ARSOF AC/RC Findings*

*Use of Interpreters.* According to the findings presented in Table 3.1, ARSOF AC and RC personnel indicated slightly different attitudes regarding interpreter use, although their attitudes are in the same general direction. For example, ARSOF RC personnel agreed more strongly ( $M = 81.3$ ) than ARSOF AC personnel ( $M = 72.0$ ) that if they were more proficient in their current or official language, that they would be less likely to rely on interpreters. ARSOF RC personnel also agreed more strongly ( $M = 67.3$ ) than ARSOF AC personnel ( $M = 58.6$ ) that in their experiences, they have observed situations where interpreters have compromised the mission outcome. ARSOF RC personnel agreed more strongly ( $M = 77.6$ ) than ARSOF AC personnel ( $M = 67.7$ ) that they believe that their unit is too dependent on interpreters. ARSOF AC personnel agreed slightly more ( $M = 61.6$ ) than ARSOF RC personnel ( $M = 56.6$ ) that in their experiences, most interpreters were trustworthy and ARSOF AC personnel agreed slightly more ( $M = 64.2$ ) than ARSOF RC personnel ( $M = 61.5$ ) that most interpreters were competent.

*Use of Interpreters Outside AOR.* Table 3.3 presents information regarding perceptions of interpreters use on the most recent deployment outside of their AOR. Although ARSOF AC and ARSOF RC personnel differed somewhat regarding the attitudes of interpreters for missions inside of their AOR, their attitudes were much more similar for interpreter use outside of their AOR. For example, ARSOF AC personnel and ARSOF RC disagreed ( $M = 19.6, 19.7$ ) that they could have been as effective on the mission without using an interpreter. Responses to these items indicate a stronger need and confidence in interpreters for missions outside of their AOR. Both ARSOF AC and ARSOF RC personnel agreed more strongly ( $M = 87.7, 89.4$ ) that using interpreters was essential for carrying out missions for missions outside their AOR than when responding to the same item for missions inside of their AOR ( $M = 72.3, 75.0$ ).

*ARSOF SF/CA/PSYOP Findings*

Findings were fairly consistent when comparing SF, CA and PSYOP personnel subgroups. These findings are documented in the *Army Operator Survey Report*. SF RC personnel were much more likely to rely on interpreters if their language proficiency was higher. CA RC personnel reported not being very effective on missions without an interpreter. CA AC personnel considered themselves to be much more effective without the use of an interpreter. PSYOP AC and PSYOP RC personnel reported not being as effective on missions without an interpreter and reported similar results to each other and ARSOF overall.

Regarding their use of interpreters on missions outside of their AOR, SF AC and SF RC personnel reported very similar attitudes. They both indicated that the presence of interpreters on missions outside of AOR is quite essential. CA AC and CA RC personnel differed in their beliefs of how essential interpreters were on missions outside of their AOR. CA RC personnel reported interpreters to be much more essential than AC personnel. PSYOP AC and PSYOP RC personnel also answered similarly for the most part. However, of interest is that AC personnel felt that they were more dependent on interpreters than RC personnel on missions outside of their AOR.

Table 3.1 Attitudes towards interpreters by SOF Personnel type

	<i>SOF Personnel</i> <sup>73</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>74</sup>			
If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	<b>76.7</b>	<b>91.7</b>	<b>75.8</b>	<b>72.0</b>	<b>81.3</b>
In my experiences, I have observed situations where interpreters have compromised the mission outcome. †	<b>62.0</b>	<b>54.2</b>	<b>62.2</b>	<b>58.6</b>	<b>67.3</b>
I use interpreters only when advanced/high levels of proficiency are required.	<b>41.2</b>	<b>53.1</b>	<b>40.4</b>	<b>38.9</b>	<b>42.4</b>
It would have been useful to receive training on using interpreters prior to deployment.	<b>64.2</b>	<b>66.7</b>	<b>63.8</b>	<b>61.8</b>	<b>66.8</b>
Interpreters are essential for carrying out missions.	<b>72.6</b>	<b>59.4</b>	<b>73.4</b>	<b>72.3</b>	<b>75.0</b>

<sup>73</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>74</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

Table 3.1 Attitudes towards interpreters by SOF Personnel type (cont.)

	<i>SOF Personnel</i> <sup>75</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>76</sup>			
I feel our unit is too dependent on interpreters. †	<b>71.4</b>	<b>57.1</b>	<b>71.8</b>	<b>67.7</b>	<b>77.6</b>
My unit frequently uses interpreters when deployed inside the normal AOR.	<b>70.8</b>	<b>64.3</b>	<b>71.0</b>	<b>69.7</b>	<b>73.0</b>
I can be as effective on my missions without an interpreter.	<b>29.7</b>	<b>32.1</b>	<b>29.2</b>	<b>32.1</b>	<b>25.0</b>
In my experience, most interpreters were trustworthy.	<b>59.0</b>	<b>53.6</b>	<b>59.5</b>	<b>61.6</b>	<b>56.6</b>
In my experience, most interpreters were competent.	<b>63.1</b>	<b>67.9</b>	<b>63.1</b>	<b>64.2</b>	<b>61.5</b>

<sup>75</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>76</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

Table 3.2 Attitudes towards Interpreters based on number and type of deployments for SOF Personnel Overall<sup>77</sup>

	<i>Number of times deployed inside AOR<sup>78</sup></i>					<i>Number of times deployed outside AOR</i>				
	<b>Not deployed</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>More than 6</b>	<b>Not deployed</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>More than 6</b>
	<b>[Mean values on 100 point scale]<sup>79</sup></b>									
If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	<b>62.5</b>	<b>79.7</b>	<b>82.9</b>	<b>64.3</b>	<b>81.5</b>	<b>79.3</b>	<b>75.6</b>	<b>71.9</b>	<b>73.4</b>	<b>82.9</b>
In my experiences, I have observed situations where interpreters have compromised the mission outcome. †	<b>47.0</b>	<b>65.8</b>	<b>65.3</b>	<b>65.0</b>	<b>63.9</b>	<b>52.1</b>	<b>64.7</b>	<b>59.4</b>	<b>58.8</b>	<b>67.2</b>
I use interpreters only when advanced/high levels of proficiency are required.	<b>33.0</b>	<b>33.9</b>	<b>54.0</b>	<b>46.7</b>	<b>44.6</b>	<b>34.5</b>	<b>44.4</b>	<b>31.8</b>	<b>39.1</b>	<b>48.5</b>
It would have been useful to receive training on using interpreters prior to deployment.	<b>63.0</b>	<b>66.2</b>	<b>67.1</b>	<b>67.9</b>	<b>61.3</b>	<b>64.7</b>	<b>66.4</b>	<b>59.1</b>	<b>63.3</b>	<b>64.7</b>
Interpreters are essential for carrying out missions.	<b>81.7</b>	<b>78.2</b>	<b>60.5</b>	<b>73.3</b>	<b>69.1</b>	<b>80.6</b>	<b>70.1</b>	<b>75.0</b>	<b>75.0</b>	<b>68.6</b>

<sup>77</sup> This category includes individuals as SF AC, SF RC, CA AC, CA RC, PSYOP AC, PSYOP RC, SOF support, MI soldiers assigned to a SOF unit, and SOF other.

<sup>78</sup> Area of Responsibility

<sup>79</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

Table 3.2 Attitudes towards Interpreters based on number and type of deployments for SOF Personnel Overall<sup>80</sup> (cont.)

	<i>Number of times deployed inside AOR<sup>81</sup></i>					<i>Number of times deployed outside AOR</i>				
	<b>Not deployed</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>More than 6</b>	<b>Not deployed</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>More than 6</b>
	[Mean values on 100 point scale] <sup>82</sup>									
I feel our unit is too dependent on interpreters. †	<b>75.0</b>	<b>77.1</b>	<b>68.4</b>	<b>60.0</b>	<b>71.4</b>	<b>75.0</b>	<b>70.0</b>	<b>75.0</b>	<b>69.1</b>	<b>70.6</b>
My unit frequently uses interpreters when deployed inside the normal AOR.	<b>67.4</b>	<b>81.3</b>	<b>63.2</b>	<b>61.7</b>	<b>68.6</b>	<b>81.7</b>	<b>65.8</b>	<b>71.9</b>	<b>67.7</b>	<b>74.3</b>
I can be as effective on my missions without an interpreter.	<b>25.0</b>	<b>26.0</b>	<b>40.8</b>	<b>30.4</b>	<b>31.0</b>	<b>22.3</b>	<b>34.7</b>	<b>23.5</b>	<b>23.4</b>	<b>33.8</b>
In my experience, most interpreters were trustworthy.	<b>60.6</b>	<b>62.8</b>	<b>55.3</b>	<b>51.7</b>	<b>58.0</b>	<b>65.7</b>	<b>59.1</b>	<b>53.7</b>	<b>60.3</b>	<b>57.4</b>
In my experience, most interpreters were competent.	<b>69.2</b>	<b>61.5</b>	<b>64.5</b>	<b>60.0</b>	<b>61.6</b>	<b>60.7</b>	<b>63.1</b>	<b>58.8</b>	<b>67.7</b>	<b>66.2</b>

<sup>80</sup> This category includes individuals as SF AC, SF RC, CA AC, CA RC, PSYOP AC, PSYOP RC, SOF support, MI soldiers assigned to a SOF unit, and SOF other.

<sup>81</sup> Area of Responsibility

<sup>82</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

Table 3.3 Perceptions of Interpreter Use on Outside of AOR deployment by SOF Personnel type.

	<i>SOF Personnel</i> <sup>83</sup>	<i>AFSOF</i>	<i>ARSOF</i>		
			<i>ARSOF AC</i>	<i>ARSOF RC</i>	
		[Mean values on 100 point scale] <sup>84</sup>			
Using interpreter(s) was essential for carrying out this mission.	<b>88.0</b>	<b>82.1</b>	<b>88.4</b>	<b>87.7</b>	<b>89.4</b>
I could have been as effective on this mission without using interpreter(s).	<b>20.0</b>	<b>25.0</b>	<b>19.6</b>	<b>19.6</b>	<b>19.7</b>
The interpreter(s) that I used on this mission was (were) trustworthy.	<b>67.4</b>	<b>71.4</b>	<b>67.2</b>	<b>68.1</b>	<b>66.0</b>
The interpreter(s) that I used on this mission was (were) competent.	<b>71.9</b>	<b>82.1</b>	<b>71.2</b>	<b>72.7</b>	<b>69.2</b>
I feel that during this mission, I was too dependent on interpreters. †	<b>76.7</b>	<b>85.7</b>	<b>76.1</b>	<b>75.8</b>	<b>76.6</b>
My unit frequently uses interpreters when outside the normal AOR.	<b>87.2</b>	<b>67.9</b>	<b>88.4</b>	<b>88.9</b>	<b>87.8</b>

<sup>83</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>84</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

*Table 3.4 Perceptions of Interpreter Use on Outside of AOR deployment by interpreter type utilized on most recent outside AOR deployment.*

	<i>CAT I</i> <sup>85</sup>			<i>CAT II/III</i> <sup>86</sup>			<i>Both CAT I and CAT II/III</i>		
	<i>SOF Personnel</i> <sup>87</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>
	<b>[Mean values on 100 point scale]<sup>88</sup></b>								
Using interpreter(s) was essential for carrying out this mission.	<b>87.5</b>	<b>75.0*</b>	<b>88.0</b>	<b>88.4</b>	<b>87.5*</b>	<b>88.5</b>	<b>89.3</b>	<b>82.1</b>	<b>89.3</b>
I could have been as effective on this mission without using interpreter(s).	<b>20.1</b>	<b>25.0*</b>	<b>19.9</b>	<b>21.4</b>	<b>25.0*</b>	<b>20.8</b>	<b>17.9</b>	<b>25.0</b>	<b>17.9</b>
The interpreter(s) that I used on this mission was (were) trustworthy.	<b>64.8</b>	<b>50.0*</b>	<b>65.4</b>	<b>75.0</b>	<b>87.5*</b>	<b>72.9</b>	<b>67.9</b>	<b>71.4</b>	<b>67.9</b>
The interpreter(s) that I used on this mission was (were) competent.	<b>70.7</b>	<b>75.0*</b>	<b>70.6</b>	<b>75.0</b>	<b>87.5*</b>	<b>72.9</b>	<b>71.4</b>	<b>82.1</b>	<b>71.4</b>
I feel that during this mission, I was too dependent on interpreters. †	<b>73.7</b>	<b>75.0*</b>	<b>73.6</b>	<b>82.1</b>	<b>93.8*</b>	<b>80.2</b>	<b>80.4</b>	<b>85.7</b>	<b>80.4</b>
My unit frequently uses interpreters when outside the normal AOR.	<b>87.2</b>	<b>58.3*</b>	<b>88.4</b>	<b>88.4</b>	<b>75.0*</b>	<b>90.6</b>	<b>85.7</b>	<b>67.9</b>	<b>85.7</b>

<sup>85</sup> CAT I: Local hire indigenous personnel, not vetted; OR a US citizen not vetted.

<sup>86</sup> CAT II/III: US citizen with a secret OR a top secret clearance.

<sup>87</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>88</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

\* This data is based on fewer than five responses.



## SECTION 4: BELIEFS ABOUT PROFICIENCY

### Introduction

The items in this section gathered information from SOF personnel about their beliefs related to various aspects of personal language proficiency and their confidence to perform certain language-related tasks. For the complete list of items and associated findings for all respondents to this section, please see Appendix A, Tables A26-A27. For further information about relevant subgroups, please see Appendices B-E. Also see the *Army Operator Survey Report* for further information about specific personnel classifications and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

No respondents were restricted from answering the items in this section. A total of 327 SOF personnel had the opportunity to respond to this section.

### Summary/Abstract

In general, SOF personnel were not very confident in their language skills beyond the basic conversational level. SOF personnel expressed the lowest level of confidence in their ability to use military terminology, but were slightly more confident in their ability to use language for informal conversations or courtesy requirements. Tenure did not have a clear effect on confidence. SOF personnel assigned to CAT I/II languages (e.g., Romance languages, German, and Indonesian) had higher confidence in their language proficiency than personnel assigned to CAT III/IV languages (e.g., Japanese, Arabic, Urdu, and Chinese-Mandarin). AFSOF personnel reported feeling more confident in their language skills than ARSOF personnel.

### Findings

#### *Overall Findings*

When rating their ability to use military terminology in their AOR language, SOF personnel felt more confident in their ability to satisfy minimum courtesy requirements and maintain simple conversations on familiar topics ( $M = 68.4$ ) and less confident in their ability participate in informal conversations on practical, social, and professional topics ( $M = 52.9$ ) and to use military terminology ( $M = 49.0$ ; see Table 4.1). Table 4.2 contains a comparison of personnel assigned to CAT I/II languages and those assigned to CAT III/IV languages. As expected, SOF personnel assigned to CAT III/IV languages expressed lower levels of confidence in their ability to use military terminology ( $M = 37.8$ ), to satisfy minimum courtesy requirements and maintain simple conversations on familiar topics ( $M = 59.6$ ), and to participate in informal conversations on practical, social, and professional topics ( $M = 40.3$ ) than personnel assigned to CAT I/II languages ( $M = 60.2, 77.8, 65.0$ ). Comparisons were also made between personnel within different tenure groups. No consistent improvement in confidence was seen as tenure increased. These results are also displayed in Table 4.2.

### *Comparison of ARSOF and AFSOF Findings*

AFSOF personnel expressed higher levels of confidence in their language proficiency when compared with ARSOF personnel, particularly in terms of using military terminology. AFSOF personnel reported a higher level of confidence in their ability to use military terminology ( $M = 60.2$ ) than ARSOF personnel ( $M = 47.8$ ) as well as a higher level of confidence in their ability to participate in informal conversations on topics in their required AOR language ( $M = 62.1, 51.9$ ). AFSOF personnel also reported a higher level confidence ( $M = 76.9$ ) in their ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in their required AOR language when compared to ARSOF personnel ( $M = 67.6$ ).

### *ARSOF AC/RC Findings*

ARSOF RC personnel reported similar levels of confidence when compared with ARSOF AC personnel. For example, both ARSOF AC and ARSOF RC indicated the lowest level of confidence in their ability to use military terminology ( $M = 49.7, 44.8$ ) and the highest level of confidence in their ability to satisfy minimum courtesy requirements and maintain simple conversations on familiar topics ( $M = 67.9, 67.0$ ).

### *ARSOF SF/CA/PSYOP Findings*

Findings were fairly consistent when comparing SF, CA and PSYOP personnel subgroups. These findings are documented in the *Army Operator Survey Report*. Of interest is the finding that within the SF personnel subgroup, RC personnel were more confident in their language abilities than AC personnel. However, in the CA and PSYOP personnel groups, RC personnel were much less confident. This was especially the case for confidence related to engaging in informal conversations in the AOR language. Overall, PSYOP personnel had somewhat lower levels of confidence than SF and CA personnel.

Table 4.1 Beliefs about Proficiency

	<i>SOF Personnel</i> <sup>89</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>90</sup>			
I feel confident in my ability to use military terminology in the language required by my AOR assignment.	<b>49.0</b>	<b>60.2</b>	<b>47.8</b>	<b>49.7</b>	<b>44.8</b>
I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in my required AOR language.	<b>68.4</b>	<b>76.9</b>	<b>67.6</b>	<b>67.9</b>	<b>67.0</b>
I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in my required AOR language.	<b>52.9</b>	<b>62.1</b>	<b>51.9</b>	<b>51.9</b>	<b>52.0</b>

<sup>89</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>90</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 4.2 Beliefs about Proficiency for Selected Demographic Groups

	<i>Language Type</i>		<i>Tenure (yrs)</i> <sup>91</sup>			
	<i>CAT I/II</i>	<i>CAT III/IV</i> <sup>92</sup>	<i>0-4</i>	<i>5-8</i>	<i>9-16</i>	<i>17+</i>
	<b>[Mean values on 100 point scale]<sup>93</sup></b>					
I feel confident in my ability to use military terminology in the language required by my AOR assignment.	<b>60.2</b>	<b>37.8</b>	<b>43.7</b>	<b>52.5</b>	<b>49.4</b>	<b>56.5</b>
I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in my required AOR language	<b>77.8</b>	<b>59.6</b>	<b>66.4</b>	<b>71.3</b>	<b>37.5</b>	<b>74.1</b>
I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in my required AOR language.	<b>65.0</b>	<b>40.3</b>	<b>49.5</b>	<b>53.1</b>	<b>53.8</b>	<b>64.8</b>

<sup>91</sup> Respondents were asked to indicate the total number of years of service they had in SOF. Only SOF respondents were included in this category.

<sup>92</sup> Only respondents who indicated their required AOR language were included in these categories. CAT I/II languages include Romance languages, German, and Indonesian. CAT III/IV languages include Japanese, Arabic, Urdu, and Chinese-Mandarin.

<sup>93</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

## SECTION 5: OFFICIAL LANGUAGE TESTING

### Introduction

This section contained questions related to the respondent's experience with official language testing. Items in this section inquired about their perceptions of two official language tests, the Defense Language Proficiency Test (DLPT) and the Defense Language Institute Oral Proficiency Interview (DLI OPI). Issues that were covered included the general attitudes toward language testing and an evaluation of the DLPT's relatedness to required job skills. For the complete list of items and associated findings for SOF personnel who responded to this section, please see Appendix A, Tables A28-A32. For further information about relevant subgroups, please see Appendices B-E. Also see the *Army Operator Survey Report* for further information about specific ARSOF personnel classifications (i.e., SF, CA, and PSYOP) and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

Those who indicated that they had taken the DLPT in the past four years answered items in this section. A total of 253 SOF personnel responded to this section. There were 20 AFSOF personnel respondents. Two-hundred thirty-two were classified as ARSOF personnel. One-hundred fifty-five of these were classified as ARSOF AC personnel, while 77 were ARSOF RC personnel. There was one Navy SEAL respondent.

### Summary/Abstract

This section measured SOF personnel's attitudes toward the DLPT. Findings from this section suggest that many members of SOF personnel do not believe that the DLPT is an accurate measure of their proficiency. However, this does not appear to influence their motivation to do well on the test. SOF personnel's own test scores influenced their evaluation of the DLPT's relatedness to mission success. Exposure to the DLI OPI did not have a large effect on their opinions. AFSOF personnel were more positive than ARSOF personnel in their evaluations of the DLPT and its relatedness to mission success. Within ARSOF, AC personnel had lower opinions of the DLPT's relatedness than RC personnel. However, both AC and RC personnel reported taking the test quite seriously. Within ARSOF, no large differences existed between SF, CA, and PSYOP personnel.

### Findings

#### *Overall Findings*

As indicated in Table 5.1, SOF personnel disagreed that the content of the DLPT is clearly related to what they do on deployment ( $M = 36.4$ ) and slightly disagreed that their DLPT scores accurately reflect their ability to use language in the field ( $M = 43.2$ ). However, SOF personnel slightly agreed that personnel who perform well on the DLPT are more likely to successfully use language in the field ( $M = 57.1$ ). Attitudes toward the DLPT in terms of its relatedness to job performance were similar regardless of whether or not respondents had taken the DLI OPI. The respondent's own level of DLPT proficiency appeared to have a greater effect on their responses. Those who had higher DLPT proficiency (2-2 or above) expressed more positive attitudes toward the DLPT. For example, those who indicated having a higher DLPT score slightly agreed ( $M = 52.3$ ) that their DLPT scores accurately reflect

their ability to use language while on the job, while those with a lower DLPT score disagreed ( $M = 34.2$ ).

Regarding attitudes toward the DLPT which are presented in Table 5.2, SOF personnel strongly disagreed that they marked the same answer for every question on the DLPT to get it over quickly ( $M = 12.5$ ). SOF personnel also disagreed that they have memorized the answers to the DLPT since it never changes ( $M = 15.2$ ). Although responses to these questions seem to indicate that SOF personnel take the DLPT seriously and try to do well on the test, SOF personnel also moderately agreed that the DLI OPI is more related to mission performance than the DLPT ( $M = 62.9$ ). Neither the respondent's experience with the DLI OPI nor the respondent's DLPT rated language proficiency impacted responses to these questions about the DLPT.

#### *Comparison of AFSOF and ARSOF Findings*

Both AFSOF and ARSOF personnel responded neutrally ( $M = 56.6, 57.3$ ) when asked if DLPT-proficient personnel were more likely to use language successfully in the field. AFSOF personnel indicated slightly more favorable attitudes toward the DLPT in terms of its relatedness to job performance when compared with ARSOF personnel, although both groups disagreed that the content of the DLPT is related to what is done on deployment ( $M = 45.8, 35.6$ ). In response to other items related to the DLPT, AFSOF and ARSOF personnel responded very similarly although AFSOF personnel were somewhat less likely to indicate that the DLI OPI was more related to mission success than the DLPT ( $M = 50.0$ ) when compared with ARSOF personnel ( $M = 63.4$ ).

#### *ARSOF AC/RC Findings*

Interestingly, RC personnel felt that the DLPT was more related to their job than AC personnel, although neither group agreed very strongly that it was related. AC personnel disagreed ( $M = 32.0$ ) that the content of the DLPT is clearly related to what they do during deployment, while RC personnel responses indicated a more moderate opinion ( $M = 43.0$ ). AC personnel also disagreed ( $M = 38.2$ ) that their DLPT scores accurately reflect their ability to use language while on the job, while RC personnel responded neutrally ( $M = 51.6$ ). There were no major differences between AC and RC respondents for other items related to the DLPT.

#### *ARSOF SF/CA/PSYOP Findings*

Findings regarding the SF, CA and PSYOP subgroups can be found in the *Army Operator Survey Report*. In general, findings from each group were consistent, with a few notable deviations. CA RC personnel provided more favorable evaluations of the DLPT's relatedness to their job than other subgroups. CA personnel were also the most likely to evaluate the DLI OPI as more related to mission performance than the DLPT.

Table 5.1 Relatedness of DLPT to Required Job Skills<sup>94</sup>

	<i>SOF Personnel</i> <sup>95</sup>					<i>Taken OPI</i>	<i>Not Taken OPI</i>	<i>Low DLPT Proficiency</i> <sup>96</sup>	<i>High DLPT Proficiency</i>
		<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>				
		[Mean values on 100 point scale] <sup>97</sup>							
The content of the DLPT is clearly related to what I do during deployment.	36.4	45.8	35.6	32.0	43.0	37.0	36.0	30.5	42.4
My DLPT scores accurately reflect my ability to use language while on the job.	43.2	52.6	42.6	38.2	51.6	44.5	42.2	34.2	52.3
Operators who perform well on the DLPT are more likely to successfully use language in the field.	57.1	56.6	57.3	54.0	63.8	57.9	56.5	54.8	59.0

<sup>94</sup> All figures in this table are 100-point means. Respondents were asked to indicate their agreement with these statements on a 5-point scale. For information on how these scores were converted, please see INTERPRETING THE RESULTS.

<sup>95</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>96</sup> DLPT scores from 0 to 1+ were considered low proficiency. Scores from 2 to 3 were considered high proficiency.

<sup>97</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 5.2 Attitudes Toward the DLPT<sup>98</sup>

	<i>SOF Personnel</i> <sup>99</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	<i>Taken OPI</i>	<i>Not Taken OPI</i>	<i>Low DLPT Proficiency</i> <sup>100</sup>	<i>High DLPT Proficiency</i>
		[Mean values on 100 point scale] <sup>101</sup>							
If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	31.3	29.2	31.6	31.6	31.4	30.9	31.5	33.8	28.7
I marked the same answer for every question on the DLPT to get it over with quickly.	12.5	2.8	13.3	16.2	7.5	9.9	14.4	18.2	7.0
I have memorized the answers to the DLPT since it never changes.	15.2	8.3	15.6	17.2	12.2	13.4	16.4	16.4	14.7
The OPI ( <i>Oral Proficiency Interview</i> ) is more related to mission performance than the DLPT.	62.9	50.0	63.4	60.9	68.3	62.5	63.5	62.7	63.6

<sup>98</sup> The items in this section are negatively worded, which means a low score indicates a more positive attitude toward the DLPT. All figures are 100-point averages. For more information on this technique, please see INTERPRETING THE RESULTS.

<sup>99</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>100</sup> DLPT scores from 0 to 1+ were considered low proficiency. Scores from 2 to 3 were considered high proficiency.

<sup>101</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.



## SECTION 6: FOREIGN LANGUAGE PROFICIENCY PAY

### Introduction

Respondents were asked about their attitudes towards Foreign Language Proficiency Pay (FLPP). The section presents information regarding FLPP procedures, as well as the motivating effect of FLPP. For the complete list of items and associated findings for SOF personnel, see Appendix A, Tables A33-35. For further information about relevant subgroups, please see Appendices B-E. For information regarding specific subgroups within ARSOF (i.e., SF, CA, and PSYOP), see the *Army Operator Survey Report* and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

All respondents received this set of questions regardless of whether or not they currently received FLPP. A total of 327 SOF personnel had the opportunity to respond to this section.

### Summary/Abstract

SOF personnel who received FLPP in the past four years had favorable attitudes toward its ability to motivate, but neutral attitudes regarding the fairness and simplicity of FLPP procedures. SOF personnel who had not received FLPP in the past four years had negative evaluations of its motivating ability and the fairness and simplicity of procedures for allocating FLPP. Both groups strongly disagreed that FLPP reflects the amount of time it takes to acquire language skills. Possible ways to improve FLPP's motivating effect included increasing the amount and providing more training time and resources.

AFSOF personnel who have received FLPP in the past four years were more positive in their evaluations than ARSOF personnel across all dimensions. AFSOF personnel who indicated they have not received FLPP in the past four years, however, were similar to ARSOF personnel in their negative evaluations. Within ARSOF, RC personnel were more negative than AC personnel in general. Even RC personnel who have received FLPP in the past four years were neutral in evaluating FLPP's motivating effectiveness, and negative in evaluating its fairness and simplicity. RC personnel who have received FLPP in the past four years strongly disagreed that FLPP reflected the time and effort they put into language training.

### Findings

#### *Overall Findings*

Table 6.1 contains items regarding attitudes towards FLPP to whether or not the respondent had received FLPP in the past four years. SOF personnel who had received FLPP in the past four years had more favorable attitudes toward FLPP than those who have not received FLPP in the past four years. SOF personnel who have received FLPP in the past four years agreed that FLPP motivates them to acquire a new language during their personal time ( $M = 67.1$ ) and also agreed that FLPP motivates them to maintain language proficiency during personal time ( $M = 72.4$ ), while those who have not received FLPP in the past four years disagreed slightly ( $M = 47.1, 45.8$ ). In addition, SOF personnel who have received FLPP in the past four years agreed somewhat more than those who have not received FLPP in the past four years that the procedures for allocating FLPP are fair ( $M = 55.7, 41.3$ ) and straight-forward

and simple ( $M = 58.3, 46.9$ ). However, regardless of whether or not they have received FLPP in the past four years SOF personnel disagreed that FLPP reflects one's efforts in learning a language ( $M = 39.2, 35.1$ ).

Respondents were presented with seven potential changes to the FLPP system and asked to select all of the ways that they believed FLPP could be made more motivating. As indicated in Table 6.2, when SOF personnel were asked to select the options that would increase the motivating potential of FLPP, the most popular answer was that FLPP would be more motivating if the amounts were increased (67.0%). A large percentage of SOF personnel also indicated that FLPP would be more motivating if the unit would provide more time for training (59.0%) and if the unit would provide more training resources (54.4%).

#### *Comparison of ARSOF and AFSOF Findings*

AFSOF and ARSOF personnel who have not received FLPP in the past four years indicated very consistent attitudes toward FLPP. However, there were some differences between AFSOF and ARSOF personnel who have received FLPP in the past four years, which indicate that AFSOF personnel find FLPP to be somewhat more motivating and the procedures to be somewhat fairer than ARSOF respondents. For example, AFSOF personnel who have received FLPP in the past four years agreed that FLPP motivates them to maintain their current level of language skills during personal time ( $M = 82.1$ ) more strongly than ARSOF personnel who have received FLPP in the past four years ( $M = 71.0$ ). AFSOF personnel who have received FLPP in the past four years also indicated that the procedures for allocating FLPP are more fair ( $M = 64.3$ ) and straight-forward ( $M = 71.4$ ) than ARSOF personnel who have received FLPP in the past four years ( $M = 54.4, 56.3$ ).

AFSOF and ARSOF personnel reported consistent opinions when selecting the potentially motivating factors of FLPP. As consistent throughout the section, both groups selected the option, "If the amounts were increased" more than any other (62.1%, 67.3%). However, AFSOF personnel chose the item, "If it was given for speaking proficiency" the second-most frequently (41.4%), while ARSOF personnel chose the item, "If the unit would provide more time for training" the second-most frequently (60.9%). However, 48.5% of ARSOF respondents endorsed paying FLPP for speaking proficiency.

#### *ARSOF AC/RC Findings*

ARSOF AC personnel who had received FLPP in the past four years reported more favorable attitudes than ARSOF RC personnel who had received FLPP in the past four years. For example, ARSOF AC personnel agreed ( $M = 65.1$ ) while ARSOF RC personnel disagreed ( $M = 36.6$ ) that procedures for assigning FLPP are straight-forward and simple. RC personnel also disagreed more strongly that FLPP reflects the amount of effort required (AC: 45.6, RC: 25.8). ARSOF AC personnel who have not received FLPP in the past four years reported similar results as those ARSOF RC personnel who have not received FLPP in the past four years. The largest difference was seen for evaluations of FLPP procedures. AC personnel responded neutrally that procedures are straight-forward and simple ( $M = 51.7$ ) while RC personnel disagreed ( $M = 39.9$ ). RC personnel strongly disagreed that the amount of their FLPP reflected their effort, regardless of whether they received FLPP themselves ( $M = 25.8, 37.3$ ).

ARSOF RC personnel were the only group that did not select "If the amounts were increased" as the best way to increase the motivating effect of FLPP. The majority of

respondents indicated that they would be the most motivated if the unit would provide more training resources (69.5%). RC personnel also indicated that FLPP would be more motivating if the amounts were increased (66.1%). AC personnel chose it the most frequently overall (68.2%).

*ARSOF SF/CA/PSYOP Findings*

Findings were fairly consistent within the SF, CA and PSYOP personnel subgroups and were similar to what was reported by SOF personnel overall. SF, CA, and PSYOP personnel who currently receive FLPP reported higher levels of agreement with the items in this section. These findings are documented in the *Army Operator Survey Report*. Of interest is the finding that within the SF and CA personnel subgroups, AC personnel had more favorable opinions of FLPP than RC personnel. This was not the case for the PSYOP personnel group.

For ways to increase the motivating factor of FLPP, increasing the amount paid was the most popular choice among ARSOF categories with the exception of CA AC personnel who selected increasing the amounts and training to a higher level during initial acquisition training with the same frequency and PSYOP RC personnel who chose, "If the unit would provide more training resources" the most frequently.

Table 6.1 Attitudes toward Foreign Language Proficiency Pay for Those Who Receive and Do Not Receive FLPP

	<i>SOF Personnel</i> <sup>102</sup>		<i>[Mean values on 100 point scale]</i> <sup>103</sup>							
	<i>Yes</i>	<i>No</i>	<i>AFSOF</i>		<i>ARSOF</i>		<i>ARSOF AC</i>		<i>ARSOF RC</i>	
Have you received FLPP in the past four years? <sup>104</sup>			<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
FLPP motivates me to acquire a new language during personal time.	<b>67.1</b>	<b>47.1</b>	<b>71.4</b>	<b>45.0</b>	<b>66.4</b>	<b>47.2</b>	<b>67.0</b>	<b>46.2</b>	<b>65.0</b>	<b>48.5</b>
FLPP motivates me to maintain my current level of language skills during personal time	<b>72.4</b>	<b>45.8</b>	<b>82.1</b>	<b>43.8*</b>	<b>71.0</b>	<b>45.8</b>	<b>73.8</b>	<b>42.8</b>	<b>65.0</b>	<b>50.0</b>
Procedures for allocating FLPP are fair.	<b>55.7</b>	<b>41.3</b>	<b>64.3</b>	<b>35.7</b>	<b>54.4</b>	<b>41.6</b>	<b>58.9</b>	<b>44.7</b>	<b>45.0</b>	<b>37.1</b>
Procedures for allocating FLPP are straight-forward and simple.	<b>58.3</b>	<b>46.9</b>	<b>71.4</b>	<b>46.4</b>	<b>56.3</b>	<b>46.9</b>	<b>65.1</b>	<b>51.7</b>	<b>36.6</b>	<b>39.9</b>
I believe the amount of FLPP I receive reflects the effort I have put into learning a language.	<b>39.2</b>	<b>35.1</b>	<b>39.3</b>	<b>37.5</b>	<b>39.1</b>	<b>34.9</b>	<b>45.6</b>	<b>33.1</b>	<b>25.8</b>	<b>37.3</b>

<sup>102</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>103</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

<sup>104</sup> Respondents were asked if they have received FLPP in the past four years. “Yes” responses were analyzed separately from “No” responses to provide contrast.

\* This data is based on fewer than five responses.

Table 6.2 Potential Ways to Increase the Motivating Effect of FLPP

<i>FLPP would be more motivating if...</i> <sup>105</sup>	<i>SOF Personnel</i> <sup>106</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
				% <sup>107</sup>	
Amounts were increased	<b>67.0</b>	<b>62.1</b>	<b>67.3</b>	<b>68.2</b>	<b>66.1</b>
It was paid for lower proficiency levels	<b>42.2</b>	<b>13.8</b>	<b>44.8</b>	<b>48.6</b>	<b>39.0</b>
It was paid once per year as a bonus	<b>9.5</b>	<b>3.4</b>	<b>9.8</b>	<b>7.8</b>	<b>12.7</b>
It was given for speaking proficiency	<b>48.0</b>	<b>41.4</b>	<b>48.5</b>	<b>45.8</b>	<b>52.5</b>
The Unit would provide more training resources	<b>54.4</b>	<b>22.0</b>	<b>56.6</b>	<b>48.0</b>	<b>69.5</b>
The Unit would provide more time for training	<b>59.0</b>	<b>37.9</b>	<b>60.9</b>	<b>59.8</b>	<b>62.7</b>
I had been trained to a higher level during initial acquisition	<b>45.3</b>	<b>29.6</b>	<b>46.8</b>	<b>49.2</b>	<b>43.2</b>

<sup>105</sup> Respondents were asked to check all options that applied. This display shows the number of times that each option was selected. The number of total responses is higher than the number of individuals who responded.

<sup>106</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>107</sup> All numbers in this table are represented as percentages.

## SECTION 7: LANGUAGE TRAINING

### Introduction

In this section, respondents were asked questions about multiple training experiences and their general attitudes toward training. In order to decrease the number of questions that each respondent was asked in this section, two important branching questions occurred initially. Respondents were asked to indicate the military-provided training for their current official or required language that they received in the past four years. The options were initial acquisition language training, sustainment/enhancement language training, both, or neither. Subsequently, respondents were asked if they had ever participated in military-provided immersion training. Only those respondents who indicated receiving initial acquisition language training in the past four years, either alone or in combination with sustainment/enhancement training, received questions about their experiences with initial acquisition language training. The same rule applied to sustainment/enhancement language training and immersion training. Therefore, the first three subsections of this section of the report (Initial Acquisition Language Training, Sustainment/Enhancement Language Training, and Immersion Training) were only answered by respondents who indicated having experiences with these types of training. In addition, only those respondents who The remaining subsection of the report, General Attitudes toward Training, was answered by all respondents regardless of their specific experiences. See Appendix A, Tables A36-A50 responses from SOF personnel to this section. See Appendix B, Tables C36-C50 for AFSOF personnel's responses to this section and see Appendix C, Tables C36-C50 for ARSOF personnel's responses to the Language Training questions. See INTERPRETING THE RESULTS for the list of appendices to find information about other relevant groups. Findings concerning specific ARSOF personnel types are documented in the *Army Operator Survey Report* and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

A total of 64.8% of SOF personnel indicated that they had received language training paid for and/or sponsored by the military or government during their military career. 50.9% of SOF personnel who responded to the survey indicated that they had received military-provided training in their current official, or required language in the past four years. Of these respondents, 24.5% of SOF personnel indicated that they had received initial acquisition language training, 12.6% indicated that they had received sustainment/enhancement language training, and 13.8% indicated they had received both types of training in the past four years (see Appendix A, Table A36). Only 14.1% of SOF personnel indicated that they had participated in military-provided immersion training.

