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14. ABSTRACT This study is one component of the SOF Language Transformation Strategy Needs Assessment Project. The larger study consisted of 21 focus groups conducted at units across the SOF community and several issue-oriented surveys conducted via the Web. This report provides findings for AFSOC personnel who responded to the SOF Operator Survey (N = 41). Among other findings, AFSOC personnel expressed a need for 'Military-technical vocabulary' on their missions, which seem to be primarily focused on training or teaching others. AFSOC personnel indicated the common mission on their most recent deployment was Foreign Internal Defense (FID), and that FID missions require both 'Listening skills' and 'Military-specific language.' AFSOC personnel reported using their language skills frequently and indicated that they felt prepared for the most recent mission in terms of language and cultural understanding. However, AFSOC personnel did not feel as confident in their ability to use military terminology and conversational skills as they do satisfying minimum language requirements. AFSOC personnel relied on interpreters as a way to compensate for weaker language skills.					
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**Special Operations Forces
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Needs Assessment Project: Air
Force 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 AFSOF personnel who responded to the *SOF Operator Survey*¹, 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 AFSOF 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.

¹ 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*² 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*². 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).

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 AFSOF personnel who responded to the *SOF Operator Survey*² 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*² was developed for the purpose of assessing responses from SOF personnel, the data presented in this report will focus primarily on the responses from AFSOF personnel. 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

- AFSOF personnel reported that ‘Military-technical language’ is the most important ($M = 86.5$) and most frequently used ($M = 87.0$) language function.
- Eighty eight percent of AFSOF personnel who responded to the survey indicated the need for a level of communication that can be classified as ‘Intermediate’ or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix I for a Layman’s Understanding of ILR Language Skill Level Descriptions).

2. Mission-Based Language Requirements

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

- AFSOF personnel in our study primarily engage in Foreign Internal Defense (FID) missions both inside and outside their AOR.
- The two most frequently used skills on their most recent deployment as reported by AFSOF personnel were ‘Listening skills’ ($M = 84.4$) followed by ‘Military-specific language’ ($M = 76.0$).
- AFSOF personnel indicated that the most important aspect of language proficiency on the most recent deployment was ‘Building rapport’ ($M = 88.5$) followed closely by ‘Training or teaching others’ ($M = 86.5$) and ‘Maintaining control in hostile confrontations’ ($M = 86.5$).
- AFSOF personnel reported that they used language skills frequently while on the most recent deployment inside of their AOR ($M = 95.8$) and indicated more often than not that they were well-prepared for their most recent deployment in terms of language and cultural understanding ($M = 66.3$).
- AFSOF personnel reported being less prepared for deployments outside of their AOR than for deployments inside of their AOR in terms of language-related requirements. For example, AFSOF personnel reported that they were unable to meet the language-related requirements of their most recent mission outside of their AOR ($M = 36.5$).

3. Use of Interpreters

- AFSOF personnel reported a strong reliance on interpreters both inside and outside of their AOR.
- AFSOF personnel indicated that they would not be as effective on their missions without using an interpreter ($M = 32.1$).

4. Beliefs about Proficiency

- AFSOF personnel reported higher levels of confidence in their ability to satisfy minimum language requirements, but less confidence in their ability to use military terminology or to participate in informal topics in their required AOR language.

5. Official Language Testing

- AFSOF personnel indicated neutral attitudes toward the Defense Language Proficiency Test (DLPT). For example, AFSOF personnel slightly disagreed that the DLPT was related to their job duties, but also slightly agreed that the DLPT could predict successful language use in the field.
- AFSOF personnel indicated that they took the DLPT seriously. For example, AFSOF personnel strongly disagreed ($M = 2.8$) that they marked the same answer to the DLPT since it never changes.

6. Foreign Language Proficiency Pay (FLPP)

- AFSOF personnel who currently receive FLPP rate it more positively and believe the system is fairer than those who do not currently receive FLPP.
- AFSOF personnel do not believe that the amount of FLPP reflects the effort required to maintain language skills.

- AFSOF personnel suggested increasing the amount of FLPP, paying for speaking proficiency, and increasing the availability of training as good ways to increase the motivating effect of FLPP.

7. Language Training

- AFSOF 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.
- AFSOF personnel indicated that the primary emphasis in their initial acquisition language training was on formal language rather than slang/street language. However, AFSOF personnel indicated that their sustainment/enhancement language training placed more emphasis on slang/street language than their initial acquisition training.
- AFSOF personnel indicated favorable attitudes toward immersion training.
- 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 language training was not substantial enough for them to be effective on missions.
- AFSOF personnel indicated lack of resources and lack of time as the major barriers to language training.
- AFSOF personnel indicated that official language training was important and that they were most motivated to do well in language training so that they would be successful on their missions and because they are accountable to their team.

8. Use of Technology

- AFSOF personnel indicated that technology-delivered training (TDT) would be most effective as a supplement for traditional training, but should not be used to replace traditional training.
- AFSOF personnel had negative opinions of Machine Language Translation (MLT) and indicated that MLT should not replace human instructors or human linguists.

9. Organizational Climate and Support

- AFSOF personnel rated their chains of command negatively in terms of how well they provided support for language and language training.
- Areas that were rated the most negatively included: providing awards and recognition related to language training, finding ways to increase time for language training, and allocating duty time for training.
- Areas that were rated more favorably (but still negatively) were: providing support to help personnel acquire and maintain enough proficiency to qualify for FLPP, providing language learning materials, and ensuring that personnel in language training are not pulled for non-critical details.

10. Language and Attrition

- Few AFSOF personnel indicated that they had intentions to leave SOF.

- AFSOF operators did not indicate that language concerns played a role in their decision to re-enlist in SOF.
- AFSOF personnel with more tenure reported being less likely to leave SOF than those with less tenure.

In summary, AFSOF personnel expressed a need for ‘Military-technical vocabulary’ on their missions, which seem to be primarily focused on training or teaching others. AFSOF personnel indicated that the common mission on their most recent deployment was Foreign Internal Defense (FID), and that these missions require both ‘Listening skills’ and ‘Military-specific language.’ AFSOF personnel reported using their language skills frequently and indicated that they felt prepared for the most recent mission in terms of language and cultural understanding. However, AFSOF personnel did not feel as confident in their ability to use military terminology and conversational skills as they do satisfying minimum language requirements. Findings suggest that AFSOF personnel relied on interpreters as a way to compensate for weaker language skills.

The major complaint regarding language training was that it 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. AFSOF personnel recognized the importance of language training, but indicated that there were many barriers to training, including lack of resources and time dedicated to training. AFSOF personnel also indicated that while their command cares about language training, they do not provide the necessary support to achieve goals associated with language training. AFSOF personnel disagreed that technology-delivered training would be a feasible replacement for traditional training although they agreed that it could be a useful supplement that may alleviate some of the challenges associated with traditional training.