A total of 55.2% of AFSOF personnel indicated that they had at some point received language training paid for and/or sponsored by the military or government during their military career. 48.3% of AFSOF personnel who responded to the survey indicated that they had received military-provided training in their current official or required language in the past four years (see Appendix B, Table B36). Of these respondents, 13.8% of AFSOF personnel indicated that they had received initial acquisition language training, 27.6% indicated that they had received sustainment/enhancement language training, and 6.9% indicated that they had received both types of training in the past four years. Only 17.2% of AFSOF personnel responded that they had participated in military-provided immersion training.

A total of 65.7% of ARSOF personnel indicated that they had at some point received language training paid for and/or sponsored by the military or government during their military career. 51% of ARSOF personnel who responded to the survey indicated that they had received military-provided training in their current official or required language in the past four years (see Appendix C, Table C36). Of these respondents, 25.7% of ARSOF personnel indicated that they had received initial acquisition language training, 10.8% indicated that they had received sustainment/enhancement language training, and 14.5% indicated that they had received both types of training in the past four years. Only 13.8% of ARSOF personnel indicated that they had participated in military-provided immersion training.

## **Summaries/Abstracts**

### *Initial Acquisition Training*

The majority of respondents who were rating their instructor and curriculum received training at USAJFKSWCS, while a small percentage of respondents were rating the training they received at DLI (Monterey). In evaluating their instructor for initial acquisition training, SOF personnel indicated that the instructor was knowledgeable and encouraged students to use language, but failed to adequately incorporate SOF concerns into his/her teaching. Students who received training at USAJFKSWCS indicated that their instructor was less effective in preparing them to use language than did DLI (Monterey) students. SOF personnel who received training in CAT I/II languages had higher ratings of their instructor than those who received training in CAT III/IV languages. AFSOF personnel were more favorable in their evaluations in general, especially with regard to the instructor's use of current examples and knowledge of current language use. Within ARSOF, RC personnel had consistently higher ratings of their instructor than AC personnel. Within ARSOF, CA personnel were more likely to report negative evaluations of their instructor than SF or PSYOP personnel.

In ratings of curriculum, DLI received more positive evaluations than USAJFKSWCS. Across all sources of training, SOF personnel indicated that the curriculum placed more emphasis on 'Formal language' than on 'Slang/street language.' Students from USAJFKSWCS also indicated that the curriculum did not cover their needs regarding mission-related vocabulary. Overall, SOF personnel reported that their training modules contained errors. Only slight differences between language categories (CAT I/II and CAT III/IV) existed in evaluations of curriculum. AFSOF personnel were more likely than ARSOF personnel to indicate that the curriculum was prepackaged and not customized to SOF, but also more likely to indicate that their curriculum was free from error. Within ARSOF, RC personnel had consistently higher ratings of their training curriculum. Also, PSYOP personnel disagreed that their curriculum was pre-packaged and not customized to SOF, although SF and CA personnel agreed with this statement.

### *Sustainment/ Enhancement Training*

Most respondents were rating their experience with sustainment/enhancement training based on training in their unit's CLP in this section, while a much smaller percentage were referring to training received at DLI (Monterey). The most common mode of training was the language lab or classroom setting. As with the previous sections, SOF personnel were asked to evaluate their instructor and the curriculum of their training program or course.

Findings from this section indicate that instructor evaluations did not differ greatly between initial acquisition and sustainment/enhancement. Again, SOF personnel indicated that their instructors were knowledgeable and encouraging. In rating the curriculum, respondents again indicated that the emphasis was on formal language rather than slang/street language. AFSOF personnel were generally more positive than ARSOF personnel in their ratings for instructor and curriculum, but their responses tended to follow the same pattern. One exception was that AFSOF personnel were much more likely to indicate the curriculum was pre-packaged (not customized to SOF).

Within ARSOF, some discrepancies existed. In evaluating the curriculum, SF RC personnel rated it as being pre-packaged and not customized to SOF, while SF AC personnel responded neutrally. This and other findings suggest that a discrepancy exists between the sustainment training experiences of SF AC and SF RC personnel that was not evident for other personnel types.

### *Immersion Training*

This section asked SOF personnel to think about their experience with immersion training. Those who had never received immersion training were asked only about their general attitudes toward immersion. Those findings are discussed in ‘General Attitudes toward Language Training.’ Of the SOF personnel who reported participating in immersion training, 68.4% participated in OCONUS training. Findings from this section indicate that SOF personnel overwhelmingly agree that immersion is an effective way to acquire language. SOF personnel indicated that OCONUS language training has a greater effect on one’s language proficiency. Respondents from all groups also disagreed very strongly that immersion was a waste of time. Survey data was insufficient to draw conclusions about the experiences of AFSOF personnel in immersion training. Within ARSOF, AC personnel in SF, CA, and PSYOP personnel subgroups all agreed in their positive evaluation of immersion. Responses from RC personnel were difficult to interpret, due the extremely small number of RC personnel who had received immersion. This confirms comments from open-ended responses that indicate RC personnel often have difficulty gaining access to immersion training.

### *General Attitudes toward Training*

*Training Effectiveness on Deployment.* Opinions regarding the efficacy of training were mixed. SOF personnel responded neutrally that the training prepared them for situations they encountered in their missions. Additionally, SOF personnel indicated that they encountered situations in which they could have used additional training. SOF personnel reported that they were most prepared to perform ‘Reading’ and ‘Rapport-building tasks,’ and least prepared to perform ‘Listening’ and ‘Speaking tasks.’ When responses were separated into initial acquisition, sustainment, and pre-deployment categories, interesting patterns emerged. Evaluations of pre-deployment training were the poorest. Initial acquisition ratings were neutral overall, while sustainment/enhancement training received slightly better ratings. Overall, AFSOF personnel responded similarly when compared with ARSOF personnel. However, no AFSOF personnel participated in training at DLI (Monterey). Within ARSOF, RC and AC personnel responded similarly when rating the effectiveness of their training. PSYOP personnel were the most negative when rating how well the program prepared them to perform mission-related tasks. This is most likely due to the increased language requirements of PSYOP missions, as well as the highly specific vocabulary required for such tasks.



*Attitudes toward Immersion Training.* SOF personnel expressed an overwhelmingly positive opinion of immersion as a language training tool. SOF personnel also agreed, although to a lesser degree, that immersion is often viewed as a motivating tool rather than as a skill enhancer. SOF personnel indicated that the selection process for immersion was unfair, and indicated that iso-immersion was not as effective as OCONUS immersion. AFSOF personnel were often more extreme in their responses, but their responses were in the same general direction as SOF personnel overall. Within ARSOF, RC personnel felt more strongly that selection was unfair, and that immersion training should be a part of regular training.

*Attitudes toward Barriers to Training.* Respondents were asked to describe barriers that they believe existed in preventing them from obtaining language training. SOF personnel agreed that two barriers that they faced were the current OPTEMPO and lack of training resources. AFSOF personnel were less likely to report that these time constraints affected them. Interestingly, within ARSOF, RC personnel were more likely than AC personnel to report being willing to obtain further training if barriers were removed.

*Attitudes toward Command Support of Training.* SOF personnel responded consistently that their chains of command do not care enough about language proficiency. They also reported that they are often pulled out of language training for non-critical details. AFSOF personnel, in contrast, were more positive in evaluating their command. Within ARSOF, RC personnel were less likely to report that their command cares about language, while PSYOP personnel were more likely to do so than SF or CA personnel.

*Attitudes toward Importance of Training.* SOF personnel value language training, believe it to be essential to success on the job, and put effort into improving their proficiency. AFSOF personnel held these beliefs to an even higher degree. Within ARSOF, RC personnel were very likely to report being willing to sacrifice training allocated to other SOF skills to increase time for language training. AC personnel also reported being willing to do so, although their response was not as strong.

*Motivation to Train.* This section asked SOF personnel to describe the reasons they are motivated to acquire language skills. The most motivating factors overall were the desire to succeed in missions and the fact that they were accountable to their team members. FLPP did not appear to be a highly motivating factor in general. Making language proficiency a criterion for promotions did not appear to be a motivator either. These patterns were consistent within AFSOF and ARSOF, although AFSOF personnel tended to indicate higher levels of agreement. Within ARSOF, RC personnel did not appear to benefit from the FLPP system, and were therefore not motivated by it.

## **Initial Acquisition Training: Findings**

### *Overall Findings*

*Evaluation of Instructor.* Table 7.1 contains information about perceptions of the instructor for initial acquisition language training. Overall, SOF personnel strongly agreed ( $M = 82.3$ ) that the instructor encouraged students to speak in the target language and that the instructor was knowledgeable about how language is currently used ( $M = 76.4$ ). SOF personnel agreed ( $M = 71.4$ ) that the instructor was effective in preparing them to use language skills. However, SOF personnel slightly disagreed ( $M = 47.8$ ) that the instructor incorporated SOF considerations in his/her teaching objectives.

Table 7.3 presents the evaluation of instructors for initial acquisition language training based on the source of training. The majority of SOF personnel (69.6%) indicated that they received initial acquisition language training at USAJFKSWCS. As far as other sources of training, 17.6% of SOF personnel indicated that they received their initial acquisition language training from DLI (Monterey), 11.2% indicated that they received training in their unit's CLP, and 1.6% indicated receiving training at DLI (Washington, DC; see Appendix A, Table A37). When evaluating whether the instructor incorporated SOF considerations in his/her teaching objectives, SOF personnel who indicated that they received language training at DLI (Monterey) disagreed ( $M = 37.5$ ), while SOF personnel who received training at USAJFKSWCS expressed a more neutral opinion ( $M = 49.7$ ). Compared to SOF personnel who received initial acquisition language training at DLI (Monterey) ( $M = 87.5$ ), SOF personnel who received training at USAJFKSWCS moderately agreed ( $M = 66.1$ ) that the instructor was effective in preparing students to use language skills.

Table 7.5 contains information about the evaluation of the instructor for initial acquisition language training according to the difficulty of language. SOF personnel who indicated that their initial acquisition language training was in a CAT III/IV language expressed slightly more negative attitudes toward their instructor than SOF personnel who indicated that their initial acquisition language training was in a CAT I/II language. For example, while SOF personnel who indicated that their training was in a CAT I/II language responded neutrally ( $M = 52.0$ ) that the instructor incorporated SOF considerations, SOF personnel who indicated that their training was in a CAT III/IV language slightly disagreed ( $M = 44.8$ ) with this statement.

*Evaluation of Curriculum.* Table 7.2 contains information regarding evaluation of the curriculum for initial acquisition language training. SOF personnel agreed ( $M = 74.6$ ) that the primary emphasis of the curriculum was on the formal language and disagreed ( $M = 39.4$ ) that the curriculum included slang and/or street language. SOF personnel also disagreed ( $M = 35.8$ ) that the materials used in training were free from error. SOF personnel agreed ( $M = 70.4$ ) that the curriculum included instruction and practice in all four skills modalities. However, SOF personnel moderately agreed ( $M = 60.6$ ) that the curriculum was pre-packaged and not customized to SOF.

Table 7.4 contains responses to the curriculum questions for initial acquisition language training according to source of training (see above *Overall Findings: Evaluation of Instructor* for details regarding the sources of training.) SOF personnel who received training at USAJFKSWCS somewhat disagreed ( $M = 35.8$ ) that the curriculum included 'Slang/street language,' while SOF personnel who received training at DLI (Monterey) responded neutrally ( $M = 50.0$ ). SOF personnel who received training at USAJFKSWCS slightly disagreed ( $M = 43.7$ ) that the curriculum covered the necessary vocabulary for their jobs and missions, while ARSOF personnel who received training at DLI (Monterey) somewhat agreed ( $M = 61.9$ ). SOF personnel who received training at DLI (Monterey) agreed ( $M = 75.0$ ) that the curriculum was pre-packaged and not customized to SOF. SOF personnel who received training at USAJFKSWCS slightly agreed ( $M = 57.9$ ) that the curriculum was pre-packaged and not customized to SOF.

Table 7.5 contains responses to the curriculum items based on the difficulty of language studied during language training. There were a few minor differences between groups of SOF personnel who indicated CAT I/II language and personnel who indicated CAT III/IV languages in responding to questions about the curriculum. For example, SOF personnel who studied a CAT III/IV language disagreed somewhat more ( $M = 31.4$ ) than SOF personnel

who studied a CAT I/II language ( $M = 41.5$ ) that the materials used in training were free from error.

#### *Comparison of ARSOF and AFSOF Findings*

AFSOF personnel rated their instructor for initial acquisition training somewhat more favorably than ARSOF personnel. AFSOF personnel indicated a more favorable response to the item that stated that their instructor was knowledgeable about how the language is currently used ( $M = 91.7$ ) than ARSOF personnel ( $M = 78.8$ ). This was also true for the item that assessed if the instructor utilized current media examples to supplement the class (AFSOF:  $M = 79.2$ , ARSOF:  $M = 66.1$ ).

Regarding perceptions on initial acquisition classroom curriculum, AFSOF and ARSOF personnel responded somewhat differently. ARSOF personnel were much more likely to report that their curriculum included ‘Slang/street language’ ( $M = 40.0$ ) than AFSOF personnel ( $M = 29.2$ ), although both groups disagreed that the curriculum included slang/street language. AFSOF personnel responded much more favorably to many other items in this section relating to the training materials being free from error and the curriculum including all four skill modalities ( $M = 50.0, 83.3$ ) than ARSOF personnel ( $M = 35.0, 69.7$ ). However, AFSOF personnel agreed slightly more that the curriculum was pre-packaged and not customized to SOF and that the course would have been more effective if it covered less content in more detail ( $M = 66.7, 58.3$ ) than ARSOF personnel ( $M = 60.3, 52.6$ ).

#### *ARSOF AC/RC Findings*

*Evaluation of Instructor.* Within ARSOF, AC and RC personnel had somewhat different attitudes toward instructors. RC personnel agreed more strongly that their instructor was effective overall ( $M = 83.1$ ) when compared with AC personnel ( $M = 64.7$ ). RC personnel were also more likely to agree that their instructor was knowledgeable about current use of language ( $M = 85.0$ ) than AC personnel ( $M = 75.6$ ) and agreed more strongly that their instructor encouraged them to speak in the target language ( $M = 91.9$ , AC:  $M = 77.0$ ). RC personnel were also more likely ( $M = 76.9$ ) to report that their instructor utilized current media to supplement classroom instruction than AC personnel ( $M = 60.6$ ).

*Evaluation of Curriculum.* AC and RC personnel also expressed different opinions when evaluating the curriculum for initial acquisition language training. AC personnel agreed more strongly regarding their emphasis of the curriculum on formal language and the equal inclusion of all four skill modalities ( $M = 73.4, 65.3$ ) than RC personnel ( $M = 53.8, 50.0$ ). RC personnel responded neutrally or slightly agreed that the curriculum included ‘Slang/street language,’ was free from error, and included the necessary vocabulary ( $M = 53.8, 50.0, 56.3$ ) while AC personnel disagreed ( $M = 35.5, 34.9, 44.2$ ).

#### *ARSOF SF/CA/PSYOP Findings*

These findings are documented in the *Army Operator Survey Report*. Regarding instructor characteristics and their overall effectiveness in initial acquisition language training, All RC personnel rated their respective instructors somewhat more favorably than AC personnel. CA personnel were much less likely to report that their instructor utilized media outlets to assist in supplementing the class. The same was seen in ratings of their instructor’s teaching objectives on how well they incorporated SOF considerations.

CA AC and CA RC personnel were more likely to indicate that their initial acquisition language training curriculum placed an emphasis on ‘Formal language’ than SF and PSYOP personnel. PSYOP personnel were especially unlikely to report that the curriculum included slang/street language and that the materials used in training were free from error. CA personnel were also more likely to report that their curriculum encompassed all four language modalities than SF and PSYOP personnel. PSYOP personnel disagreed that the curriculum was pre-packaged and not customized to SOF, while SF and CA personnel agreed.

## **Sustainment/Enhancement Language Training: Findings**

### *Overall Findings*

*Evaluation of Instructor.* Table 7.6 contains information regarding evaluation of the instructor for sustainment/enhancement language training. The findings for this section for SOF personnel are very similar to the findings reported for evaluation of the instructor for initial acquisition language training (see Table 7.1). SOF personnel strongly agreed ( $M = 82.7$ ) that the instructor was knowledgeable about how the language is currently used and also agreed ( $M = 84.6$ ) that the instructor encouraged students to speak in the target language. SOF personnel also moderately agreed ( $M = 69.3$ ) that the instructor was effective in preparing them to use their language skills. However, SOF personnel slightly disagreed ( $M = 46.3$ ) that it was clear that the instructor incorporated SOF considerations in his/her teaching objectives.

Table 7.8 contains findings regarding instructor characteristics for sustainment/enhancement language training according to the source of training. A vast majority (85.9%) of SOF personnel indicated receiving sustainment/enhancement training in their unit’s CLP, while the remaining personnel indicated receiving training at DLI (Monterey), DLI (Washington, DC), self-study, or other options (see Appendix A, Table A40). Most SOF personnel indicated language lab (40.7%) or classroom (33.7%) as the mode of instruction and 82.6% reported having an instructor for their sustainment/enhancement language training. Since most SOF personnel reported receiving training in their unit’s CLP the findings for those personnel are very consistent with the findings presented in Table 7.6.

*Evaluation of Curriculum.* Table 7.7 contains information regarding evaluation of the curriculum for sustainment/enhancement training. SOF personnel agreed ( $M = 66.1$ ) that the primary emphasis of the curriculum was on the formal language, and responded neutrally ( $M = 50.6$ ) that the curriculum included ‘Slang/street language.’ SOF personnel also slightly agreed ( $M = 53.8$ ) that the materials used in training were free from error. Comparing the responses from these items to the same items asked regarding initial acquisition training (see Table 7.2), there are a few notable differences. While SOF personnel disagreed ( $M = 35.8$ ) that the materials used in initial acquisition training were free from error, SOF personnel slightly agreed ( $M = 53.8$ ) that the materials used in sustainment/enhancement training were free from error. Responses to the other items were in the same direction, but there was some variation in response when comparing the two groups.

Table 7.9 presents the results about the evaluation of curriculum for sustainment/enhancement language training analyzed according to source of training. (See above *Overall Findings: Evaluation of Instructor* for details regarding the sources of training). The majority of personnel indicated receiving sustainment/enhancement language training in their unit’s CLP and therefore the results presented in this table are very consistent with the SOF results presented in Table 7.7.

### *Comparison of ARSOF and AFSOF Findings*

In general, AFSOF personnel rated their instructor for sustainment/enhancement training somewhat more favorably than ARSOF personnel. Both AFSOF and ARSOF personnel agreed ( $M = 75.0, 79.2$ ) that their instructor was effective in preparing them to use their language skills. Both AFSOF and ARSOF personnel strongly agreed ( $M = 96.9, 91.7$ ) that their instructor was knowledgeable about how the language is currently used. However, ARSOF personnel agreed slightly more ( $M = 41.7$ ) than AFSOF personnel ( $M = 25.0$ ) that instructors incorporated SOF considerations into their teaching objectives, although both groups disagreed. In addition, AFSOF personnel agreed more strongly ( $M = 90.6$ ) than ARSOF personnel ( $M = 79.2$ ) that the instructor utilized current media examples to supplement the class.

AFSOF personnel and ARSOF personnel had similar perceptions of sustainment/enhancement classroom curriculum (see Table 7.2). ARSOF personnel were more likely to report that their curriculum included formal and slang/street language ( $M = 77.8, 55.6$ ) than AFSOF personnel ( $M = 65.1, 49.7$ ). AFSOF personnel responded much more favorably on many other items in this section and indicated that personnel's training materials were free from error and the curriculum including all four skill modalities ( $M = 69.4, 69.4$ ) compared to ARSOF personnel ( $M = 51.5, 60.7$ ). AFSOF personnel were more likely to indicate that the curriculum was pre-packaged and not customized to SOF ( $M = 72.2$ ) than ARSOF personnel ( $M = 54.6$ ).

### *ARSOF AC/RC Findings*

*Evaluation of Instructor.* Within ARSOF, AC and RC personnel provided somewhat similar ratings of their instructors for sustainment/enhancement language training. Both AC and RC personnel agreed ( $M = 69.8, 64.3$ ) that their instructor was effective overall and agreed ( $M = 79.6, 83.3$ ) that their instructor was knowledgeable about the current use of language. However, AC personnel were more likely to indicate ( $M = 53.4$ ) that instructors incorporated SOF considerations in their teaching objectives than RC personnel ( $M = 35.7$ ).

*Evaluation of Curriculum.* AC and RC personnel also provided similar ratings when evaluating their sustainment/enhancement language training curriculum. Both AC and RC personnel agreed ( $M = 66.2, 62.5$ ) that the curriculum emphasized formal language. Both AC and RC personnel responded neutrally or disagreed that the curriculum included slang/street language ( $M = 48.0, 53.8$ ).

### *ARSOF SF/CA/PSYOP Findings*

CA personnel indicated more favorable attitudes towards their instructor for sustainment/enhancement language training. SF and PSYOP personnel reported moderate levels of agreement when rating the instructor's overall effectiveness. PSYOP personnel reported an especially low level of agreement when assessing how well instructor incorporated SOF considerations in his/her teaching objectives. SF personnel were the only group to favorably report that their instructor utilized current media outlets to supplement the class. All groups responded favorably when assessing how knowledgeable their instructors were on current language usage and whether they encouraged students to speak in the target language.

All groups of ARSOF personnel moderately agreed that the curriculum placed an emphasis on the ‘Formal language,’ while they were much less likely to report that ‘Slang/street language’ was included, a finding that was especially pronounced for PSYOP personnel. PSYOP personnel were also more likely to disagree that materials used in training were free from error. CA personnel were also more likely to report that their curriculum encompassed all four language modalities than SF and PSYOP personnel; however there were fewer than five participants in this group and the results should be interpreted with caution. SF personnel viewed the curriculum more favorably than PSYOP and CA personnel by disagreeing that the curriculum was ‘pre-packaged’ and not customized to SOF. SF personnel also indicated that the necessary vocabulary for job and missions was not covered in the course curriculum.

### **Immersion Training: Findings**

#### *Overall Findings*

SOF personnel were asked whether they had participated in immersion training sponsored by the military or government. Those who responded in the affirmative were asked a few specific questions about their experiences with immersion training and their responses are presented in Table 7.10. SOF personnel who did not indicate receiving immersion training were also asked their opinions regarding immersion training which are discussed in the next section, *General Attitudes toward Training*. SOF personnel who indicated participating in military-provided immersion training strongly agreed ( $M = 90.5$ ) that immersion training is the most effective way to acquire a language and also agreed ( $M = 82.1$ ) that their language proficiency improved as a result of immersion training. SOF personnel strongly disagreed ( $M = 16.5$ ) that OCONUS immersion training is a boondoggle. Table 7.11 presents attitudes toward immersion training for those who have participated in immersion training, according to whether the training was CONUS or OCONUS. SOF personnel who participated in OCONUS immersion training agreed more strongly ( $M = 87.1$ ) than SOF personnel who participated in CONUS immersion training ( $M = 72.9$ ) that their language proficiency improved as a result of immersion training. SOF personnel who participated in OCONUS immersion training disagreed much more strongly ( $M = 8.9$ ) than SOF personnel who participated in CONUS immersion training ( $M = 38.9$ ) that OCONUS immersion training is a boondoggle. Regardless of the type of immersion training, SOF personnel who participated in CONUS ( $M = 87.5$ ) and OCONUS ( $M = 92.2$ ) immersion training strongly agreed that immersion training is the most effective way to acquire language skills.

#### *Comparison of ARSOF and AFSOF Findings*

Comparisons of AFSOF and ARSOF experiences with immersion were difficult due to the small number of AFSOF personnel who had participated in military-sponsored immersion training.

#### *ARSOF AC/RC Findings*

ARSOF AC and RC personnel who have participated in immersion training expressed different attitudes (see Table 7.11). ARSOF AC personnel confirmed that their language proficiency improved as a result and agreed that it is the most effective way to acquire language skills ( $M = 89.1, 93.5, RC: 71.9, 84.4$ ). ARSOF RC personnel indicated a higher level of agreement with respect to them benefiting more if their initial proficiency was higher and that OCONUS immersion training is a boondoggle ( $M = 70.3, 30.8, AC: 60.2, 9.1$ ).

ARSOF AC personnel who participated in OCONUS immersion training agreed more strongly ( $M = 92.7$ ) than ARSOF RC personnel who participated in OCONUS immersion training ( $M = 77.8$ ) that their language proficiency improved as a result of immersion training. ARSOF AC personnel who participated in OCONUS immersion training disagreed more strongly ( $M = 4.4$ ) than ARSOF RC personnel who participated in OCONUS immersion training ( $M = 18.8$ ) that OCONUS immersion training is a boondoggle. Regardless of the type of immersion training, ARSOF AC personnel who participated in CONUS ( $M = 85.0$ ) and OCONUS ( $M = 92.7$ ) immersion training strongly agreed that immersion training is the most effective way to acquire language skills. This was higher than ARSOF RC personnel in these categories ( $M = 64.3, 77.8$ ). Again, there was a small number of RC personnel who reported that they had participated in immersion training and, therefore, results should be interpreted with caution.

#### *ARSOF SF/CA/PSYOP Findings*

ARSOF subgroups for the most part were composed of fewer than five respondents. SF personnel were the only group with more than five participants who responded to this section and their results were similar to ARSOF personnel overall. SF personnel indicated that their language proficiency improved as a result of immersion training and strongly disagreed that immersion training was a boondoggle. SF personnel also strongly agreed that immersion training is the most effective way to learn a language. These findings are documented in the *Army Operator Report*.

### **General Attitudes toward Training: Findings**

#### *Training Effectiveness on Deployment*

*Overall Findings.* Table 7.12 presents information about training effectiveness on deployment. SOF personnel responded neutrally ( $M = 49.6$ ) that the language training that they received prepared them for situations encountered while deployed. Although SOF personnel disagreed ( $M = 40.7$ ) that while deployed they found that they had received incorrect information during language training, they strongly agreed that the encountered situations where more substantial language training should have been required ( $M = 76.9$ ) and responded neutrally ( $M = 49.1$ ) that they were taught in the most up-to-date form of the language.

SOF personnel slightly disagreed ( $M = 43.5$ ) that as a result of language training, they had no problem speaking with local people, asking directions, giving commands, and reserving lodging. The same pattern was observed for other language-related tasks as well. SOF personnel disagreed ( $M = 38.8$ ) that as a result of language training, they had no problem listening to local people, answering their questions, and following local news programs. Overall, it appears that SOF personnel felt most prepared to 'Build rapport' ( $M = 50.6$ ) with local people and perform 'Reading tasks' ( $M = 49.6$ ) and reported feeling less prepared for 'Speaking tasks' ( $M = 43.2$ ) and 'Listening tasks' ( $M = 38.0$ ) as a result of language training.

Table 7.13 presents responses to items inquiring about training effectiveness on deployment according to training type (i.e. whether the training was initial acquisition, sustainment/enhancement in AOR language, or pre-deployment training in outside AOR language). SOF personnel responded very differently to these items depending on the type of training situation they were using as their frame of reference. SOF personnel who indicated that they received pre-deployment language training disagreed ( $M = 39.5$ ) that the language

training they received prepared them for situations commonly encountered while deployed. SOF personnel who indicated receiving initial acquisition training responded neutrally ( $M = 49.1$ ) and SOF personnel who reported receiving sustainment/enhancement language training slightly agreed ( $M = 55.7$ ) with this statement. SOF personnel who answered these items regarding pre-deployment language training disagreed that as a result of language training they had no problems performing identified 'Listening tasks' ( $M = 20.5$ ), 'Building rapport' ( $M = 34.6$ ), performing identified 'Reading tasks' ( $M = 25.7$ ), and performing identified 'Listening tasks' ( $M = 20.5$ ). SOF personnel who reported receiving initial acquisition language training agreed that as a result of training they were able to perform these tasks, and SOF personnel who reported receiving sustainment/enhancement language training agreed even more highly that language training prepared them to perform the language-related tasks. From these findings, it is clear that SOF personnel who received sustainment/enhancement language training in their official AOR language found their training to prepare them the most effectively for deployment, while SOF personnel who received pre-deployment language training in a language outside of their AOR, believed their training prepared them the least for deployment.

*Comparison of ARSOF and AFSOF Findings.* AFSOF and ARSOF personnel were similar in their evaluations of training effectiveness in general. AFSOF personnel were more likely to indicate that their training prepared them for 'Reading tasks' ( $M = 58.3$ ) than ARSOF personnel ( $M = 38.0$ ). AFSOF personnel strongly disagreed that they received incorrect information during their training ( $M = 29.2$ ) while ARSOF personnel only moderately disagreed ( $M = 41.4$ ) Table 7.12 contains an item-by-item comparison of responses.

*ARSOF AC/RC Findings.* In their evaluations of training effectiveness, ARSOF AC and RC personnel indicated a neutral response for virtually all items related to training effectiveness on deployment. ARSOF RC personnel agreed slightly more ( $M = 54.9, 54.4$ ) than ARSOF AC personnel ( $M = 46.4, 45.8$ ) that the language training prepared them for common situations on deployment and that they were taught in the most up-to-date form of the language. RC personnel also agreed somewhat more strongly ( $M = 82.5$ ) than AC personnel ( $M = 73.8$ ) that they encountered situations where a higher degree of language training should have been required

*ARSOF SF/CA/PSYOP Findings.* Overall, ARSOF personnel's ratings items related to training effectiveness ranged from neutral to moderate. CA personnel were more likely to agree that their training was effective SF or PSYOP personnel. They were more confident in 'Building rapport,' 'Asking for directions' and 'Giving commands' while on deployment. CA personnel were also more likely to indicate that they were taught in the most up-to-date form of the language than the other groups. SF personnel agreed that they were able to read and listen in the target language while on deployment. However, these ratings ranged from moderately low to neutral. PSYOP personnel were the most likely to report that while deployed they found that they had received incorrect information during language training.

#### *Attitudes toward Immersion Training*

*Overall Findings.* Table 7.14 contains responses regarding attitudes toward immersion training for all personnel regardless of whether or not they had received immersion training paid for or sponsored by the military. SOF personnel moderately disagreed ( $M = 41.1$ ) that selection for OCONUS immersion training is fair and more strongly disagreed ( $M = 34.0$ ) that CONUS iso-immersion is equally as effective as OCONUS immersion. SOF personnel also strongly agreed ( $M = 86.3$ ) that OCONUS immersion training should occur regularly as



part of sustainment/enhancement training. SOF personnel moderately agreed ( $M = 65.6$ ) that OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.

*Comparison of ARSOF and AFSOF Findings.* AFSOF and ARSOF personnel differed in their attitudes toward immersion training. AFSOF personnel responded more neutrally when asked if selection for OCONUS training was fair ( $M = 48.8$ ) while ARSOF disagreed ( $M = 40.6$ ). AFSOF and ARSOF personnel both agreed that OCONUS training should occur regularly ( $M = 88.5, 86.2$ ), while AFSOF personnel disagreed more strongly than ARSOF personnel CONUS training is equally effective as OCONUS ( $M = 25.0, 34.7$ ). AFSOF personnel responded more neutrally as to whether their command thought immersion training was a boondoggle ( $M = 55.2$ ) while ARSOF personnel agreed with this statement ( $M = 64.5$ ).

*ARSOF AC/RC Findings.* No notable differences existed within ARSOF between AC and RC personnel.

*ARSOF SF/CA/PSYOP Findings.* CA personnel were the most likely to report that selection for OCONUS immersion training is fair. However, their ratings are neutral overall. All groups, especially PSYOP personnel reported that OCONUS immersion training should occur as part of sustainment/enhancement training. PSYOP personnel were also most likely to agree that OCONUS immersion is a motivating reward and not thought of as a skill enhancer and that the impression by the respondent's command is that it is a boondoggle. SF personnel were most likely to agree that CONUS iso-immersion is equally as effective as OCONUS immersion.

#### *Attitudes toward Barriers to Training*

*Overall Findings.* Table 7.16 contains information regarding barriers to training. SOF personnel slightly agreed ( $M = 55.3$ ) that with the current OPTEMPO, sustainment/enhancement training in their official language is impossible. Also, SOF personnel agreed ( $M = 74.5$ ) that they would put more effort into language training if the resources were more available.

*Comparison of ARSOF and AFSOF Findings.* There were a few differences between AFSOF and ARSOF personnel. AFSOF personnel disagreed that maintaining proficiency in their core SOF skills did not leave time for maintaining appropriate language proficiency ( $M = 40.4$ ), while ARSOF personnel responded neutrally ( $M = 51.3$ ). In addition, AFSOF personnel disagreed ( $M = 36.5$ ) that with the current OPTEMPO, sustainment/enhancement training in their official language is impossible, while ARSOF personnel slightly agreed with this statement ( $M = 57.3$ ). Both groups agreed to the same degree that they would pursue more training if resources were available (AFSOF:  $M = 74.0$ , ARSOF:  $M = 74.5$ ).

*ARSOF AC/RC Findings.* Within ARSOF, AC and RC personnel had fairly consistent attitudes toward barriers to training, with one exception. RC personnel agreed more strongly that they would put more effort into training if resources were more available ( $M = 84.1$ ) than AC personnel ( $M = 68.1$ ).

*ARSOF SF/CA/PSYOP Findings.* There were few differences between SF, CA, and PSYOP personnel subgroups.

### *Attitudes toward Command Support of Training*

*Overall Findings.* Table 7.17 presents information about attitudes toward command support of language training. SOF personnel slightly disagreed ( $M = 46.1$ ) that their chains of command care about their language proficiency and also disagreed ( $M = 36.6$ ) that their chains of command will make sacrifices necessary to ensure they sustain their language proficiency. SOF personnel also agreed ( $M = 60.1$ ) that they are often pulled out of language training for non-critical details.

*Comparison of ARSOF and AFSOF Findings.* AFSOF personnel had much more positive views of their commands' support for language training than ARSOF personnel. AFSOF personnel moderately agreed that their chain of command will make the necessary sacrifices for their proficiency ( $M = 52.0$ ), while ARSOF personnel disagreed with this statement ( $M = 35.3$ ). Similarly, AFSOF personnel agreed that their chains of command care about their language proficiency ( $M = 64.8$ ) while ARSOF personnel disagreed ( $M = 44.4$ ). Finally, AFSOF personnel disagreed ( $M = 47.4$ ) that they are often pulled out of training for non-critical details while ARSOF personnel agreed ( $M = 61.1$ ).

*ARSOF AC/RC Findings.* Within ARSOF, RC and AC personnel had very similar attitudes in general toward their command's support of language. Both AC and RC personnel somewhat agreed that they were pulled out of training for non-critical details ( $M = 63.5, 56.7$ ) than AC personnel ( $M = 63.5$ ). Both AC and RC personnel also slightly disagreed that their chains of command care about their language proficiency ( $M = 45.7, 42.3$ ).

*ARSOF SF/CA/PSYOP Findings.* Regarding their attitudes towards their command's support of training, PSYOP personnel were most likely to agree with the statement that their command cares about their language proficiency when compared to SF or CA personnel. However, this level of agreement is moderate. They were also more likely to report being pulled out of language training for non-critical details.

### *Attitudes toward Importance of Training*

*Overall Findings.* Information regarding attitudes toward the importance of language training is presented in Table 7.18. SOF personnel moderately agreed ( $M = 77.0$ ) that language training is essential for success on the job and disagreed ( $M = 38.3$ ) that they do not put much effort into language training. SOF personnel also responded neutrally ( $M = 52.7$ ) that they do not believe language training focuses on the language skills and mission situations important to SOF. SOF personnel also moderately agreed ( $M = 56.5$ ) that they would sacrifice some of the training allocated to their SOF skills training to shift to language proficiency.

*Comparison of ARSOF and AFSOF Findings.* AFSOF personnel appeared to have slightly higher views of the importance of training. They disagreed more strongly ( $M = 32.4$ ) that they do not put much effort into language training than ARSOF personnel ( $M = 39.0$ ). They also had a stronger agreement that language training is essential for success ( $M = 82.1$ ) than ARSOF personnel ( $M = 76.4$ ). However, these differences were small, and both groups appeared to highly value language training in general.

*ARSOF AC/RC Findings.* Attitudes toward the importance of training were very similar for AC and RC personnel within ARSOF, with RC personnel having slightly stronger agreements on some items. RC personnel were much more willing to sacrifice time devoted to other training to shift to language training ( $M = 65.7$ ) than AC personnel ( $M = 50.3$ ). Both groups

agreed that language training was essential for success ( $M = 74.2, 79.9$ ) and disagreed that they did not put effort into their training (AC:  $M = 39.0$ , RC:  $M = 39.1$ ).

*ARSOF SF/CA/PSYOP Findings.* PSYOP personnel were more likely to report that official language training is essential for success on the job than SF or CA personnel. There were little differences reported by these subgroups. CA personnel stated they were more likely to sacrifice training allocated to skills training and shift it to language training.

#### *Motivation to Train*

*Overall Findings.* Table 7.18 contains information regarding motivation for language training. When responding to items asking why they want to succeed in language training, SOF personnel strongly agreed ( $M = 85.6$ ) that they want to succeed in language training so that they will do well on missions and agreed ( $M = 76.8$ ) that they are motivated to succeed in language training because they are accountable to their team for their language abilities. SOF personnel agreed much less ( $M = 57.0$ ) that they are motivated to succeed in language training because they want to receive FLPP. SOF personnel also slightly agreed ( $M = 57.0$ ) that they would be more motivated to perform well in language training if it were a criteria for promotions or would be used in future decisions about their job.

*Comparison of ARSOF and AFSOF Findings.* AFSOF personnel agreed more strongly than ARSOF personnel that each of the factors in this section motivated them. Both AFSOF and ARSOF personnel strongly agreed ( $M = 89.3, 85.2$ ) that they were motivated to do well in training in order to succeed on missions. Both AFSOF and ARSOF personnel agreed somewhat less strongly that they were motivated in order to receive FLPP ( $M = 65.7, 56.4$ ).

*ARSOF AC/RC Findings.* Within ARSOF, RC personnel and AC personnel responded similarly regarding their motivation to participate in language training. RC personnel agreed somewhat more that they would be motivated if language proficiency were a criterion used in promotions ( $M = 61.4$ ) than AC personnel ( $M = 54.4$ ). Similarly, RC personnel agreed somewhat more that language training would make a good addition to their resume ( $M = 80.8$ ) than AC personnel ( $M = 71.0$ ).

*ARSOF SF/CA/PSYOP Findings.* CA RC and PSYOP RC personnel responded somewhat neutrally regarding the motivating potential of FLPP while their AC counterparts were more positive. SF RC personnel reported being more motivated by FLPP than SF AC personnel.