AFSOF personnel expressed a neutral attitude toward language testing, specifically toward the DLPT. A possible reason for this trend could be that the DLPT does not measure the facets of language that AFSOF personnel feel are the most important. AFSOF personnel primarily train and teach others on their missions. This requires the use of strong speaking skills, which are not assessed on the DLPT. Additionally, FLPP was not seen as a highly motivating factor for maintaining their proficiency. This is logical, given that FLPP is linked directly to their performance on the DLPT. AFSOF personnel indicated that increasing the amount of training they received would increase their motivation. Currently, AFSOF personnel reported being more motivated by the desire to do well on missions than by monetary rewards.

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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 Air Force personnel who responded to the *SOF Operator Survey*³. 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

³ 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 Air Force personnel who responded to the *SOF Operator Survey*⁴. 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 AFSOF results 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 E for contact information).

⁴ 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*⁵. 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

⁵ 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*⁶ 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*⁶. 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).

Although there were many other respondents to this survey, due to the fact that the *SOF Operator Survey*⁶ 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 AFSOF personnel indicated between 1-4 years (34.5%), between 5-8 years (27.6%) and between 12-16 years (24.1%). When asked to indicate the length of time that they had been working in their current job, 6.9% of AFSOF personnel indicated less than one year, 58.6% indicated 1-4 years, and

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

24.1% indicated 5-8 years. The remaining respondents (10.2%) indicated working in their current job more than nine years.

A large percentage of respondents (86.2%) 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, 10.3% indicated that they had not been deployed in the last 12 months, 31.0% indicated that they had been deployed for 1-2 months, 34.5% indicated that they had been deployed for 3-4 months, and 24.1% indicated that they had been deployed for 5-6 months. No respondents indicated that they had been deployed for more than six months.

AFSOF 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, 6.9% of respondents indicated that they had not been deployed, 24.1% indicated that they had been deployed 1-2 times, 13.8% indicated that they had been deployed 3-4 times, 10.3% indicated that they had been deployed 5-6 times, and 44.8% indicated that they had been deployed more than six times. In terms of deployments outside of their AOR, 20.7% of respondents indicated that they had not been deployed, 10.3% indicated that they had been deployed 1-2 times, 17.2% indicated that they had been deployed 3-4 times, 6.9% indicated that they had been deployed 5-6 times, and 44.8% indicated that they had been deployed more than six times.

Of the AFSOF personnel who responded to the survey, 50.0% indicated that their official or required language was Spanish, 14.3% indicated that their official or required language was French, and 10.7% indicated that their official or required language was Modern Standard Arabic. The remaining AFSOF respondents indicated a variety of other languages.

When asked to indicate their rank, 14.8% of respondents indicated E5, 25.9% indicated E6, 18.5% indicated E7, 11.1% indicated O-3, 22.2% indicated O-4, and 7.4% indicated O-5.

For a complete reporting of the demographics for AFSOF personnel, please see APPENDIX B, Tables B58-B62.

INTERPRETING THE RESULTS

This report is designed to present the results from Air Force personnel who responded to the *SOF Operator Survey*⁷, 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 group 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).

⁷ 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 or Air Force other).

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

Interpreting Survey Scales

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

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

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

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

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

There are several appendices included at the end of the report which contain the survey questions and the relevant descriptive statistics for each item. This information is presented in a series of 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: Overall Air Force
- Appendix B: AFSOF 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 C 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 AFSOF personnel who responded to the *SOF Operator Survey*⁴ 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 AFSOF 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 C).

Although there were several groups of 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 AFSOF personnel who responded to the survey. It is important to note that although there is a fairly high percentage of AFSOF personnel who responded to this survey, the AFSOF sample is small in an absolute sense. Therefore, the results presented in the following sections should be interpreted with caution.

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 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 Air Force respondents to this section, please see Appendix A, Tables A1-A9. For further information regarding AFSOF personnel's responses, see Appendix B, Tables B1-B9.

Respondents

Respondents received this section only if they indicated that they had been deployed with a SOF unit within the past four years. A total of 32 respondents answered this section. Twenty-five were classified as AFSOF personnel, while nine were categorized as Air Force other.

Summary/Abstract

Respondents were asked to rate the frequency and importance of various functions of language proficiency. The most frequently used function, as well as the most important, was 'Military-technical vocabulary.' This frequency and importance of this type of vocabulary was further emphasized in the open-ended responses, where teaching/training tasks were the most frequently identified as ways in which language and cultural skills are used on deployment. 'Giving commands' was the least frequently used dimension, while using 'Slang/street language' was identified as the least important dimension. The majority of AFSOF personnel indicated that an 'Advanced Communication' level was ideal for their tasks, while the majority of other Air Force respondents indicated that an 'Intermediate Communication' level would be ideal.

Findings

Of the foreign language skills listed in Table 1.1, AFSOF personnel rated 'Military-technical vocabulary' as the most frequent with a mean of 87.0 on a 100-point scale (see INTERPRETING THE RESULTS for further information about this scale). 'Military-technical vocabulary' was also indicated by AFSOF personnel as the most important of the various language functions ($M = 86.5$). See Figure 1.1 for a visual representation of these findings. The importance and frequent use of military-technical vocabulary was further emphasized in responses to the open-ended item in this section (Table 1.3), which asked respondents to list ways they used language skills on deployment. The most frequently listed tasks were teaching and training allies, which requires the use of military-technical vocabulary.