Table 7.1 Instructor characteristics for Initial Acquisition Language Training

	<i>SOF Personnel</i> <sup>108</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
Instructor		[Mean values on 100 point scale] <sup>109</sup>			
My instructor was effective in preparing me to use my language skills.	<b>71.4</b>	<b>79.2</b>	<b>71.0</b>	<b>64.7</b>	<b>83.1</b>
It was clear that the instructor incorporated SOF considerations in his/her teaching objectives.	<b>47.8</b>	<b>41.7</b>	<b>48.1</b>	<b>46.8</b>	<b>50.6</b>
My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	<b>66.7</b>	<b>79.2</b>	<b>66.1</b>	<b>60.6</b>	<b>76.9</b>
My instructor was knowledgeable about how the language is currently used.	<b>76.4</b>	<b>91.7</b>	<b>78.8</b>	<b>75.6</b>	<b>85.0</b>
The instructor encouraged students to speak in the target language.	<b>82.3</b>	<b>87.5</b>	<b>82.1</b>	<b>77.0</b>	<b>91.9</b>

<sup>108</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>109</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.2 Curriculum characteristics for Initial Acquisition Language Training

<i>SOF Personnel</i> <sup>110</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	
Curriculum	[Mean values on 100 point scale] <sup>111</sup>				
The primary emphasis of the curriculum was on the formal language.	74.6	75.0	74.6	73.4	62.5
The curriculum included slang and/or street language.	39.4	29.2	40.0	35.5	53.8
The materials used in training were free from error.	35.8	50.0	35.0	34.9	50.0
The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	70.4	83.3	69.7	65.3	58.8
The curriculum covered the vocabulary necessary for my job and missions.	48.6	45.8	48.7	44.2	56.3
The curriculum was pre-packaged and not customized to SOF.	60.6	66.7	60.3	60.5	58.8
The course would have been more effective if we had covered less content in more detail.	52.9	58.3	52.6	56.3	50.0

<sup>110</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>111</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.3 Instructor Characteristics for Initial Acquisition Language Training according to Source of Training

	<i>Source of Training</i>									
	<i>DLI in CA<sup>112</sup></i>		<i>DLI in DC<sup>113</sup></i>		<i>USAJFKSWCS</i>			<i>Unit/Command Language Program (CLP)</i>		
	<i>SOF Personnel<sup>114</sup></i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>
My Instructor	[Mean values on 100 point scale] <sup>115</sup>									
Is effective in student preparation	87.5	87.5	62.5*	62.5*	66.1	100.0*	65.7	80.8	75.0	84.4
Incorporates SOF considerations	37.5	37.5	37.5*	37.5*	49.7	100.0*	49.1	53.9	30.0	68.8
Uses T.V., movies, radio to teach etc.	81.8	81.8	62.5*	62.5*	61.8	100.0*	61.3	75.0	75.0	75.0
Was knowledgeable on current language	78.4	78.4	37.5*	37.5*	78.7	100.0*	78.5	92.3	90.0	93.8
Encourages speaking in the target language	93.2	93.2	87.5*	87.5*	92.3	100.0*	77.9	90.4	85.0	93.8

<sup>112</sup> Defense Language Institute (at Monterey, California). There were no responses from AFSOF personnel regarding this source of training.

<sup>113</sup> Defense Language Institute (DLI) in Washington, DC. There were no responses from AFSOF personnel regarding this source of training.

<sup>114</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>115</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.4 Curriculum Characteristics for Initial Acquisition Language Training according to Source of Training

	<i>Source of Training</i>									
	<i>DLI in CA<sup>116</sup></i>		<i>DLI in DC<sup>117</sup></i>		<i>USAJFKSWCS</i>			<i>Unit/Command Language Program (CLP)</i>		
	<i>SOF Personnel<sup>118</sup></i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>
Curriculum	<b>[Mean values on 100 point scale]<sup>119</sup></b>									
Emphasis was on formal language	<b>84.5</b>	<b>84.5</b>	<b>62.5*</b>	<b>62.5*</b>	<b>71.8</b>	<b>25.0*</b>	<b>72.4</b>	<b>78.6</b>	<b>85.0</b>	<b>75.0</b>
Included slang and street language	<b>50.0</b>	<b>50.0</b>	<b>25.0*</b>	<b>25.0*</b>	<b>35.8</b>	<b>0.0*</b>	<b>36.2</b>	<b>48.2</b>	<b>35.0</b>	<b>55.6</b>
Materials were free from error	<b>41.7</b>	<b>41.7</b>	<b>50.0*</b>	<b>50.0*</b>	<b>33.6</b>	<b>25.0*</b>	<b>33.7</b>	<b>38.5</b>	<b>55.0</b>	<b>28.1</b>
Included all four skill modalities	<b>88.1</b>	<b>88.1</b>	<b>87.5*</b>	<b>87.5*</b>	<b>65.2</b>	<b>75.0*</b>	<b>65.1</b>	<b>73.2</b>	<b>85.0</b>	<b>66.7</b>
Covered necessary vocabulary	<b>61.9</b>	<b>61.9</b>	<b>62.5*</b>	<b>62.5*</b>	<b>43.7</b>	<b>25.0*</b>	<b>43.9</b>	<b>57.1</b>	<b>50.0</b>	<b>61.1</b>
Pre-packaged and not customized to SOF †	<b>75.0</b>	<b>75.0</b>	<b>37.5*</b>	<b>37.5*</b>	<b>57.9</b>	<b>25.0*</b>	<b>58.2</b>	<b>58.9</b>	<b>75.0</b>	<b>50.0</b>
More effective if less content in more detail †	<b>41.7</b>	<b>41.7</b>	<b>25.0*</b>	<b>25.0*</b>	<b>55.9</b>	<b>100.0*</b>	<b>55.4</b>	<b>53.6</b>	<b>50.0</b>	<b>55.6</b>

<sup>116</sup> Defense Language Institute (at Monterey, California). There were no responses from AFSOF personnel regarding this source of training.

<sup>117</sup> Defense Language Institute (DLI) in Washington, DC. There were no responses from AFSOF personnel regarding this source of training.

<sup>118</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>119</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.5 Instructor and Curriculum Characteristics for Initial Acquisition Language Training according to difficulty of language

<b>Difficulty of Language</b> [Mean values on 100 point scale] <sup>120</sup>						
	<b>CAT I/II</b>			<b>CAT III/IV</b>		
	<i>SOF Personnel</i> <sup>121</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>
<b>My Instructor</b>						
Is effective in student preparation	<b>75.0</b>	<b>75.0*</b>	<b>75.0</b>	<b>68.8</b>	<b>83.3*</b>	<b>68.1</b>
Incorporates SOF considerations	<b>52.0</b>	<b>41.7*</b>	<b>52.6</b>	<b>44.8</b>	<b>41.7*</b>	<b>44.9</b>
Uses T.V., movies, radio to teach etc.	<b>68.8</b>	<b>66.7*</b>	<b>68.9</b>	<b>65.3</b>	<b>91.7*</b>	<b>64.1</b>
Was knowledgeable on current language	<b>81.7</b>	<b>91.7*</b>	<b>81.1</b>	<b>77.8</b>	<b>91.7*</b>	<b>77.2</b>
Encourages speaking in the target language	<b>84.3</b>	<b>83.3*</b>	<b>84.4</b>	<b>80.9</b>	<b>91.7*</b>	<b>80.4</b>
	<b>CAT I/II</b>			<b>CAT III/IV</b>		
<b>Curriculum</b>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>
Emphasis was on formal language	<b>75.5</b>	<b>83.3*</b>	<b>75.0</b>	<b>73.9</b>	<b>66.7*</b>	<b>74.3</b>
Included slang and street language	<b>42.3</b>	<b>41.7*</b>	<b>42.4</b>	<b>37.3</b>	<b>16.7*</b>	<b>38.2</b>
Materials were free from error	<b>41.5</b>	<b>75.0*</b>	<b>39.5</b>	<b>31.4</b>	<b>25.0*</b>	<b>31.7</b>
Included all four skill modalities	<b>68.4</b>	<b>91.7*</b>	<b>67.0</b>	<b>71.8</b>	<b>75.0*</b>	<b>71.7</b>
Covered necessary vocabulary	<b>49.1</b>	<b>50.0*</b>	<b>49.0</b>	<b>48.2</b>	<b>41.7*</b>	<b>48.5</b>
Pre-packaged and not customized to SOF	<b>61.1</b>	<b>75.0*</b>	<b>60.2</b>	<b>60.2</b>	<b>58.3*</b>	<b>60.3</b>
More effective if less content in more detail	<b>51.0</b>	<b>58.3*</b>	<b>50.5</b>	<b>54.3</b>	<b>58.3*</b>	<b>54.1</b>

<sup>120</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

<sup>121</sup> This group includes SOF personnel from the Air Force, Army, and Navy.



Table 7.6 Instructor characteristics for Sustainment/Enhancement Language Training

<i>SOF Personnel</i> <sup>122</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	
Instructor	[Mean values on 100 point scale] <sup>123</sup>				
My instructor was effective in preparing me to use my language skills.	<b>69.3</b>	<b>75.0</b>	<b>68.4</b>	<b>69.8</b>	<b>64.3</b>
It was clear that the instructor incorporated SOF considerations in his/her teaching objectives.	<b>46.3</b>	<b>25.0</b>	<b>49.1</b>	<b>53.4</b>	<b>35.7</b>
My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	<b>69.8</b>	<b>90.6</b>	<b>66.8</b>	<b>66.3</b>	<b>68.3</b>
My instructor was knowledgeable about how the language is currently used.	<b>82.7</b>	<b>96.9</b>	<b>80.5</b>	<b>79.6</b>	<b>83.3</b>
The instructor encouraged students to speak in the target language.	<b>84.6</b>	<b>100.0</b>	<b>82.2</b>	<b>80.1</b>	<b>88.3</b>

<sup>122</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>123</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.7 Curriculum characteristics for Sustainment/Enhancement Language Training by SOF type

	<i>SOF Personnel</i> <sup>124</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
Curriculum		[Mean values on 100 point scale] <sup>125</sup>			
The primary emphasis of the curriculum was on the formal language.	<b>66.1</b>	<b>77.8</b>	<b>65.1</b>	<b>66.2</b>	<b>62.5</b>
The curriculum included slang and/or street language.	<b>50.6</b>	<b>55.6</b>	<b>49.7</b>	<b>48.0</b>	<b>53.8</b>
The materials used in training were free from error.	<b>53.8</b>	<b>69.4</b>	<b>51.5</b>	<b>52.0</b>	<b>50.0</b>
The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	<b>61.9</b>	<b>69.4</b>	<b>60.7</b>	<b>61.5</b>	<b>58.8</b>
The curriculum covered the vocabulary necessary for my job and missions.	<b>51.5</b>	<b>41.7</b>	<b>53.2</b>	<b>52.0</b>	<b>56.3</b>
The curriculum was pre-packaged and not customized to SOF. †	<b>56.9</b>	<b>72.2</b>	<b>54.6</b>	<b>53.0</b>	<b>58.8</b>
The course would have been more effective if we had covered less content in more detail. †	<b>55.0</b>	<b>52.8</b>	<b>54.6</b>	<b>56.5</b>	<b>50.0</b>

<sup>124</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>125</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.8 Instructor Characteristic for Sustainment/Enhancement Language Training according to Source of Training

	Source of Training								
	DLI in CA <sup>126</sup>			DLI in DC <sup>127</sup>			Unit/Command Language Program (CLP)		
	SOF Personnel <sup>128</sup>	AFSOF	ARSOF	SOF	AFSOF	ARSOF	SOF	AFSOF	ARSOF
My Instructor	[Mean values on 100 point scale] <sup>129</sup>								
Is effective in student preparation	85.0	87.5*	83.3*	75.0*	75.0*	-	68.1	70.0	67.8
Incorporates SOF considerations	25.0	12.5*	33.3*	25.0*	25.0*	-	47.9	30.0	49.5
Uses T.V., movies, radio to teach etc.	95.0	100.0*	91.7*	100*	100.0*	-	67.4	85.0	65.6
Was knowledgeable on current language	95.0	100.0*	91.7*	100*	100.0*	-	82.1	95.0	80.6
Encourages speaking in the target language	95.0	100.0*	91.7*	100*	100.0*	-	84.2	100.0	82.4

<sup>126</sup> Defense Language Institute (at Monterey, California).

<sup>127</sup> Defense Language Institute (DLI) in Washington, DC.

<sup>128</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>129</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.9 Curriculum Characteristic for Sustainment/Enhancement Language Training according to Source of Training.

	<i>Source of Training</i>									
	<i>DLI in CA</i>			<i>DLI in DC<sup>130</sup></i>		<i>Self-Study<sup>131</sup></i>		<i>Unit/Command Language Program (CLP)</i>		
	<i>SOF Personnel<sup>132</sup></i>	<i>AFSOF</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>SOF Personnel</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>
Curriculum	<b>[Mean values on 100 point scale]<sup>133</sup></b>									
Emphasis was on formal language	75.0	100.0*	62.5	100.0*	100.0*	75.0*	75.0*	64.1	66.7	64.7
Included slang and street language	45.8	25.0*	56.3	75.0*	75.0*	37.5*	37.5*	51.1	62.5	49.6
Materials were free from error	55.0	62.5*	50.0	75.0*	75.0*	37.5*	37.5*	54.4	70.8	52.4
Included all four skill modalities	66.7	87.5*	56.3	100.0*	100.0*	50.0*	50.0*	60.7	58.3	60.9
Covered necessary vocabulary	45.8	25.0*	56.3	25.0*	25.0*	37.5*	37.5*	53.3	50.0	54.0
Pre-packaged and not customized to SOF †	70.8	75.0*	68.8	75.0*	75.0*	75.0*	75.0*	53.7	70.8	52.4
More effective if less content in more detail †	54.2	37.5*	62.5	50.0*	50.0*	62.5*	62.5*	54.0	58.3	53.2

<sup>130</sup> There were no responses from ARSOF personnel regarding this source of training

<sup>131</sup> There were no responses from AFSOF personnel regarding this source of training

<sup>132</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>133</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.10 Attitudes toward immersion training for those who have participated in immersion training by SOF type.

	<i>SOF Personnel</i> <sup>134</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>135</sup>			
My language proficiency improved as a result of immersion training.	<b>82.1</b>	<b>83.3*</b>	<b>82.1</b>	<b>89.1</b>	<b>71.9</b>
I would have benefited more from immersion training if my initial proficiency was higher.	<b>64.6</b>	<b>66.7*</b>	<b>64.5</b>	<b>60.2</b>	<b>70.3</b>
Immersion training is the most effective way to acquire language skills.	<b>90.5</b>	<b>100*</b>	<b>89.7</b>	<b>93.5</b>	<b>84.4</b>
I think that OCONUS immersion training is a boondoggle. †	<b>16.5</b>	<b>8.3*</b>	<b>17.1</b>	<b>9.1</b>	<b>30.8</b>

<sup>134</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>135</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.11 Attitudes toward immersion training for those who have participated in immersion training by type of immersion training.

	<i>CONUS</i>					<i>OCONUS</i>				
	<i>SOF Personnel</i> <sup>136</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	<i>SOF Personnel</i>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	<b>[Mean values on 100 point scale]<sup>137</sup></b>									
My language proficiency improved as a result of immersion training.	<b>72.9</b>	-	<b>72.9</b>	<b>85.0</b>	<b>64.3</b>	<b>87.1</b>	<b>83.3*</b>	<b>87.5</b>	<b>92.7</b>	<b>77.8</b>
I would have benefited more from immersion training if my initial proficiency was higher.	<b>75.0</b>	-	<b>75.0</b>	<b>80.0</b>	<b>71.4</b>	<b>60.7</b>	<b>66.7*</b>	<b>60.0</b>	<b>54.7</b>	<b>69.4</b>
Immersion training is the most effective way to acquire language skills.	<b>87.5</b>	-	<b>87.5</b>	<b>95.0</b>	<b>82.1</b>	<b>92.2</b>	<b>100.0*</b>	<b>91.4</b>	<b>94.1</b>	<b>86.1</b>
I think that OCONUS immersion training is a boondoggle. †	<b>38.9</b>	-	<b>38.9</b>	<b>25.0*</b>	<b>50.0</b>	<b>8.9</b>	<b>8.3*</b>	<b>9.0</b>	<b>4.4</b>	<b>18.8</b>

<sup>136</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>137</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.12 Training Effectiveness on Deployment by SOF-type

	<i>SOF Personnel</i> <sup>138</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
[Mean values on 100 point scale] <sup>139</sup>					
The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	<b>49.6</b>	<b>53.9</b>	<b>49.2</b>	<b>46.4</b>	<b>54.9</b>
As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	<b>43.5</b>	<b>45.5</b>	<b>43.2</b>	<b>42.3</b>	<b>45.1</b>
As a result of language training, I had no problem(s) building rapport/trust with local people.	<b>50.6</b>	<b>52.3</b>	<b>50.4</b>	<b>47.6</b>	<b>56.2</b>
As a result of language training, I had no problem(s) reading street signs, warning markers, graffiti, important documents, and news.	<b>49.6</b>	<b>58.3</b>	<b>48.9</b>	<b>48.8</b>	<b>49.2</b>
As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	<b>38.8</b>	<b>47.9</b>	<b>38.0</b>	<b>38.7</b>	<b>36.5</b>

<sup>138</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>139</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.12 Training Effectiveness on Deployment by SOF-type (cont.)

	<i>SOF Personnel</i> <sup>140</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>141</sup>			
While deployed, I encountered situations where I felt that more substantial language training should have been required. †	<b>76.9</b>	<b>78.9</b>	<b>76.6</b>	<b>73.8</b>	<b>82.5</b>
I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	<b>49.1</b>	<b>53.9</b>	<b>48.7</b>	<b>45.8</b>	<b>54.4</b>
While deployed, I found that I received incorrect information during language training. †	<b>40.7</b>	<b>29.2</b>	<b>41.4</b>	<b>40.7</b>	<b>42.8</b>

<sup>140</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>141</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.



Table 7.13 Training Effectiveness on Deployment by Training Type

	<i>Initial Acquisition</i>		<i>Sustainment/Enhancement in AOR Language<sup>142</sup></i>		<i>Pre-deployment in Outside AOR Language<sup>143</sup></i>	
	<i>SOF Personnel<sup>144</sup></i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>ARSOF</i>
	<b>[Mean values on 100 point scale]<sup>145</sup></b>					
The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	<b>49.1</b>	<b>49.3</b>	<b>55.7</b>	<b>55.0</b>	<b>39.5</b>	<b>39.2</b>
As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	<b>44.1</b>	<b>44.7</b>	<b>55.6</b>	<b>55.1</b>	<b>21.2</b>	<b>21.1</b>
As a result of language training, I had no problem(s) building rapport/trust with local people.	<b>53.1</b>	<b>53.3</b>	<b>56.9</b>	<b>56.9</b>	<b>34.6</b>	<b>34.2</b>
As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	<b>51.0</b>	<b>50.7</b>	<b>60.4</b>	<b>59.8</b>	<b>25.7</b>	<b>25.7</b>
As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	<b>38.1</b>	<b>38.2</b>	<b>50.0</b>	<b>48.9</b>	<b>20.5</b>	<b>20.4</b>

<sup>142</sup> Sustainment/Enhancement training in official or required AOR (Area of Responsibility) language.

<sup>143</sup> Pre-deployment training in language outside AOR (e.g. GWOT language)

<sup>144</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

Table 7.14 Training Effectiveness on Deployment by Training Type

	<i>Initial Acquisition</i>		<i>Sustainment/Enhancement in AOR Language<sup>146</sup></i>		<i>Pre-deployment in Outside AOR Language<sup>147</sup></i>	
	<i>SOF Personnel<sup>148</sup></i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>ARSOF</i>	<i>SOF Personnel</i>	<i>ARSOF</i>
	<b>[Mean values on 100 point scale]<sup>149</sup></b>					
While deployed, I encountered situations where I felt that more substantial language training should have been required. †	<b>79.9</b>	<b>77.9</b>	<b>70.2</b>	<b>69.9</b>	<b>82.7</b>	<b>82.2</b>
I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	<b>47.6</b>	<b>47.8</b>	<b>53.8</b>	<b>52.3</b>	<b>45.5</b>	<b>46.1</b>
While deployed, I found that I received incorrect information during language training. †	<b>40.3</b>	<b>41.1</b>	<b>37.7</b>	<b>38.1</b>	<b>48.7</b>	<b>49.3</b>

<sup>145</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

<sup>146</sup> Sustainment/Enhancement training in official or required AOR (Area of Responsibility) language.

<sup>147</sup> Pre-deployment training in language outside AOR (e.g. GWOT language)

<sup>148</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>149</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.15 Attitudes toward Immersion Training

	<i>SOF Personnel</i> <sup>150</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>151</sup>			
Selection for OCONUS <sup>152</sup> immersion training is fair.	<b>41.1</b>	<b>48.8</b>	<b>40.6</b>	<b>41.8</b>	<b>38.4</b>
OCONUS immersion training should occur regularly as part of sustainment/ enhancement training.	<b>86.3</b>	<b>88.5</b>	<b>86.2</b>	<b>85.6</b>	<b>87.1</b>
OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	<b>65.6</b>	<b>64.6</b>	<b>65.7</b>	<b>66.2</b>	<b>64.9</b>
My command thinks that OCONUS immersion training is a boondoggle.	<b>63.7</b>	<b>55.2</b>	<b>64.5</b>	<b>65.8</b>	<b>61.9</b>
CONUS iso-immersion is equally as effective as OCONUS immersion.	<b>34.0</b>	<b>25.0</b>	<b>34.7</b>	<b>33.1</b>	<b>37.4</b>

<sup>150</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>151</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

<sup>152</sup> OCONUS immersion takes place Outside the Continental U.S., while CONUS training takes place within the continental U.S.

Table 7.16 Attitudes Toward Barriers to Training

	<i>SOF Personnel</i> <sup>153</sup>	<i>AFSOF</i> <i>ARSOF</i> <i>ARSOF AC</i> <i>ARSOF RC</i>			
		[Mean values on 100 point scale] <sup>154</sup>			
Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	<b>50.3</b>	<b>40.4</b>	<b>51.3</b>	<b>52.1</b>	<b>50.0</b>
With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	<b>55.4</b>	<b>36.5</b>	<b>57.3</b>	<b>61.8</b>	<b>50.0</b>
I would put more effort into language training if the resources were more accessible.	<b>74.5</b>	<b>74.0</b>	<b>74.5</b>	<b>68.1</b>	<b>84.1</b>

<sup>153</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>154</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.17 Attitudes Toward Command Support of Training

	<i>SOF Personnel</i> <sup>155</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>156</sup>			
My chain of command cares about my language proficiency.	<b>46.1</b>	<b>64.8</b>	<b>44.4</b>	<b>45.7</b>	<b>42.3</b>
I am often pulled out of language training for non-critical details.†	<b>60.1</b>	<b>47.4</b>	<b>61.1</b>	<b>63.5</b>	<b>56.7</b>
My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	<b>36.6</b>	<b>52.0</b>	<b>35.3</b>	<b>35.2</b>	<b>35.4</b>

<sup>155</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>156</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.18 Attitudes toward Importance of Training

	<i>SOF Personnel</i> <sup>157</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	[Mean values on 100 point scale] <sup>158</sup>				
I believe that official language training is essential for success on the job.	<b>77.0</b>	<b>82.1</b>	<b>76.4</b>	<b>74.2</b>	<b>79.9</b>
I do not believe the official language training focuses on the language skills and mission situations important to SOF. <sup>†</sup>	<b>52.7</b>	<b>45.2</b>	<b>53.4</b>	<b>56.8</b>	<b>48.0</b>
I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	<b>56.5</b>	<b>57.1</b>	<b>56.3</b>	<b>50.3</b>	<b>65.7</b>
I do not put much effort into language training. <sup>†</sup>	<b>38.3</b>	<b>32.4</b>	<b>39.0</b>	<b>39.0</b>	<b>39.1</b>

<sup>157</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>158</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.19 Motivation to Train

	<i>SOF Personnel</i> <sup>159</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
		[Mean values on 100 point scale] <sup>160</sup>			
I want to succeed in language training so that I will do well on missions.	<b>85.6</b>	<b>89.3</b>	<b>85.2</b>	<b>83.0</b>	<b>88.7</b>
I am motivated to succeed in language training because I want to receive FLPP.	<b>57.0</b>	<b>65.7</b>	<b>56.4</b>	<b>56.4</b>	<b>56.5</b>
I am motivated to succeed in language training because I am accountable to my team for my language abilities.	<b>76.8</b>	<b>88.5</b>	<b>75.6</b>	<b>73.4</b>	<b>79.1</b>
I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	<b>57.0</b>	<b>57.7</b>	<b>57.1</b>	<b>54.4</b>	<b>61.4</b>
Language training will make a good addition to my resume.	<b>75.6</b>	<b>83.7</b>	<b>74.9</b>	<b>71.0</b>	<b>80.8</b>

<sup>159</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>160</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

## SECTION 8: USE OF TECHNOLOGY

### Introduction

This section contained questions intended to assess the respondent's attitudes toward technology-delivered training (TDT) and machine language translation (MLT). Topics included the role of TDT in language training programs, the potential of MLT in helping to perform core SOF tasks, and importance and effectiveness of TDT in the training pipeline. For the complete list of items and associated findings for SOF personnel, see Appendix A, Table A51-A55. For further information about other relevant subgroups, see Appendices B-E. Findings concerning specific ARSOF personnel types (i.e., SF, CA, and PSYOP) are documented in the *Army Operator Survey Report* and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

All SOF respondents received this set of questions. A total of 327 SOF personnel had the opportunity to respond to this section. One hundred-ninety were ARSOF personnel, 15 were AFSOF personnel, and there was also one Navy SEAL respondent.

### Summary/Abstract

Findings from this section suggest that SOF personnel have mixed feelings about the role of TDT in language training. In general, SOF personnel viewed TDT as a supplement, rather than a replacement for traditional language training. SOF personnel agreed that they would be willing to try TDT, but felt that traditional training was more effective. SOF personnel indicated that trainees were more likely to utilize TDT when they are motivated and if it was scheduled (i.e., on duty time), rather than on their personal time. Interestingly, ARSOF RC personnel had less experience with TDT and MLT, but more positive views of both than ARSOF AC personnel. A possible explanation is that TDT enables members of the reserve component to receive training that would otherwise be inaccessible. Attitudes toward MLT were more negative. Despite a very small percentage of respondents having experience with MLT, it was widely believed that MLT was ineffective in serving as a communication tool or in helping to complete SOF core tasks. These findings were consistent in ARSOF and AFSOF personnel groups, as well as subgroups within ARSOF personnel.

### Findings

#### *Overall Findings*

*TDT.* The findings regarding attitudes toward TDT are presented in Table 8.1. Overall, SOF personnel responded neutrally that TDT was an effective way to learn language skills ( $M = 52.4$ ). SOF personnel agreed that for initial acquisition, classroom training is more effective than TDT ( $M = 75.6$ ). They also agreed that TDT is most effective when supplementing classroom instruction ( $M = 78.0$ ). Despite this, SOF personnel moderately agreed that they would be willing to try TDT options if they were available ( $M = 66.9$ ). They indicated being more likely to try TDT if it was scheduled during duty hours, as opposed to on their own time ( $M = 74.5$ ). They also agreed that TDT is only effective when trainees are motivated ( $M = 75.4$ ).



*MLT.* Overall, opinions toward MLT were fairly negative (see Table 8.2). However, according to Table 8.3, only 11.6% of SOF personnel who responded to the survey indicated that they had ever used MLT. SOF personnel disagreed that MLT was an effective way to communicate ( $M = 39.3$ ) and that MLT was effective for performing their SOF core tasks ( $M = 38.1$ ). SOF personnel responded neutrally that MLT showed promise for the future ( $M = 49.8$ ), but agreed that MLT could not replace human linguists ( $M = 76.9$ ).

#### *Comparison of ARSOF and AFSOF Findings*

*TDT.* AFSOF personnel had opinions regarding TDT that were very consistent with ARSOF personnel. Both groups had moderately favorable opinions of the role of TDT as a supplement to traditional training, but agreed that traditional training was more effective. AFSOF personnel agreed somewhat more strongly that TDT was only effective if trainees were motivated ( $M = 84.4$ ) when compared with ARSOF personnel ( $M = 74.6$ ). AFSOF personnel were also somewhat less likely ( $M = 54.7$ ) than ARSOF personnel ( $M = 67.9$ ) to indicate that using TDT meant they would be completing language training on their own time.

*MLT.* AFSOF personnel had more negative opinions of MLT than ARSOF personnel. AFSOF personnel disagreed that MLT is an effective way to communicate ( $M = 32.1$ ), and that MLT is effective for their core SOF tasks ( $M = 25.0$ ). ARSOF personnel were more moderate in their disagreement. AFSOF personnel also strongly agreed that MLT could not replace language trained personnel ( $M = 84.4$ ). Fewer AFSOF personnel had experience with MLT devices (7.1%) than ARSOF personnel (11.5%), and no AFSOF personnel had experience with the specific devices listed in the survey (see Table 8.3).

#### *Comparison of ARSOF AC/RC Findings*

*TDT.* ARSOF RC personnel indicated that they would be willing to try TDT ( $M = 75.4$ ) even though they felt classroom training was the better option ( $M = 79.2$ ). They also agreed that they felt TDT would require them to complete training on their own time ( $M = 72.9$ ). ARSOF AC personnel reported responses to each of these items that were more moderate in agreement. However, ARSOF RC personnel were also more likely to indicate that TDT was only effective when trainees were motivated ( $M = 79.9$ ) and that TDT is most useful as a supplement to classroom training ( $M = 82.4$ ).

*MLT.* ARSOF AC and RC personnel were consistent in their opinions that MLT could not replace human personnel. Both groups indicated that MLT was not effective in helping to complete their core SOF tasks, and that MLT was not an effective way to communicate. A larger percentage of AC personnel reported having experience with MLT than RC personnel.

#### *Comparison of SF/CA/PSYOP Findings*

*TDT.* ARSOF personnel in each group indicated that they believed TDT was a moderately effective way to sustain language skills and that they would be willing to try TDT options if they were available. Findings were consistent between SF, CA and PSYOP personnel groups, although variation existed within each group.

*MLT.* SF, CA, and PSYOP personnel subgroups had very consistent opinions regarding MLT. Within each group, however, RC personnel had opinions that differed from AC personnel.

(see “Comparison of ARSOF AC/RC above). PSYOP personnel disagreed the most strongly that MLT could be useful in performing their SOF core tasks.

Table 8.1 Attitudes Regarding Technology-Delivered Training (TDT)

	<i>SOF Personnel</i> <sup>161</sup>	<i>AFSOF ARSOF ARSOF AC ARSOF RC</i>			
		[Mean values on 100 point scale] <sup>162</sup>			
I believe that classroom training is more useful than TDT for the initial acquisition of a language.	<b>75.6</b>	<b>76.6</b>	<b>75.5</b>	<b>73.9</b>	<b>79.2</b>
I would be likely to use TDT options if they were available.	<b>66.9</b>	<b>68.3</b>	<b>66.8</b>	<b>62.7</b>	<b>75.4</b>
I believe that TDT means that I will be completing training on my own time/at home (e.g. not duty time).	<b>63.8</b>	<b>54.7</b>	<b>67.9</b>	<b>65.6</b>	<b>72.9</b>
I believe that TDT is used most effectively when supplementing classroom instruction.	<b>78.0</b>	<b>73.4</b>	<b>78.3</b>	<b>76.4</b>	<b>82.4</b>
I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	<b>74.5</b>	<b>75.0</b>	<b>74.5</b>	<b>73.5</b>	<b>76.7</b>
I believe that TDT is an effective way to learn language skills.	<b>52.4</b>	<b>57.8</b>	<b>52.0</b>	<b>50.6</b>	<b>55.0</b>
I believe that TDT is an effective way to sustain/enhance my language skills.	<b>66.8</b>	<b>68.8</b>	<b>66.7</b>	<b>63.6</b>	<b>73.3</b>
I believe that TDT is only effective when trainees are motivated.	<b>75.4</b>	<b>84.4</b>	<b>74.6</b>	<b>72.1</b>	<b>79.9</b>

<sup>161</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>162</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 8.2 Attitudes Toward Machine Language Translation (MLT)<sup>163</sup>

	<i>SOF Personnel</i> <sup>164</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
[Mean values on 100 point scale] <sup>165</sup>					
I believe MLT is an effective way to communicate.	<b>39.3</b>	<b>32.1</b>	<b>40.1</b>	<b>39.0</b>	<b>42.4</b>
I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	<b>38.1</b>	<b>25.0</b>	<b>39.3</b>	<b>38.2</b>	<b>41.9</b>
I believe that MLT shows promise for the future.	<b>49.8</b>	<b>42.9</b>	<b>50.7</b>	<b>50.3</b>	<b>51.4</b>
I believe that MLT cannot replace language trained operators.	<b>76.9</b>	<b>84.4</b>	<b>76.2</b>	<b>76.2</b>	<b>76.3</b>

<sup>163</sup> Respondents to this set of questions indicated that they had used some form of MLT device. Examples include the Phraselator, Voice Response Translator (VRT), and S-Minds. A total of 62 respondents indicated they had used MLT, while 344 indicated they had not.

<sup>164</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>165</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 8.3 Percentage of Respondents Having Experience with Machine Language Translation<sup>166</sup>

	<i>SOF Personnel</i> <sup>167</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
<b>Percent of Group with “Yes” Answers</b>					
Have you ever used MLT?	<b>11.6</b>	<b>7.1</b>	<b>11.5</b>	<b>13.4</b>	<b>7.1</b>
Have you ever used the Phraselator?	<b>10.5</b>	-	<b>10.9</b>	<b>13.0</b>	<b>6.6</b>
Have you ever used a Voice Response Translator?	<b>2.4</b>	-	<b>2.6</b>	<b>2.3</b>	<b>3.3</b>
Have you ever used S-Minds?	<b>0.5</b>	-	<b>0.5</b>	<b>0.8</b>	-

<sup>166</sup> All figures in this table represent the percentage of respondents who indicated having experience with the given mode of technology versus those who did not. Blank, skipped, or N/A responses were not included in these calculations.

<sup>167</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

## SECTION 9: ORGANIZATIONAL CLIMATE AND SUPPORT

### Introduction

This section contained questions intended to assess the respondents' perceptions of organizational climate and support by asking them to provide a letter grade (A-F) to rate how well their command performs on a variety of dimensions. For the complete list of items and findings for all respondents to this section, please see Appendix A, Table A56. For further information about relevant subgroups, please see Appendices B-E. Specific information regarding ARSOF personnel subgroups can be found in the *Army Operator Survey Report* and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

No respondents were restricted from answering the items in this section. A total of 327 SOF personnel had the opportunity to respond to this section. There were 28 AFSOF respondents. Two-hundred eighty-nine respondents were ARSOF personnel. There was also one Navy SEAL respondent.

### Summary/Abstract

Findings showed that commands in the SOF community have much room for improvement. Areas that were of greatest concern overall were providing recognition and awards related to language, finding ways to increase time for language training, and encouraging the use of language during non-language training. The areas that received more favorable ratings (although still somewhat negative) were placing emphasis on taking the DLPT on time and providing language learning materials. AFSOF personnel were more positive in their ratings overall, especially for encouragement of language use during non-language training. Within ARSOF, RC personnel were more negative in their ratings in general, especially regarding the allocation of duty hours for training and placing emphasis on the DLPT. Grades differed within the SF, CA and PSYOP personnel groups, with PSYOP AC personnel generally being more favorable, and CA AC personnel being the least favorable. However, few A's were assigned in any category of organizational support for language. Interestingly, responses from non-SOF linguists who took the survey were similar, suggesting command support for language could be improved across the military.

### Findings

#### *Overall Findings*

Table 9.1 contains the grades assigned by respondents who were evaluating their chains of command in terms of the support they provide for language training and other issues relevant to language. The grades assigned by SOF personnel were for the most part very negative. Looking across all dimensions of organizational support presented on the survey, there were more D's and F's assigned than A's, B's, or C's. Areas that received more unfavorable ratings (i.e., mostly D's and F's) were providing recognition and awards related to language (74.8% D's and F's), finding ways to increase time for language training (63.8% D's and F's), and encouraging the use of language during non-language training (62.4% D's and F's). Areas that received more favorable ratings included how well the command places emphasis

on taking the DLPT on time (33.7% D's and F's) and provides language learning materials (47.3% D's and F's). Although these two areas received more favorable ratings than the other dimensions of organizational support, overall the ratings of organizational support were negative.

#### *Comparison of ARSOF and AFSOF Findings*

AFSOF personnel assigned slightly higher grades overall (i.e., fewer D's and F's) when compared with ARSOF personnel for the majority of items in Table 9.1. Two exceptions were that AFSOF personnel assigned more D's and F's (46.4%) than ARSOF personnel (32.3%) regarding how well their command places emphasis on taking the DLPT on time and AFSOF personnel assigned more D's and F's (67.9%) than ARSOF personnel (63.2%) regarding how well their chains of command find ways to increase time for language training. Both AFSOF and ARSOF personnel assigned the lowest grades to how well their chains of command provide recognition and awards related to language (75.0% D's and F's, 74.6% D's and F's).

#### *ARSOF AC/RC Findings*

ARSOF AC personnel generally assigned somewhat higher grades (i.e., fewer D's and F's) than RC personnel regarding organizational support for language training and other issues relevant to language. For example, ARSOF RC personnel assigned lower grades for how well their chains of command placed emphasis on proficiency (58.6% D's and F's), provided language learning materials (58.6% D's and F's), ensured the availability of quality language instruction (66.1% D's and F's), and placed command emphasis on taking the DLPT on time (53.0% D's and F's) when compared to ARSOF AC personnel. Both ARSOF AC and ARSOF RC personnel assigned the lowest grades to how well their chains of command provide recognition and awards related to language (75.6% D's and F's, 73.3% D's and F's).

#### *ARSOF SF/CA/PSYOP Findings*

SF RC personnel assigned more D's and F's than SF AC personnel regarding how well their chains of command provide language learning materials, how well the command places emphasis on taking the DLPT on time, ensuring quality language instruction is available, and ensuring that pre-deployment training is available. CA RC personnel graded their command slightly higher than CA AC personnel. PSYOP personnel rated their command much higher than both SF and CA personnel. PSYOP RC personnel assigned much lower grades than PSYOP AC respondents overall.

Table 9.1 Ratings of Organizational Support

	<i>SOF Personnel</i> <sup>168</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	
		Percentage of Respondents Choosing Each Grade <sup>169</sup>				
Providing support to help you acquire and maintain enough proficiency to qualify for FLPP	A	<b>3.2</b>	<b>10.7</b>	<b>2.4</b>	<b>3.5</b>	<b>.9</b>
	B	<b>10.1</b>	<b>14.3</b>	<b>9.7</b>	<b>8.1</b>	<b>12.1</b>
	C	<b>26.5</b>	<b>32.1</b>	<b>26.0</b>	<b>29.1</b>	<b>21.6</b>
	D	<b>26.2</b>	<b>21.4</b>	<b>26.4</b>	<b>23.8</b>	<b>30.2</b>
	F	<b>34.1</b>	<b>21.4</b>	<b>35.4</b>	<b>35.5</b>	<b>35.3</b>
Providing recognition and awards related to language	A	<b>2.5</b>	<b>-</b>	<b>2.9</b>	<b>2.3</b>	<b>3.4</b>
	B	<b>4.7</b>	<b>7.1</b>	<b>4.5</b>	<b>3.5</b>	<b>6.0</b>
	C	<b>18.0</b>	<b>17.9</b>	<b>18.1</b>	<b>18.6</b>	<b>17.2</b>
	D	<b>30.6</b>	<b>32.1</b>	<b>30.2</b>	<b>33.7</b>	<b>25.0</b>
	F	<b>44.2</b>	<b>42.9</b>	<b>44.4</b>	<b>41.9</b>	<b>48.3</b>
Providing language learning materials	A	<b>4.1</b>	<b>3.6</b>	<b>4.2</b>	<b>6.4</b>	<b>.9</b>
	B	<b>17.4</b>	<b>28.6</b>	<b>16.0</b>	<b>18.0</b>	<b>12.9</b>
	C	<b>31.2</b>	<b>25.0</b>	<b>31.9</b>	<b>34.9</b>	<b>27.6</b>
	D	<b>27.4</b>	<b>32.1</b>	<b>27.1</b>	<b>25.0</b>	<b>30.2</b>
	F	<b>19.9</b>	<b>10.7</b>	<b>20.8</b>	<b>15.7</b>	<b>28.4</b>

<sup>168</sup> This group includes SOF personnel from the Air Force, Army, and Navy.<sup>169</sup> 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 Ratings of Organizational Support (cont.)

	<i>SOF Personnel</i> <sup>170</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	
	Percentage of Respondents Choosing Each Grade <sup>171</sup>					
Allocating duty hours to language training or practice	A	<b>3.8</b>	<b>7.1</b>	<b>3.5</b>	<b>5.8</b>	-
	B	<b>13.3</b>	<b>21.4</b>	<b>12.5</b>	<b>15.7</b>	<b>7.8</b>
	C	<b>25.9</b>	<b>21.4</b>	<b>26.5</b>	<b>26.7</b>	<b>26.1</b>
	D	<b>24.1</b>	<b>35.7</b>	<b>22.6</b>	<b>23.3</b>	<b>21.7</b>
	F	<b>32.9</b>	<b>14.3</b>	<b>34.8</b>	<b>28.5</b>	<b>44.3</b>
Encouraging the use of language during non-language training	A	<b>2.5</b>	<b>7.1</b>	<b>2.1</b>	<b>2.9</b>	<b>.9</b>
	B	<b>9.8</b>	<b>21.4</b>	<b>8.7</b>	<b>8.1</b>	<b>9.5</b>
	C	<b>25.2</b>	<b>25.0</b>	<b>25.3</b>	<b>28.5</b>	<b>20.7</b>
	D	<b>27.4</b>	<b>28.6</b>	<b>27.1</b>	<b>26.2</b>	<b>28.4</b>
	F	<b>35.0</b>	<b>17.9</b>	<b>36.8</b>	<b>34.3</b>	<b>40.5</b>
Placing command emphasis on proficiency	A	<b>6.0</b>	<b>10.7</b>	<b>5.6</b>	<b>5.2</b>	<b>6.0</b>
	B	<b>13.2</b>	<b>17.9</b>	<b>12.8</b>	<b>14.0</b>	<b>11.2</b>
	C	<b>27.4</b>	<b>28.6</b>	<b>27.4</b>	<b>29.7</b>	<b>24.1</b>
	D	<b>27.8</b>	<b>28.6</b>	<b>27.4</b>	<b>26.7</b>	<b>28.4</b>
	F	<b>25.6</b>	<b>14.3</b>	<b>26.7</b>	<b>24.4</b>	<b>30.2</b>

<sup>170</sup> This group includes SOF personnel from the Air Force, Army, and Navy.<sup>171</sup> 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 Ratings of Organizational Support (cont.)

	<i>SOF Personnel</i> <sup>172</sup>		<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	Percentage of Respondents Choosing Each Grade <sup>173</sup>					
Ensuring quality language instruction is available	A	<b>5.0</b>	-	<b>5.6</b>	<b>7.5</b>	<b>2.6</b>
	B	<b>14.5</b>	<b>17.9</b>	<b>14.2</b>	<b>17.3</b>	<b>9.6</b>
	C	<b>26.5</b>	<b>35.7</b>	<b>25.3</b>	<b>27.7</b>	<b>21.7</b>
	D	<b>30.3</b>	<b>35.7</b>	<b>29.9</b>	<b>28.9</b>	<b>31.3</b>
	F	<b>23.7</b>	<b>10.7</b>	<b>25.0</b>	<b>18.5</b>	<b>34.8</b>
Ensuring pre-deployment training is available	A	<b>4.7</b>	-	<b>5.2</b>	<b>7.5</b>	<b>1.7</b>
	B	<b>12.3</b>	<b>17.9</b>	<b>11.8</b>	<b>11.0</b>	<b>12.9</b>
	C	<b>28.0</b>	<b>35.7</b>	<b>27.0</b>	<b>27.2</b>	<b>26.7</b>
	D	<b>30.8</b>	<b>25.0</b>	<b>31.5</b>	<b>31.8</b>	<b>31.0</b>
	F	<b>24.2</b>	<b>21.4</b>	<b>24.6</b>	<b>22.5</b>	<b>27.6</b>
Placing command emphasis on taking the DLPT on time	A	<b>23.7</b>	<b>7.1</b>	<b>25.3</b>	<b>37.6</b>	<b>7.0</b>
	B	<b>17.7</b>	<b>17.9</b>	<b>17.7</b>	<b>22.0</b>	<b>11.3</b>
	C	<b>24.9</b>	<b>28.6</b>	<b>24.7</b>	<b>22.0</b>	<b>28.7</b>
	D	<b>17.0</b>	<b>35.7</b>	<b>14.9</b>	<b>8.1</b>	<b>25.2</b>
	F	<b>16.7</b>	<b>10.7</b>	<b>17.4</b>	<b>10.4</b>	<b>27.8</b>

<sup>172</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>173</sup> 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 Ratings of Organizational Support (cont.)

	<i>SOF Personnel</i> <sup>174</sup>		<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>
	Percentage of Respondents Choosing Each Grade <sup>175</sup>					
Finding ways to increase time for language training	A	<b>2.2</b>	<b>3.6</b>	<b>2.1</b>	<b>2.9</b>	<b>.9</b>
	B	<b>7.3</b>	<b>17.9</b>	<b>6.3</b>	<b>5.8</b>	<b>7.0</b>
	C	<b>26.8</b>	<b>10.7</b>	<b>28.5</b>	<b>29.5</b>	<b>27.0</b>
	D	<b>27.8</b>	<b>50.0</b>	<b>25.7</b>	<b>28.3</b>	<b>21.7</b>
	F	<b>36.0</b>	<b>17.9</b>	<b>37.5</b>	<b>33.5</b>	<b>43.5</b>
Ensuring that personnel in language training are not pulled for non-critical details	A	<b>4.7</b>	<b>10.7</b>	<b>4.2</b>	<b>5.2</b>	<b>2.6</b>
	B	<b>8.5</b>	<b>17.9</b>	<b>7.6</b>	<b>8.1</b>	<b>6.9</b>
	C	<b>36.5</b>	<b>28.6</b>	<b>35.8</b>	<b>34.3</b>	<b>37.9</b>
	D	<b>21.5</b>	<b>21.4</b>	<b>21.5</b>	<b>22.7</b>	<b>19.8</b>
	F	<b>30.0</b>	<b>21.4</b>	<b>30.9</b>	<b>29.7</b>	<b>32.8</b>

<sup>174</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>175</sup> All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

## SECTION 10: LANGUAGE AND ATTRITION

### Introduction

This section contained questions intended to assess the role of language issues in attrition. For the complete list of items and associated findings for SOF personnel, please see Appendix A, Table A57. For further information about relevant subgroups, please see Appendices B-E. Findings regarding specific ARSOF personnel subgroups (i.e., SF, CA, and PSYOP) can be found in the *Army Operator Survey Report* and see the *Air Force Operator Survey Report* for more detailed findings from AFSOF personnel.

### Respondents

All survey respondents received this section of the survey. A total of 327 SOF personnel had the opportunity to respond to this section. There were 26 AFSOF personnel and 272 ARSOF personnel who responded. There was also one Navy SEAL respondent.

### Summary/Abstract

Findings from this section indicate that issues related to language training did not appear to influence overall intentions to leave SOF. In general, SOF personnel had intentions of re-enlisting. AFSOF personnel indicated that language played a slightly larger role in their decisions than ARSOF personnel. Additionally, AFSOF personnel were more likely to indicate that they had considered pursuing a more highly paid civilian career. Within ARSOF, RC personnel were more likely to indicate that they had considered leaving SOF due to language-related issues. This was especially true for the PSYOP RC personnel subgroup.

### Findings

#### *Overall Findings*

Table 10.1 contains responses to questions regarding intentions to leave SOF. Overall intent to leave was quite low. Findings from this section indicated that issues related to language training did not result in intentions to leave SOF. SOF personnel strongly disagreed that they intended to leave SOF if language requirements are increased ( $M = 18.6$ ). They also disagreed that they intended to leave SOF if they were unable to get the language training they needed ( $M = 22.8$ ). Moderate disagreement was expressed that they had considered leaving SOF to pursue a job in the civilian world where their skills would be highly compensated ( $M = 41.2$ ) or that their decision to re-enlist in SOF was based in part on issues relating to language proficiency ( $M = 36.0$ ). In general, SOF personnel had high intentions of re-enlisting in SOF ( $M = 72.0$ ).

Responses were also analyzed according to the respondent's tenure with SOF. Overall, respondents who reported less tenure in SOF (i.e., 0-4 years) indicated higher intentions to leave SOF. For example, when answering the item that attributed one's decision to re-enlist in SOF to language issues, SOF personnel with less tenure agreed more ( $M = 42.3$ ) than respondents with more tenure ( $M = 25.0$ ), although both groups disagreed. However, there was little difference between tenure groups for overall intention to re-enlist.

#### *Comparison of ARSOF and AFSOF Findings*

AFSOF personnel indicated that language played a slightly larger role in their decisions than ARSOF personnel. AFSOF personnel responded neutrally ( $M = 49.0$ ) while ARSOF personnel slightly disagreed ( $M = 40.2$ ) that they had ever considered leaving SOF to pursue higher compensation in the civilian world.

*ARSOF AC/RC Findings*

ARSOF AC personnel reported lower intent to leave, while ARSOF RC personnel reported higher intent to leave. There were also considerable differences for the item that stated, "My decision to re-enlist in SOF is based in part on issues relating to language proficiency." ARSOF RC personnel responded neutrally to this item ( $M = 48.4$ ) while ARSOF AC personnel disagreed ( $M = 27.6$ ).

*ARSOF SF/CA/PSYOP Findings*

Findings were generally consistent within the SF, CA and PSYOP personnel subgroups. These results are documented in the *Army Operator Survey Report*. The only notable difference was that PSYOP RC personnel were the only ARSOF subgroup to agree that their decision to re-enlist was based in part on language proficiency issues.

Table 10.1 Intention to Leave SOF

	<i>SOF Personnel</i> <sup>176</sup>	<i>AFSOF</i>	<i>ARSOF</i>	<i>ARSOF AC</i>	<i>ARSOF RC</i>	<i>Tenure (yrs in SOF)</i> <sup>177</sup>			
						<i>0-4</i>	<i>5-8</i>	<i>9-16</i>	<i>17+</i>
<b>[Mean values on 100 point scale]<sup>178</sup></b>									
I intend to leave SOF if I am unable to get the language training I need.	<b>22.8</b>	<b>26.0</b>	<b>22.4</b>	<b>17.6</b>	<b>30.3</b>	<b>27.3</b>	<b>20.8</b>	<b>21.4</b>	<b>21.0</b>
I have considered leaving SOF to pursue a job in the civilian world where my skills will be highly compensated.	<b>41.2</b>	<b>49.0</b>	<b>40.2</b>	<b>37.1</b>	<b>45.6</b>	<b>45.2</b>	<b>37.3</b>	<b>42.6</b>	<b>40.0</b>
I intend to leave SOF if language requirements are increased.	<b>18.6</b>	<b>22.0</b>	<b>18.4</b>	<b>17.9</b>	<b>19.1</b>	<b>18.6</b>	<b>16.7</b>	<b>20.9</b>	<b>22.0</b>
I am likely to re-enlist in SOF.	<b>72.0</b>	<b>70.7</b>	<b>72.2</b>	<b>71.9</b>	<b>72.8</b>	<b>69.9</b>	<b>77.3</b>	<b>69.2</b>	<b>70.2</b>
My decision to re-enlist in SOF is based in part on issues relating to language proficiency.	<b>36.0</b>	<b>39.1</b>	<b>35.4</b>	<b>27.6</b>	<b>48.4</b>	<b>42.3</b>	<b>40.2</b>	<b>30.1</b>	<b>25.0</b>

<sup>176</sup> This group includes SOF personnel from the Air Force, Army, and Navy.

<sup>177</sup> Respondents were asked to indicate their total number of years of tenure with SOF.

<sup>178</sup> All figures in the table are 100-point means. Respondents were asked to indicate their responses on a 5-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 SOF personnel:

### *1. General Language Requirements*

- 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.
- Within ARSOF, PSYOP AC personnel differed from the other subgroups in that they rated ‘Basic reading tasks’ as the most frequently used and ‘Basic listening tasks’ as the most important function of language. PSYOP RC personnel, however rated ‘Building rapport’ as the most important and frequent function of language, which is consistent with findings for SOF personnel overall.
- ARSOF personnel indicated ‘Basic writing tasks’ as the least frequently used and least important language function. AFSOF personnel indicated that ‘Giving commands’ was the least frequently used function of language, while using ‘Slang/street language’ was rated as the least important.
- More than 90% of SOF personnel indicated that it would be ideal to have 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 G for a Layman’s Understanding of ILR Language Skill Level Descriptions). The majority of SOF personnel indicated ‘Advanced Communication’ as the level of language proficiency ideal for typical tasks and duties.

### *2. Mission-Based Language Requirements*

- SOF personnel commonly reported foreign internal defense (FID), psychological operations (PSYOP), unconventional warfare (UW), and civil affairs operations (CAO) as their primary SOF core task while on the most recent deployment.
- For their most recent deployment inside their AOR, AFSOF personnel were primarily involved in FID and counterterrorism (CT) tasks, while ARSOF personnel were primarily assigned to PSYOP, FID, UW, and CAO tasks.
- For the most recent deployment outside their AOR, AFSOF personnel engaged primarily in FID core tasks, while UW core tasks were most common for ARSOF personnel.
- The ideal level of proficiency for SOF personnel varied by mission type, with higher proficiency ideal for PSYOP, CAO, and FID missions, and lower levels of proficiency required for DA or SR missions.
- SOF personnel indicated that a higher level of proficiency was needed for missions inside their AOR than for missions outside their AOR.
- SOF personnel reported using ‘Listening tasks’ the most frequently, and ‘Writing tasks’ the least frequently while on the most recent deployment.
- ARSOF personnel indicated that ‘Building rapport’ was the most important language skill, while AFSOF personnel indicated that ‘Military/technical language’ was the most important skill.

- AFSOF personnel indicated that they were more prepared for their most recent mission in terms of language and cultural understanding than ARSOF personnel.
- Within ARSOF, RC personnel reported feeling less prepared for their most recent deployment in terms of language and cultural understanding than AC personnel.
- SF AC, SF RC, and PSYOP RC personnel reported feeling more prepared in terms of language and cultural understanding than CA RC and PSYOP AC personnel.
- SOF personnel disagreed that they were able to meet the language-related requirements of the mission for their most recent mission outside of their AOR.
- SOF personnel who indicated being deployed outside their AOR reported feeling less prepared in terms of language and cultural understanding than those deployed inside their AOR.
- ARSOF personnel reported more difficulty with language than AFSOF personnel for deployments outside of their AOR.

### ***3. Use of Interpreters***

- SOF personnel indicated that their unit frequently uses interpreters on deployment.
- SOF personnel are highly dependent on interpreters both inside and outside of their AOR, although they are more dependent on interpreters outside of their AOR.
- SOF personnel provided slightly positive ratings of interpreters in terms of their trustworthiness and competence.
- ARSOF personnel were more likely than AFSOF personnel to report frequent use of interpreters both inside and outside of their AOR.
- ARSOF personnel were more likely than AFSOF personnel to report that they were too dependent on interpreters and slightly more likely to indicate that they have observed situations where interpreters have compromised the mission outcome.
- Attitudes toward interpreters and indications that interpreters are essential on deployment were even more positive for missions outside of personnel's AOR.
- Within ARSOF, RC personnel reported a greater reliance on interpreters than AC personnel for missions inside their AOR, although both groups reported a similar reliance on interpreters outside of their AOR.
- ARSOF personnel indicated a stronger dependence on interpreters than ARSOF other respondents.

### ***4. Beliefs about Proficiency***

- SOF personnel were not very confident in their language abilities beyond basic conversational skills.
- SOF personnel expressed the lowest level of confidence in their ability to use military terminology, but slightly more confident in their ability to use language for informal conversations or courtesy requirements.
- AFSOF personnel reported feeling more confident in their language skills than ARSOF personnel.
- Within ARSOF, RC personnel were about equally confident in their language abilities when compared with AC personnel, except that SF AC personnel reported being less confident than SF RC personnel. When comparing all ARSOF subgroups, SF AC, SF RC, and CA AC personnel reported being slightly more confident in their language skills than CA RC, PSYOP AC, and PSYOP RC personnel.



- SOF personnel assigned to CAT I/II languages (e.g., Romance languages, German, and Indonesian) had higher confidence in their language proficiency than personnel assigned to CAT III/IV languages (e.g., Japanese, Arabic, Urdu, and Chinese-Mandarin).

### ***5. Official Language Testing***

- SOF personnel indicated that the Defense Language Proficiency Test (DLPT) is not an accurate measure of their proficiency, but still indicated that they are motivated to perform well on the test.
- AFSOF personnel expressed more positive views than ARSOF personnel about the DLPT's relatedness to mission performance and the seriousness with which they take the test.
- Within ARSOF, AC personnel had lower opinions of the DLPT's relatedness than RC personnel. However, both AC and RC personnel reported taking the test quite seriously.

### ***6. Foreign Language Proficiency Pay (FLPP)***

- SOF personnel who received FLPP in the past four years had favorable attitudes toward its ability to motivate, but neutral attitudes regarding the fairness and simplicity of FLPP procedures. SOF personnel who had not received FLPP in the past four years provided more negative evaluations of its motivating ability, fairness, and simplicity than those who had received FLPP in the past four years.
- SOF personnel disagreed that the amount of FLPP they receive reflects the effort they put into learning language.
- Potential ways to increase FLPP's motivating effect included increasing the amount and providing more training time and resources.
- AFSOF personnel who have received FLPP in the past four years were more positive in their evaluations than ARSOF personnel across all dimensions. AFSOF personnel who indicated they have not received FLPP in the past four years, however, were similar to ARSOF personnel in their negative evaluations.
- ARSOF RC personnel were more negative in their evaluation of FLPP than AC personnel in general.

### ***7. Language Training***

- Most SOF personnel reported receiving their initial acquisition training at USAJFKSWCS, while a smaller percentage indicated receiving training at the Defense Language Institute (DLI). Most SOF personnel reported receiving sustainment/enhancement training in their unit's CLP.
- SOF personnel evaluated their instructor for initial acquisition language training and sustainment/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.
- SOF personnel who received training at DLI rated the curriculum more positively than students who received training at USAJFKSWCS.
- Within ARSOF, RC personnel rated their curriculum and instructor more favorably than ARSOF AC personnel overall for both initial acquisition language training and sustainment/enhancement language training.

- SOF personnel agreed that the emphasis in both their initial acquisition and sustainment/enhancement training was on ‘Formal language’ rather than ‘Slant/street language’
- Within ARSOF, there were discrepancies between SF AC and SF RC personnel in their evaluation of sustainment/enhancement training that was not observed for the other personnel types.
- SOF personnel overwhelmingly agreed that immersion is an effective way to acquire language, and show a preference for OCONUS training rather than CONUS iso-immersion.
- Very few AFSOF personnel or ARSOF RC personnel had participated in immersion training.
- SOF personnel disagreed that selection for immersion is fair, a finding especially pronounced by ARSOF RC personnel.
- When evaluating their training effectiveness as a result of experiences on deployment, SOF personnel responded neutrally regarding the ability of their language training to prepare them for deployment.
- SOF personnel indicated that they encountered situations on deployment where they could have used additional training.
- SOF personnel indicated that they were most prepared to perform ‘Reading tasks’ and ‘Rapport-building tasks’ and that they were least prepared to perform ‘Listening tasks’ and ‘Speaking tasks.’
- When evaluating the effectiveness of training after deployment, SOF personnel had the most favorable evaluations of the effectiveness of sustainment/enhancement training and the least favorable ratings of the effectiveness of pre-deployment training. SOF personnel expressed neutral ratings of the effectiveness of initial acquisition language training.
- Within ARSOF, PSYOP personnel were the most negative when rating how well language training prepared them to perform mission-related tasks.
- SOF personnel indicated that the two most common barriers they faced were the current OPTEMPO and lack of training resources. AFSOF personnel were less likely than ARSOF personnel to report that these time constraints affected them.
- Within ARSOF, RC personnel reported being willing to obtain further training if barriers were removed.
- While AFSOF personnel agreed that their chains of command care about their language proficiency, ARSOF personnel disagreed.
- Within ARSOF, RC personnel reported a greater willingness to shift some of their training allocated to other SOF skills to increase time for language training.
- SOF personnel indicated that the most motivating factors for language training were the desire to succeed on missions and because they were accountable to their team. FLPP did not appear to be a highly motivating factor.

### ***8. Use of Technology***

- SOF personnel viewed technology-delivered training (TDT) as a supplement rather than a replacement for traditional language training.
- SOF personnel indicated that trainees were more likely to utilize TDT when they are motivated and if it was scheduled (i.e., on duty time), rather than on their personal time.
- SOF personnel indicated that machine language translation (MLT) was ineffective in serving as a communication tool or in helping to complete SOF core tasks.

- ARSOF RC personnel who responded to the survey had less experience with TDT and MLT, but more positive views of both. A possible explanation is that TDT enables members of reserve components to receive training that would otherwise be inaccessible.

### ***9. Organizational Climate and Support***

- SOF personnel's overall ratings of command support were generally low.
- Areas that received positive ratings (although still somewhat negative) were emphasizing the DLPT and providing language learning materials.
- Areas that needed the most improvement were providing recognition and awards related to language, finding ways to increase time for language training, and encouraging the use of language during non-language training.
- AFSOF personnel were more positive in their ratings overall, especially for encouragement of language use during non-language training.
- ARSOF RC personnel were generally less positive in their grades of command support.
- Within ARSOF, there were some differences between SF, CA, and PSYOP personnel when rating the quality of their organizational support. Grades differed within the SF, CA and PSYOP personnel groups, with PSYOP AC personnel generally being more favorable, and CA AC personnel being the least favorable.
- Interestingly, responses from non-SOF linguists who took the survey were similar, suggesting command support for language could be improved across the military.

### ***10. Language and Attrition***

- Issues related to language training did not appear to influence overall intentions to leave SOF and in general, SOF personnel had intentions of re-enlisting.
- AFSOF personnel indicated that language issues played a slightly larger role in their decisions to leave SOF than ARSOF personnel.
- AFSOF personnel were more likely to indicate that they had considered leaving SOF to pursue a higher-paid civilian career.
- Within ARSOF, RC personnel were more likely to indicate that they had considered leaving SOF due to language-related issues. This was especially true for the PSYOP RC personnel subgroup.

In summary, SOF personnel indicated that the most frequent and important use of language on deployment was 'Building rapport.' However, AFSOF personnel indicated that 'Military-technical vocabulary' was the most important and frequent use of language and PSYOP AC personnel indicated that 'Basic reading tasks' were used the most frequently and 'Basic listening tasks' were the most important. These findings suggest that different types of personnel use different skills on their missions and may require customized training to fit those needs. Furthermore, questions about the most recent deployment revealed that SOF personnel are deployed on a variety of different missions that require different language skills. SOF personnel primarily engaged in FID, PSYOP, UW, and CAO missions, although personnel engaged in different mission types depending on whether they were AFSOF or ARSOF personnel and depending on whether they were deployed inside or outside of their AOR. SOF personnel indicated that they used language skills frequently on the most recent mission. AFSOF personnel indicated that they were more prepared for their most recent mission in terms of language and cultural understanding than ARSOF personnel. Within ARSOF, RC personnel reported feeling less prepared for the most recent mission in terms of language and cultural understanding than AC personnel.

The survey results indicate that one way that SOF personnel deal with their lack of preparedness in terms of language is by relying on interpreters. SOF personnel indicated that they were highly dependent on interpreters on deployments both inside and outside of their AOR, although they were more dependent on interpreters outside of their AOR. ARSOF personnel indicated a stronger dependence on interpreters than ARSOF other respondents and AFSOF personnel. Within ARSOF, RC personnel reported a greater reliance on interpreters than AC personnel for missions inside of their AOR, although both groups reported similar reliance on interpreters outside of their AOR. Another related finding is that not only did AFSOF personnel report that they were more prepared in terms of language and understanding than ARSOF personnel, but they also reported somewhat higher levels of confidence in their language abilities than ARSOF personnel.

Most SOF personnel reported receiving their initial acquisition language training at USAJFKSWCS and their sustainment/enhancement language training in their unit's CLP. SOF personnel evaluated their instructors for both types of training positively, although their major complaint was that the instructor did not incorporate SOF considerations into his/her teaching objectives and that the curriculum was not customized to SOF needs. Also, AFSOF personnel indicated that both their initial acquisition and sustainment/enhancement language training did not cover the vocabulary necessary for their missions. This suggests that the curriculum did not focus on military-specific language which is what AFSOF personnel primarily use on deployments. SOF personnel who received training at DLI rated their curriculum more positively than students who received training at USAJFKSWCS. Within ARSOF, RC personnel rated the curriculum and instructor more positively for both types of training than AC personnel. SOF personnel also indicated that the emphasis in their language training was on formal language rather than slang/street language. This may be problematic for ARSOF personnel, since slang/street language is most likely more useful for rapport-building than formal language. When evaluating the effectiveness of their language training after being deployed, SOF personnel indicated neutral opinions about their preparedness, but also indicated that they had encountered situations where more training would have been useful. SOF personnel had the most favorable ratings of sustainment/enhancement language training and the least favorable ratings of pre-deployment training in preparing them for deployment. SOF personnel also provided overwhelmingly favorable ratings of immersion training as an effective way to acquire language, although very few AFSOF personnel or ARSOF RC personnel had participated in immersion training.

Although SOF personnel placed a high value on language training, they felt that there were many barriers to succeeding in language training. SOF personnel indicated that the current OTPEMPO and lack of training resources were the two most common barriers. ARSOF personnel also indicated that lack of command support was another barrier. While AFSOF personnel agreed that their command cares about their language proficiency, ARSOF personnel disagreed. Within ARSOF, RC personnel reported being more eager to pursue further training if barriers were removed and to shift training time allocated to other SOF skills to language training. SOF personnel also indicated being primarily motivated by the desire to do well on missions and because they were accountable to their team, and being less motivated by the possibility of receiving FLPP. Although SOF personnel indicated many barriers to training, there were mixed opinions regarding the role of technology in training as a potential solution to this problem. SOF personnel indicated that technology cannot replace human instruction, but indicated that TDT can be a useful supplement to traditional language training and shows promise for the future. SOF personnel indicated a low opinion of MLT, although within ARSOF, RC personnel tended to have higher opinions of TDT and MLT than AC personnel. This finding could be the result of

lack of training opportunities available to RC personnel. SOF personnel also indicated negative opinions related to command support for language training. Areas that were of greatest concern overall were providing recognition and awards related to language, finding ways to increase time for language training, and encouraging the use of language during non-language training. The areas that received more favorable ratings (although still somewhat negative) were placing emphasis on taking the DLPT on time and providing language learning materials.

Although SOF personnel indicated that one of the stronger areas of command support was placing emphasis on the DLPT, SOF personnel disagreed that the DLPT is clearly related to mission performance. ARSOF personnel had more negative opinions of the DLPT than AFSOF personnel. Although SOF personnel did not agree that the DLPT is clearly related to mission performance, they indicated that they were still motivated to do well on the test. This may be because their command places a strong emphasis on this and not because they believe it is important to their job performance. SOF personnel also indicated that FLPP was only moderately motivating and rewarding, a finding confirmed for items related to training effectiveness on deployment. SOF personnel also agreed that the amount of FLPP received was not an accurate reflection of the effort required. Within ARSOF, FLPP was indicated as less motivating for RC personnel than for AC personnel, a finding that is related to the fact that RC personnel are not as fairly compensated for their efforts. Suggestions to improve the motivating effect of FLPP include increasing the availability of training resources and increasing the amount of FLPP.

In conclusion, findings from SOF personnel suggested that language training could benefit from a shift in focus to aspects of language that are more related to SOF core tasks. This shift needs to be reflected in training, testing, compensation, and command support.

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## **APPENDICES**

## **Appendix A: Findings for SOF Personnel<sup>179</sup>**

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<sup>179</sup> This group includes AFSOF personnel, ARSOF personnel, and Navy personnel.



Table A1: General Language Requirements.

<b>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.</b>										
		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?	253	3.7	1.14	66.3	4.7	11.1	26.5	29.6	28.1
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is street dialect to completing SOF core tasks?	254	3.5	1.02	61.3	3.1	11.8	39.8	27.2	18.1

Table A2: General Language Requirements.

<b>2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"</b>										
		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?	252	3.3	1.27	57.0	9.9	20.6	21.0	28.2	20.2
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is giving this type of command?	255	4.0	1.02	74.3	1.2	7.1	24.7	27.5	39.6

Table A3: General Language Requirements.

<b>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.</b>										
		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?	254	3.3	1.21	57.2	8.7	16.9	30.7	24.4	19.3
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is formal language to completing SOF core tasks?	256	3.6	1.03	64.0	2.7	11.3	34.0	31.3	20.7

Table A4: General Language Requirements.

<b>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.</b>										
		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?	249	4.2	1.03	78.8	2.8	4.4	16.5	27.3	49.0
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	252	4.3	0.88	83.0	1.2	1.6	15.5	27.4	54.4

Table A5: General Language Requirements.

<b>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.</b>										
		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?	252	3.6	1.13	64.0	4.8	12.7	29.0	29.0	24.6
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this vocabulary to completing SOF core tasks?	254	3.7	1.04	68.0	1.6	10.2	31.9	27.2	29.1

Table A6: General Language Requirements.

<b>6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.</b>										
		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?	253	4.0	1.03	74.4	2.0	7.5	19.4	33.2	37.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	255	4.0	0.96	73.8	0.8	6.3	24.7	33.3	34.9

Table A7: General Language Requirements.

<b>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.</b>										
		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?	251	2.9	1.18	47.5	11.2	28.7	32.3	14.7	13.1
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	254	3.1	1.14	51.6	4.7	31.5	32.3	15.7	15.7

Table A8: General Language Requirements.

<b>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.</b>										
		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?	251	3.9	1.01	72.8	1.2	7.6	25.5	30.3	35.5
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	254	3.9	1.03	72.5	1.2	8.7	24.8	29.5	35.8

Table A9: General Language Requirements.

<b>9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?</b>	<b>N</b>	<b>Percentage</b>
None	4	1.2
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.	15	4.6
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.	66	20.2
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.	114	34.9
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	17.7

Table A10: Mission-based Language Requirements.

<b>1. What was your primary SOF core task on this deployment?</b>	<b>N</b>	<b>Percentage</b>
Direct Action (DA)	22	8.6
Special Reconnaissance (SR)	7	2.7
Unconventional Warfare (UW)	41	16.0
Foreign Internal Defense (FID)	58	22.7
Civil Affairs Operations (CAO)	39	15.2
Psychological Operations (PSYOP)	51	19.9
Counterterrorism (CT)	15	5.9
Conterproliferation of WMD (CP)	-	-
Information Operations (IO)	10	3.9
Force Protection (FP)	2	0.8
Miscellaneous Intelligence (Intel.)	2	0.8
Planning and Administrative Support (Admin.)	2	0.8
Other	1	0.4
<b>2. Was this mission inside or outside your AOR?</b>	<b>N</b>	<b>Percentage</b>
Inside AOR	166	64.6
Outside AOR	91	35.4

Table A11: Mission-based Language Requirements.

<b>3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	18	7.0
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.	24	9.3
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.	62	24.1
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.	106	41.2
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	47	18.3
<b>4. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	9	3.5
Establishing and building rapport and some level of trust with a political or military figure.	68	26.5
Both a and b	154	59.9
Neither a and b	26	10.1
<b>5. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	51	19.8
3 – 6 months	111	43.2
6 – 12 months	80	31.1
Over 12 months	15	5.8

Table A12: Mission-based Language Requirements.

<b>Questions</b>										
<b>How much did the mission require you to use the following in the deployment language?</b>		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
6.	Military-specific language	248	3.2	1.23	53.8	12.5	16.9	27.4	29.0	14.1
7.	Formal language	250	3.0	1.09	48.8	10.4	22.8	35.6	23.6	7.6
8.	Slang/street language	251	3.4	1.04	60.4	6.0	12.0	28.7	41.4	12.0
9.	Local dialect	247	3.4	1.17	60.2	9.7	10.9	24.3	38.9	16.2
10.	Speaking skills	248	3.8	1.18	70.3	7.3	6.0	19.4	33.1	34.3
11.	Listening skills	249	4.0	1.18	74.4	6.8	5.6	12.9	32.5	42.2
12.	Reading skills	246	2.9	1.15	48.3	13.0	21.1	35.4	20.7	9.8
13.	Writing skills	244	2.3	1.17	33.3	27.5	34.4	22.1	9.4	6.6
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	233	2.4	1.25	34.5	33.5	21.0	25.3	14.2	6.0
15.	Interpreters	250	3.7	1.52	68.1	17.6	5.6	10.8	18.8	47.2

Table A13: Mission-based Language Requirements.

<b>Please rate the following on a scale of Strongly Disagree to Strongly Agree</b>		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
16.	I was well prepared for this deployment in terms of language and cultural understanding.	249	2.7	1.33	43.6	21.7	27.7	17.3	21.3	12.0
17.	I used my language skills frequently while on this deployment.	236	3.7	1.49	67.5	16.1	8.1	9.7	22.0	44.1



Table A14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	256	4.4	0.76	84.7	0.8	0.4	11.3	34.4	53.1
19.	Training or teaching others	254	3.9	0.94	73.0	0.8	7.5	20.9	40.6	30.3
20.	Reducing need for interpreters/translators	250	3.9	1.09	73.6	3.2	8.4	17.6	32.4	38.4
21.	Logistics (i.e. saving time or convenience in getting things done)	255	3.6	0.93	66.2	0.8	10.2	31.8	38.0	19.2
22.	Timely identification of important documents	254	3.8	1.04	69.0	2.0	10.2	26.0	33.5	28.3
23.	Giving basic commands	255	4.0	0.90	74.4	-	6.3	23.1	37.3	33.3
24.	Discrete eavesdropping	255	3.9	1.06	73.2	2.0	9.4	19.6	31.8	37.3
25.	Increasing situational awareness	256	4.2	0.82	80.8	0.8	1.6	15.2	38.7	43.8
26.	Maintaining control in hostile confrontations	254	4.1	1.01	78.1	1.6	5.9	18.1	27.6	46.9
27.	Persuading people to provide sensitive information	251	3.9	1.07	73.0	1.6	10.8	19.1	31.1	37.5
28.	Negotiations	244	4.0	1.01	74.8	1.2	7.4	21.3	31.1	38.9

Table A15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?		N	Percentage
	Yes	199	77.7
	No	57	22.3

Table A16: Use of Interpreters.

<b>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).</b>										
		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)?	197	4.0	1.21	75.6	6.1	5.6	18.8	18.8	50.8
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	197	2.9	1.42	48.2	20.8	21.8	21.3	15.7	20.3

Table A17: Use of Interpreters.

<b>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).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	195	4.1	1.26	76.7	7.2	9.2	4.6	27.7	51.3
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	187	3.5	1.17	62.0	5.3	17.1	24.1	31.0	22.5
5.	I use interpreters only when advanced/high levels of proficiency are required.	193	2.6	1.20	41.2	14.5	42.5	16.1	17.6	9.3
6.	It would have been useful to receive training on using interpreters prior to deployment.	189	3.6	0.95	64.2	2.1	11.1	30.2	41.3	15.3
7.	Interpreters are essential for carrying out missions.	194	3.9	0.98	72.6	3.1	6.2	16.0	46.9	27.9
8.	I feel our unit is too dependent on interpreters.	194	3.9	1.21	71.4	4.1	12.9	17.5	24.2	41.2
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	190	3.8	1.20	70.8	6.8	11.1	7.4	41.6	33.2
10.	I can be as effective on my missions without an interpreter.	193	2.2	1.22	29.7	34.7	35.8	14.0	7.3	8.3
11.	In my experience, most interpreters were trustworthy.	194	3.4	0.88	59.0	3.6	12.4	32.5	47.4	4.1
12.	In my experience, most interpreters were competent.	195	3.5	0.83	63.1	1.5	11.8	25.1	55.9	5.6

Table A18: Outside AOR Deployment.

<b>1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	142	55.3
No	115	44.7

Table A19: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>		
<b>1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	22	15.7
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.	21	15.0
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.	38	27.1
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.	42	30.0
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	17	12.1
<b>2. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	4	2.9
Establishing and building rapport and some level of trust with a political or military figure.	34	24.5
Both a and b	84	60.4
Neither a and b	17	12.2

Table A20: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>				
<b>3. How long were you deployed in this country?</b>			<b>N</b>	<b>Percentage</b>
Less than 3 months			21	15.1
3 – 6 months			59	42.4
6 – 12 months			55	39.6
Over 12 months			4	2.9

Table A21: Outside AOR Deployment.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
4.	I was able to meet the language-related requirements of this mission.	134	2.1	1.14	28.4	35.1	71.6	82.8	97.0	100
5.	While on this deployment, I experienced language-related issues or deficiencies.	137	4.1	1.12	78.6	4.4	7.3	8.0	29.9	50.4
6.	My proficiency in my official or required language suffered because of this deployment.	133	3.3	1.28	57.9	9.8	20.3	18.8	30.8	20.3
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	129	3.7	1.12	67.2	3.9	12.4	22.5	33.3	27.9
8.	Prior to deployment, I was proficient in the language required.	129	2.8	1.40	45.2	22.5	25.6	17.1	18.6	16.3

Table A22: Outside AOR Deployment.