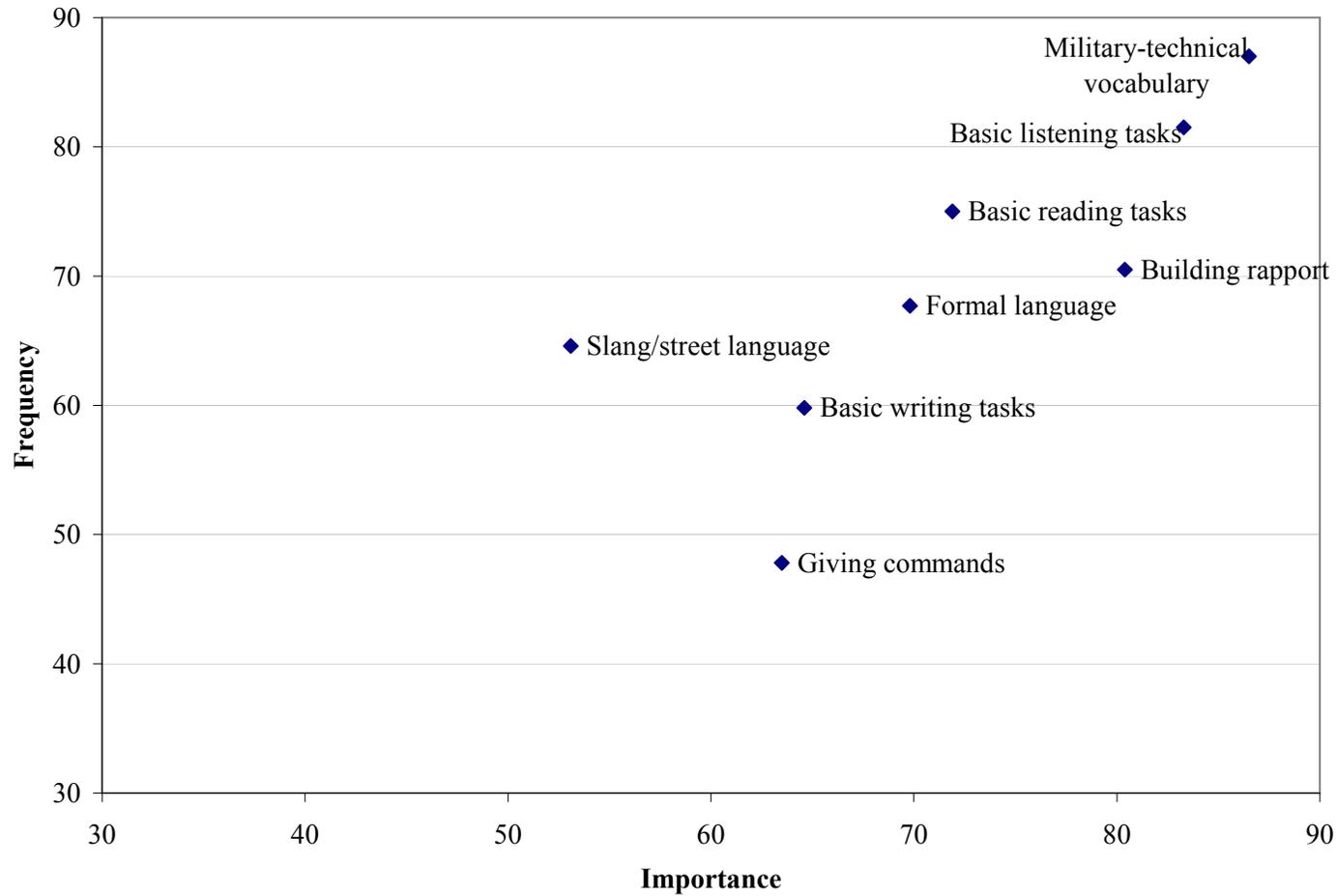
'Listening tasks' received the second-highest ratings from AFSOF personnel for frequency of occurrence ($M = 81.5$) and importance ($M = 83.3$) on deployments. The lowest-rated item for frequency of use while on deployment was 'Giving commands' ($M = 47.8$). The lowest-rated item for importance ($M = 53.1$) of use while deployed was the use of 'Slang/street language.'

As presented in Table 1.2, 88% of AFSOF personnel and all other Air Force respondents 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 D 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 AFSOF personnel (44.0%) indicated 'Advanced Communication' as the level of language proficiency ideal for typical tasks and duties. 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. The majority of other Air Force respondents (42.9%) indicated that 'Intermediate Communication' would be the ideal level of proficiency for typical tasks and duties.

Figure 1.1 General Language Requirements: AFSOF Personnel⁸



⁸ The values in this graph are 100-point means.

Table 1.1 Typical foreign language usage while deployed

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale] ⁹		
Slang/street language ¹⁰			
Frequency	66.9	64.6	75.0
Importance	58.1	53.1	75.0
Giving commands ¹¹			
Frequency	45.0	47.8	35.7
Importance	63.7	63.5	64.3
Formal language ¹²			
Frequency	62.9	67.7	46.4
Importance	65.3	69.8	50.0
Building rapport ¹³			
Frequency	69.8	70.5	67.9
Importance	78.3	80.4	71.4
Military-technical vocabulary ¹⁴			
Frequency	84.2	87.0	75.0
Importance	81.5	86.5	64.3

⁹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

¹⁰ Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.

¹¹ Example: "Get down!" or "Drop the weapon!"

¹² Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.

¹³ Example: The initial meeting with the local militia leader.

¹⁴ Example: Training local mechanics, policemen, or soldiers.

Table 1.1 Typical foreign language usage while deployed (cont.)

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
		[Mean values on 100 point scale] ¹⁵	
Basic reading tasks ¹⁶			
Frequency	73.4	75.0	67.9
Importance	70.2	71.9	64.3
Basic writing tasks ¹⁷			
Frequency	51.7	59.8	25.0
Importance	58.9	64.6	39.3
Basic listening tasks ¹⁸			
Frequency	76.7	81.5	60.7
Importance	79.0	83.3	64.3

¹⁵ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

¹⁶ Example: Identifying important documents, reading signs/graffiti, and navigation.

¹⁷ Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.

¹⁸ 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

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	%¹⁹	%	%
None	3.1	4.0	0.0
Basic Communication ²⁰	6.3	8.0	0.0
Intermediate Communication ²¹	18.8	12.0	42.9
Advanced Communication ²²	40.6	44.0	28.6
Complex Communication ²³	31.3	32.0	28.6

¹⁹ All numbers in this table are represented as percentages of total responses for this item.

²⁰ Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

²¹ Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

²² Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

²³ Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

Table 1.3 Open-Ended response regarding language use and cultural skills on deployment

What other ways do you use language and cultural skills on deployment?		
Category of Response	Example Responses ²⁴	Frequency
Rapport/relationship building	Establish relationship. Communicating with HN personnel in their language reduces their apprehension towards working with someone that they perceive as not understanding them.	2
Teaching/ training/ working with allies	Teaching / Instructing in basic/advance air operations. (ie airdrops, airland, and NVG operations).	5
Defense/ combat-related	I use my language skills onboard AFSOC aircraft to avoid threats.	2
Intelligence/Interrogation	Translate/explain cultural elements or broadcasts for aircrew or intelligence personnel (for informational purposes); and for specific mission-related tasks (daily).	2
Understand culture/day-to-day life	Day to day basis for nearly everything. From ordering lunch to technical advice	1

²⁴ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

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. The complete list of these items and associated findings for all Air Force respondents can be found in Appendix A, Tables A10-A14. Further information regarding AFSOF personnel can be found in Appendix B, Tables B10-B14.

Respondents

Respondents to the survey only answered these sections if they responded in the affirmative that they had been deployed with a SOF unit in the past four years. A total of 32 respondents (25 AFSOF personnel) indicated that they had been deployed with a SOF unit in the past four years (See Appendix A, Table A58 and Appendix B, Table B58). Furthermore, respondents were only directed to questions regarding the most recent deployment outside of the unit's normal AOR if they responded in the affirmative that they had been deployed out of the unit's normal AOR in the past four years. A total of 16 respondents (15 AFSOF personnel) indicated that they had been deployed outside of their normal AOR in the past four years (See Appendix A, Table A18, Appendix B, Table B18).

Summary/Abstract

AFSOF personnel were asked to indicate their primary SOF core task on their most recent deployment. The most common core task reported by AFSOF personnel who responded to this study for missions inside and outside of the AOR was foreign internal defense (FID). Respondents were also asked about language requirements on their most recent mission. The most frequently used skills on their most recent deployment as reported by AFSOF personnel were 'Listening skills' and 'Military-specific language.' The aspect of proficiency rated as most important was 'Building rapport,' followed closely by 'Training or teaching others,' and 'Maintaining control in hostile confrontations,' although many language functions received high ratings. AFSOF personnel reported using their language skills quite frequently and also indicated that they were well prepared for their most recent deployment in terms of language and cultural understanding, particularly for deployments inside of their AOR. Open-ended comments in this section suggested that more formal language training would be necessary to be better prepared for deployment.