<b>9. I received pre-deployment language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	25	18.0
No	114	82.0

Table A23: Use of Interpreters Outside AOR Deployment.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	119	85.6
No	20	14.4

Table A24: Use of Interpreters Outside AOR Deployment.

<b>1. What type of interpreter was used for this mission?</b>	<b>N</b>	<b>Percentage</b>
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	76	63.9
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	28	23.5
Both CAT I and CAT II/III	14	11.8

Table A25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	119	4.5	0.66	88.0	0.8	0.8	1.7	38.7	58.0
3.	I could have been as effective on this mission without using interpreter(s).	119	1.8	0.95	20.0	44.5	42.0	4.2	7.6	1.7
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	119	3.7	0.93	67.4	1.7	10.9	19.3	52.1	16.0
5.	The interpreter(s) that I used on this mission was (were) competent.	119	3.9	0.81	71.8	-	8.4	14.3	58.8	18.5
6.	I feel that during this mission, I was too dependent on interpreters.	119	4.1	1.05	76.7	0.8	11.8	10.9	32.8	43.7
7.	My unit frequently uses interpreters when outside the normal AOR.	119	4.5	0.65	87.2	-	0.8	5.9	37.0	56.3

Table A26: Beliefs about Proficiency.

<b>Directions: Respond to the following items based on your skills related to your official or required language.</b>		
<b>1. Do you have any level of proficiency in a language other than English?</b>	<b>N</b>	<b>Percentage</b>
Yes	299	91.4
No	28	8.6

Table A27: Beliefs about Proficiency.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	319	3.0	1.21	49.0	11.9	26.3	29.2	19.1	13.5
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	320	3.7	1.28	68.4	6.3	13.8	19.4	21.3	39.4
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	318	3.1	1.36	52.9	14.5	21.7	23.0	19.5	21.4



Table A28: Official Language Testing.

<b>1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	253	84.6
No	46	15.4
<b>2. Are you currently required to take the DLPT annually?</b>	<b>N</b>	<b>Percentage</b>
Yes	199	80.9
No	47	19.1

Table A29: Official Language Testing.

<b>3. What is your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	2	0.8
Chinese-Mandarin	5	2.0
Dari	2	0.8
French	35	13.9
German	17	6.8
Indonesian	7	2.8
Korean	12	4.8
Modern Standard Arabic	30	12.0
Pashtu	1	0.4
Persian-Farsi	6	2.4
Polish	4	1.6
Portuguese (Brazilian)	2	0.8
Russian	16	6.4
Serbian-Croatian	4	1.6
Spanish	83	33.1
Tagalog (Filipino)	3	1.2
Thai	12	4.8
Turkish	1	0.4
Urdu	1	0.4
Italian	1	0.4
Miscellaneous CAT I	1	0.4
Miscellaneous CAT III	2	0.8
Miscellaneous CAT IV	4	1.6

Table A30: Official Language Testing.

<b>4. When was the last time that you took the DLPT in your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
2004	96	38.7
2003	91	36.7
2002	35	14.1
2001	17	6.9
Prior to 2001	9	3.6
<b>5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)</b>	<b>N</b>	<b>Percentage</b>
0	11	4.5
0+	46	18.7
1	43	17.5
1+	34	13.8
2	33	13.4
2+	33	13.4
3	46	18.7
<b>6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)</b>	<b>N</b>	<b>Percentage</b>
0	13	5.3
0+	24	9.8
1	44	18.0
1+	29	11.8
2	26	10.6
2+	41	16.7
3	68	27.8

Table A31: Official Language Testing.

<b>5. Have you ever taken an Oral Proficiency Interview (OPI)?</b>	<b>N</b>	<b>Percentage</b>
Yes	105	41.5
No	148	58.5

Table A32: Official Language Testing.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
6.	The content of the DLPT is clearly related to what I do during deployment.	247	2.5	1.09	36.4	20.2	37.7	20.6	19.0	2.4
7.	My DLPT scores accurately reflect my ability to use language while on the job.	250	2.7	1.26	43.2	18.0	33.2	15.6	24.4	8.8
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	251	3.3	1.10	57.1	5.6	21.5	23.9	37.1	12.0
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	240	2.3	1.04	31.3	23.8	43.8	20.4	7.9	4.2
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	242	1.5	1.00	12.5	71.5	18.6	2.9	2.5	4.5
11.	I have memorized the answers to the DLPT since it never changes.	239	1.6	0.94	15.2	60.7	26.8	5.9	4.6	2.1
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	163	3.5	1.13	62.9	6.7	8.0	35.0	27.6	22.7

Table A33: Foreign Language Proficiency Pay.

<b>Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)</b>		
<b>1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	107	36.0
No	190	64.0
<b>2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?</b>	<b>N</b>	<b>Percentage</b>
Yes	76	25.5
No	222	74.5

Table A34: Foreign Language Proficiency Pay.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. FLPP motivates me to acquire new language skills during personal time.	274	3.2	1.29	54.9	12.0	20.4	21.2	28.5	17.9
4. FLPP motivates me to maintain my current level of language skills during personal time.	267	3.3	1.35	56.5	13.5	18.7	18.4	27.3	22.1
5. Procedures for allocating FLPP are fair.	267	2.9	1.13	46.8	15.7	18.0	34.8	26.2	5.2
6. Procedures for receiving FLPP are straight-forward and simple.	268	3.1	1.13	51.4	12.3	17.2	29.5	34.7	6.3
7. I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	256	2.5	1.15	36.7	24.6	28.5	26.6	16.0	4.3

Table A35: Foreign Language Proficiency Pay.

<b>8. FLPP would be more motivating if.... (check all that apply)</b>	<b>N</b>	<b>Percentage</b>
The amounts were increased (e.g. more money).	219	67.0
It was paid for lower proficiency levels.	138	42.2
It was paid once per year as a bonus.	31	9.5
We could get FLPP for speaking proficiency.	157	48.0
The Unit would provide more resources for language training.	178	54.4
The Unit would provide more time for language training.	193	59.0
I had been trained to a higher level during initial acquisition.	148	45.3

Table A36: Language Training.

<b>1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?</b>	<b>N</b>	<b>Percentage</b>
Initial Acquisition Training	80	24.5
Sustainment/Enhancement Training	41	12.6
Both of the above	45	13.8
Neither of the above	160	49.1
<b>2. Have you participated in military-provided immersion training?</b>	<b>N</b>	<b>Percentage</b>
Yes	46	14.1
No	280	85.9
<b>3. Have you EVER received language training paid for and/or sponsored by the military or government?</b>	<b>N</b>	<b>Percentage</b>
Yes	212	64.8
No	115	35.2

Table A37: Initial Acquisition Language Training.

<b>Directions: Answer the following questions about your initial acquisition language training in your official or required language.</b>		
<b>1. What was the source of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	22	17.6
USAJFKSWCS	87	69.6
Unit/Command Language Program (CLP)	14	11.2
DLI (at Washington, DC)	2	1.6
Other	-	-
<b>2. What was the instructional mode of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
Classroom	119	95.2
Classroom followed by immersion	4	3.2
DL (i.e., distance/distributive learning)	2	1.6

Table A38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	124	3.9	1.04	71.4	3.2	12.1	28.2	71.0	29.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	123	2.9	1.19	47.8	10.6	34.1	18.7	26.8	9.8
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	124	3.7	1.17	66.7	4.8	16.1	12.1	41.1	25.8
6.	My instructor was knowledgeable about how the language is currently used.	124	4.2	1.04	79.4	2.4	8.1	7.3	33.9	48.4
7.	The instructor encouraged students to speak in the target language.	123	4.3	0.92	82.3	1.6	4.9	7.3	35.0	51.2



Table A39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	124	4.0	0.86	74.6	0.8	8.1	8.9	56.5	25.8
9.	The curriculum included slang and/or street language.	123	2.6	1.06	39.4	13.8	42.3	18.7	22.8	2.4
10.	The materials used in training were free from error.	123	2.4	1.09	35.8	22.0	36.6	19.5	20.3	1.6
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	124	3.8	1.09	70.4	4.8	11.3	7.3	50.8	25.8
12.	The curriculum covered the vocabulary necessary for my job and missions.	124	2.9	1.19	48.6	12.1	28.2	21.8	29.0	8.9
13.	The curriculum was pre-packaged and not customized to SOF.	123	3.4	1.17	60.6	5.7	18.7	22.8	33.3	19.5
14.	The course would have been more effective if we had covered less content in more detail.	121	3.1	1.10	52.9	6.6	24.0	31.4	27.3	10.7

Table A40: Sustainment/Enhancement Language Training.

<b>Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.</b>		
<b>1. What was the source of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	6	7.1
Unit/Command Language Program (CLP)	73	85.9
DLI (at Washington, DC)	1	1.2
Self-Study	3	3.5
Other	2	2.4
<b>2. What was the instructional mode of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Language Lab	35	40.7
Distance Learning (DL)	3	3.5
College classes	2	2.3
Immersion	3	3.5
Classroom (DLI/Unit)	29	33.7
Language days/activities	7	8.1
Tutoring	6	7.0
Informal	1	1.2
<b>3. Did you have an instructor for your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	71	82.6
No	15	17.4

Table A41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	66	3.8	0.86	69.3	1.5	6.1	22.7	53.0	16.7
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	67	2.9	1.18	46.3	10.4	37.3	17.9	25.4	9.0
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	67	3.8	1.04	69.8	3.0	11.9	11.9	49.3	23.9
7.	My instructor was knowledgeable about how the language is currently used.	68	4.3	0.78	82.7	1.5	1.5	5.9	47.1	44.1
8.	The instructor encouraged students to speak in the target language.	68	4.4	0.85	84.6	1.5	1.5	10.3	30.9	55.9

Table A42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	81	3.6	0.99	66.0	1.2	18.5	9.9	55.6	14.8
10.	The curriculum included slang and/or street language.	81	3.0	1.13	50.6	3.7	40.7	14.8	30.9	9.9
11.	The materials used in training were free from error.	79	3.2	1.03	53.8	7.6	19.0	27.8	41.8	3.8
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	80	3.5	1.11	61.9	3.8	22.5	11.3	47.5	15.0
13.	The curriculum covered the vocabulary necessary for my job and missions.	81	3.1	1.14	51.5	6.2	32.1	22.2	28.4	11.1
14.	The curriculum was pre-packaged and not customized to SOF.	80	3.3	1.18	56.9	5.0	28.8	15.0	36.3	15.0
15.	The course would have been more effective if we had covered less content in more detail.	80	3.2	1.00	55.0	3.8	22.5	31.3	35.0	7.5

Table A43: Immersion Training.

<b>Directions: When answering these questions, think about the most recent immersion training that you have had.</b>		
<b>1. How many weeks was your immersion training?</b>	<b>N</b>	<b>Percentage</b>
0-2 weeks	7	17.5
3-4 weeks	16	40.0
5-6 weeks	5	12.5
7-10 weeks	4	10.0
11-20 weeks	6	15.0
21-30 weeks	2	5.0
<b>3. What kind of immersion training was it?</b>	<b>N</b>	<b>Percentage</b>
Iso-immersion (i.e., CONUS)	12	29.3
Immersion training (i.e., OCONUS)	29	70.7

Table A44: Immersion Training.

<b>4. What language were you studying during immersion training?</b>	<b>N</b>	<b>Percentage</b>
French	8	19.5
German	3	7.3
Korean	6	14.6
Modern Standard Arabic	7	17.1
Persian-Farsi	1	2.4
Polish	2	4.9
Russian	3	7.3
Spanish	9	22.0
Thai	1	2.4
Miscellaneous CAT IV	1	2.4

Table A45: Immersion Training.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. My language proficiency improved as a result of immersion training.	42	4.3	0.81	82.1	-	4.8	7.1	42.9	45.2
6. I would have benefited more from immersion training if my initial proficiency was higher.	41	3.6	1.07	64.6	4.9	12.2	19.5	46.3	17.1
7. Immersion training is the most effective way to acquire language skills.	42	4.6	0.62	90.5	-	-	7.1	23.8	69.0
8. I think that OCONUS immersion training is a boondoggle.	38	1.7	0.94	16.4	57.9	23.7	15.8	-	2.6

Table A46: Training Effectiveness on Deployment.

<b>Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)</b>		
<b>1. Please indicate your most recent training experience in which you were deployed in that language after training:</b>	<b>N</b>	<b>Percentage</b>
Initial acquisition language training	101	45.7
Sustainment/enhancement training in official or required AOR language	78	35.3
Pre-deployment training in language outside AOR (e.g., GWOT language)	42	19.0

Table A47: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	200	3.0	1.20	49.6	13.0	25.5	19.0	35.0	7.5
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	197	2.7	1.29	43.5	20.8	27.9	15.7	27.4	8.1
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	197	3.0	1.26	50.6	14.2	23.4	19.8	31.0	11.7
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	195	3.0	1.23	49.6	13.8	24.1	22.6	28.7	10.8
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	198	2.6	1.15	38.8	19.7	34.8	20.2	21.2	4.0
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	199	4.1	1.13	76.9	4.5	8.0	9.0	32.2	46.2

Table A48: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	200	3.0	1.17	49.1	13.0	24.0	23.5	32.5	7.0
9.	While deployed, I found that I received incorrect information during language training.	190	2.6	1.09	40.7	14.7	35.8	26.3	18.4	4.7



Table A49: General Attitudes toward Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	324	4.1	1.38	77.0	13.0	3.4	3.4	23.1	57.1
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	310	3.1	1.17	52.7	10.0	22.6	24.8	31.6	11.0
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	318	3.3	1.24	56.4	10.1	22.0	14.8	38.4	14.8
4.	I do not put much effort into language training.	315	2.5	1.12	38.3	17.8	37.8	23.2	15.9	5.4
5.	I want to succeed in language training so that I will do well on missions.	320	4.4	0.68	85.6	0.3	0.9	5.9	41.6	51.3
6.	I am motivated to succeed in language training because I want to receive FLPP.	316	3.3	1.18	57.0	7.9	19.3	26.3	29.7	16.8
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	308	4.1	1.02	76.8	2.6	7.5	10.4	39.3	40.3
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	314	3.3	1.30	57.0	9.9	21.0	23.2	22.9	22.9
9.	Language training will make a good addition to my resume.	318	4.0	0.96	75.6	2.8	3.5	17.3	41.2	35.2
10.	My chain of command cares about my language proficiency.	317	2.8	1.19	46.1	16.7	22.7	26.8	27.1	6.6

Table A50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	240	3.4	1.16	60.1	5.8	17.5	27.5	28.8	20.4
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	301	2.5	1.02	36.6	20.3	30.9	31.9	15.9	1.0
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	300	3.0	1.09	50.3	5.7	32.0	27.3	25.7	9.3
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	300	3.2	1.18	55.4	7.3	24.7	20.7	33.7	13.7
15.	I would put more effort into language training if the resources were more accessible.	310	4.0	1.00	74.5	1.9	7.7	16.1	38.7	35.5
16.	Selection for OCONUS immersion training is fair.	280	2.6	1.18	41.1	22.5	19.3	36.4	15.0	6.8
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	311	4.5	0.74	86.3	0.6	1.3	7.4	33.4	57.2
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	288	3.6	1.05	65.6	3.5	8.7	33.3	30.9	23.6
20.	My command thinks that OCONUS immersion training is a boondoggle.	269	3.5	1.02	63.7	2.6	8.9	42.0	24.2	22.3
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	276	2.4	1.00	34.0	24.6	27.2	37.7	8.7	1.8

Table A51: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>1. Have you ever used technology-delivered training (Examples: Computer based training, video conferencing, distance/distributive learning, self-paced language learning software, etc.)?</b>		<b>N</b>	<b>Percentage</b>
	Yes	158	76.7
	No	48	23.3

Table A52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	207	4.0	0.97	75.6	0.5	7.7	19.8	32.9	39.1
3.	I would be likely to use TDT options if they were available.	203	3.7	0.90	66.9	3.0	8.4	18.7	58.1	11.8
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	207	3.7	0.95	66.8	1.9	12.1	19.3	50.2	16.4
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	207	4.1	0.73	78.0	0.5	2.4	11.1	56.5	29.5
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	205	4.0	0.93	74.5	1.5	5.9	17.6	43.4	31.7
7.	I believe that TDT is an effective way to learn language skills.	206	3.1	0.97	52.4	5.8	21.8	32.0	37.4	2.9
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	204	3.7	0.92	66.8	3.4	8.3	18.1	57.8	12.3
9.	I believe that TDT is only effective when trainees are motivated.	206	4.0	0.86	75.4	1.0	4.9	16.0	48.1	30.1
10.	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.	196	1.8	0.97	20.5	46.9	33.7	10.2	8.7	0.5
11.	I would participate in SOFTS if I had the opportunity.	207	3.8	0.90	69.7	1.9	5.8	24.2	47.8	20.3

Table A53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	202	3.0	1.11	49.4	11.4	23.3	27.2	32.7	5.4
13.	Allows you to complete training at your own pace.	200	3.2	1.10	55.9	10.0	14.5	24.0	45.0	6.5
14.	Reduces external pressures such as live instructors or peers	200	2.6	1.11	39.1	19.5	31.5	24.5	22.0	2.5

Table A54: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>		
<b>15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?</b>	<b>N</b>	<b>Percentage</b>
Yes	23	11.6
No	175	88.4
<b>16. Have you ever used the Phraselator?</b>	<b>N</b>	<b>Percentage</b>
Yes	22	10.5
No	187	89.5
<b>17. Have you ever used the VRT?</b>	<b>N</b>	<b>Percentage</b>
Yes	5	2.4
No	204	97.6
<b>18. Have you ever used S-Minds?</b>	<b>N</b>	<b>Percentage</b>
Yes	1	0.5
No	206	99.5

Table A55: 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.	114	2.6	0.85	39.3	15.8	18.4	59.6	5.3	0.9
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	111	2.5	0.84	38.1	15.3	24.3	53.2	7.2	-
21.	I believe that MLT shows promise for the future.	119	3.0	0.99	49.8	11.8	10.9	46.2	28.6	2.5
22.	I believe that MLT cannot replace language trained operators.	132	4.1	1.05	76.9	3.8	-	28.0	21.2	47.0

Table A56: Organizational Climate and Support.

<b>Directions: Answer the following questions regarding organizational climate and support.</b>							
<b>Rate your command on how well it does on each of the following:</b>		<b>N</b>	<b>Percentage (%) of Responses</b>				
			<b>A (Excellent)</b>	<b>B (Above Average)</b>	<b>C (Average)</b>	<b>D (Below Average)</b>	<b>F (Fail)</b>
1.	Allocating duty hours/weeks to language training or language practice.	316	3.8	13.3	25.9	24.1	32.9
2.	Encouraging the use of your language during non-language training.	317	2.5	9.8	25.2	27.4	35.0
3.	Placing command emphasis on language proficiency.	317	6.0	13.2	27.4	27.8	25.6
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	317	3.2	10.1	26.5	26.2	34.1
5.	Providing recognition and awards related to language.	317	2.5	4.7	18.0	30.6	44.2
6.	Providing language learning materials.	317	4.1	17.4	31.2	27.4	19.9
7.	Ensuring quality language instruction is available.	317	5.0	14.5	26.5	30.3	23.7
8.	Ensuring pre-deployment training is available.	318	4.7	12.3	28.0	30.8	24.2
9.	Placing command emphasis on taking the DLPT on time.	317	23.7	17.7	24.9	17.0	16.7
10.	Finding ways to increase time for language training.	317	2.2	7.3	26.8	27.8	36.0
11.	Ensuring that personnel in language training are not pulled for non-critical details.	317	4.7	8.5	35.3	21.5	30.0

Table A57: Language and Attrition.

<b>Directions: Answer the following questions regarding language and its relation to attrition.</b>										
		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1.	I intend to leave SOF if I am unable to get the language training I need.	299	1.9	1.02	22.8	41.1	38.5	12.0	4.7	3.7
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	294	2.6	1.40	41.2	25.5	30.6	11.9	17.7	14.3
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	274	2.4	1.29	35.9	28.8	29.9	20.1	10.9	10.2
4.	I intend to leave SOF if language requirements are increased.	298	1.7	0.84	18.6	44.6	41.3	10.7	1.7	1.7
5.	I am likely to re-enlist in SOF.	259	3.9	1.18	72.0	6.6	5.0	21.6	27.4	39.4



Table A58: Demographics.

<b>To which military branch of service are you assigned?</b>	<b>N</b>	<b>Percentage</b>
Air Force	29	8.9
Army	297	90.8
Navy	1	0.3
<b>Have you been deployed with a SOF Unit in the past four (4) years?</b>	<b>N</b>	<b>Percentage</b>
Yes	257	78.6
No	70	21.4
<b>How many years of total service in SOF do you have?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	19	5.8
1-4 years	92	28.2
5-8 years	81	24.8
9-12 years	30	9.2
12-16 years	53	16.3
17-20 years	27	8.3
More than 20 years	24	7.4
<b>How long have you been working in your current job?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	60	18.3
1-4 years	169	51.7
5-8 years	50	15.3
9-12 years	28	8.6
12-16 years	7	2.1
17-20 years	8	2.4
More than 20 years	5	1.5

Table A59: Demographics.

<b>What is your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	1	0.3
Chinese-Mandarin	6	1.9
Dari	4	1.2
French	43	13.4
German	20	6.2
Indonesian	8	2.5
Korean	14	4.3
Modern Standard Arabic	50	15.5
Pashtu	2	0.6
Persian-Farsi	12	3.7
Polish	5	1.6
Portuguese (Brazilian)	6	1.9
Russian	24	7.5
Serbian-Croatian	5	1.6
Spanish	94	29.2
Tagalog (Filipino)	4	1.2
Thai	14	4.3
Turkish	1	0.3
Urdu	1	0.3
Miscellaneous CAT I	1	0.3
Miscellaneous CAT II	1	0.3
Miscellaneous CAT III	4	1.2
Miscellaneous CAT IV	2	0.6

Table A60: Demographics.

<b>What other languages are you proficient in besides your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	2	0.8
Chinese-Mandarin	4	1.6
Dari	5	2.0
French	34	13.5
German	38	15.1
Korean	5	2.0
Modern Standard Arabic	10	4.0
Pashtu	5	2.0
Persian-Farsi	3	1.2
Polish	1	0.4
Portuguese (Brazilian)	20	7.9
Russian	18	7.1
Serbian-Croatian	9	3.6
Spanish	51	20.2
Tagalog (Filipino)	2	0.8
Thai	4	1.6
Turkish	1	0.4
Urdu	3	1.2
Vietnamese	2	0.8
Japanese	4	1.6
Italian	6	2.4
Miscellaneous CAT I	6	2.4
Miscellaneous CAT II	1	0.4
Miscellaneous CAT III	14	5.6
Miscellaneous CAT IV	4	1.6

Table A61: Demographics.

<b>How long have you been deployed in the last 12 months?</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	104	31.8
1-2 months	37	11.3
3-4 months	42	12.8
5-6 months	42	12.8
More than 6 months	102	31.2
<b>How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	63	19.4
1-2 times	76	23.5
3-4 times	33	10.2
5-6 times	21	6.5
More than 6 times	131	40.4
<b>How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	78	24.0
1-2 times	124	38.2
3-4 times	50	15.4
5-6 times	20	6.2
More than 6 times	53	16.3

Table A62: Demographics.

<b>Which operator type best describes you?</b>	<b>N</b>	<b>Percentage</b>
SF AC	120	36.7
SF RC	48	14.7
CA AC	14	4.3
CA RC	46	14.1
PSYOP AC	45	13.8
PSYOP RC	24	7.3
SEAL	1	0.3
AFSOF	29	8.9

Table A63: Demographics.

<b>What is your grade?</b>	<b>N</b>	<b>Percentage</b>
E2	1	0.3
E3	5	1.6
E4	20	6.4
E5	33	10.6
E6	62	19.9
E7	72	23.2
E8	35	11.3
E9	4	1.3
WO-01	4	1.3
WO-02	3	1.0
WO-03	4	1.3
WO-04	3	1.0
O-1	1	0.3
O-2	1	0.3
O-3	16	5.1
O-4	29	9.3
O-5	16	5.1
O-6	2	0.6

Table A64: Demographics.

<b>Are you currently on active duty?</b>	<b>N</b>	<b>Percentage</b>
Yes	220	74.3
No	76	25.7
<b>Are you a member of the Reserves/National Guard?</b>	<b>N</b>	<b>Percentage</b>
Yes	119	40.5
No	175	59.5

## **Appendix B: Findings for AFSOF Personnel**



Table B1: General Language Requirements.

<b>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.</b>										
		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?	29	3.6	0.83	64.6	-	4.2	50.0	29.2	16.7
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is street dialect to completing SOF core tasks?	24	3.1	0.80	53.1	-	16.7	62.5	12.5	8.3

Table B2: General Language Requirements.

<b>2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"</b>										
		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?	23	2.9	1.00	47.8	8.7	26.1	30.4	34.8	-
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is giving this type of command?	24	3.5	1.02	63.5	-	12.5	45.8	16.7	25.0

Table B3: General Language Requirements.

<b>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.</b>										
		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?	24	3.7	1.20	67.7	4.2	12.5	25.0	25.0	33.3
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is formal language to completing SOF core tasks?	24	3.8	1.10	69.8	4.2	8.3	20.8	37.5	29.2

Table B4: General Language Requirements.

<b>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.</b>										
		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?	22	3.8	1.22	70.5	4.5	9.1	27.3	18.2	40.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	23	4.2	1.04	80.4	4.3	4.3	4.3	39.1	47.8

Table B5: General Language Requirements.

<b>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.</b>										
		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?	23	4.5	0.79	87.0	-	4.3	4.3	30.4	60.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this vocabulary to completing SOF core tasks?	24	4.5	0.88	86.5	-	6.9	-	29.2	62.5

Table B6: General Language Requirements.

<b>6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.</b>										
		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?	24	4.0	0.98	75.0	-	8.3	20.8	33.3	37.5
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	24	3.9	0.85	71.9	-	8.3	16.7	54.2	20.8

Table B7: General Language Requirements.

<b>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.</b>										
		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?	23	3.4	1.23	59.8	-	34.8	17.4	21.7	26.1
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	24	3.6	1.21	64.6	4.2	16.7	25.0	25.0	29.2

Table B8: General Language Requirements.

<b>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.</b>										
		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?	23	4.3	0.92	81.5	-	4.3	17.4	26.1	52.2
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	24	4.3	0.82	83.3	-	-	20.8	25.0	54.2

Table B9: General Language Requirements.

<b>9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?</b>	<b>N</b>	<b>Percentage</b>
None	1	3.4
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.	2	6.9
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	10.3
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.	11	37.9
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.	8	27.6

Table B10: Mission-based Language Requirements.

<b>1. What was your primary SOF core task on this deployment?</b>	<b>N</b>	<b>Percentage</b>
Direct Action (DA)	1	4.0
Special Reconnaissance (SR)	-	-
Unconventional Warfare (UW)	-	-
Foreign Internal Defense (FID)	13	52.0
Civil Affairs Operations (CAO)	-	-
Psychological Operations (PSYOP)	1	4.0
Counterterrorism (CT)	5	20.0
Conterproliferation of WMD (CP)	-	-
Information Operations (IO)	2	8.0
Planning/Admin Support	2	8.0
Contracting/ Misc.	1	4.0
<b>2. Was this mission inside or outside your AOR?</b>	<b>N</b>	<b>Percentage</b>
Inside AOR	21	84.0
Outside AOR	4	16.0

Table B11: Mission-based Language Requirements.

<b>3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	1	4.0
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	8.0
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	8.0
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.	13	52.0
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	7	28.0
<b>4. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	4.0
Establishing and building rapport and some level of trust with a political or military figure.	2	8.0
Both a and b	17	68.0
Neither a and b	5	20.0
<b>5. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	16	64.0
3 – 6 months	9	36.0
6 – 12 months	-	-
Over 12 months	-	-

Table B12: Mission-based Language Requirements.

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	24	4.04	1.16	76.0	8.3	-	12.5	37.5	41.7
7.	Formal language	24	3.63	1.06	65.6	4.2	8.3	29.2	37.5	20.8
8.	Slang/street language	24	3.42	1.06	60.4	8.3	8.3	25.0	50.0	8.3
9.	Local dialect	23	3.52	1.16	63.0	8.7	8.7	21.7	43.5	17.4
10.	Speaking skills	24	3.88	1.23	71.9	4.2	12.5	16.7	25.0	41.7
11.	Listening skills	24	4.37	1.17	84.4	8.3	-	4.2	20.8	66.7
12.	Reading skills	24	3.42	1.18	60.4	8.3	8.3	37.5	25.0	20.8
13.	Writing skills	24	2.83	1.35	45.8	12.5	33.3	20.8	25.0	8.3
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	23	2.74	1.42	43.5	26.1	21.7	17.4	21.7	13.0
15.	Interpreters	21	2.86	1.35	46.4	23.8	19.0	9.5	42.9	4.8

Table B13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	24	3.46	1.32	61.5	8.3	20.8	12.5	33.3	25.0
17.	I used my language skills frequently while on this deployment.	22	4.82	0.40	95.5	-	-	-	18.2	81.8



Table B14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	24	4.5	0.60	88.5	-	-	4.2	37.5	58.3
19.	Training or teaching others	24	4.5	0.66	86.5	-	-	8.3	37.5	54.2
20.	Reducing need for interpreters/translators	24	4.3	0.74	81.3	-	-	16.7	41.7	41.7
21.	Logistics (i.e. saving time or convenience in getting things done)	24	4.0	0.69	76.0	-	-	20.8	54.2	25.0
22.	Timely identification of important documents	24	4.1	0.83	77.1	-	4.2	16.7	45.8	33.3
23.	Giving basic commands	24	4.0	0.75	76.0	-	-	25.0	45.8	29.2
24.	Discrete eavesdropping	24	3.9	1.04	71.9	-	12.5	20.8	33.3	33.3
25.	Increasing situational awareness	24	4.3	0.69	82.3	-	-	12.5	45.8	41.7
26.	Maintaining control in hostile confrontations	24	4.5	0.93	86.5	-	4.2	16.7	8.3	70.8
27.	Persuading people to provide sensitive information	23	4.2	1.25	68.5	-	26.1	13.0	21.7	39.1
28.	Negotiations	23	4.2	1.00	80.4	-	8.7	13.0	26.1	52.2

Table B15: Use of Interpreters.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	10	40.0
No	15	60.0

Table B16: Use of Interpreters.

<b>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).</b>										
		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	9	2.4	4.42	36.1	33.3	22.2	22.2	11.1	11.1
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	9	2.3	1.58	33.3	33.3	44.4	-	-	22.2

Table B17: Use of Interpreters.

<b>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).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	9	4.7	0.50	91.7	-	-	-	33.3	66.7
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	6	3.2	0.98	54.2	-	33.3	16.7	50.0	-
5.	I use interpreters only when advanced/high levels of proficiency are required.	8	3.1	1.25	53.1	-	50.0	-	37.5	12.5
6.	It would have been useful to receive training on using interpreters prior to deployment.	9	3.7	0.87	66.7	-	11.1	22.2	55.6	11.1
7.	Interpreters are essential for carrying out missions.	8	3.4	1.30	59.4	12.5	12.5	12.5	50.0	12.5
8.	I feel our unit is too dependent on interpreters.	7	3.3	1.60	57.1	14.3	28.6	-	28.6	28.6
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	7	3.6	1.51	64.3	14.3	14.3	-	42.9	28.6
10.	I can be as effective on my missions without an interpreter.	7	2.3	0.95	32.1	14.3	57.1	14.3	14.3	-
11.	In my experience, most interpreters were trustworthy.	7	3.1	0.69	53.6	-	14.3	57.1	28.6	-
12.	In my experience, most interpreters were competent.	7	3.7	0.50	67.9	-	-	28.6	71.6	-

Table B18: Outside AOR Deployment.

<b>1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	15	60.0
No	10	40.0

Table B19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
<b>1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	4	26.7
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	6.7
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.	5	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.	2	13.3
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	20.0
<b>2. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	6.7
Establishing and building rapport and some level of trust with a political or military figure.	2	13.3
Both a and b	9	60.0
Neither a and b	3	20.0

Table B20: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>		
<b>3. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	10	66.7
3 – 6 months	5	33.3
6 – 12 months	-	-
Over 12 months	-	-

Table B2: Outside AOR Deployment.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
4.	I was able to meet the language-related requirements of this mission.	13	2.5	1.05	36.5	15.4	46.2	15.4	23.1	-
5.	While on this deployment, I experienced language-related issues or deficiencies.	14	3.8	1.19	69.6	7.1	7.1	14.3	42.9	28.6
6.	My proficiency in my official or required language suffered because of this deployment	15	2.6	1.06	40.0	13.3	33.3	40.0	6.7	6.7
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	13	3.7	1.18	67.3	7.7	7.7	15.4	46.2	23.1
8.	Prior to deployment, I was proficient in the language required.	13	3.0	1.47	50.0	15.4	30.8	15.4	15.4	23.1

Table B22: Outside AOR Deployment.

<b>1. I received pre-deployment language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	2	13.3
No	13	86.7

Table B23: Use of Interpreters Outside AOR.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	7	46.7
No	8	53.3

Table B24: Use of Interpreters Outside AOR.

<b>1. What type of interpreter was used for this mission?</b>	<b>N</b>	<b>Percentage</b>
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	3	42.9
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	4	57.1

Table B25: Use of Interpreters Outside AOR.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. Using interpreter(s) was essential for carrying out this mission.	7	4.3	0.49	82.1	-	-	-	71.4	28.6
3. I could have been as effective on this mission without using interpreter(s).	7	2.0	0.58	25.0	14.3	71.4	14.3	-	-
4. The interpreter(s) that I used on this mission was (were) trustworthy.	7	3.9	0.90	71.4	-	-	42.9	28.6	28.6
5. The interpreter(s) that I used on this mission was (were) competent.	7	4.3	0.76	82.1	-	-	14.3	42.9	42.9
6. I feel that during this mission, I was too dependent on interpreters.	7	4.4	0.54	85.7	-	-	-	57.1	42.9
7. My unit frequently uses interpreters when outside the normal AOR.	7	3.7	0.95	67.9	-	14.3	14.3	57.1	14.3

Table B26: Beliefs about Proficiency.

<b>Directions: Respond to the following items based on your skills related to your official or required language.</b>			
<b>1. Do you have any level of proficiency in a language other than English?</b>		<b>N</b>	<b>Percentage</b>
Yes		23	79.3
No		6	20.7

Table B27: Beliefs about Proficiency.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	27	3.4	1.34	60.2	11.1	14.8	22.2	25.9	25.9
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	27	4.1	1.21	76.9	-	18.5	11.1	14.8	55.6
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	27	3.5	1.40	62.0	11.1	18.5	11.1	29.6	29.6



Table B28: Official Language Testing.

<b>1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	20	87.0
No	3	13.0
<b>2. Are you currently required to take the DLPT annually?</b>	<b>N</b>	<b>Percentage</b>
Yes	19	95.0
No	1	5.0

Table B29: Official Language Testing.

<b>3. What is your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
French	3	15.8
Modern Standard Arabic	2	10.5
Persian-Farsi	1	5.3
Russian	2	10.5
Spanish	11	57.9

Table B30: Official Language Testing.

<b>4. When was the last time that you took the DLPT in your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
2004	7	36.8
2003	10	52.6
2002	2	10.5
2001	-	-
Prior to 2001	-	-
<b>5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)</b>	<b>N</b>	<b>Percentage</b>
0	-	-
0+	-	-
1	3	15.8
1+	-	-
2	2	10.5
2+	3	15.8
3	11	57.9
<b>6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)</b>	<b>N</b>	<b>Percentage</b>
0	-	-
0+	-	-
1	1	5.3
1+	2	10.5
2	2	10.5
2+	2	10.5
3	12	63.2

Table B31: Official Language Testing.

<b>5. Have you ever taken an Oral Proficiency Interview (OPI)?</b>	<b>N</b>	<b>Percentage</b>
Yes	6	30.0
No	14	70.0

Table B32: Official Language Testing.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
6.	The content of the DLPT is clearly related to what I do during deployment.	18	2.8	0.86	45.8	-	38.9	44.4	11.1	5.6
7.	My DLPT scores accurately reflect my ability to use language while on the job.	19	3.1	0.99	52.6	-	36.8	21.1	36.8	5.3
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	19	3.3	1.05	56.6	-	31.6	21.1	36.8	10.5
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	18	2.2	1.04	29.2	22.2	55.6	11.1	5.6	5.6
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	18	1.1	0.32	2.8	88.9	11.1	-	-	-
11.	I have memorized the answers to the DLPT since it never changes.	18	1.3	0.69	8.3	77.8	11.1	11.1	-	-
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	9	3.0	1.23	50.0	11.1	22.2	33.3	22.2	11.1

Table B33: Foreign Language Proficiency Pay.

<b>Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)</b>		
<b>1. Have you received Foreign Language Proficiency Pay (FLPP) in the past for years?</b>	<b>N</b>	<b>Percentage</b>
Yes	14	60.9
No	9	39.1
<b>2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?</b>	<b>N</b>	<b>Percentage</b>
Yes	12	52.2
No	11	47.8

Table B34: Foreign Language Proficiency Pay.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. FLPP motivates me to acquire new language skills during personal time.	19	3.6	1.07	64.5	5.3	10.5	21.1	47.4	15.8
4. FLPP motivates me to maintain my current level of language skills during personal time.	18	3.9	1.11	73.6	5.6	5.6	11.1	44.4	33.3
5. Procedures for allocating FLPP are fair.	21	3.2	1.08	54.8	4.8	23.8	28.6	33.3	9.5
6. Procedures for receiving FLPP are straight-forward and simple.	21	3.5	0.87	63.1	-	19.0	14.3	61.9	4.8
7. I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	20	2.6	1.05	38.8	15.0	35.0	35.0	10.0	5.0

Table B35: Foreign Language Proficiency Pay.

<b>8. FLPP would be more motivating if....</b>	<b>N</b>	<b>Percentage</b>
The amounts were increased (e.g. more money).	18	62.1
It was paid for lower proficiency levels.	4	13.8
It was paid once per year as a bonus.	1	3.4
We could get FLPP for speaking proficiency.	12	41.4
The Unit would provide more resources for language training.	9	31.0
The Unit would provide more time for language training.	11	37.9
I had been trained to a higher level during initial acquisition.	8	27.6

Table B36: Language Training.