Findings

Most recent deployment

Fifty percent of respondents to this section indicated that their primary SOF task on the most recent deployment was FID (see Table 2.1). For Air Force respondents, FID was selected the most often as the primary SOF core task on the deployment for both deployments inside and outside of their AOR. Of the AFSOF personnel who indicated that their most recent mission was inside of their AOR, 57.1% indicated that the type of SOF core task was FID. However,

the AFSOF personnel who indicated that their most recent mission was outside of the AOR indicated engaging in a variety of SOF core tasks.

Table 2.2 presents information about the frequency of using various aspects of language while on the most recent deployment. The findings indicated that for AFSOF personnel ‘Listening skills’ were used the most frequently ($M = 84.4$), followed by ‘Military-specific language’ ($M = 76.0$). The same pattern is observed for respondents in the Air Force other category. AFSOF personnel rated ‘Job aids’ ($M = 43.5$), ‘Writing skills’ ($M = 45.8$) and ‘Use of interpreters’ ($M = 46.4$) as being used the least frequently. This same pattern was observed for Air Force other respondents, although these respondents reported using ‘Writing skills’ the least frequently ($M = 21.4$) of the three. Table 2.3 presents AFSOF personnel responses to the same questions by mission type, while Table 2.4 presents responses from all Air Force respondents to the same questions by mission type. These tables show a similar pattern, but also show that different language skills are needed for different types of missions.

Table 2.5 presents responses regarding the importance of various aspects of language proficiency while on the most recent deployment. AFSOF personnel rated several of the items as very high in importance. The most important aspect of language proficiency identified by AFSOF personnel was ‘Building rapport’ ($M = 88.5$), followed by ‘Training or teaching others’ ($M = 86.5$) and ‘Maintaining control in hostile confrontations’ ($M = 86.5$). Air Force other respondents indicated lower ratings than AFSOF personnel when rating the importance of various language functions. For example, while AFSOF personnel indicated that proficiency is important for ‘Training or teaching others’ ($M = 86.5$), Air Force other respondents indicated that this function is only moderately important ($M = 53.6$). AFSOF personnel indicated that language proficiency was important for many tasks (i.e., training or teach others) while Air Force other respondents did not find language proficiency to be as important for a wide variety of tasks.

Respondents were asked two specific questions about their preparedness to use language on deployment and their frequency of language use on deployment that are presented in Table 2.6. AFSOF personnel indicated an incredibly high level of agreement that they used language skills frequently while on the most recent deployment inside their AOR ($M = 95.8$). There were fewer than five AFSOF personnel who indicated that they had been deployed outside of their AOR on their most recent mission and therefore, these results should be interpreted with caution. Other Air Force respondents indicated an incredibly high level of agreement that they used language skills frequently while on deployment inside their AOR ($M = 95.8$). Respondents indicated using language skills frequently and also agreed that they were well prepared for their most recent deployment in terms of language and cultural understanding. AFSOF personnel agreed more often than not ($M = 66.3$) that they were well prepared for their most recent deployment inside their AOR in terms of language and cultural understanding. Due to the fact that there were fewer than five respondents who indicated being deployed outside of their AOR on their most recent mission, these results should be interpreted with caution. Table 2.7 presents responses to these questions by mission type. Table 2.8 displays suggestions as to how training could be modified to better prepare personnel to use language. The most frequent suggestion was to increase the formal and military-related training, followed by increasing the duration of training.

Outside AOR Deployment

AFSOF personnel disagreed that they were able to meet language-related requirements of the most recent mission outside their AOR ($M = 36.5$) and agreed ($M = 69.6$) that they experienced language-related issues or deficiencies while on this deployment (see Table 2.9). However, personnel disagreed ($M = 40.0$) that their language proficiency in their official or required language suffered because of this deployment and indicated ($M = 67.3$) that they will be able to regain previous proficiency in their official or required language. So, while AFSOF personnel had difficulty using language on deployments outside their AOR, they did not believe that their proficiency in their official/required language suffered. There were fewer than five respondents from Air Force other respondents, therefore, this information should be interpreted with caution.

Table 2.1 Primary SOF tasks on the most recent deployment²⁵

	<i>Air Force Overall</i>			<i>AFSOF Personnel</i>			<i>Air Force Other</i>		
	Overall	Inside AOR²⁶	Outside AOR	Overall	Inside AOR	Outside AOR	Overall	Inside AOR	Outside AOR
	%	%	%	%	%	%	%	%	%
Direct Action (DA) ²⁷	9.4	11.1	-	4.0	4.8	-	28.6	33.3	-
Foreign Internal Defense (FID)	50.0	51.9	40.0	52.0	57.1	25.0	42.9	33.3	100.0
Psychological Operations (PSYOP)	3.1	-	20.0	4.0	-	25.0	-	-	-
Counterterrorism (CT)	15.6	14.8	20.0	20.0	19.0	25.0	-	-	-
Information Operations (IO)	6.3	7.4	-	8.0	9.5	-	-	-	-
Force Protection (FP)	3.1	3.7	-	-	-	-	14.3	16.7	-
Planning and Administrative Support (Admin.)	6.3	3.7	20.0	8.0	4.8	25.0	-	-	-
Other	6.3	7.4	-	4.0	4.8	-	14.3	16.7	-

²⁵ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

²⁶ Area of Responsibility

²⁷ There were no responses for the categories labeled Special Reconnaissance (SR), Unconventional Warfare (UW), Civil Affairs Operations (CAO), and Counterproliferation of WMD, and Miscellaneous Intelligence (Intel.).

Table 2.2 Ratings of Frequency for Use on Most Recent Deployment²⁸

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
		[Mean values on 100-point scale]²⁹	
Military-Specific language	74.2	76.0	67.9
Formal Language	62.9	65.6	53.6
Slang/Street Language	61.3	60.4	64.3
Local dialect	62.5	63.0	60.7
Speaking skills	67.7	71.9	53.6
Listening skills	83.1	84.4	78.6
Reading skills	55.7	60.4	39.3
Writing skills	40.3	45.8	21.4
Job Aids	41.4	43.5	33.3
Interpreters	44.4	46.4	37.5

²⁸ Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years.