<b>1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?</b>	<b>N</b>	<b>Percentage</b>
Initial Acquisition Training	4	13.8
Sustainment/Enhancement Training	8	27.6
Both of the above	2	6.9
Neither of the above	15	51.7
<b>2. Have you participated in military-provided immersion training?</b>	<b>N</b>	<b>Percentage</b>
Yes	5	17.2
No	24	82.8
<b>3. Have you EVER received language training paid for and/or sponsored by the military or government?</b>	<b>N</b>	<b>Percentage</b>
Yes	16	55.2
No	13	44.8

Table B37: Initial Acquisition Language Training.

<b>Directions: Answer the following questions about your initial acquisition language training in your official or required language.</b>		
<b>1. What was the source of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	-	-
USAJFKSWCS	1	16.7
Unit/Command Language Program (CLP)	5	83.3
<b>2. What was the instructional mode of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
Classroom	4	66.7
Classroom followed by immersion	2	33.3
DL (i.e., distance/distributive learning)	-	-



Table B38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	6	4.2	0.41	79.2	-	-	-	83.3	16.7
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	6	2.7	1.51	41.7	16.7	50.0	-	16.7	16.7
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	6	4.2	0.75	79.2	-	-	16.7	50.0	33.3
6.	My instructor was knowledgeable about how the language is currently used.	6	4.7	0.52	91.7	-	-	-	33.3	66.7
7.	The instructor encouraged students to speak in the target language.	6	4.5	0.55	87.5	-	-	-	50.0	50.0

Table B39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	6	4.0	1.10	75.0	-	16.7	50.0	-	33.3
9.	The curriculum included slang and/or street language.	6	2.2	0.75	29.2	16.7	50.0	33.3	-	-
10.	The materials used in training were free from error.	6	3.0	1.27	50.0	-	50.0	16.7	16.7	16.7
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	6	4.3	0.52	83.3	-	-	-	66.7	33.3
12.	The curriculum covered the vocabulary necessary for my job and missions.	6	2.8	0.98	45.8	-	50.0	16.7	33.3	
13.	The curriculum was pre-packaged and not customized to SOF.	6	3.7	1.03	66.7	-	16.7	16.7	50.0	16.7
14.	The course would have been more effective if we had covered less content in more detail.	6	3.3	1.37	58.3	-	33.3	33.3	-	33.3

Table B40: Sustainment/Enhancement Language Training.

<b>Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.</b>		
<b>1. What was the source of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	2	20.0
USAJFKSWCS	-	-
Unit/Command Language Program (CLP)	7	70.0
DLI East (at Washington DC)	1	10.0
<b>2. What was the instructional mode of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Classroom	9	90.0
Classroom followed by immersion	-	-
DL (i.e., distance/distributive learning)	1	10.0
<b>3. Did you have an instructor for your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	9	90.0
No	1	10.0

Table B41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	8	4.0	0.93	75.0	-	12.5	-	62.5	25.0
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	8	2.0	0.93	25.0	25.0	62.5	-	12.5	-
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	8	4.6	0.52	90.6	-	-	-	37.5	62.5
7.	My instructor was knowledgeable about how the language is currently used.	8	4.9	0.35	96.9	-	-	-	12.5	87.5
8.	The instructor encouraged students to speak in the target language.	8	5.0	0.0	100.0	-	-	-	-	100.0

Table B42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	9	4.1	1.36	77.8	11.1	-	11.1	22.2	55.6
10.	The curriculum included slang and/or street language.	9	3.2	1.20	55.6	-	44.4	-	44.4	11.1
11.	The materials used in training were free from error.	9	3.8	0.67	69.4	-	-	33.3	55.6	11.1
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	9	3.8	1.09	69.4	-	22.2	-	55.6	22.2
13.	The curriculum covered the vocabulary necessary for my job and missions.	9	2.7	0.87	41.7	-	55.6	22.2	22.2	-
14.	The curriculum was pre-packaged and not customized to SOF.	9	3.9	0.93	72.2	-	11.1	11.1	55.6	22.2
15.	The course would have been more effective if we had covered less content in more detail.	9	3.1	1.17	52.8	-	33.3	44.4	-	22.2

Table B43: Immersion Training.

<b>Directions: When answering these questions, think about the most recent immersion training that you have had.</b>		
<b>1. How many weeks was your immersion training?</b>	<b>N</b>	<b>Percentage</b>
0-2 weeks	1	33.3
3-4 weeks	2	66.7
<b>3. What kind of immersion training was it?</b>	<b>N</b>	<b>Percentage</b>
Iso-immersion (i.e., CONUS)	-	-
Immersion training (i.e., OCONUS)	3	100.0

Table B44: Immersion Training.

<b>4. What language were you studying during immersion training?</b>	<b>N</b>	<b>Percentage</b>
French	2	66.7
Spanish	1	33.3

Table B45: Immersion Training.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. My language proficiency improved as a result of immersion training.	3	4.3	0.58	83.3	-	-	-	66.7	33.3
6. I would have benefited more from immersion training if my initial proficiency was higher.	3	3.7	1.16	66.7	-	-	66.7	-	33.3
7. Immersion training is the most effective way to acquire language skills.	3	5.0	0.0	100.0	-	-	-	-	100.0
8. I think that OCONUS immersion training is a boondoggle.	3	1.3	0.58	8.3	66.7	33.3	-	-	-

Table B46: Training Effectiveness on Deployment.

<b>Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)</b>		
<b>1. Please indicate your most recent training experience in which you were deployed in that language after training:</b>	<b>N</b>	<b>Percentage</b>
Initial acquisition language training	5	33.3
Sustainment/enhancement training in official or required AOR language	8	53.3
Pre-deployment training in language outside AOR (e.g., GWOT language)	2	13.3

Table B47: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	13	3.2	0.99	53.8	7.7	15.4	30.8	46.2	-
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	11	2.8	1.17	45.5	9.1	36.4	27.3	18.2	9.1
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	11	3.1	1.14	52.3	9.1	18.2	36.4	27.3	9.1
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	12	2.9	1.08	58.3	-	25.0	33.3	25.0	16.7
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	13	4.2	1.28	47.9	-	50.0	16.7	25.0	8.3
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	13	3.2	0.90	78.8	-	23.1	15.4	61.5	-



Table B48: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	13	3.2	0.90	53.8	-	30.8	23.1	46.2	-
9.	While deployed, I found that I received incorrect information during language training.	12	2.2	1.03	29.2	25.0	50.0	8.3	16.7	-

Table B49: General Attitudes towards Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	28	4.3	1.27	82.1	10.7	-	3.6	21.4	64.3
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	26	2.8	1.02	45.2	11.5	26.9	30.8	30.8	-
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	28	3.3	1.08	57.1	3.6	25.0	21.4	39.3	10.7
4.	I do not put much effort into language training.	27	2.3	0.78	32.4	11.1	55.6	25.9	7.4	-
5.	I want to succeed in language training so that I will do well on missions.	28	4.6	0.57	89.3	-	-	3.6	35.7	60.7
6.	I am motivated to succeed in language training because I want to receive FLPP.	27	3.6	1.12	65.7	3.7	14.8	18.5	40.7	22.2
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	26	4.5	0.71	88.5	-	-	11.5	23.1	65.4
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	26	3.3	1.29	57.7	7.7	19.2	34.6	11.5	26.9
9.	Language training will make a good addition to my resume.	29	4.4	0.69	83.7	-	-	11.5	42.3	46.2
10.	My chain of command cares about my language proficiency.	27	3.6	1.19	64.8	7.4	11.1	18.5	40.7	22.2

Table B50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	19	2.9	1.10	47.4	10.5	26.3	31.6	26.3	5.3
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	25	3.1	1.00	52.0	4.0	24.0	40.0	24.0	8.0
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	26	2.6	0.85	40.4	7.7	38.5	38.5	15.4	-
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	26	2.5	1.07	36.5	19.2	34.6	30.8	11.5	3.8
15.	I would put more effort into language training if the resources were more accessible.	25	4.0	0.84	74.0	-	4.0	24.0	44.0	28.0
16.	Selection for OCONUS immersion training is fair.	21	3.0	1.07	48.8	9.5	23.8	33.3	28.6	4.8
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	26	4.5	0.58	88.5	-	-	3.8	38.5	57.7
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	24	3.6	1.06	64.6	-	16.7	33.3	25.0	25.0
20.	My command thinks that OCONUS immersion training is a boondoggle.	24	3.2	1.06	55.2	4.2	20.8	37.5	25.0	12.5
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	25	2.0	0.76	25.0	28.0	44.0	28.0	-	-

Table B51: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?</b>		<b>N</b>	<b>Percentage</b>
	Yes	13	86.7
	No	2	13.3

Table B52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	16	4.1	1.06	76.6	-	12.5	12.5	31.3	43.8
3.	I would be likely to use TDT options if they were available.	15	3.7	0.80	68.3	-	6.7	26.7	53.3	13.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	16	3.2	0.98	54.7	6.3	18.8	25.0	50.0	-
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	16	3.9	1.00	73.4	-	12.5	12.5	43.8	31.3
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	16	4.0	0.63	75.0	-	-	18.8	62.5	18.8
7.	I believe that TDT is an effective way to learn language skills.	16	3.3	0.95	57.8	-	25.0	25.0	43.8	6.3
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	16	3.8	0.86	68.8	-	6.3	31.3	43.8	18.8
9.	I believe that TDT is only effective when trainees are motivated.	16	4.4	0.72	84.4	-	-	12.5	37.5	50.0
10.	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.	14	1.6	0.93	16.1	57.1	28.6	7.1	7.1	-
11.	I would participate in SOFTS if I had the opportunity.	16	3.9	0.81	71.9	-	6.3	18.8	56.3	18.8

Table B53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	15	2.8	0.94	45.0	6.7	33.3	33.3	26.7	-
13.	Allows you to complete training at your own pace.	14	3.3	0.83	57.1	-	21.4	28.6	50.0	-
14.	Reduces external pressures such as live instructors or peers	15	2.5	0.99	36.7	13.3	46.7	20.0	20.0	-

Table B54: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?</b>		<b>N</b>	<b>Percentage</b>
	Yes	1	7.1
	No	13	92.9
<b>16. Have you ever used the Phraselator?</b>		<b>N</b>	<b>Percentage</b>
	Yes	-	-
	No	16	100.0
<b>17. Have you ever used the VRT?</b>		<b>N</b>	<b>Percentage</b>
	Yes	-	-
	No	16	100.0
<b>18. Have you ever used S-Minds?</b>		<b>N</b>	<b>Percentage</b>
	Yes	-	-
	No	16	100.0

Table B55: 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.	7	2.3	0.76	32.1	14.3	42.9	42.9	-	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	7	2.0	0.82	25.0	28.6	42.9	28.6	-	-
21.	I believe that MLT shows promise for the future.	7	2.7	0.95	42.9	14.3	14.3	57.1	14.3	-
22.	I believe that MLT cannot replace language trained operators.	8	4.4	0.92	84.4	-	-	25.0	12.5	62.5

Table B56: Organizational Climate and Support.

<b>Directions: Answer the following questions regarding organizational climate and support.</b>							
<b>Rate your command on how well it does on each of the following:</b>		<b>N</b>	<b>Percentage (%) of Responses</b>				
			<b>A (Excellent)</b>	<b>B (Above Average)</b>	<b>C (Average)</b>	<b>D (Below Average)</b>	<b>F (Fail)</b>
1.	Allocating duty hours/weeks to language training or language practice.	28	7.1	21.4	21.4	35.7	14.3
2.	Encouraging the use of your language during non-language training.	28	7.1	21.4	25.0	28.6	17.9
3.	Placing command emphasis on language proficiency.	28	10.7	17.9	28.6	28.6	14.3
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	28	10.7	14.3	32.1	21.4	21.4
5.	Providing recognition and awards related to language.	28	-	7.1	17.9	32.1	42.9
6.	Providing language learning materials.	28	3.6	28.6	25.0	32.1	10.7
7.	Ensuring quality language instruction is available.	28	-	17.9	35.7	35.7	10.7
8.	Ensuring pre-deployment training is available.	28	-	17.9	35.7	25.0	21.4
9.	Placing command emphasis on taking the DLPT on time.	28	7.1	17.9	28.6	25.7	10.7
10.	Finding ways to increase time for language training.	28	3.6	17.9	10.7	50.0	17.9
11.	Ensuring that personnel in language training are not pulled for non-critical details.	28	10.7	17.9	28.6	21.4	21.4



Table B57: Language and Attrition.

<b>Directions: Answer the following questions regarding language and its relation to attrition.</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	26	2.0	0.82	26.0	23.1	57.7	11.5	7.7	-
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	26	3.0	1.22	49.0	3.8	46.2	15.4	19.2	15.4
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	23	2.6	0.84	39.1	4.3	52.2	26.1	17.4	-
4.	I intend to leave SOF if language requirements are increased.	25	1.9	0.53	22.0	20.0	72.0	8.0	-	-
5.	I am likely to re-enlist in SOF.	23	3.8	1.19	70.7	8.7	4.3	13.0	43.5	30.4

Table B58: Demographics.

<b>To which military branch of service are you assigned?</b>	<b>N</b>	<b>Percentage</b>
Air Force	29	100.0
Army	-	-
Navy	-	-
<b>Have you been deployed with a SOF Unit in the past four (4) years?</b>	<b>N</b>	<b>Percentage</b>
Yes	25	86.2
No	4	13.8
<b>How many years of total service in SOF do you have?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	1	3.4
1-4 years	10	34.5
5-8 years	8	27.6
9-12 years	2	6.9
12-16 years	7	24.1
17-20 years	-	-
More than 20 years	1	3.4
<b>How long have you been working in your current job?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	2	6.9
1-4 years	17	58.6
5-8 years	7	24.1
9-12 years	1	3.4
12-16 years	1	3.4
17-20 years	1	3.4
More than 20 years	-	-

Table B59: Demographics.

<b>What is your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
French	4	14.3
Modern Standard Arabic	3	10.7
Persian-Farsi	1	3.6
Polish	1	3.6
Portuguese (Brazilian)	1	3.6
Russian	2	7.1
Spanish	14	50.0
Misc. CAT II	1	3.6
English	1	3.6

Table B60: Demographics.

<b>What other languages are you proficient in besides your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Dari	1	7.1
French	3	21.4
German	3	21.4
Portuguese (Brazilian)	1	7.1
Russian	1	7.1
Spanish	1	7.1
Japanese	1	7.1
Italian	1	7.1
Miscellaneous CAT I	1	7.1
Miscellaneous CAT III	1	7.1

Table B61: Demographics.

<b>How long have you been deployed in the last 12 months?</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	3	10.3
1-2 months	9	31.0
3-4 months	10	34.5
5-6 months	7	24.1
More than 6 months	-	-
<b>How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	2	6.9
1-2 times	7	24.1
3-4 times	4	13.8
5-6 times	3	10.3
More than 6 times	13	44.8
<b>How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	6	20.7
1-2 times	3	10.3
3-4 times	5	17.2
5-6 times	2	6.9
More than 6 times	13	44.8

Table B62: Demographics.

<b>Which operator type best describes you?</b>	<b>N</b>	<b>Percentage</b>
AFSOC	29	100.0

Table B63: Demographics.

<b>Questions</b>			
<b>What is your grade?</b>		<b>N</b>	<b>Percentage</b>
	E5	4	14.8
	E6	7	25.9
	E7	5	18.5
	O-3	3	11.1
	O-4	6	22.2
	O-5	2	7.4

## **Appendix C: Findings for ARSOF Personnel**

Table C1: General Language Requirements.

<b>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.</b>										
		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?	228	3.7	1.17	66.5	5.3	11.8	24.1	29.4	29.4
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is street dialect to completing SOF core tasks?	229	3.5	1.04	62.1	3.5	11.4	37.6	28.4	19.2

Table C2: General Language Requirements.

<b>2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"</b>										
		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?	228	3.3	1.30	57.8	10.1	20.2	20.2	27.6	21.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is giving this type of command?	230	4.0	1.0	75.3	1.3	6.5	22.6	28.7	40.9



Table C3: General Language Requirements.

<b>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.</b>										
		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?	229	3.2	1.20	56.1	9.2	17.5	31.0	24.5	17.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is formal language to completing SOF core tasks?	231	3.5	1.02	63.4	2.6	11.7	35.1	30.7	19.9

Table C4: General Language Requirements.

<b>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.</b>										
		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?	226	4.2	1.01	79.7	2.7	4.0	15.5	27.9	50.0
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	228	4.3	0.86	83.2	0.9	1.3	16.7	26.3	54.8

Table C5: General Language Requirements.

<b>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.</b>										
		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?	228	3.5	1.12	61.6	5.3	13.6	31.6	28.5	21.1
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this vocabulary to completing SOF core tasks?	229	3.6	1.03	65.9	1.7	10.5	35.4	27.1	25.3

Table C6: General Language Requirements.

<b>6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.</b>										
		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?	228	4.0	1.03	74.5	2.2	7.5	18.9	33.3	38.2
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	230	4.0	0.97	74.0	0.9	6.1	25.7	30.9	36.5

Table C7: General Language Requirements.

<b>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.</b>										
		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?	227	2.9	1.17	46.4	12.3	27.8	33.9	14.1	11.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	229	3.0	1.12	50.2	4.8	33.2	32.8	14.8	14.4

Table C8: General Language Requirements.

<b>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.</b>										
		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?	227	3.9	1.01	72.1	1.3	7.5	26.4	30.8	33.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	229	3.9	1.03	71.6	1.3	9.2	25.3	30.1	34.1

Table C9: General Language Requirements.

<b>9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?</b>	<b>N</b>	<b>Percentage</b>
None	3	1.3
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.	13	5.6
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.	62	26.8
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.	103	44.6
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.	50	21.6

Table C10: Mission-based Language Requirements.

<b>1. What was your primary SOF core task on this deployment?</b>	<b>N</b>	<b>Percentage</b>
Direct Action (DA)	20	8.7
Special Reconnaissance (SR)	7	3.0
Unconventional Warfare (UW)	41	17.8
Foreign Internal Defense (FID)	45	19.6
Civil Affairs Operations (CAO)	39	17.0
Psychological Operations (PSYOP)	50	21.7
Counterterrorism (CT)	10	4.3
Information Operations (IO)	8	3.5
Force Protection (FP)	2	0.9
Miscellaneous Intelligence (Intel.)	2	0.9
Other	6	2.6
<b>2. Was this mission inside or outside your AOR?</b>	<b>N</b>	<b>Percentage</b>
Inside AOR	144	62.3
Outside AOR	87	37.7

Table C11: Mission-based Language Requirements.

<b>3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	17	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.	22	9.5
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.	59	25.5
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.	93	40.3
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	40	17.3
<b>4. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	8	3.5
Establishing and building rapport and some level of trust with a political or military figure.	66	28.6
Both a and b	136	58.9
Neither a and b	21	9.1
<b>5. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	35	15.2
3 – 6 months	101	43.7
6 – 12 months	80	34.6
Over 12 months	15	6.5

Table C12: Mission-based Language Requirements.

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	223	3.1	1.19	51.2	13.0	18.8	29.1	28.3	10.8
7.	Formal language	225	2.9	1.07	47.0	11.1	24.4	36.0	22.2	6.2
8.	Slang/street language	226	3.4	1.04	60.3	5.8	12.4	29.2	40.3	12.4
9.	Local dialect	223	3.4	1.18	59.9	9.9	11.2	24.7	38.1	16.1
10.	Speaking skills	223	3.8	1.18	70.0	7.6	5.4	19.7	34.1	33.2
11.	Listening skills	224	3.9	1.18	73.2	6.7	6.3	13.8	33.9	39.3
12.	Reading skills	221	2.9	1.14	47.0	13.6	22.6	34.8	20.4	8.6
13.	Writing skills	219	2.3	1.15	32.0	29.2	34.2	22.4	7.8	6.4
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	209	2.4	1.22	33.7	34.0	21.1	26.3	13.4	5.3
15.	Interpreters	228	3.8	1.51	70.4	16.7	4.4	11.0	16.7	51.3

Table C13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	224	2.7	1.32	41.5	23.2	28.6	17.9	19.6	10.7
17.	I used my language skills frequently while on this deployment.	213	3.6	1.52	64.4	17.8	8.9	10.8	22.5	39.9

Table C14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	231	4.4	0.78	84.3	0.9	0.4	12.1	33.8	52.8
19.	Training or teaching others	229	3.9	0.95	71.6	0.9	8.3	22.3	40.6	27.9
20.	Reducing need for interpreters/translators	225	3.9	1.12	72.8	3.6	9.3	17.8	31.1	38.2
21.	Logistics (i.e. saving time or convenience in getting things done)	230	3.6	0.95	65.1	0.9	11.3	33.0	36.1	18.7
22.	Timely identification of important documents	229	3.7	1.06	68.1	2.2	10.9	27.1	31.9	27.9
23.	Giving basic commands	230	4.0	0.92	74.2	-	7.0	23.0	36.1	33.9
24.	Discrete eavesdropping	230	3.9	1.07	73.4	2.2	9.1	19.6	31.3	37.8
25.	Increasing situational awareness	231	4.2	0.84	80.6	0.9	1.7	15.6	37.7	44.2
26.	Maintaining control in hostile confrontations	229	4.1	1.01	77.2	1.7	6.1	18.3	29.3	44.5
27.	Persuading people to provide sensitive information	227	3.9	1.05	73.5	1.8	9.3	19.8	31.7	37.4
28.	Negotiations	220	4.0	1.01	74.2	1.4	7.3	22.3	31.4	37.7



Table C15: Use of Interpreters.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	188	81.7
No	42	18.3

Table C16: Use of Interpreters.

<b>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).</b>										
		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	187	4.1	1.16	77.5	4.8	4.8	18.7	18.7	52.9
2.	How often do you use CA II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	187	3.0	1.41	48.7	20.3	20.9	22.5	16.6	19.8

Table C17: Use of Interpreters.

<b>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).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	185	4.0	1.28	75.8	7.6	9.7	4.9	27.6	50.3
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	180	3.5	1.18	62.2	5.6	16.7	24.4	30.0	23.3
5.	I use interpreters only when advanced/high levels of proficiency are required.	184	2.6	1.19	40.4	15.2	42.4	16.8	16.8	8.7
6.	It would have been useful to receive training on using interpreters prior to deployment.	179	3.6	0.96	63.8	2.2	11.2	30.7	40.8	15.1
7.	Interpreters are essential for carrying out missions.	185	3.9	0.95	73.4	2.7	5.4	16.2	47.0	28.6
8.	I feel our unit is too dependent on interpreters.	186	3.9	1.19	71.8	3.8	12.4	18.3	24.2	41.4
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	182	3.8	1.20	70.2	6.6	11.0	7.7	41.2	33.5
10.	I can be as effective on my missions without an interpreter.	185	2.2	1.22	29.2	35.7	35.1	14.1	7.0	8.1
11.	In my experience, most interpreters were trustworthy.	186	3.4	0.88	59.5	3.2	12.4	31.7	48.4	4.3
12.	In my experience, most interpreters were competent.	187	3.5	0.84	63.1	1.6	11.8	25.1	55.6	5.9

Table C18: Outside AOR Deployment.

<b>1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	127	55.0
No	104	45.0

Table C19: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>		
<b>1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	18	14.4
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.	20	16.0
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.	33	26.4
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.	40	32.0
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	14	11.2
<b>2. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	3	2.4
Establishing and building rapport and some level of trust with a political or military figure.	32	25.8
Both a and b	75	60.5
Neither a and b	14	11.3

Table C20: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>				
<b>3. How long were you deployed in this country?</b>			<b>N</b>	<b>Percentage</b>
Less than 3 months			11	8.9
3 – 6 months			54	43.5
6 – 12 months			55	44.4
Over 12 months			4	3.2

Table C21: Outside AOR Deployment.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
4.	I was able to meet the language-related requirements of this mission.	121	2.1	1.14	27.5	37.2	35.5	10.7	13.2	3.3
5.	While on this deployment, I experienced language-related issues or deficiencies.	123	4.2	1.11	79.7	4.1	7.3	7.3	28.5	52.8
6.	My proficiency in my official or required language suffered because of this deployment.	118	3.4	1.28	60.2	9.3	18.6	16.1	33.9	22.0
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	116	3.7	1.12	67.2	3.4	12.9	23.3	31.9	28.4
8.	Prior to deployment, I was proficient in the language required.	116	2.8	1.40	44.6	23.3	25.0	17.2	19.0	15.5

Table C22: Outside AOR Deployment.

<b>1. I received pre-deployment language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	23	18.5
No	101	81.5

Table C23: Use of Interpreters Outside AOR Deployment.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	112	90.3
No	12	9.7

Table C24: Use of Interpreters Outside AOR Deployment.

<b>1. What type of interpreter was used for this mission?</b>	<b>N</b>	<b>Percentage</b>
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	73	65.2
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	24	21.4
Both CAT I and CAT II/III	15	13.4

Table C25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	112	4.5	0.67	88.4	0.9	0.9	1.8	36.6	59.8
3.	I could have been as effective on this mission without using interpreter(s).	112	1.8	0.97	19.6	46.4	40.2	3.6	8.0	1.8
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	112	3.7	0.93	67.2	1.8	11.6	17.9	53.6	15.2
5.	The interpreter(s) that I used on this mission was (were) competent.	112	3.9	0.81	71.2	-	8.9	14.3	59.8	17.0
6.	I feel that during this mission, I was too dependent on interpreters.	112	4.0	1.07	76.1	0.9	12.5	11.6	31.3	43.8
7.	My unit frequently uses interpreters when outside the normal AOR.	112	4.5	0.60	88.4	-	-	5.4	35.7	58.9

Table C26: Beliefs about Proficiency.

<b>Directions: Respond to the following items based on your skills related to your official or required language.</b>		
<b>1. Do you have any level of proficiency in a language other than English?</b>	<b>N</b>	<b>Percentage</b>
Yes	275	92.6
No	22	7.4

Table C27: Beliefs about Proficiency.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	291	2.91	1.19	47.8	12.0	27.5	29.9	18.6	12.0
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	292	3.7	1.28	67.6	6.8	13.4	20.2	21.9	37.7
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	290	3.1	1.35	51.9	14.8	22.1	24.1	18.6	20.3

Table C28: Official Language Testing.

<b>1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	232	84.4
No	43	15.6
<b>2. Are you currently required to take the DLPT annually?</b>	<b>N</b>	<b>Percentage</b>
Yes	180	80.0
No	45	20.0



Table C29: Official Language Testing.

<b>3. What is your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	2	0.9
Chinese-Mandarin	5	2.2
Dari	2	0.9
French	32	13.9
German	17	7.4
Indonesian	7	3.0
Korean	12	5.2
Modern Standard Arabic	28	12.1
Pashtu	1	0.4
Persian-Farsi	5	2.2
Polish	4	1.7
Portuguese (Brazilian)	2	0.9
Russian	14	6.1
Serbian-Croatian	4	1.7
Spanish	72	31.2
Tagalog (Filipino)	3	1.3
Thai	12	5.2
Turkish	1	0.4
Urdu	1	0.4
Italian	1	0.4
Miscellaneous CAT I	1	0.4
Miscellaneous CAT II	2	0.9
Miscellaneous CAT IV	3	1.3

Table C30: Official Language Testing.

<b>4. When was the last time that you took the DLPT in your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
2004	89	39.0
2003	81	35.5
2002	33	14.5
2001	17	7.5
Prior to 2001	8	3.5
<b>5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)</b>	<b>N</b>	<b>Percentage</b>
0	11	4.9
0+	45	19.9
1	40	17.7
1+	34	15.0
2	31	13.7
2+	30	13.3
3	35	15.5
<b>6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)</b>	<b>N</b>	<b>Percentage</b>
0	13	5.8
0+	24	10.7
1	42	18.7
1+	27	12.0
2	24	10.7
2+	39	17.3
3	56	24.9

Table C31: Official Language Testing.

<b>5. Have you ever taken an Oral Proficiency Interview (OPI)?</b>	<b>N</b>	<b>Percentage</b>
Yes	99	42.7
No	133	57.3

Table C32: Official Language Testing.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
6.	The content of the DLPT is clearly related to what I do during deployment.	228	2.4	1.10	35.6	21.9	37.7	18.4	19.7	2.2
7.	My DLPT scores accurately reflect my ability to use language while on the job.	230	2.7	1.27	42.6	19.1	33.0	15.2	23.5	9.1
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	231	3.3	1.11	57.3	6.1	20.3	24.2	37.2	12.1
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	221	2.3	1.04	31.6	23.5	43.0	21.3	8.1	4.1
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	223	1.5	1.03	13.3	70.0	19.3	3.1	2.7	4.9
11.	I have memorized the answers to the DLPT since it never changes.	220	1.6	0.96	15.6	59.5	28.2	5.0	5.0	2.3
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	153	3.5	1.12	63.4	6.5	7.2	35.3	28.1	22.9

Table C33: Foreign Language Proficiency Pay.

<b>Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)</b>		
<b>1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	93	34.1
No	180	65.9
<b>2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?</b>	<b>N</b>	<b>Percentage</b>
Yes	64	23.4
No	210	76.6

Table C34: Foreign Language Proficiency Pay.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. FLPP motivates me to acquire new language skills during personal time.	254	3.2	1.30	54.2	12.6	21.3	20.9	27.2	18.1
4. FLPP motivates me to maintain my current level of language skills during personal time.	248	3.2	1.36	55.2	14.1	19.8	18.5	26.2	21.4
5. Procedures for allocating FLPP are fair.	245	2.9	1.13	46.2	16.7	17.1	35.5	25.7	4.9
6. Procedures for receiving FLPP are straight-forward and simple.	246	3.0	1.14	50.4	13.4	17.1	30.5	32.5	6.5
7. I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	235	2.5	1.16	36.5	25.5	28.1	25.5	16.6	4.3

Table C35: Foreign Language Proficiency Pay.

<b>8. FLPP would be more motivating if....</b>	<b>N</b>	<b>Percentage</b>
The amounts were increased (e.g. more money).	200	67.3
It was paid for lower proficiency levels.	133	44.8
It was paid once per year as a bonus.	29	9.8
We could get FLPP for speaking proficiency.	144	48.5
The Unit would provide more resources for language training.	168	56.6
The Unit would provide more time for language training.	181	60.9
I had been trained to a higher level during initial acquisition.	139	46.8

Table C36: Language Training.

<b>1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?</b>	<b>N</b>	<b>Percentage</b>
Initial Acquisition Training	76	25.7
Sustainment/Enhancement Training	32	10.8
Both of the above	43	14.5
Neither of the above	145	49.0
<b>2. Have you participated in military-provided immersion training?</b>	<b>N</b>	<b>Percentage</b>
Yes	41	13.8
No	256	86.2
<b>3. Have you EVER received language training paid for and/or sponsored by the military or government?</b>	<b>N</b>	<b>Percentage</b>
Yes	195	65.7
No	102	34.3

Table C37: Initial Acquisition Language Training.

<b>Directions: Answer the following questions about your initial acquisition language training in your official or required language.</b>		
<b>1. What was the source of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	22	18.5
USAJFKSWCS	86	72.3
Unit/Command Language Program (CLP)	9	7.6
DLI (at Washington, DC)	2	1.7
<b>2. What was the instructional mode of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
Classroom	115	96.6
Classroom followed by immersion	2	1.7
DL (i.e., distance/distributive learning)	2	1.7

Table C38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	118	3.8	1.06	71.0	3.4	9.3	16.9	40.7	29.7
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	117	2.9	1.18	48.1	10.3	33.3	19.7	27.4	9.4
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	118	3.6	1.18	66.1	5.1	16.9	11.9	40.7	25.4
6.	My instructor was knowledgeable about how the language is currently used.	118	4.2	1.05	78.8	2.5	8.5	7.6	33.9	47.5
7.	The instructor encouraged students to speak in the target language.	117	4.3	0.94	82.1	1.7	5.1	7.7	34.2	51.3

Table C39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	118	4.0	0.86	74.6	0.8	7.6	9.3	56.8	25.4
9.	The curriculum included slang and/or street language.	117	2.6	1.08	40.0	13.7	41.9	17.9	23.9	2.6
10.	The materials used in training were free from error.	117	2.4	1.08	35.0	23.1	35.9	19.7	20.5	0.9
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	118	3.8	1.11	69.7	5.1	11.9	7.6	50.0	25.4
12.	The curriculum covered the vocabulary necessary for my job and missions.	118	3.0	1.20	48.7	12.7	27.1	22.0	28.8	9.3
13.	The curriculum was pre-packaged and not customized to SOF.	117	3.4	1.18	60.3	6.0	18.8	23.1	32.5	19.7
14.	The course would have been more effective if we had covered less content in more detail.	115	3.1	1.09	52.6	7.0	23.5	31.3	28.7	9.6



Table C40: Sustainment/Enhancement Language Training.

<b>Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.</b>		
<b>1. What was the source of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	4	5.4
Unit/Command Language Program (CLP)	66	89.2
Self-Study	3	4.1
Other	1	1.4
<b>2. What was the instructional mode of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Language Lab	33	44.0
Distance Learning (DL)	2	2.7
College classes	1	1.3
Immersion	3	4.0
Classroom (DLI/Unit)	23	30.7
Language days/activities	7	9.3
Tutoring	5	6.7
Informal	1	1.3
<b>3. Did you have an instructor for your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	61	81.3
No	14	18.7

Table C41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	57	3.7	0.86	68.4	1.8	5.3	26.3	50.9	15.8
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	58	3.0	1.18	49.1	8.6	34.5	19.0	27.6	10.3
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	58	3.7	1.05	66.8	3.4	13.8	13.8	50.0	19.0
7.	My instructor was knowledgeable about how the language is currently used.	59	4.2	0.79	80.5	1.7	1.7	6.8	52.5	37.3
8.	The instructor encouraged students to speak in the target language.	59	4.3	0.87	82.2	1.7	1.7	11.9	35.6	49.2

Table C42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	71	3.6	0.92	65.1	-	19.7	9.9	60.6	9.9
10.	The curriculum included slang and/or street language.	71	3.0	1.13	49.7	4.2	40.8	16.9	28.2	9.9
11.	The materials used in training were free from error.	69	3.1	1.04	51.5	8.7	21.7	27.5	39.1	2.9
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	70	3.4	1.12	60.7	4.3	22.9	12.9	45.7	14.3
13.	The curriculum covered the vocabulary necessary for my job and missions.	71	3.1	1.17	53.2	7.0	28.2	22.5	29.6	12.7
14.	The curriculum was pre-packaged and not customized to SOF.	70	3.2	1.20	54.6	5.7	31.4	15.7	32.9	14.3
15.	The course would have been more effective if we had covered less content in more detail.	70	3.2	0.97	54.6	4.3	21.4	30.0	40.0	4.3

Table C43: Immersion Training.

<b>Directions: When answering these questions, think about the most recent immersion training that you have had.</b>		
<b>1. How many weeks was your immersion training?</b>	<b>N</b>	<b>Percentage</b>
0-2 weeks	6	16.2
3-4 weeks	14	37.8
5-6 weeks	6	16.2
7-10 weeks	3	8.1
11-20 weeks	6	16.2
21-30 weeks	2	5.4
<b>3. What kind of immersion training was it?</b>	<b>N</b>	<b>Percentage</b>
Iso-immersion (i.e., CONUS)	12	31.6
Immersion training (i.e., OCONUS)	26	68.4

Table C44: Immersion Training.

<b>4. What language were you studying during immersion training?</b>	<b>N</b>	<b>Percentage</b>
French	6	15.8
German	3	7.9
Korean	6	15.8
Modern Standard Arabic	7	18.4
Persian-Farsi	1	2.6
Polish	2	5.3
Russian	3	7.9
Spanish	8	21.1
Thai	1	2.6
Miscellaneous CAT IV	1	2.6

Table C45: Immersion Training.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. My language proficiency improved as a result of immersion training.	39	4.3	0.83	82.1	-	5.1	7.7	41.0	46.2
6. I would have benefited more from immersion training if my initial proficiency was higher.	38	3.6	1.08	64.5	5.3	13.2	15.8	50.0	15.8
7. Immersion training is the most effective way to acquire language skills.	39	4.6	0.64	89.7	-	-	7.7	25.6	66.7
8. I think that OCONUS immersion training is a boondoggle.	35	1.7	0.96	17.1	57.1	80.0	17.1	-	2.9

Table C46: Training Effectiveness on Deployment.