²⁹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 2.3 Ratings of Frequency for Use on Most Recent Deployment by mission type for AFSOF

	<i>DA</i>	<i>FID</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>Admin.</i>
	[Mean values on 100-point scale] ³⁰					
Military-Specific language	100.0*	82.7	75.0*	65.0	87.5*	37.5*
Formal Language	50.0*	65.4	100.0*	70.0	62.5*	50.0*
Slang/Street Language	75.0*	61.5	75.0*	55.0	75.0*	37.5*
Local dialect	50.0*	61.5	100.0*	62.5*	87.5*	37.5*
Speaking skills	25.0*	76.9	100.0*	80.0	50.0*	50.0*
Listening skills	100.0*	86.5	100.0*	80.0	100.0*	50.0*
Reading skills	75.0*	67.3	100.0*	50.0	37.5*	37.5*
Writing skills	25.0*	51.9	75.0*	40.0	25.0*	37.5*
Job Aids	25.0*	57.7	50.0*	31.3	0.0*	25.0*
Interpreters	50.0*	45.8	0.0*	58.3	50.0*	50.0*

³⁰ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 2.4 Ratings of Frequency for Use on Deployment by mission type for Air Force Overall

	<i>DA</i>	<i>FID</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Admin.</i>	<i>Other</i>
	[Mean values on 100-point scale] ³¹							
Military-Specific language	100.0*	75.0	75.0	65.0	87.5*	75.0*	37.5*	75.0*
Formal Language	50.0*	62.5	100.0	70.0	62.5*	75.0*	50.0*	50.0*
Slang/Street Language	75.0*	59.4	75.0	55.0	75.0*	75.0*	37.5*	75.0*
Local dialect	75.0*	57.8	100.0	62.5*	87.5*	75.0*	37.5*	50.0*
Speaking skills	16.7*	75.0	100.0	80.0	50.0*	75.0*	50.0*	75.0*
Listening skills	100.0*	81.3	100.0	80.0	100.0*	75.0*	50.0*	100.0*
Reading skills	41.7*	60.9	100.0	50.0	37.5*	75.0*	37.5*	50.0*
Writing skills	8.3*	45.3	75.0	40.0	25.0*	75.0*	37.5*	25.0*
Job Aids	37.5*	53.1	50.0	31.3*	0.0*	25.0*	25.0*	25.0*
Interpreters	37.5*	45.0	-	58.3*	50.0*	75.0*	0.0*	0.0*

³¹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 2.5 Ratings of Importance for Various Aspects of Language Proficiency³²

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
		[Mean values on 100-point scale] ³³	
Building Rapport/trust	87.1	88.5	82.1
Training or teaching others	79.0	86.5	53.6
Reducing need for interpreters	73.4	81.3	46.4
Logistics (i.e., saving time)	72.6	76.0	60.7
Identification of Documents	75.0	77.1	66.7
Giving basic Commands	71.8	76.0	57.1
Discrete Eavesdropping	69.2	71.9	58.3
Increasing awareness	80.7	82.3	75.0
Maintaining control in hostile confrontations	83.3	86.5	70.8
Persuading people to provide sensitive information	66.4	68.5	58.3
Negotiations	75.0	80.4	57.1

³² Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years.

³³ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 2.6 Language Use on Most Recent Deployment³⁴

	<i>Air Force Overall</i>		<i>AFSOF Personnel</i>		<i>Air Force Other</i>	
	Inside AOR	Outside AOR	Inside AOR	Outside AOR	Inside AOR	Outside AOR
	[Mean values on 100-point scale]³⁵					
I was well prepared for this deployment in terms of language and cultural understanding.	69.2	40.0	66.3	37.5*	79.2	50.0*
I used my language skills frequently while on this deployment.	95.8	80.0	95.8	93.8*	95.8	25.0*

³⁴ Respondents to this question indicated that they had been deployed with a SOF unit within the past four years.

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

* This data is based on fewer than five responses.

Table 2.7 Language Use on Most Recent Deployment by Mission Type³⁶

	<i>DA</i>	<i>FID</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Admin.</i>	<i>Other</i>
Air Force Overall	[Mean values on 100-point scale] ³⁷							
Preparedness	83.3*	57.8	25.0*	81.2	87.5*	50.0*	37.5*	87.5*
Usage	100.0*	87.5	25.0*	100.0	100.0*	100.0*	100.0*	100.0*
AFSOF Personnel								
Preparedness	75.0*	55.8	25.0*	81.3*	87.5*	-	37.5*	75.0*
Usage	100.0*	92.3	100.0*	100.0*	100.0*	-	100.0*	0.0*
Air Force Other								
Preparedness	87.5*	66.7*	-	-	-	50.0*	-	100.0*
Usage	100.0*	66.7*	-	-	-	100.0*	-	100.0*

³⁶ Mission Type was determined by the respondent's selection of their primary SOF core task on their most recent deployment.

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

* This data is based on fewer than five responses.

Table 2.8 Open-Ended responses regarding preparedness for deployment

In terms of language and culture, how could you have been better prepared for deployment?		
Category of Response	Example Responses ³⁸	Frequency
Spend more time in training (DLI, CLP, other)	I am a 2-2 in Spanish, I can only go to language training once a year for 4 to 5 weeks. It has taken me 3 years thru deployments self study and immersion classes to get to this level. Now that my time is almost up, I just now feel effective enough.	3
More formal training/military training	Formal training/education in the area of interpretation/translation would have better prepared me for the translating tasks I was required to perform.	4
More dialect, slang, or culture training	By learning the dialect of deployed country a bit better. Some common words are not the same. Like east and west for example.	2
Immersion/ access to native speakers	By receiving better language training, perhaps through monterey, then follow-on immersion training, in country, for 6-8 weeks. This time should not include the mission time.	3
Other	N/A. This has been my language/area of specialization and familiarity for my career.	1

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

Table 2.9 Perceptions of Outside of AOR Deployment by SOF-type

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
		[Mean values on 100-point scale]³⁹	
I was able to meet language-related requirements of this mission.	35.7	36.5	25.0*
While on this deployment, I experienced language-related issues or deficiencies.	66.7	69.6	25.0*
My proficiency in my official or required language suffered because of this deployment.	39.1	40.0	25.0*
I am confident that I will be able to regain my previous proficiency in my official or required language.	64.3	67.3	25.0*
Prior to deployment, I was proficient in the language required.	46.4	50.0	0.0*

³⁹ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

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 all Air Force respondents see Appendix A, Tables A15-A17. For further information about AFSOF personnel see Appendix B, Tables B15-B17. Respondents were also asked specific questions about using interpreters on their most recent deployment outside of their normal AOR. For the complete list of these items and associated findings for all Air Force respondents, see Appendix A, Table A24-A25 and see Appendix B, Table B24-B25 for AFSOF personnel.

Respondents

Only respondents who indicated that they had been deployed with a SOF unit in the past four years and that they had used an interpreter on a mission in the past four years were asked about their experiences with interpreters. Thirteen Air Force respondents (ten AFSOF personnel) responded to these items (See Appendix A, Table A15 and Appendix B, Table B15). Respondents also identified whether this experience was inside or outside their AOR. Only those respondents who indicated that they had been deployed outside their normal AOR in the past four years and used an interpreter while deployed on that mission were asked specific questions about interpreter use outside their AOR. Seven Air Force respondents (all AFSOF personnel) responded to these items (See Appendix B, Table B23).

Summary/Abstract

Findings in this section suggest a strong reliance upon interpreters on deployments inside and outside of SOF personnel's AOR. AFSOF personnel indicated that they would not be as effective on their missions without interpreters, although they also indicated that they have observed situations where interpreters have compromised the mission outcome. AFSOF personnel's reliance upon interpreters increased substantially for missions outside their AOR.