<b>Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)</b>		
<b>1. Please indicate your most recent training experience in which you were deployed in that language after training:</b>	<b>N</b>	<b>Percentage</b>
Initial acquisition language training	96	46.8
Sustainment/enhancement training in official or required AOR language	69	33.7
Pre-deployment training in language outside AOR (e.g., GWOT language)	40	19.5

Table C47: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	186	3.0	1.21	49.2	13.4	26.3	18.3	33.9	8.1
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	185	2.7	1.30	43.2	21.6	27.6	15.1	27.6	8.1
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	185	3.0	1.27	50.4	14.6	23.8	18.9	30.8	11.9
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	182	3.0	1.24	48.9	14.8	24.2	22.0	28.6	10.4
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	185	2.5	1.15	38.0	21.1	34.1	20.5	20.5	3.8
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	185	4.1	1.13	76.6	4.9	7.0	9.7	33.5	44.9

Table C48: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	186	3.0	1.19	48.7	14.0	23.7	23.7	31.2	7.5
9.	While deployed, I found that I received incorrect information during language training.	177	2.7	1.09	41.4	14.1	35.0	27.1	18.6	5.1

Table C49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	295	4.1	1.39	76.4	13.2	3.7	3.4	23.4	56.3
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	283	3.1	1.18	53.4	9.9	22.3	24.4	31.4	12.0
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	289	3.3	1.26	56.3	10.7	21.8	14.2	38.1	15.2
4.	I do not put much effort into language training.	287	2.6	1.14	39.0	18.1	36.2	23.0	16.7	5.9
5.	I want to succeed in language training so that I will do well on missions.	291	4.4	0.69	85.2	0.3	1.0	6.2	42.3	50.2
6.	I am motivated to succeed in language training because I want to receive FLPP.	288	3.3	1.18	56.4	8.0	19.8	27.1	28.8	16.3
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	281	4.0	1.03	75.6	2.8	8.2	10.3	40.9	37.7
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	287	3.3	1.30	57.1	9.8	21.3	22.3	24.0	22.6
9.	Language training will make a good addition to my resume.	291	4.0	0.98	74.9	3.1	3.8	17.9	40.9	34.4
10.	My chain of command cares about my language proficiency.	289	2.8	1.17	44.4	17.6	23.5	27.7	26.0	5.2



Table C50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	220	3.5	1.16	61.1	5.5	16.8	27.3	28.6	21.8
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	275	2.4	1.01	35.3	21.8	31.3	31.3	15.3	0.4
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	273	3.1	1.10	51.3	5.5	31.1	26.4	26.7	10.3
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	273	3.3	1.16	57.3	6.2	23.4	19.8	35.9	14.7
15.	I would put more effort into language training if the resources were more accessible.	284	4.0	1.02	74.5	2.1	8.1	15.5	38.4	35.9
16.	Selection for OCONUS immersion training is fair.	258	2.6	1.18	40.6	23.3	19.0	36.8	14.0	7.0
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	284	4.5	0.76	86.2	0.7	1.4	7.7	32.7	57.4
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	26.3	3.6	1.05	65.7	3.8	8.0	33.5	31.2	23.6
20.	My command thinks that OCONUS immersion training is a boondoggle.	244	3.6	1.01	64.5	2.5	7.8	42.6	23.8	23.4
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	250	2.4	1.02	34.7	24.4	25.6	38.8	9.2	2.0

Table C51: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?</b>		<b>N</b>	<b>Percentage</b>
	Yes	144	75.8
	No	46	24.2

Table C52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	190	4.0	0.97	75.5	0.5	7.4	20.5	32.6	38.9
3.	I would be likely to use TDT options if they were available.	187	3.7	0.91	66.8	3.2	8.6	17.6	58.8	11.8
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	190	3.7	0.95	67.9	1.6	11.6	18.4	50.5	17.9
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	190	4.1	0.70	78.3	0.5	1.6	11.1	57.9	28.9
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	188	4.0	0.95	74.5	1.6	6.4	17.6	41.5	33.0
7.	I believe that TDT is an effective way to learn language skills.	189	3.1	0.97	52.0	6.3	21.7	32.3	37.0	2.6
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	187	3.7	0.93	66.7	3.7	8.6	16.6	59.4	11.8
9.	I believe that TDT is only effective when trainees are motivated.	189	4.0	0.87	74.6	1.1	5.3	16.4	48.7	28.6
10.	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.	181	1.8	0.97	21.0	45.9	34.3	10.5	8.8	0.6
11.	I would participate in SOFTS if I had the opportunity.	190	3.8	0.91	69.6	2.1	5.8	24.2	47.4	20.5

Table C53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	186	3.0	1.12	50.0	11.3	22.6	26.9	33.3	5.9
13.	Allows you to complete training at your own pace.	185	3.2	1.11	56.1	10.3	14.1	23.8	44.9	7.0
14.	Reduces external pressures such as live instructors or peers	184	2.6	1.12	39.5	19.6	30.4	25.0	22.3	2.7

Table C54: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?</b>		<b>N</b>	<b>Percentage</b>
	Yes	21	11.5
	No	162	88.5
<b>16. Have you ever used the Phraselator?</b>		<b>N</b>	<b>Percentage</b>
	Yes	21	10.9
	No	171	89.1
<b>17. Have you ever used the VRT?</b>		<b>N</b>	<b>Percentage</b>
	Yes	5	2.6
	No	187	97.4
<b>18. Have you ever used S-Minds?</b>		<b>N</b>	<b>Percentage</b>
	Yes	1	0.5
	No	189	97.4

Table C55: 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.	106	2.6	0.85	40.1	15.1	17.0	61.3	5.7	0.9
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	103	2.6	0.82	39.3	13.6	23.3	55.3	7.8	-
21.	I believe that MLT shows promise for the future.	111	3.0	0.98	50.7	10.8	10.8	45.9	29.7	2.7
22.	I believe that MLT cannot replace language trained operators.	123	4.1	1.06	76.2	4.1	-	28.5	22.0	45.5

Table C56: Organizational Climate and Support.

<b>Directions: Answer the following questions regarding organizational climate and support.</b>							
<b>Rate your command on how well it does on each of the following:</b>		<b>N</b>	<b>Percentage (%) of Responses</b>				
			<b>A (Excellent)</b>	<b>B (Above Average)</b>	<b>C (Average)</b>	<b>D (Below Average)</b>	<b>F (Fail)</b>
1.	Allocating duty hours/weeks to language training or language practice.	287	3.5	12.5	26.5	22.6	34.8
2.	Encouraging the use of your language during non-language training.	288	2.1	8.7	25.3	27.1	36.8
3.	Placing command emphasis on language proficiency.	288	5.6	12.8	27.4	27.4	26.7
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	288	2.4	9.7	26.0	26.4	35.4
5.	Providing recognition and awards related to language.	288	2.8	4.5	18.1	30.2	44.4
6.	Providing language learning materials.	288	4.2	16.0	31.9	27.1	20.8
7.	Ensuring quality language instruction is available.	288	5.6	14.2	25.3	29.9	25.0
8.	Ensuring pre-deployment training is available.	289	5.2	11.8	27.0	31.5	24.6
9.	Placing command emphasis on taking the DLPT on time.	288	25.3	17.7	24.7	14.9	17.4
10.	Finding ways to increase time for language training.	288	2.1	6.3	28.5	25.7	37.5
11.	Ensuring that personnel in language training are not pulled for non-critical details.	288	4.2	7.6	35.8	21.5	30.9

Table C57: Language and Attrition.

<b>Directions: Answer the following questions regarding language and its relation to attrition.</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	272	1.9	1.04	22.4	43.0	36.8	11.8	4.4	4.0
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	267	2.6	1.41	40.2	27.7	29.2	11.6	17.6	13.9
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	250	2.4	1.32	35.4	31.2	28.0	19.6	10.4	10.8
4.	I intend to leave SOF if language requirements are increased.	272	1.7	0.87	18.4	46.7	38.6	11.0	1.8	1.8
5.	I am likely to re-enlist in SOF.	235	3.9	1.18	72.2	6.4	5.1	22.1	26.0	40.4

Table C58: Demographics.

<b>To which military branch of service are you assigned?</b>	<b>N</b>	<b>Percentage</b>
Air Force	-	-
Army	297	100.0
Navy	-	-
<b>Have you been deployed with a SOF Unit in the past four (4) years?</b>	<b>N</b>	<b>Percentage</b>
Yes	231	77.8
No	66	22.2
<b>How many years of total service in SOF do you have?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	18	6.1
1-4 years	82	27.6
5-8 years	72	24.2
9-12 years	28	9.4
12-16 years	46	15.5
17-20 years	27	9.1
More than 20 years	23	7.7
<b>How long have you been working in your current job?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	58	19.5
1-4 years	152	51.2
5-8 years	42	14.1
9-12 years	27	9.1
12-16 years	6	2.0
17-20 years	7	2.4
More than 20 years	5	1.71



Table C59: Demographics.

<b>What is your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	1	0.3
Chinese-Mandarin	6	2.0
Dari	4	1.4
French	39	13.2
German	20	6.8
Indonesian	8	2.7
Korean	14	4.7
Modern Standard Arabic	47	15.9
Pashtu	2	0.7
Persian-Farsi	11	3.7
Polish	4	1.4
Portuguese (Brazilian)	5	1.7
Russian	22	7.5
Serbian-Croatian	5	1.7
Spanish	80	27.1
Tagalog (Filipino)	4	1.4
Thai	14	4.7
Turkish	1	0.3
Urdu	1	0.3
Miscellaneous CAT I	1	0.3
Miscellaneous CAT III	4	1.4
Miscellaneous CAT IV	2	0.7

Table C60: Demographics.

<b>What other languages are you proficient in besides your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	2	0.9
Chinese-Mandarin	4	1.7
Dari	4	1.7
French	30	12.8
German	34	14.5
Korean	5	2.1
Modern Standard Arabic	10	4.3
Pashtu	5	2.1
Persian-Farsi	3	1.3
Polish	1	0.4
Portuguese (Brazilian)	19	8.1
Russian	17	7.2
Serbian-Croatian	9	3.8
Spanish	49	20.9
Tagalog (Filipino)	2	0.9
Thai	4	1.7
Turkish	1	0.4
Urdu	3	1.3
Vietnamese	2	0.9
Japanese	3	1.3
Italian	5	2.1
Miscellaneous CAT I	5	2.1
Miscellaneous CAT II	1	0.4
Miscellaneous CAT III	13	5.5
Miscellaneous CAT IV	4	1.7

Table C61: Demographics.

<b>How long have you been deployed in the last 12 months?</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	101	34.0
1-2 months	28	9.4
3-4 months	32	10.8
5-6 months	35	11.8
More than 6 months	101	34.0
<b>How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	61	20.7
1-2 times	69	23.5
3-4 times	28	9.5
5-6 times	18	6.1
More than 6 times	118	40.1
<b>How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	72	24.4
1-2 times	120	40.7
3-4 times	45	15.3
5-6 times	18	6.1
More than 6 times	40	13.6

Table C62: Demographics.

<b>Which operator type best describes you?</b>	<b>N</b>	<b>Percentage</b>
SF AC	120	40.4
SF RC	48	16.2
CA AC	14	4.7
CA RC	46	15.5
PSYOP AC	45	15.2
PSYOP RC	24	8.1

Table C63: Demographics.

<b>What is your grade?</b>	<b>N</b>	<b>Percentage</b>
E2	1	0.4
E3	5	1.8
E4	20	7.1
E5	29	10.2
E6	54	19.1
E7	67	23.7
E8	35	12.4
E9	4	1.4
WO-01	4	1.4
WO-02	3	1.1
WO-03	4	1.4
WO-04	3	1.1
O-1	1	0.4
O-2	1	0.4
O-3	13	4.6
O-4	23	8.1
O-5	14	4.9
O-6	2	0.7

Table C64: Demographics.

<b>Are you currently on active duty?</b>	<b>N</b>	<b>Percentage</b>
Yes	220	74.3
No	76	25.7
<b>Are you a member of the Reserves/National Guard?</b>	<b>N</b>	<b>Percentage</b>
Yes	119	40.5
No	175	59.5

## **Appendix D: Findings for ARSOF Active Component Personnel<sup>180</sup>**

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<sup>180</sup> This group includes individuals who indicated SF AC, CA AC, or PSYOP AC as their operator type.

Table D1: General Language Requirements.

<b>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.</b>										
		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?	147	3.8	1.16	69.0	5.4	9.5	20.4	32.7	32.0
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is street dialect to completing SOF core tasks?	147	3.5	1.01	63.1	3.4	10.2	34.7	34.0	17.7

Table D2: General Language Requirements.

<b>2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"</b>										
		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?	147	3.5	1.29	61.4	9.5	15.6	20.4	28.6	25.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is giving this type of command?	148	4.1	0.97	76.4	1.4	4.7	22.3	30.4	41.2



Table D3: General Language Requirements.

<b>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.</b>										
		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?	148	3.3	1.17	56.3	8.1	17.6	32.4	25.0	16.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is formal language to completing SOF core tasks?	149	3.5	1.02	62.6	2.0	14.1	34.9	29.5	19.5

Table D4: General Language Requirements.

<b>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.</b>										
		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?	144	4.2	1.04	78.8	4.2	2.8	13.9	31.9	47.2
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	146	4.3	0.86	81.5	0.7	1.4	18.5	30.1	49.3

Table D5: General Language Requirements.

<b>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.</b>										
		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?	146	3.6	1.03	65.1	2.7	11.0	31.5	32.9	21.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this vocabulary to completing SOF core tasks?	147	3.7	0.95	68.7	0.7	6.1	38.1	27.9	27.2

Table D6: General Language Requirements.

<b>6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.</b>										
		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?	146	4.0	1.01	75.5	2.1	6.8	16.4	36.3	38.4
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	148	3.9	0.97	72.6	0.7	6.8	27.7	31.1	33.8

Table D7: General Language Requirements.

<b>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.</b>										
		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?	147	2.9	1.17	48.1	11.6	23.8	38.1	13.6	12.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	148	3.0	1.12	50.8	5.4	30.4	33.8	16.2	14.2

Table D8: General Language Requirements.

<b>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.</b>										
		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?	147	3.9	0.99	72.8	1.4	6.1	27.2	30.6	34.7
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	148	3.8	1.06	70.9	2.0	8.8	26.4	29.1	33.8

Table D9: General Language Requirements.

<b>9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?</b>	<b>N</b>	<b>Percentage</b>
None	1	0.7
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.	5	3.4
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.	41	27.5
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.	68	45.6
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	22.8

Table D10: Mission-based Language Requirements.

<b>1. What was your primary SOF core task on this deployment?</b>	<b>N</b>	<b>Percentage</b>
Direct Action (DA)	16	10.8
Special Reconnaissance (SR)	2	1.4
Unconventional Warfare (UW)	27	18.2
Foreign Internal Defense (FID)	36	24.3
Civil Affairs Operations (CAO)	11	7.4
Psychological Operations (PSYOP)	34	23.0
Counterterrorism (CT)	8	5.4
Information Operations (IO)	7	4.7
Force Protection (FP)	2	1.4
Other	5	3.4
<b>2. Was this mission inside or outside your AOR?</b>	<b>N</b>	<b>Percentage</b>
Inside AOR	105	70.5
Outside AOR	44	29.5

Table D11: Mission-based Language Requirements.

<b>3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	12	8.1
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.	13	8.7
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.	36	24.2
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.	61	40.9
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	27	18.1
<b>4. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	7	4.7
Establishing and building rapport and some level of trust with a political or military figure.	39	26.2
Both a and b	88	29.1
Neither a and b	15	10.1
<b>5. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	26	17.4
3 – 6 months	87	58.4
6 – 12 months	31	20.8
Over 12 months	5	3.4

Table D12: Mission-based Language Requirements.

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	144	3.2	1.24	54.0	13.9	13.9	29.2	28.5	14.6
7.	Formal language	144	2.9	1.11	47.0	11.8	25.0	34.0	21.5	7.6
8.	Slang/street language	145	3.5	1.03	62.1	6.2	9.0	27.6	44.8	12.4
9.	Local dialect	143	3.4	1.11	59.4	9.1	9.1	30.1	38.5	13.3
10.	Speaking skills	143	3.8	1.21	70.8	8.4	4.2	19.6	31.5	36.4
11.	Listening skills	143	4.0	1.17	73.8	7.0	4.9	14.0	34.3	39.9
12.	Reading skills	140	2.9	1.19	48.4	14.3	20.0	34.3	20.7	10.7
13.	Writing skills	138	2.4	1.21	33.9	29.7	29.7	23.2	10.1	7.2
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	133	2.5	1.22	36.7	28.6	22.6	29.3	12.8	6.8
15.	Interpreters	146	3.6	1.64	63.9	23.3	4.8	11.0	15.1	45.9

Table D13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	144	2.8	1.31	44.4	19.4	28.5	18.8	21.5	11.8
17.	I used my language skills frequently while on this deployment.	139	3.6	1.55	64.7	18.0	10.1	9.4	20.1	42.4

Table D14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	149	4.3	0.83	82.7	1.3	-	15.4	32.9	50.3
19.	Training or teaching others	149	3.9	0.92	73.0	0.7	7.4	20.1	43.0	28.9
20.	Reducing need for interpreters/translators	146	3.9	1.15	73.1	4.1	9.6	16.4	29.5	40.4
21.	Logistics (i.e. saving time or convenience in getting things done)	148	3.7	0.96	66.6	1.4	10.8	27.7	40.5	19.6
22.	Timely identification of important documents	147	3.7	1.05	68.0	2.0	11.6	25.9	33.3	27.2
23.	Giving basic commands	148	4.0	0.91	75.0	-	6.8	20.9	37.8	34.5
24.	Discrete eavesdropping	148	3.9	1.06	71.8	2.7	8.8	20.9	33.8	33.8
25.	Increasing situational awareness	149	4.2	0.85	79.9	1.3	1.3	16.1	38.9	42.3
26.	Maintaining control in hostile confrontations	148	4.1	1.03	77.0	2.0	6.1	18.2	29.1	44.6
27.	Persuading people to provide sensitive information	145	3.9	1.08	72.6	2.1	11.0	17.9	32.4	36.6
28.	Negotiations	140	4.0	1.05	74.1	1.4	9.3	20.0	30.0	39.3



Table D15: Use of Interpreters.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	112	75.7
No	36	24.3

Table D16: Use of Interpreters.

<b>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).</b>										
		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	111	3.9	1.23	72.3	7.2	5.4	21.6	22.5	43.2
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	112	3.1	1.43	52.7	18.8	17.0	22.3	18.8	23.2

Table D17: Use of Interpreters.

<b>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).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	109	3.9	1.37	72.0	9.2	13.8	3.7	26.6	46.8
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	105	3.3	1.16	58.6	4.8	21.9	26.7	27.6	19.0
5.	I use interpreters only when advanced/high levels of proficiency are required.	108	2.6	1.15	38.9	13.9	48.1	13.9	16.7	7.4
6.	It would have been useful to receive training on using interpreters prior to deployment.	106	3.5	0.99	61.8	2.8	13.2	32.1	37.7	14.2
7.	Interpreters are essential for carrying out missions.	109	3.9	0.97	72.2	3.7	4.6	16.5	49.5	25.7
8.	I feel our unit is too dependent on interpreters.	110	3.7	1.22	67.7	4.5	14.5	21.8	23.6	35.5
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	108	3.8	1.20	69.7	8.3	8.3	9.3	44.4	29.6
10.	I can be as effective on my missions without an interpreter.	109	2.3	1.31	32.1	33.9	33.0	14.7	7.3	11.0
11.	In my experience, most interpreters were trustworthy.	110	3.5	0.79	61.6	1.8	10.0	30.9	54.5	2.7
12.	In my experience, most interpreters were competent.	111	3.6	0.76	64.2	-	11.7	24.3	59.5	4.5

Table D18: Outside AOR Deployment.

<b>1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	74	49.7
No	75	50.3

Table D19: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>		
<b>1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	14	19.2
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.	12	16.4
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.	16	21.9
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.	24	32.9
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	7	9.6
<b>2. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	1.4
Establishing and building rapport and some level of trust with a political or military figure.	20	27.8
Both a and b	44	61.1
Neither a and b	7	9.7

Table D20: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>		
<b>3. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	9	12.3
3 – 6 months	43	58.9
6 – 12 months	21	28.8
Over 12 months	-	-

Table D21: Outside AOR Deployment.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
4.	I was able to meet the language-related requirements of this mission.	71	2.0	1.17	25.7	40.8	36.6	5.6	12.7	4.2
5.	While on this deployment, I experienced language-related issues or deficiencies.	72	4.1	1.22	77.8	5.6	9.7	5.6	26.4	52.8
6.	My proficiency in my official or required language suffered because of this deployment.	73	3.5	1.31	62.7	9.6	16.4	15.1	31.5	27.4
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	70	3.5	1.15	62.9	4.3	17.1	24.3	31.4	22.9
8.	Prior to deployment, I was proficient in the language required.	71	2.9	1.32	46.5	19.7	22.5	22.5	22.5	12.7

Table D22: Outside AOR Deployment.

<b>1. I received pre-deployment language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	65	89.0
No	8	11.0

Table D23: Use of Interpreters Outside AOR Deployment.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	65	89.0
No	8	11.0

Table D24: Use of Interpreters Outside AOR Deployment.

<b>1. What type of interpreter was used for this mission?</b>	<b>N</b>	<b>Percentage</b>
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	39	60.0
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	17	26.2
Both CAT I and CAT II/III	9	13.8

Table D25: Use of Interpreters Outside AOR Deployment.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. Using interpreter(s) was essential for carrying out this mission.	65	4.5	0.66	87.7	1.5	-	-	43.1	55.4
3. I could have been as effective on this mission without using interpreter(s).	65	1.8	0.98	19.6	47.7	36.9	6.2	7.7	1.5
4. The interpreter(s) that I used on this mission was (were) trustworthy.	65	3.7	0.89	68.1	3.1	6.2	20.0	56.9	13.8
5. The interpreter(s) that I used on this mission was (were) competent.	65	3.9	0.70	72.7	-	4.6	15.4	64.6	15.4
6. I feel that during this mission, I was too dependent on interpreters.	65	4.0	1.13	75.8	1.5	13.8	10.8	27.7	46.2
7. My unit frequently uses interpreters when outside the normal AOR.	65	4.6	0.56	88.8	-	-	3.1	38.5	58.5

Table D26: Beliefs about Proficiency.

<b>Directions: Respond to the following items based on your skills related to your official or required language.</b>			
<b>1. Do you have any level of proficiency in a language other than English?</b>		<b>N</b>	<b>Percentage</b>
Yes		168	93.9
No		11	6.1

Table D27: Beliefs about Proficiency.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	176	3.0	1.22	49.7	10.8	26.1	32.4	14.8	15.9
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	177	3.7	1.23	67.9	5.1	14.1	20.3	24.9	35.6
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	176	3.1	1.32	51.8	13.1	23.9	25.6	17.6	19.9

Table D28: Official Language Testing.

<b>1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	155	92.3
No	13	7.7
<b>2. Are you currently required to take the DLPT annually?</b>	<b>N</b>	<b>Percentage</b>
Yes	139	91.4
No	13	8.6

Table D29: Official Language Testing.

<b>3. What is your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	2	1.3
Chinese-Mandarin	5	3.2
French	24	15.6
German	15	9.7
Indonesian	6	3.9
Korean	7	4.5
Modern Standard Arabic	15	9.7
Persian-Farsi	4	2.6
Polish	4	2.6
Portuguese (Brazilian)	2	1.3
Russian	10	6.5
Serbian-Croatian	4	2.6
Spanish	46	29.9
Thai	8	5.2
Turkish	1	0.6
Miscellaneous CAT I	1	0.6



Table D30: Official Language Testing.

<b>4. When was the last time that you took the DLPT in your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
2004	74	47.7
2003	56	36.1
2002	14	9.0
2001	8	5.2
Prior to 2001	3	1.9
<b>5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)</b>	<b>N</b>	<b>Percentage</b>
0	9	5.8
0+	34	21.9
1	29	18.7
1+	25	16.1
2	19	12.3
2+	20	12.9
3	19	12.3
<b>6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)</b>	<b>N</b>	<b>Percentage</b>
0	11	7.1
0+	20	13.0
1	31	20.1
1+	21	13.6
2	13	8.4
2+	23	14.9
3	35	22.7

Table D31: Official Language Testing.

<b>5. Have you ever taken an Oral Proficiency Interview (OPI)?</b>	<b>N</b>	<b>Percentage</b>
Yes	67	43.2
No	88	56.8

Table D32: Official Language Testing.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
6.	The content of the DLPT is clearly related to what I do during deployment.	153	2.3	1.03	32.0	24.8	39.2	19.6	15.7	0.7
7.	My DLPT scores accurately reflect my ability to use language while on the job.	154	2.5	1.23	38.1	21.4	38.3	14.3	18.2	7.8
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	155	3.2	1.07	54.0	6.5	23.2	25.2	38.1	7.1
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	151	2.3	1.01	31.6	22.5	43.7	21.9	8.6	3.3
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	150	1.6	1.13	16.2	65.3	20.7	4.0	4.0	6.0
11.	I have memorized the answers to the DLPT since it never changes.	148	1.7	0.96	17.2	54.7	31.1	6.8	5.4	2.0
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	101	3.4	1.14	60.9	7.9	7.9	36.6	27.7	19.8

Table D33: Foreign Language Proficiency Pay.

<b>Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)</b>		
<b>1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	63	37.7
No	104	62.3
<b>2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?</b>	<b>N</b>	<b>Percentage</b>
Yes	50	29.8
No	118	70.2

Table D34: Foreign Language Proficiency Pay.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. FLPP motivates me to acquire new language skills during personal time.	156	3.2	1.25	54.6	10.9	21.2	22.4	29.5	16.0
4. FLPP motivates me to maintain my current level of language skills during personal time.	153	3.2	1.34	55.6	12.4	22.2	17.0	27.5	20.9
5. Procedures for allocating FLPP are fair.	153	3.0	1.06	50.2	11.8	15.7	37.3	30.7	4.6
6. Procedures for receiving FLPP are straight-forward and simple.	155	3.3	1.03	57.3	7.1	13.5	30.3	41.3	7.7
7. I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	145	2.5	1.16	38.4	21.4	31.0	25.5	16.6	5.5

Table D35: Foreign Language Proficiency Pay.

<b>8. FLPP would be more motivating if.... (check all that apply)</b>	<b>N</b>	<b>Percentage</b>
The amounts were increased (e.g. more money).	122	68.2
It was paid for lower proficiency levels.	87	48.6
It was paid once per year as a bonus.	14	7.8
We could get FLPP for speaking proficiency.	82	45.8
The Unit would provide more resources for language training.	86	48.0
The Unit would provide more time for language training.	107	59.8
I had been trained to a higher level during initial acquisition.	88	49.2

Table D36: Language Training.

<b>1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?</b>	<b>N</b>	<b>Percentage</b>
Initial Acquisition Training	45	25.3
Sustainment/Enhancement Training	21	11.8
Both of the above	33	18.5
Neither of the above	79	44.4
<b>2. Have you participated in military-provided immersion training?</b>	<b>N</b>	<b>Percentage</b>
Yes	25	14.0
No	154	86.0
<b>3. Have you EVER received language training paid for and/or sponsored by the military or government?</b>	<b>N</b>	<b>Percentage</b>
Yes	133	74.3
No	46	25.7

Table D37: Initial Acquisition Language Training.

<b>Directions: Answer the following questions about your initial acquisition language training in your official or required language.</b>		
<b>1. What was the source of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	3	3.8
USAJFKSWCS	72	92.3
Unit/Command Language Program (CLP)	1	1.3
DLI (at Washington, DC)	2	2.6
<b>2. What was the instructional mode of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
Classroom	77	98.7
Classroom followed by immersion	1	1.3
DL (i.e., distance/distributive learning)	-	-

Table D38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	78	3.6	1.12	64.7	5.1	12.8	21.8	38.5	21.8
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	77	2.9	1.17	46.8	10.4	35.1	20.8	24.7	9.1
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	78	3.4	1.17	60.6	6.4	19.2	16.7	41.0	16.7
6.	My instructor was knowledgeable about how the language is currently used.	78	4.0	1.10	75.6	2.6	11.5	9.0	34.6	42.3
7.	The instructor encouraged students to speak in the target language.	77	4.1	1.02	76.9	2.6	7.8	9.1	40.3	40.3

Table D39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	77	3.9	0.91	73.4	1.3	9.1	9.1	55.8	24.7
9.	The curriculum included slang and/or street language.	76	2.4	1.01	35.5	15.8	46.1	21.1	14.5	2.6
10.	The materials used in training were free from error.	76	2.4	1.03	34.9	19.7	40.8	21.1	17.1	1.3
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	77	3.6	1.13	65.3	7.8	11.7	7.8	57.1	15.6
12.	The curriculum covered the vocabulary necessary for my job and missions.	77	2.8	1.13	44.2	14.3	29.9	26.0	24.7	5.2
13.	The curriculum was pre-packaged and not customized to SOF.	76	3.4	1.16	60.5	5.3	18.4	25.0	31.6	19.7
14.	The course would have been more effective if we had covered less content in more detail.	75	3.3	1.00	56.3	2.7	20.0	38.7	26.7	12.0



Table D40: Sustainment/Enhancement Language Training.

<b>Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.</b>		
<b>1. What was the source of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	3	5.7
Unit/Command Language Program (CLP)	46	86.8
DLI (at Washington, DC)	1	1.9
Self-Study	3	5.7
<b>2. What was the instructional mode of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Language Lab	30	55.6
Distance Learning (DL)	-	-
College classes	-	-
Immersion	2	3.7
Classroom (DLI/Unit)	13	24.1
Language days/activities	6	11.1
Tutoring	2	3.7
Informal	1	1.9
<b>3. Did you have an instructor for your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	46	85.2
No	8	14.8

Table D41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	43	3.8	0.83	69.8	-	7.0	25.6	48.8	18.6
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	44	3.1	1.11	53.4	4.5	29.5	25.0	29.5	11.4
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	43	3.7	1.09	66.3	4.7	11.6	18.6	44.2	20.9
7.	My instructor was knowledgeable about how the language is currently used.	44	4.2	0.87	79.5	2.3	2.3	9.1	47.7	38.6
8.	The instructor encouraged students to speak in the target language.	44	4.2	0.93	80.1	2.3	2.3	13.6	36.4	45.5

Table D42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	51	3.6	0.96	66.2	-	19.6	9.8	56.9	13.7
10.	The curriculum included slang and/or street language.	51	2.9	1.18	48.0	5.9	43.1	15.7	23.5	11.8
11.	The materials used in training were free from error.	50	3.1	1.08	52.0	10.0	20.0	26.0	40.0	4.0
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	50	3.5	1.09	61.5	2.0	24.0	16.0	42.0	16.0
13.	The curriculum covered the vocabulary necessary for my job and missions.	51	3.1	1.23	52.0	7.8	31.4	21.6	23.5	15.7
14.	The curriculum was pre-packaged and not customized to SOF.	50	3.1	1.21	53.0	8.0	30.0	16.0	34.0	12.0
15.	The course would have been more effective if we had covered less content in more detail.	50	3.3	0.90	56.5	2.0	18.0	38.0	36.0	6.0

Table D43: Immersion Training.

<b>Directions: When answering these questions, think about the most recent immersion training that you have had.</b>		
<b>1. How many weeks was your immersion training?</b>	<b>N</b>	<b>Percentage</b>
0-2 weeks	2	9.5
3-4 weeks	8	38.1
5-6 weeks	4	19.0
7-10 weeks	3	14.3
11-20 weeks	3	14.3
21-30 weeks	1	4.8
<b>3. What kind of immersion training was it?</b>	<b>N</b>	<b>Percentage</b>
Iso-immersion (i.e., CONUS)	5	22.7
Immersion training (i.e., OCONUS)	17	77.3

Table D44: Immersion Training.

<b>4. What language were you studying during immersion training?</b>	<b>N</b>	<b>Percentage</b>
French	3	13.6
German	3	13.6
Korean	5	22.7
Modern Standard Arabic	3	13.6
Persian-Farsi	1	4.5
Polish	2	9.1
Russian	2	9.1
Spanish	2	9.1
Thai	1	4.5

Table D45: Immersion Training.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. My language proficiency improved as a result of immersion training.	23	4.6	0.66	89.1	-	-	8.7	26.1	65.2
6. I would have benefited more from immersion training if my initial proficiency was higher.	22	3.4	1.22	60.2	9.1	13.6	22.7	36.4	18.2
7. Immersion training is the most effective way to acquire language skills.	23	4.7	0.54	93.5	-	-	4.3	17.4	78.3
8. I think that OCONUS immersion training is a boondoggle.	22	1.4	0.66	9.1	72.7	18.2	9.1	-	-

Table D46: Training Effectiveness on Deployment.

<b>Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)</b>		
<b>1. Please indicate your most recent training experience in which you were deployed in that language after training:</b>	<b>N</b>	<b>Percentage</b>
Initial acquisition language training	61	44.5
Sustainment/enhancement training in official or required AOR language	57	41.6
Pre-deployment training in language outside AOR (e.g., GWOT language)	19	13.9

Table D47: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	125	2.9	1.22	46.4	14.4	30.4	18.4	28.8	8.0
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	124	2.7	1.30	42.3	22.6	26.6	18.5	23.4	8.9
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	124	2.9	1.24	47.6	14.5	26.6	24.2	23.4	11.3
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	122	3.0	1.23	48.8	14.8	23.0	25.4	26.2	10.7
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	124	2.5	1.16	38.7	21.0	32.3	22.6	19.4	4.8
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	125	4.0	1.20	73.8	7.2	6.4	12.0	32.8	41.6

Table D48: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	124	2.8	1.16	45.8	14.5	27.4	24.2	28.2	5.6
9.	While deployed, I found that I received incorrect information during language training.	118	2.6	1.03	40.7	13.6	33.9	32.2	16.9	3.4

Table D49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	177	4.0	1.45	74.2	15.3	3.4	4.0	24.3	53.1
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	173	3.3	1.16	56.8	8.1	19.1	23.7	35.8	13.3
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	176	3.0	1.30	50.3	15.3	26.1	12.5	34.1	11.9
4.	I do not put much effort into language training.	175	2.6	1.10	39.0	16.6	37.1	24.6	17.1	4.6
5.	I want to succeed in language training so that I will do well on missions.	176	4.3	0.69	83.0	-	1.7	8.0	47.2	43.2
6.	I am motivated to succeed in language training because I want to receive FLPP.	172	3.3	1.15	56.4	7.6	19.2	27.9	30.8	14.5
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	172	3.9	1.06	73.4	3.5	9.3	10.5	43.6	33.1
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	175	3.2	1.30	54.4	10.9	24.0	21.7	23.4	20.0
9.	Language training will make a good addition to my resume.	175	3.8	1.02	71.0	4.0	5.7	20.0	42.9	27.4
10.	My chain of command cares about my language proficiency.	175	2.8	1.20	45.7	17.1	23.4	25.1	28.0	6.3



Table D50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	145	3.5	1.12	63.4	4.1	15.2	25.5	33.1	22.1
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	172	2.4	0.98	35.2	20.9	32.0	33.1	13.4	0.6
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	170	3.1	1.17	52.1	7.1	30.0	23.5	26.5	12.9
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	169	3.5	1.13	61.8	4.7	17.8	21.9	36.7	18.9
15.	I would put more effort into language training if the resources were more accessible.	171	3.7	1.06	68.1	2.9	11.7	20.5	39.8	25.1
16.	Selection for OCONUS immersion training is fair.	165	2.7	1.22	41.8	22.4	19.4	35.8	13.3	9.1
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	174	4.4	0.83	85.6	1.1	2.3	8.0	29.9	58.6
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	164	3.6	1.11	66.2	4.9	9.1	28.7	31.1	26.2
20.	My command thinks that OCONUS immersion training is a boondoggle.	160	3.6	1.01	65.8	2.5	6.9	40.6	25.0	25.0
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	157	2.3	1.02	33.1	27.4	24.2	38.9	7.6	1.9

Table D51: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>1. Have you ever used technology-delivered training (Examples: Computer based training, video conferencing, distance/distributive learning, self-paced language learning software, etc.)?</b>		<b>N</b>	<b>Percentage</b>
	Yes	100	75.8
	No	32	24.2

Table D52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	130	4.0	0.96	73.8	0.8	6.9	23.1	34.6	34.6
3.	I would be likely to use TDT options if they were available.	126	3.5	0.94	62.7	4.8	9.5	23.0	55.6	7.1
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	130	3.6	0.97	65.6	2.3	12.3	21.5	48.5	15.4
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	129	4.1	0.68	76.4	0.8	0.8	13.2	62.8	22.5
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	130	3.9	0.96	73.5	2.3	6.2	16.9	44.6	30.0
7.	I believe that TDT is an effective way to learn language skills.	129	3.0	0.98	50.6	8.5	18.6	37.2	33.3	2.3
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	127	3.5	0.93	63.6	5.5	7.9	19.7	60.6	6.3
9.	I believe that TDT is only effective when trainees are motivated.	128	3.9	0.89	72.1	1.6	5.5	20.3	48.4	24.2
10.	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.	122	1.9	0.97	21.9	43.4	34.4	13.9	7.4	0.8
11.	I would participate in SOFTS if I had the opportunity.	129	3.6	0.91	64.7	3.1	7.0	30.2	47.3	12.4

Table D53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	128	2.9	1.10	47.3	13.3	23.4	27.3	32.8	3.1
13.	Allows you to complete training at your own pace.	127	3.2	1.11	53.9	11.8	14.2	25.2	44.1	4.7
14.	Reduces external pressures such as live instructors or peers	126	2.6	1.11	39.1	19.0	33.3	22.2	23.0	2.4

Table D54: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>		
<b>15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?</b>	<b>N</b>	<b>Percentage</b>
Yes	17	13.4
No	110	86.6
<b>16. Have you ever used the Phraselator?</b>	<b>N</b>	<b>Percentage</b>
Yes	17	13.0
No	114	87.0
<b>17. Have you ever used the VRT?</b>	<b>N</b>	<b>Percentage</b>
Yes	3	2.3
No	128	97.7
<b>18. Have you ever used S-Minds?</b>	<b>N</b>	<b>Percentage</b>
Yes	1	0.8
No	128	99.2

Table D55: 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.	73	2.6	0.80	39.0	15.1	17.8	63.0	4.1	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	72	2.5	0.77	38.2	12.5	26.4	56.9	4.2	-
21.	I believe that MLT shows promise for the future.	76	3.0	0.96	50.3	10.5	11.8	44.7	31.6	1.3
22.	I believe that MLT cannot replace language trained operators.	83	4.0	1.09	76.2	4.8	-	27.7	20.5	47.0

Table D56: Organizational Climate and Support.

<b>Directions: Answer the following questions regarding organizational climate and support.</b>							
<b>Rate your command on how well it does on each of the following:</b>		<b>N</b>	<b>Percentage (%) of Responses</b>				
			<b>A (Excellent)</b>	<b>B (Above Average)</b>	<b>C (Average)</b>	<b>D (Below Average)</b>	<b>F (Fail)</b>
1.	Allocating duty hours/weeks to language training or language practice.	172	5.8	15.7	26.7	23.3	28.5
2.	Encouraging the use of your language during non-language training.	172	2.9	8.1	28.5	26.2	34.3
3.	Placing command emphasis on language proficiency.	172	5.2	14.0	29.7	26.7	24.4
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	172	3.5	8.1	29.1	23.8	35.5
5.	Providing recognition and awards related to language.	172	2.3	3.5	18.6	33.7	41.9
6.	Providing language learning materials.	172	6.4	18.0	34.9	25.0	15.7
7.	Ensuring quality language instruction is available.	173	7.5	17.3	27.7	28.9	18.5
8.	Ensuring pre-deployment training is available.	173	7.5	11.0	27.2	31.8	22.5
9.	Placing command emphasis on taking the DLPT on time.	173	37.6	22.0	22.0	8.1	10.4
10.	Finding ways to increase time for language training.	173	2.9	5.8	29.5	28.3	33.5
11.	Ensuring that personnel in language training are not pulled for non-critical details.	172	5.2	8.1	34.3	22.7	29.7

Table D57: Language and Attrition.

<b>Directions: Answer the following questions regarding language and its relation to attrition.</b>										
		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1.	I intend to leave SOF if I am unable to get the language training I need.	168	1.7	0.92	17.6	51.2	35.1	8.3	3.0	2.4
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	170	2.5	1.38	37.1	30.6	30.6	10.0	17.6	11.2
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	156	2.1	1.17	27.6	39.1	30.8	16.0	9.0	5.1
4.	I intend to leave SOF if language requirements are increased.	170	1.7	0.87	17.9	48.8	35.9	11.8	1.8	1.8
5.	I am likely to re-enlist in SOF.	144	3.9	1.18	71.9	5.6	7.6	19.4	28.5	38.9

Table D58: Demographics.