Findings

Use of Interpreters

AFSOF personnel disagreed ($M = 32.1$) that they could be as effective on missions without an interpreter and strongly agreed ($M = 91.7$) that if they were more proficient in their current official or required language that they would be less likely to rely on interpreters (see Table 3.1). AFSOF personnel indicated that their unit frequently uses interpreters when deployed inside of their normal AOR ($M = 64.3$) and also indicated that their unit is too dependent on interpreters ($M = 57.1$). In terms of using interpreters on deployment, AFSOF personnel moderately agreed ($M = 53.6$) that most interpreters were trustworthy and agreed somewhat more ($M = 67.9$) that most interpreters were competent. However, AFSOF personnel also slightly agreed ($M = 54.2$) that they have observed situations in which interpreters have compromised the mission outcome. AFSOF personnel indicated ($M = 66.7$) that it would be useful to receive training on using interpreters prior to deployment.

Interpreter Use Outside AOR

Only AFSOF personnel indicated having experience using interpreters outside of their AOR (See Table 3.2). There are some important differences when comparing the responses to these items with responses to the same questions asked about interpreter use both inside and outside their AOR. When responding about use outside their AOR, respondents expressed a very high level of agreement ($M = 82.1$) that using interpreters was essential for carrying out the mission. However, AFSOF personnel indicated only a moderate level of agreement ($M = 59.4$) when the question was asked across deployments. This suggests that AFSOF personnel may rely on interpreters more on deployments outside their AOR than on deployments inside their AOR. AFSOF personnel also strongly disagreed ($M = 25.0$) that they could have been as effective on their mission outside of their AOR without using interpreters. AFSOF personnel using interpreters outside of their normal AOR agreed more strongly than when asked to respond across deployments that interpreters used on the mission were trustworthy ($M = 71.4$) and were competent ($M = 82.1$). This finding shows that interpreters used outside of their AOR may be seen as more trustworthy and competent. AFSOF personnel also strongly agreed ($M = 85.7$) that they were too dependent on interpreters on deployments outside of their AOR.

Table 3.1 Attitudes towards Interpreters

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100-point scale] ⁴⁰		
If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	91.7	91.7	91.7*
In my experiences, I have observed situations where interpreters have compromised the mission outcome. †	43.8	54.2	12.5*
I use interpreters only when advanced/high levels of proficiency are required.	59.1	53.1	75.0*
It would have been useful to receive training on using interpreters prior to deployment.	68.8	66.7	75.0*
Interpreters are essential for carrying out missions.	65.9	59.4	83.3*
I feel our unit is too dependent on interpreters. †	57.5	57.1	58.3*
My unit frequently uses interpreters when deployed inside the normal AOR.	70.0	64.3	83.3*
I can be as effective on my missions without an interpreter.	32.5	32.1	33.3*
In my experience, most interpreters were trustworthy.	57.5	53.6	66.7*
In my experience, most interpreters were competent.	70.0	67.9	75.0*

⁴⁰ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

† 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 Perceptions of Interpreter Use on Outside of AOR deployments⁴¹

	<i>AFSOF Personnel</i>
	[Mean values on 100 point scale]⁴²
Using interpreter(s) was essential for carrying out this mission.	82.1
I could have been as effective on this mission without using interpreter(s).	25.0
The interpreter(s) that I used on this mission was (were) trustworthy.	71.4
The interpreter(s) that I used on this mission was (were) competent.	82.1
I feel that during this mission, I was too dependent on interpreters.	85.7
My unit frequently uses interpreters when outside the normal AOR.	67.9

⁴¹ There were no responses for individuals in the Air Force other category for these questions.

⁴² All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

† 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.

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 Air Force respondents to this section, please see Appendix A, Tables A26-A27. For further information regarding responses from AFSOF personnel, see Appendix B, Tables B26-B27.

Respondents

All respondents were eligible to receive this section regardless of whether or not they were deployed. A total of 39 respondents answered this section. Twenty-seven were classified as AFSOF personnel, while 12 were categorized as Air Force other.

Summaries/Abstracts

Respondents indicated feeling fairly confident in their abilities to satisfy minimum language requirements. Less confidence was indicated for military terminology and conversational skills. Responses did not differ much between AFSOF personnel and AFSOF Other respondents.

Findings

The findings for AFSOF personnel and Air Force other respondents were very similar. The majority of AFSOF personnel indicated having proficiency in a language other than English (79.3%). As indicated in Table 4.1, AFSOF personnel indicated a moderate level of confidence in their ability to use military terminology ($M = 60.2$) and ability to participate in informal conversations on topics in their required AOR language ($M = 62.0$). AFSOF personnel indicated a high level of confidence in their ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in their required AOR language ($M = 76.9$). These findings suggest that Air Force respondents feel somewhat confident in their language abilities, particularly in how well they satisfy minimum language requirements. However, they feel somewhat less confident in their ability to use military terminology and conversational skills.

Table 4.1 Beliefs about Proficiency

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100-point scale]⁴³		
I feel confident in my ability to use military terminology in the language required by my AOR assignment.	60.9	60.2	62.5
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.	75.0	76.9	70.8
I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in my required AOR language.	64.1	62.0	68.8

⁴³ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

SECTION 5: OFFICIAL LANGUAGE TESTING

Introduction

This section contained questions related to the respondent's experience with official language testing. Items in this section inquired about 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 Air Force respondents to this section, please see Appendix A, Tables A28-A31. For further information regarding responses from AFSOF personnel, see Appendix B, Tables B28-B31.

Respondents

Respondents who indicated that they had taken the DLPT in the past four years received this section. A total of 27 respondents answered this section. Twenty were classified as AFSOF personnel, while 7 were categorized as Air Force other.

Summary/Abstract

Opinions regarding the DLPT were mostly neutral. AFSOF personnel disagreed slightly that the DLPT was related to their job duties, but somewhat agreed that the DLPT could predict successful language use in the field. Although ratings of relatedness to job duties were low, this did not appear to affect the importance placed on the DLPT by AFSOF personnel, who strongly disagreed that they attempted to hurry through the test. Those who had taken the DLI OPI had lower opinions regarding the quality of the DLPT, although respondents did not necessarily feel that the DLI OPI was a better predictor of success on deployment.

Findings

As indicated in Table 5.1, both AFSOF personnel and Air Force other respondents disagreed that the content of the DLPT is clearly related to what they do during deployment ($M = 45.8, 37.5$) AFSOF personnel somewhat agreed ($M = 56.6$) that personnel who perform well on the DLPT are more likely to successfully use language in the field, while Air Force other respondents disagreed ($M = 32.1$). The majority of Air Force respondents and AFSOF personnel indicated they had not taken the DLI OPI (66.7%, 70.0%). Those who had taken the DLI OPI had somewhat more negative perceptions of the DLPT than those respondents who had not taken the DLI OPI. For example, respondents who had taken the DLI OPI disagreed ($M = 38.9$) that their DLPT scores accurately reflect their ability to use language while on the job, while those respondents who had not taken the DLI OPI agreed somewhat more ($M = 57.4$).

AFSOF personnel indicated that they take the DLPT seriously and try to do well on the test. AFSOF personnel strongly disagreed that they marked the same answer for every question on the DLPT to get it over quickly ($M = 2.8$) and also disagreed that they have memorized the answers to the DLPT since it never changes ($M = 8.3$). AFSOF personnel neither agreed nor disagreed that the DLI OPI is more related to mission performance than the DLPT ($M = 50.0$). Further examining this response shows that those who have not taken the DLI OPI agree (M

= 62.5) that it is more related to mission performance than the DLPT, while those who have taken the DLI OPI disagree ($M = 44.4$). This finding suggests that those who have not taken the DLI OPI have a more positive evaluation of its relatedness to mission performance than those who have taken it. Also, respondents who have a higher proficiency as determined by DLPT scores agree ($M = 62.5$) that the DLI OPI is more mission-related than the DLPT, while respondents who have a lower proficiency disagree ($M = 47.7$) that the DLI OPI is more related to mission performance.

Table 5.1 Relatedness of DLPT to Required Job Skills

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>	<i>Taken DLI OPI</i>	<i>Not Taken DLI OPI</i>	<i>Low DLPT Proficiency⁴⁴</i>	<i>High DLPT Proficiency</i>
	[Mean values on 100 point scale]⁴⁵						
The content of the DLPT is clearly related to what I do during deployment.	43.8	45.8	37.5	39.3	45.6	50.0	42.5
My DLPT scores accurately reflect my ability to use language while on the job.	51.0	52.6	46.4	38.9	57.4	43.8	53.3
Operators who perform well on the DLPT are more likely to successfully use language in the field.	50.0	56.6	32.1	41.7	54.4	56.3	48.9

⁴⁴ DLPT scores from 0 to 1+ were considered low proficiency. Scores from 2 to 3 were considered high proficiency.

⁴⁵ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

Table 5.2 Attitudes Toward the DLPT

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>	<i>Taken DLI OPI</i>	<i>Not Taken DLI OPI</i>	<i>DLPT Proficient</i>	<i>Not DLPT Proficient</i>
	[Mean values on 100 point scale] ⁴⁶						
If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	29.0	29.2	28.6	31.3	27.9	18.8	31.0
I marked the same answer for every question on the DLPT to get it over with quickly.	3.0	2.8	3.6	0.0	4.4	6.3	2.4
I have memorized the answers to the DLPT since it never changes.	13.0	8.3	25.0	12.5	13.2	6.25	14.3
The OPI (<i>Oral Proficiency Interview</i>) is more related to mission performance than the DLPT.	50.0	50.0	50.0	44.4	62.5	62.5	47.7

⁴⁶ All figures in the table are 100-point means. Respondents were asked to indicate their responses on a five-point scale. For further information on how these scores were calculated. See INTERPRETING THE RESULTS.

SECTION 6: FOREIGN LANGUAGE PROFICIENCY PAY

Introduction

Respondents were asked about their attitudes towards Foreign Language Proficiency Pay (FLPP) regardless of whether or not they receive it. 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 Air Force respondents see Appendix A, Tables A33-35. For further information regarding AFSOF personnel, see Appendix B, Tables B33-B35.

Respondents

All respondents received this set of questions regardless of whether or not they currently receive FLPP. A total of 33 respondents answered this section. Twenty-three were classified as AFSOF personnel, while 10 were categorized as Air Force other. A total of 14 AFSOF personnel who responded to the survey reported that they had received FLPP in the past four years, while 12 AFSOF personnel reported that they currently receive FLPP.

Summary/Abstract

Responses in this section varied as a function of the current status of the respondent (i.e., those who receive and who do not receive FLPP). Those who receive FLPP tended to rate it more positively than those who do not currently receive FLPP, as would be expected. Those receiving FLPP also felt it was a more equitable system than those who did not. However, even those who received FLPP did not feel that the amount reflected the effort required to maintain language skills. Ways suggested by personnel to improve the motivating effect of FLPP included increasing amounts, paying for speaking proficiency, and increasing training availability.

Findings

More than half of AFSOF personnel reported that they had received FLPP in the last four years (60.9%). Slightly above half reported that they currently receive FLPP (52.2%). Regarding the findings in Table 6.1, AFSOF personnel who currently receive FLPP answered questions quite differently than those who do not. AFSOF personnel who currently receive FLPP indicated that it is more motivating for acquiring a language ($M = 75.0$) and maintaining language skills ($M = 85.4$) during personal time than those who do not receive FLPP ($M = 46.4, 50.0$). Also, AFSOF personnel who receive FLPP indicated that procedures for allocating FLPP are fair ($M = 66.7$) and straight-forward ($M = 75.0$), while AFSOF personnel who do not receive FLPP indicated that procedures for allocating FLPP are unfair ($M = 38.9$) and not straight-forward ($M = 47.2$). Both AFSOF personnel who receive FLPP and those who do not receive FLPP indicated that the amount of FLPP does not reflect the effort that they have put into learning a language ($M = 39.6, 37.5$).

Air Force other respondents expressed attitudes consistent with AFSOF personnel, except for items related to motivation. Both Air Force other respondents who currently receive FLPP and those who do not receive FLPP indicated that it is motivating for acquiring a new language during personal time ($M = 75.0, 75.0$) and maintaining a language during personal time ($M = 75.0, 68.6$).

Respondents were asked to indicate potential ways to increase the motivating effect of FLPP. 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 (see Table 6.2). The largest percentage of AFSOF personnel (62.1%) indicated that FLPP would be more motivating if the amounts were increased. AFSOF personnel also indicated that FLPP would be more motivating if it was paid for speaking proficiency (41.4%), if the unit would provide more time for training (37.9%), and if they had been trained to a higher level of proficiency during initial acquisition language training (29.6%).

Open ended responses confirmed findings related to ways to improve the FLPP system, as indicated in Table 6.3. Increasing the amount of FLPP was one of several suggested ways to improve the system. Other comments suggested that FLPP could be more effective if changes were made regarding the way FLPP is allocated (i.e., pay more for more difficult languages or pay for lower levels of proficiency).

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

	<i>Air Force Overall</i>		<i>AFSOF Personnel</i>		<i>Air Force Other</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
	[Mean values on 100 point scale]⁴⁷					
Receives FLPP? ⁴⁸	<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.	75.0	56.8	75.0	46.4	75.0	75.0
FLPP motivates me to maintain my current level of language skills during personal time	83.8	57.5	85.4	50.0	80.0	68.6
Procedures for allocating FLPP are fair.	66.2	35.7	66.7	38.9	65.0	30.0
Procedures for allocating FLPP are straight-forward and simple.	70.6	42.9	75.0	47.2	60.0	35.0
I believe the amount of FLPP I receive reflects the effort I have put into learning a language.	39.7	37.5	39.6	37.5	40.0	37.5

⁴⁷ 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.

⁴⁸ Respondents were asked if they currently receive FLPP. “Yes” responses were analyzed separately from “No” responses to provide contrast.

Table 6.2 Potential Ways to Increase the Motivating Effect of FLPP

<i>FLPP would be more motivating if...⁴⁹</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
		% ⁵⁰	
Amounts were increased	63.4	62.1	66.7
It was paid for lower proficiency levels	19.5	13.8	33.3
It was paid once per year as a bonus	2.4	3.4	--
It was given for speaking proficiency	43.9	41.4	50.0
The Unit would provide more training resources	31.7	22.0	33.3
The Unit would provide more time for training	34.1	37.9	25.0
I had been trained to a higher level during initial acquisition	26.8	29.6	25.0

⁴⁹ 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.