<b>To which military branch of service are you assigned?</b>	<b>N</b>	<b>Percentage</b>
Air Force	-	-
Army	179	100.0
Navy	-	-
<b>Have you been deployed with a SOF Unit in the past four (4) years?</b>	<b>N</b>	<b>Percentage</b>
Yes	149	83.2
No	30	16.8
<b>How many years of total service in SOF do you have?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	7	3.9
1-4 years	50	28.1
5-8 years	39	21.9
9-12 years	15	8.4
12-16 years	35	19.7
17-20 years	17	9.6
More than 20 years	15	8.4
<b>How long have you been working in your current job?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	35	19.6
1-4 years	99	55.3
5-8 years	19	10.6
9-12 years	19	8.9
12-16 years	16	2.2
17-20 years	44	2.2
More than 20 years	2	1.1



Table D59: Demographics.

<b>What is your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	1	0.6
Chinese-Mandarin	5	2.8
French	26	14.4
German	16	8.9
Indonesian	7	3.9
Korean	8	4.4
Modern Standard Arabic	23	12.8
Pashtu	1	0.6
Persian-Farsi	5	2.8
Polish	4	2.2
Portuguese (Brazilian)	5	2.8
Russian	13	7.2
Serbian-Croatian	4	2.2
Spanish	49	27.2
Tagalog (Filipino)	1	0.6
Thai	8	4.4
Turkish	1	0.6
Miscellaneous CAT I	1	0.6
Miscellaneous CAT III	2	1.1

Table D60: Demographics.

<b>What other languages are you proficient in besides your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Cambodian (Khmer)	2	1.9
Dari	1	0.9
French	11	10.2
German	15	13.9
Korean	3	2.8
Modern Standard Arabic	3	2.8
Pashtu	2	1.9
Polish	1	0.9
Portuguese (Brazilian)	17	15.7
Russian	7	6.5
Serbian-Croatian	2	1.9
Spanish	24	22.2
Tagalog (Filipino)	2	1.9
Thai	4	3.7
Urdu	1	0.9
Vietnamese	1	0.9
Japanese	2	1.9
Italian	2	1.9
Miscellaneous CAT I	3	2.8
Miscellaneous CAT II	1	0.9
Miscellaneous CAT III	4	3.7

Table D61: Demographics.

<b>How long have you been deployed in the last 12 months?</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	59	33.0
1-2 months	15	8.4
3-4 months	27	15.1
5-6 months	27	15.1
More than 6 months	51	28.5
<b>How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	31	17.5
1-2 times	33	18.6
3-4 times	19	10.7
5-6 times	8	4.5
More than 6 times	86	48.6
<b>How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	44	24.9
1-2 times	64	36.2
3-4 times	30	16.9
5-6 times	12	6.8
More than 6 times	27	15.3

Table D62: Demographics.

<b>Which operator type best describes you?</b>	<b>N</b>	<b>Percentage</b>
SF AC	120	67.0
CA AC	14	7.8
PSYOP AC	45	25.1

Table D63: Demographics.

<b>What is your grade?</b>	<b>N</b>	<b>Percentage</b>
E3	3	1.8
E4	11	6.5
E5	12	7.1
E6	30	17.8
E7	50	29.6
E8	24	14.2
E9	3	1.8
WO-01	4	2.4
WO-02	2	1.2
WO-03	3	1.8
WO-04	3	1.8
O-3	11	6.5
O-4	9	5.3
O-5	2	1.2
O-6	2	1.2

Table D64: Demographics.

<b>Are you currently on active duty?</b>	<b>N</b>	<b>Percentage</b>
Yes	172	96.6
No	6	3.4
<b>Are you a member of the Reserves/National Guard?</b>	<b>N</b>	<b>Percentage</b>
Yes	5	2.8
No	171	97.2

## **Appendix E: Findings for ARSOF Reserve Component Personnel<sup>181</sup>**

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<sup>181</sup> This group includes individuals who indicated SF RC, CA RC, and PSYOP RC as their operator type.

Table E1: General Language Requirements.

<b>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.</b>										
		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?	81	3.5	1.17	61.7	4.9	16.0	30.9	23.5	24.7
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is street dialect to completing SOF core tasks?	82	3.4	1.09	60.4	3.7	13.4	42.7	18.3	22.0

Table E2: General Language Requirements.

<b>2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"</b>										
		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?	81	3.0	1.26	51.2	11.1	28.4	19.8	25.9	14.8
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is giving this type of command?	82	3.9	1.07	73.5	1.2	9.8	23.2	25.6	40.2

Table E3: General Language Requirements.

<b>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.</b>										
		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?	81	3.2	1.27	55.9	11.1	17.3	28.4	23.5	19.8
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is formal language to completing SOF core tasks?	82	3.6	1.02	64.9	3.7	7.3	35.4	32.9	20.7

Table E4: General Language Requirements.

<b>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.</b>										
		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?	82	4.2	0.96	81.1	-	6.1	18.3	20.7	54.9
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	82	4.5	0.86	86.3	1.2	1.2	13.4	19.5	64.6



Table E5: General Language Requirements.

<b>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.</b>										
		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?	82	3.2	1.24	55.5	9.8	18.3	31.7	20.7	19.5
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this vocabulary to completing SOF core tasks?	82	3.4	1.13	61.0	3.7	18.3	30.5	25.6	22.0

Table E6: General Language Requirements.

<b>6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.</b>										
		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?	82	3.9	1.08	72.6	2.4	8.5	23.2	28.0	37.8
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	82	4.1	0.97	76.5	1.2	4.9	22.0	30.5	41.5

Table E7: General Language Requirements.

<b>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.</b>										
		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?	80	2.7	1.18	43.1	13.8	35.0	26.3	15.0	10.0
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	81	3.0	1.12	49.1	3.7	38.3	30.9	12.3	14.8

Table E8: General Language Requirements.

<b>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.</b>										
		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?	80	3.8	1.04	70.9	1.3	10.0	25.0	31.3	32.5
						<b>Not Important</b>	<b>Low Importance</b>	<b>Important</b>	<b>High Importance</b>	<b>Critical</b>
b.	How important is this to completing SOF core tasks?	81	3.9	0.99	72.8	-	9.9	23.5	32.1	34.6

Table E9: General Language Requirements.

<b>9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?</b>	<b>N</b>	<b>Percentage</b>
None	2	2.4
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.	8	9.8
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.	21	25.6
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.	35	42.7
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.	16	19.5

Table E10: Mission-based Language Requirements.

<b>1. What was your primary SOF core task on this deployment?</b>	<b>N</b>	<b>Percentage</b>
Direct Action (DA)	4	4.9
Special Reconnaissance (SR)	5	6.1
Unconventional Warfare (UW)	14	17.1
Foreign Internal Defense (FID)	9	11.0
Civil Affairs Operations (CAO)	28	34.1
Psychological Operations (PSYOP)	16	19.5
Counterterrorism (CT)	2	2.4
Information Operations (IO)	1	1.2
Miscellaneous Intelligence (Intel.)	2	2.4
Other	1	1.2
<b>2. Was this mission inside or outside your AOR?</b>	<b>N</b>	<b>Percentage</b>
Inside AOR	39	47.6
Outside AOR	43	52.4

Table E11: Mission-based Language Requirements.

<b>3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	5	6.1
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.	9	11.0
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.	23	28.0
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.	32	39.0
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	13	15.9
<b>4. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	1.2
Establishing and building rapport and some level of trust with a political or military figure.	27	32.9
Both a and b	48	58.5
Neither a and b	6	7.3
<b>5. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	9	11.1
3 – 6 months	14	17.1
6 – 12 months	49	59.8
Over 12 months	10	12.2

Table E12: Mission-based Language Requirements.

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	79	2.8	1.08	46.2	11.4	27.8	29.1	27.8	3.8
7.	Formal language	81	2.9	1.00	46.9	9.9	23.5	39.5	23.5	3.7
8.	Slang/street language	81	3.3	1.06	57.1	4.9	18.5	32.1	32.1	12.3
9.	Local dialect	80	3.4	1.29	60.6	11.3	15.0	15.0	37.5	21.3
10.	Speaking skills	80	3.7	1.13	68.4	6.3	7.5	20.0	38.8	27.5
11.	Listening skills	81	3.9	1.19	72.2	6.2	8.6	13.6	33.3	38.3
12.	Reading skills	81	2.8	1.06	44.4	12.3	27.2	35.8	19.8	4.9
13.	Writing skills	81	2.1	1.04	28.7	28.4	42.0	21.0	3.7	4.9
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	76	2.1	1.21	28.6	43.4	18.4	21.1	14.5	2.6
15.	Interpreters	82	4.3	1.11	82.0	4.9	3.7	11.0	19.5	61.0

Table E13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	80	2.5	1.31	36.3	30.0	28.8	16.3	16.3	8.8
17.	I used my language skills frequently while on this deployment.	74	3.6	1.47	63.9	17.6	6.8	13.5	27.0	35.1

Table E14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	82	4.5	0.67	87.2	-	1.2	6.1	35.4	57.3
19.	Training or teaching others	80	3.8	1.00	69.1	1.3	10.0	26.3	36.3	26.3
20.	Reducing need for interpreters/translators	79	3.9	1.06	72.2	2.5	8.9	20.3	34.2	34.2
21.	Logistics (i.e. saving time or convenience in getting things done)	82	3.5	0.92	62.5	-	12.2	42.7	28.0	17.1
22.	Timely identification of important documents	82	3.7	1.07	68.3	2.4	9.8	29.3	29.3	29.3
23.	Giving basic commands	82	3.9	0.95	72.9	-	7.3	26.8	32.9	32.9
24.	Discrete eavesdropping	82	4.0	1.06	76.2	1.2	9.8	17.1	26.8	45.1
25.	Increasing situational awareness	82	4.3	0.81	82.0	-	2.4	14.6	35.4	47.6
26.	Maintaining control in hostile confrontations	81	4.1	1.00	77.5	1.2	6.2	18.5	29.6	44.4
27.	Persuading people to provide sensitive information	82	4.0	0.99	75.0	1.2	6.1	23.2	30.5	39.0
28.	Negotiations	80	4.0	0.94	74.4	1.3	3.8	26.3	33.8	35.0

Table E15: Use of Interpreters.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	76	92.7
No	6	7.3

Table E16: Use of Interpreters.

<b>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).</b>										
		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	76	4.4	0.97	85.2	1.3	3.9	14.5	13.2	67.1
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	75	2.7	1.35	42.7	22.7	26.7	22.7	13.3	14.7



Table E17: Use of Interpreters.

<b>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).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	76	4.3	1.10	81.3	5.3	3.9	6.6	28.9	55.3
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	75	3.7	1.19	67.3	6.7	9.3	21.3	33.3	29.3
5.	I use interpreters only when advanced/high levels of proficiency are required.	76	2.7	1.24	42.4	17.1	34.2	21.1	17.1	10.5
6.	It would have been useful to receive training on using interpreters prior to deployment.	73	3.7	0.90	66.8	1.4	8.2	28.8	45.2	16.4
7.	Interpreters are essential for carrying out missions.	76	4.0	0.94	75.0	1.3	6.6	15.8	43.4	32.9
8.	I feel our unit is too dependent on interpreters.	76	4.1	1.11	77.6	2.6	9.2	13.2	25.0	50.0
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	74	3.9	1.19	73.0	4.1	14.9	5.4	36.5	39.2
10.	I can be as effective on my missions without an interpreter.	76	2.0	1.07	25.0	38.2	38.2	13.2	6.6	3.9
11.	In my experience, most interpreters were trustworthy.	76	3.3	0.98	56.6	5.3	15.8	32.9	39.5	6.6
12.	In my experience, most interpreters were competent.	76	3.5	0.94	61.5	3.9	11.8	26.3	50.0	7.9

Table E18: Outside AOR Deployment.

<b>1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	53	64.6
No	29	35.4

Table E19: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>		
<b>1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?</b>	<b>N</b>	<b>Percentage</b>
None	4	7.7
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.	8	15.4
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.	17	32.7
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.	16	30.8
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	7	13.5
<b>2. Which of the following language-related tasks were required for this mission?</b>	<b>N</b>	<b>Percentage</b>
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	2	3.8
Establishing and building rapport and some level of trust with a political or military figure.	12	23.1
Both a and b	31	59.6
Neither a and b	7	13.5

Table E20: Outside AOR Deployment.

<b>Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).</b>		
<b>3. How long were you deployed in this country?</b>	<b>N</b>	<b>Percentage</b>
Less than 3 months	2	3.9
3 – 6 months	11	21.6
6 – 12 months	34	66.7
Over 12 months	4	7.8

Table E21: Outside AOR Deployment.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
4.	I was able to meet the language-related requirements of this mission.	50	2.2	1.11	30.0	32.0	34.0	18.0	14.0	2.0
5.	While on this deployment, I experienced language-related issues or deficiencies.	51	4.3	0.94	82.4	2.0	3.9	9.8	31.4	52.9
6.	My proficiency in my official or required language suffered because of this deployment.	45	3.2	1.21	56.1	8.9	22.2	17.8	37.8	13.3
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	46	4.0	1.03	73.9	2.2	6.5	21.7	32.6	37.0
8.	Prior to deployment, I was proficient in the language required.	45	2.7	1.52	41.7	28.9	28.9	8.9	13.3	20.0

Table E22: Outside AOR Deployment.

<b>1. I received pre-deployment language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	10	19.6
No	41	80.4

Table E23: Use of Interpreters Outside AOR Deployment.

<b>1. Have you used an interpreter on a mission in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	47	92.2
No	7	7.8

Table E24: Use of Interpreters Outside AOR Deployment.

<b>1. What type of interpreter was used for this mission?</b>	<b>N</b>	<b>Percentage</b>
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	34	72.3
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	7	14.9
Both CAT I and CAT II/III	6	12.8

Table E25: Use of Interpreters Outside AOR Deployment.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. Using interpreter(s) was essential for carrying out this mission.	47	4.6	0.68	89.4	-	2.1	4.3	27.7	66.0
3. I could have been as effective on this mission without using interpreter(s).	47	1.8	0.98	19.7	44.7	44.7	-	8.5	2.1
4. The interpreter(s) that I used on this mission was (were) trustworthy.	47	3.6	0.99	66.0	-	19.1	14.9	48.9	17.0
5. The interpreter(s) that I used on this mission was (were) competent.	47	3.8	0.94	69.1	-	14.9	12.8	53.2	19.1
6. I feel that during this mission, I was too dependent on interpreters.	47	4.1	0.99	76.6	-	10.6	12.8	36.2	40.4
7. My unit frequently uses interpreters when outside the normal AOR.	47	4.5	0.66	87.8	-	-	8.5	31.9	59.6

Table E26: Beliefs about Proficiency.

<b>Directions: Respond to the following items based on your skills related to your official or required language.</b>		
<b>1. Do you have any level of proficiency in a language other than English?</b>	<b>N</b>	<b>Percentage</b>
Yes	107	90.7
No	11	9.3

Table E27: Beliefs about Proficiency.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	115	2.8	1.14	44.8	13.9	29.6	26.1	24.3	6.1
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	115	3.7	1.37	67.0	9.6	12.2	20.0	17.4	40.9
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	114	3.1	1.40	52.0	17.5	19.3	21.9	20.2	21.1

Table E28: Official Language Testing.

<b>1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	77	72.0
No	30	28.0
<b>2. Are you currently required to take the DLPT annually?</b>	<b>N</b>	<b>Percentage</b>
Yes	41	56.2
No	32	43.8

Table E29: Official Language Testing.

<b>3. What is your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
Dari	2	2.6
French	8	10.4
German	2	2.6
Indonesian	1	1.3
Korean	5	6.5
Modern Standard Arabic	13	16.9
Pashtu	1	1.3
Persian-Farsi	1	1.3
Russian	4	5.2
Spanish	26	33.8
Tagalog (Filipino)	3	3.9
Thai	4	5.2
Urdu	1	1.3
Italian	1	1.3
Miscellaneous CAT III	2	2.6
Miscellaneous CAT IV	3	3.9

Table E30: Official Language Testing.

<b>4. When was the last time that you took the DLPT in your current official or required AOR language?</b>	<b>N</b>	<b>Percentage</b>
2004	15	20.5
2003	25	34.2
2002	19	26.0
2001	9	12.3
Prior to 2001	5	6.8
<b>5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)</b>	<b>N</b>	<b>Percentage</b>
0	2	2.8
0+	11	15.5
1	11	15.5
1+	9	12.7
2	12	16.9
2+	10	14.1
3	16	22.5
<b>6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)</b>	<b>N</b>	<b>Percentage</b>
0	2	2.8
0+	4	5.6
1	11	15.5
1+	6	8.5
2	11	15.5
2+	16	22.5
3	21	29.6



Table E31: Official Language Testing.

<b>5. Have you ever taken an Oral Proficiency Interview (OPI)?</b>	<b>N</b>	<b>Percentage</b>
Yes	32	41.6
No	45	58.4

Table E32: Official Language Testing.

		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
6.	The content of the DLPT is clearly related to what I do during deployment.	75	2.7	1.19	43.0	16.0	34.7	16.0	28.0	5.3
7.	My DLPT scores accurately reflect my ability to use language while on the job.	76	3.1	1.28	51.6	14.5	22.4	17.1	34.2	11.8
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	76	3.6	1.15	63.8	5.3	14.5	22.4	35.5	22.4
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	70	2.3	1.10	31.4	25.7	41.4	20.0	7.1	5.7
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	73	1.3	0.76	7.5	79.5	16.4	1.4	-	2.7
11.	I have memorized the answers to the DLPT since it never changes.	72	1.5	0.93	12.2	69.4	22.2	1.4	4.2	2.8
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	52	3.7	1.07	68.3	3.8	5.8	32.7	28.8	28.8

Table E33: Foreign Language Proficiency Pay.

<b>Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)</b>		
<b>1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?</b>	<b>N</b>	<b>Percentage</b>
Yes	30	28.3
No	76	71.7
<b>2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?</b>	<b>N</b>	<b>Percentage</b>
Yes	14	13.2
No	92	86.8

Table E34: Foreign Language Proficiency Pay.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. FLPP motivates me to acquire new language skills during personal time.	98	3.1	1.38	53.6	15.3	21.4	18.4	23.5	21.4
4. FLPP motivates me to maintain my current level of language skills during personal time.	95	3.2	1.39	54.7	16.8	15.8	21.1	24.2	22.1
5. Procedures for allocating FLPP are fair.	92	2.6	1.20	39.7	25.0	19.6	32.6	17.4	5.4
6. Procedures for receiving FLPP are straight-forward and simple.	91	2.5	1.17	38.7	24.2	23.1	30.8	17.6	4.4
7. I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	90	2.3	1.16	33.3	32.2	23.3	25.6	16.7	2.2

Table E35: Foreign Language Proficiency Pay.

<b>8. FLPP would be more motivating if.... (check all that apply)</b>	<b>N</b>	<b>Percentage</b>
The amounts were increased (e.g. more money).	78	66.1
It was paid for lower proficiency levels.	46	39.0
It was paid once per year as a bonus.	15	12.7
We could get FLPP for speaking proficiency.	62	52.5
The Unit would provide more resources for language training.	82	69.5
The Unit would provide more time for language training.	74	62.7
I had been trained to a higher level during initial acquisition.	51	43.2

Table E36: Language Training.

<b>1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?</b>	<b>N</b>	<b>Percentage</b>
Initial Acquisition Training	31	26.3
Sustainment/Enhancement Training	11	9.3
Both of the above	10	8.5
Neither of the above	66	55.9
<b>2. Have you participated in military-provided immersion training?</b>	<b>N</b>	<b>Percentage</b>
Yes	16	13.6
No	102	86.4
<b>3. Have you EVER received language training paid for and/or sponsored by the military or government?</b>	<b>N</b>	<b>Percentage</b>
Yes	62	52.5
No	56	47.5

Table E37: Initial Acquisition Language Training.

<b>Directions: Answer the following questions about your initial acquisition language training in your official or required language.</b>		
<b>1. What was the source of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	19	46.3
USAJFKSWCS	14	34.1
Unit/Command Language Program (CLP)	8	19.5
DLI (at Washington, DC)	-	-
<b>2. What was the instructional mode of your initial acquisition language training?</b>	<b>N</b>	<b>Percentage</b>
Classroom	38	92.7
Classroom followed by immersion	1	2.4
DL (i.e., distance/distributive learning)	2	4.9

Table E38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	40	4.3	0.73	83.1	-	2.5	7.5	45.0	45.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	40	3.0	1.21	50.6	10.0	30.0	17.5	32.5	10.0
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	40	4.1	1.10	76.9	2.5	12.5	2.5	40.0	42.5
6.	My instructor was knowledgeable about how the language is currently used.	40	4.4	0.90	85.0	2.5	2.5	5.0	32.5	57.5
7.	The instructor encouraged students to speak in the target language.	40	4.7	0.57	91.9	-	-	5.0	22.5	72.5

Table E39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	41	4.1	0.75	76.8	-	4.9	9.8	58.5	26.8
9.	The curriculum included slang and/or street language.	41	2.9	1.13	48.2	9.8	34.1	12.2	41.5	2.4
10.	The materials used in training were free from error.	41	2.4	1.18	35.4	29.3	26.8	17.1	26.8	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	41	4.1	1.00	78.0	-	12.2	7.3	36.6	43.9
12.	The curriculum covered the vocabulary necessary for my job and missions.	41	3.3	1.27	57.3	9.8	22.0	14.6	36.6	17.1
13.	The curriculum was pre-packaged and not customized to SOF.	41	3.4	1.22	59.8	7.3	19.5	19.5	34.1	19.5
14.	The course would have been more effective if we had covered less content in more detail.	40	2.8	1.20	45.6	15.0	30.0	17.5	32.5	5.0

Table E40: Sustainment/Enhancement Language Training.

<b>Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.</b>		
<b>1. What was the source of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
DLI (at Monterey, California)	1	4.8
Unit/Command Language Program (CLP)	20	95.2
DLI (at Washington, DC)	-	-
Self-Study	-	-
<b>2. What was the instructional mode of your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Language Lab	3	14.3
Distance Learning (DL)	2	9.5
College classes	1	4.8
Immersion	1	4.8
Classroom (DLI/Unit)	10	47.6
Language days/activities	1	4.8
Tutoring	3	14.3
<b>3. Did you have an instructor for your sustainment/enhancement language training?</b>	<b>N</b>	<b>Percentage</b>
Yes	15	71.4
No	6	28.6

Table E41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	14	3.6	0.94	64.3	7.1	-	28.6	57.1	7.1
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	14	2.4	1.28	35.7	21.4	50.0	-	21.4	7.1
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	15	3.7	0.96	68.3	-	20.0	-	66.7	13.3
7.	My instructor was knowledgeable about how the language is currently used.	15	4.3	0.49	83.3	-	-	-	66.7	33.3
8.	The instructor encouraged students to speak in the target language.	15	4.5	0.64	88.3	-	-	6.7	33.3	60.0



Table E42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	20	3.5	0.83	62.5	-	20.0	10.0	70.0	-
10.	The curriculum included slang and/or street language.	20	3.2	0.99	53.8	-	35.0	20.0	40.0	5.0
11.	The materials used in training were free from error.	19	3.0	0.94	50.0	5.3	26.3	31.6	36.8	-
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	20	3.4	1.23	58.8	10.0	20.0	5.0	55.0	10.0
13.	The curriculum covered the vocabulary necessary for my job and missions.	20	3.3	1.02	56.3	5.0	20.0	25.0	45.0	5.0
14.	The curriculum was pre-packaged and not customized to SOF.	20	3.4	1.18	58.8	-	35.0	15.0	30.0	20.0
15.	The course would have been more effective if we had covered less content in more detail.	20	3.0	1.12	50.0	10.0	30.0	10.0	50.0	-

Table E43: Immersion Training.

<b>Directions: When answering these questions, think about the most recent immersion training that you have had.</b>		
<b>1. How many weeks was your immersion training?</b>	<b>N</b>	<b>Percentage</b>
0-2 weeks	4	25.0
3-4 weeks	6	37.5
5-6 weeks	1	6.3
7-10 weeks	1	6.3
11-20 weeks	3	18.8
21-30 weeks	1	6.3
<b>3. What kind of immersion training was it?</b>	<b>N</b>	<b>Percentage</b>
Iso-immersion (i.e., CONUS)	7	43.8
Immersion training (i.e., OCONUS)	9	56.3

Table E44: Immersion Training.

<b>4. What language were you studying during immersion training?</b>	<b>N</b>	<b>Percentage</b>
French	3	18.8
Korean	1	6.3
Modern Standard Arabic	4	25.0
Russian	1	6.3
Spanish	6	37.5
Miscellaneous CAT IV	1	6.3

Table E45: Immersion Training.

	N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
					Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. My language proficiency improved as a result of immersion training.	16	3.9	0.89	71.9	-	12.5	6.3	62.5	18.8
6. I would have benefited more from immersion training if my initial proficiency was higher.	16	3.8	0.83	70.3	-	12.5	6.3	68.8	12.5
7. Immersion training is the most effective way to acquire language skills.	16	4.4	0.72	84.4	-	-	12.5	37.5	50.0
8. I think that OCONUS immersion training is a boondoggle.	13	2.2	1.17	30.8	30.8	30.8	30.8	-	7.7

Table E46: Training Effectiveness on Deployment.

<b>Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)</b>		
<b>1. Please indicate your most recent training experience in which you were deployed in that language after training:</b>	<b>N</b>	<b>Percentage</b>
Initial acquisition language training	35	51.5
Sustainment/enhancement training in official or required AOR language	12	17.6
Pre-deployment training in language outside AOR (e.g., GWOT language)	21	30.9

Table E47: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	61	3.2	1.18	54.9	11.5	18.0	18.0	44.3	8.2
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	61	2.8	1.30	45.1	19.7	29.5	8.2	36.1	6.6
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	61	3.2	1.31	56.1	14.8	18.0	8.2	45.9	13.1
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	60	3.0	1.28	49.2	15.0	26.7	15.0	33.3	10.0
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	61	2.5	1.12	36.5	21.3	37.7	16.4	23.0	1.6
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	60	4.3	0.91	82.5	-	8.3	5.0	35.0	51.7

Table E48: Training Effectiveness on Deployment.

<b>Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).</b>										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	62	3.2	1.22	54.4	12.9	16.1	22.6	37.1	11.3
9.	While deployed, I found that I received incorrect information during language training.	59	2.7	1.22	42.8	15.3	37.3	16.9	22.0	8.5

Table E49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	118	4.2	1.30	79.9	10.2	4.2	2.5	22.0	61.0
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	110	2.9	1.20	48.0	12.7	27.3	25.5	24.5	10.0
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	113	3.6	1.08	65.7	3.5	15.0	16.8	44.2	20.4
4.	I do not put much effort into language training.	112	2.6	1.21	39.1	20.5	34.8	20.5	16.1	8.0
5.	I want to succeed in language training so that I will do well on missions.	115	4.5	0.65	88.7	0.9	-	3.5	34.8	60.9
6.	I am motivated to succeed in language training because I want to receive FLPP.	116	3.3	1.23	56.5	8.6	20.7	25.9	25.9	19.0
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	109	4.2	0.98	79.1	1.8	6.4	10.1	36.7	45.0
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	112	3.5	1.27	61.4	8.0	17.0	23.2	25.0	26.8
9.	Language training will make a good addition to my resume.	116	4.2	0.86	80.8	1.7	0.9	14.7	37.9	44.8
10.	My chain of command cares about my language proficiency.	114	2.7	1.12	42.3	18.4	23.7	31.6	22.8	3.5

Table E50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	75	3.3	1.23	56.7	8.0	20.0	30.7	20.0	21.3
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	103	2.4	1.04	35.4	23.3	30.1	28.2	18.4	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	103	3.0	0.98	50.0	2.9	33.0	31.1	27.2	5.8
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	104	3.0	1.16	50.0	8.7	32.7	16.3	34.6	7.7
15.	I would put more effort into language training if the resources were more accessible.	113	4.4	0.81	84.1	0.9	2.7	8.0	36.3	52.2
16.	Selection for OCONUS immersion training is fair.	93	2.5	1.12	38.4	24.7	18.3	38.7	15.1	3.2
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	110	4.5	0.63	87.0	-	-	7.3	37.3	55.5
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	99	3.6	0.94	64.9	2.0	6.1	41.4	31.3	19.2
20.	My command thinks that OCONUS immersion training is a boondoggle.	84	3.5	1.00	61.9	2.4	9.5	46.4	21.4	20.2
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	93	2.5	1.01	37.4	19.4	28.0	38.7	11.8	2.2

Table E51: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?</b>		<b>N</b>	<b>Percentage</b>
	Yes	44	75.9
	No	14	24.1



Table E52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	60	4.2	0.98	79.2	-	8.3	15.0	28.3	48.3
3.	I would be likely to use TDT options if they were available.	61	4.0	0.74	75.4	-	6.6	6.6	65.6	21.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	60	3.9	0.87	72.9	-	10.0	11.7	55.0	23.3
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	61	4.3	0.74	82.4	-	3.3	6.6	47.5	42.6
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	58	4.1	0.93	76.7	-	6.9	19.0	34.5	39.7
7.	I believe that TDT is an effective way to learn language skills.	60	3.2	0.95	55.0	1.7	28.3	21.7	45.0	3.3
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	60	3.9	0.86	73.3	-	10.0	10.0	56.7	23.3
9.	I believe that TDT is only effective when trainees are motivated.	61	4.2	0.79	79.9	-	4.9	8.2	49.2	37.7
10.	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.	59	1.8	0.99	19.1	50.8	33.9	3.4	11.9	-
11.	I would participate in SOFTS if I had the opportunity.	61	4.2	0.77	79.9	-	3.3	11.5	47.5	37.7

Table E53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	58	3.2	1.13	56.0	6.9	20.7	25.9	34.5	12.1
13.	Allows you to complete training at your own pace.	58	3.4	1.09	60.8	6.9	13.8	20.7	46.6	12.1
14.	Reduces external pressures such as live instructors or peers	58	2.6	1.14	40.5	20.7	24.1	31.0	20.7	3.4

Table E54: Technology-Delivered Training.

<b>Directions: Answer the following questions regarding your opinions and experiences with technology.</b>			
<b>15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?</b>		<b>N</b>	<b>Percentage</b>
Yes		4	7.1
No		52	92.9
<b>16. Have you ever used the Phraselator?</b>		<b>N</b>	<b>Percentage</b>
Yes		4	6.6
No		57	93.4
<b>17. Have you ever used the VRT?</b>		<b>N</b>	<b>Percentage</b>
Yes		2	3.3
No		59	96.7
<b>18. Have you ever used S-Minds?</b>		<b>N</b>	<b>Percentage</b>
Yes		-	-
No		61	100.0

Table E55: 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.	33	2.7	0.95	42.4	15.2	15.2	57.6	9.1	3.0
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	31	2.7	0.94	41.9	16.1	16.1	51.6	16.1	-
21.	I believe that MLT shows promise for the future.	35	3.1	1.03	51.4	11.4	8.6	48.6	25.7	5.7
22.	I believe that MLT cannot replace language trained operators.	40	4.1	0.99	76.3	2.5	-	30.0	25.0	42.5

Table E56: Organizational Climate and Support.

<b>Directions: Answer the following questions regarding organizational climate and support.</b>							
<b>Rate your command on how well it does on each of the following:</b>		<b>N</b>	<b>Percentage (%) of Responses</b>				
			<b>A (Excellent)</b>	<b>B (Above Average)</b>	<b>C (Average)</b>	<b>D (Below Average)</b>	<b>F (Fail)</b>
1.	Allocating duty hours/weeks to language training or language practice.	115	-	7.8	26.1	21.7	44.3
2.	Encouraging the use of your language during non-language training.	116	0.9	9.5	20.7	28.4	40.5
3.	Placing command emphasis on language proficiency.	116	6.0	11.2	24.1	28.4	30.2
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	116	0.9	12.1	21.6	30.2	35.3
5.	Providing recognition and awards related to language.	116	3.4	6.0	17.2	25.0	48.3
6.	Providing language learning materials.	116	0.9	12.9	27.6	30.2	28.4
7.	Ensuring quality language instruction is available.	115	2.6	9.6	21.7	31.3	34.8
8.	Ensuring pre-deployment training is available.	116	1.7	12.9	26.7	31.0	27.6
9.	Placing command emphasis on taking the DLPT on time.	115	7.0	11.3	28.7	25.2	27.8
10.	Finding ways to increase time for language training.	115	0.9	7.0	27.0	21.7	43.5
11.	Ensuring that personnel in language training are not pulled for non-critical details.	116	2.6	6.9	37.9	19.8	32.8

Table E57: Language and Attrition.

<b>Directions: Answer the following questions regarding language and its relation to attrition.</b>										
		<b>N</b>	<b>5 point mean</b>	<b>Standard deviation</b>	<b>100 point mean</b>	<b>Percentage (%) of Responses</b>				
						<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1.	I intend to leave SOF if I am unable to get the language training I need.	104	2.2	1.15	30.3	29.8	39.4	17.3	6.7	6.7
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	97	2.8	1.44	45.6	22.7	26.8	14.4	17.5	18.6
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	94	2.9	1.38	48.4	18.1	23.4	25.5	12.8	20.2
4.	I intend to leave SOF if language requirements are increased.	102	1.8	0.86	19.1	43.1	43.1	9.8	2.0	2.0
5.	I am likely to re-enlist in SOF.	91	3.9	1.20	72.8	7.7	1.1	26.4	22.0	42.9

Table E58: Demographics.

<b>To which military branch of service are you assigned?</b>	<b>N</b>	<b>Percentage</b>
Air Force	-	-
Army	118	-
Navy	-	-
<b>Have you been deployed with a SOF Unit in the past four (4) years?</b>	<b>N</b>	<b>Percentage</b>
Yes	82	69.5
No	36	30.5
<b>How many years of total service in SOF do you have?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	11	9.3
1-4 years	32	27.1
5-8 years	33	28.0
9-12 years	13	11.0
12-16 years	11	9.3
17-20 years	10	8.5
More than 20 years	8	6.8
<b>How long have you been working in your current job?</b>	<b>N</b>	<b>Percentage</b>
Less than one year	23	19.5
1-4 years	53	44.9
5-8 years	23	19.5
9-12 years	11	9.3
12-16 years	2	1.7
17-20 years	3	2.5
More than 20 years	3	2.5

Table E59: Demographics.

<b>What is your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Chinese-Mandarin	1	0.9
Dari	4	3.5
French	13	11.4
German	4	3.5
Indonesian	1	0.9
Korean	6	5.3
Modern Standard Arabic	24	21.1
Pashtu	1	0.9
Persian-Farsi	6	5.3
Russian	9	7.9
Serbian-Croatian	1	0.9
Spanish	31	27.2
Tagalog (Filipino)	3	2.6
Thai	6	5.3
Miscellaneous CAT III	2	1.8
Miscellaneous CAT IV	2	1.8

Table E60: Demographics.

<b>What other languages are you proficient in besides your current official or required language?</b>	<b>N</b>	<b>Percentage</b>
Chinese-Mandarin	4	3.1
Dari	3	2.4
French	19	15.0
German	19	15.0
Korean	2	1.6
Modern Standard Arabic	7	5.5
Pashtu	3	2.4
Persian-Farsi	3	2.4
Portuguese (Brazilian)	2	1.6
Russian	10	7.9
Serbian-Croatian	7	5.5
Spanish	25	19.7
Turkish	1	0.8
Urdu	2	1.6
Vietnamese	1	0.8
Japanese	1	0.8
Italian	3	2.4
Miscellaneous CAT I	2	1.6
Miscellaneous CAT III	9	7.1
Miscellaneous CAT IV	4	3.1



Table E61: Demographics.

<b>How long have you been deployed in the last 12 months?</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	42	35.6
1-2 months	13	11.0
3-4 months	5	4.2
5-6 months	8	6.8
More than 6 months	50	42.4
<b>How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	30	25.6
1-2 times	36	30.8
3-4 times	9	7.7
5-6 times	10	8.5
More than 6 times	32	27.4
<b>How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.</b>	<b>N</b>	<b>Percentage</b>
Have not been deployed	28	23.7
1-2 times	56	47.5
3-4 times	15	12.7
5-6 times	6	5.1
More than 6 times	13	11.0

Table E62: Demographics.

<b>Which operator type best describes you?</b>	<b>N</b>	<b>Percentage</b>
SF RC	48	40.7
CA RC	46	39.0
PSYOP RC	24	20.3

Table E63: Demographics.

<b>What is your grade?</b>	<b>N</b>	<b>Percentage</b>
E2	1	0.9
E3	2	1.8
E4	9	7.9
E5	17	14.9
E6	24	21.1
E7	17	14.9
E8	11	9.6
E9	1	0.9
WO-02	1	0.9
WO-03	1	0.9
O-1	1	0.9
O-2	1	0.9
O-3	2	1.8
O-4	14	12.3
O-5	12	10.5

Table E64: Demographics.

<b>Are you currently on active duty?</b>	<b>N</b>	<b>Percentage</b>
Yes	48	40.7
No	70	59.3
<b>Are you a member of the Reserves/National Guard?</b>	<b>N</b>	<b>Percentage</b>
Yes	114	96.6
No	4	3.4

## Appendix F: 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.

***Unit Leadership Survey Report (Technical Report # 20040604)****Purpose*

The purpose of this report was to present findings from a survey designed and administered to members of unit leadership. This group included individuals classified as unit commanders, senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), staff officers, and command language program managers (CLPMs). The survey attempted to gather information regarding

attitudes toward language use on deployment, interpreters, deployments outside of their unit/command's AOR, language training received by members of their unit/command, official language testing, FLPP, technology, organizational support, attitudes toward SOFLO, and attrition intentions by members of their unit/command.

### *Participants*

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*

- All unit leadership groups 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.
- Unit leaders do not believe that personnel arrive at their command mission capable in their AOR language after receiving initial acquisition language training.
- Many unit leaders were dissatisfied with the quality of their CLP and believe that more money needs to be invested in the CLP.
- Immersion training was indicated as the best mode for sustainment and enhancement language training.
- Unit leaders placed a high level of importance on DLPT scores, but did not believe the DLPT is highly related to mission performance. This is most likely because it is an official requirement.
- Unit leaders did not believe that FLPP was an effective motivator for personnel, although they agreed that the procedures for assigning FLPP uphold the intent of motivating proficiency.
- Unit leadership groups 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.
- CLPMs indicated that their unit/command leadership speaks to the importance of language and also indicated that they are aware that their provision of resources to personnel has an impact on the command's reputation.

### ***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 moderately effective 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 G: Layman's Understanding of ILR Language Skill Level D

### 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 H: 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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