⁵⁰ All numbers in this table are represented as percentages.

Table 6.3 Open-Ended responses regarding making FLPP a more effective tool

What one thing would you change to make FLPP a more effective tool for promoting the maintenance and enhancement of language skill?		
Category of Response	Example Responses ⁵¹	Frequency
Make pay scale more equitable (for reservists, non-SOF linguists, etc)	FLPP parity for the RC Get rid of the requirement to be in a language-coded billet to receive FLPP.	2
Emphasize speaking/ OPI scores	Include Oral Testing as a requisite for language-coded positions. For non language-coded positions, maintain current standards, but increase FLPP amounts.	4
Pay more for harder languages or pay at lower level of proficiency	Increase amount paid to personnel with higher proficiency levels Increase in amounts, especially in low flow languages.	5
Pay more	Money plays a big part in motivating people to do anything. If it were up to me, I would increase FLPP and use these people who stay proficient in a language in lieu of hiring interpreters.	1
Provide training resources or immersion	Aside from increasing the proficiency pay levels, provide more opportunities for immersion training. More time to practice the language	3

⁵¹ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

SECTION 7: LANGUAGE TRAINING

Introduction

In this section, respondents were asked questions about their 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 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. The remaining subsection of the report, General Attitudes toward Training, was answered by all respondents regardless of their specific experiences. This included questions about use of training on deployment and attitudes toward immersion training. For the complete list of items and associated findings for all Air Force respondents, see Appendix A, Tables A36-A50. For further information regarding responses from AFSOF personnel, see Appendix B, Tables B36-B50.

Respondents

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 the 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. Of these respondents, 27.6% of AFSOF personnel indicated that they had received sustainment/enhancement language training in the past four years, 13.8% indicated that they had received initial acquisition language training in the past four years, and 6.9% indicated they had received both types of training in the past four years (See Appendix B, Table B36). This same pattern was found for Air Force Overall respondents (See Appendix A, Table A36). Only 17.2% of AFSOF personnel indicated that they had participated in military-provided immersion training.

Summary/Abstract

Initial Acquisition Training

The findings regarding initial acquisition language training were mostly favorable with regard to instructor evaluation. However, respondents indicated that more SOF-specific considerations needed to be incorporated in their instructor's teaching objectives. Language difficulty did not make a difference in these ratings for the most part. When evaluating the curriculum, respondents indicated that the primary emphasis was on the formal language rather than slang/street language. Responses to this section also confirmed the earlier finding

that the curriculum was not specific to SOF needs. Furthermore, findings revealed that the curriculum did not cover the necessary vocabulary for their jobs and missions.

Sustainment/Enhancement Training

The findings for sustainment/enhancement training were similar with regard to instructor evaluation to those presented in the initial acquisition subsection. Those who received training in their unit/CLP had similar patterns of responses when compared to those who did not. The curriculum for sustainment/enhancement training was evaluated similarly when compared to initial acquisition training, with the exception that there was an increased emphasis on slang/street language. Responses suggested that the sustainment/enhancement training curriculum was perceived to be pre-packaged and not SOF-specific and furthermore that the curriculum did not cover the necessary vocabulary for their jobs and missions.

Immersion Training

The evaluation of immersion training from those who had participated in immersion training was overwhelmingly favorable. Strong agreement was indicated that immersion is a valuable way to improve one's proficiency. Many indicated that immersion is the best way to do so.

General Attitudes toward Training

Opinions regarding training effectiveness on deployment suggested that AFSOF personnel felt only moderately competent when performing basic tasks, and did not feel competent when performing more complex language tasks. They also suggested that the training they received was not substantial. Respondents were asked to indicate which type of training they were referring to when responding to this section and most respondents indicated that they were referring to initial acquisition training.

Attitudes toward immersion training were assessed in this section as well. Respondents felt that OCONUS immersion was the most effective mode of training. Some also indicated that OCONUS is used as a motivating reward as opposed to a mode of skill enhancement.

Lack of resources and time were identified as barriers to training. AFSOF personnel and AFSOF other respondents differed slightly in the degree to which they experienced these barriers. With regard to command support of training, responses were fairly positive. Respondents indicated that their command cared about their language proficiency.

SOF personnel indicated that language proficiency training is highly important, although they responded neutrally with regards to allocating time from other training duties to language training. Mission success was identified as having the strongest motivating effect on the acquisition and sustainment of language skills, followed closely by accountability to team members. FLPP was not identified as strong a motivator.

Open-Ended Questions

Respondents indicated that language training could be more effective if more immersion training was provided and if training content was more mission-related. Respondents indicated that language training should focus on as many aspects of language as possible, which should include speaking/listening skills and military/technical vocabulary.

Findings

Initial Acquisition Language Training.

Evaluation of Instructor. As presented in Table 7.1, AFSOF personnel expressed favorable evaluations of their instructor for initial acquisition language training. AFSOF personnel agreed ($M = 91.7$) that their instructor was knowledgeable about how language is currently used and agreed ($M = 87.5$) that the instructor encouraged students to speak in the target language. However, AFSOF personnel disagreed ($M = 41.7$) that the instructor incorporated SOF considerations in his/her teaching objectives. Table 7.2 presents responses to the same items according to source of training. The majority of AFSOF personnel indicated receiving initial acquisition training in the unit/CLP, and the pattern of response was the same as responses presented in Table 7.1.

Evaluation of Curriculum. Table 7.3 presents responses relating to evaluation of the course curriculum. AFSOF personnel expressed a high level of agreement ($M = 83.3$) that the curriculum included instruction and practice in all four skill modalities (i.e., reading, writing, listening, and speaking). Respondents agreed ($M = 75.0$) that the primary emphasis of the curriculum was on the formal language, but disagreed ($M = 29.2$) that the curriculum included slang and/or street language. AFSOF personnel also slightly disagreed ($M = 45.8$) that the curriculum covered the vocabulary necessary for their job and missions, and moderately agreed ($M = 66.7$) that the curriculum was pre-packaged and not customized to SOF. Table 7.4 shows responses to the same items as in Table 7.3, but provides more detail by presenting responses according to the source of training. The majority of respondents indicated the unit/CLP as their source of initial acquisition language training, and the pattern of responses was the same as the responses presented in Table 7.3.

Sustainment/Enhancement Language Training

Evaluation of Instructor. Table 7.1 presents responses regarding attitudes toward instructors of sustainment/enhancement language training. AFSOF personnel who received sustainment/enhancement training expressed similar attitudes regarding their experiences with training when compared with those who had recently received initial acquisition training. There were two important differences. AFSOF personnel disagreed much more strongly ($M = 25.0$) that the instructor incorporated SOF considerations in his/her teaching objectives when answering for sustainment/enhancement language training. Also, AFSOF personnel agreed more strongly ($M = 90.6$) that the instructor utilized current examples to teach the language when answering in terms of sustainment/enhancement language training. Once again, the majority of respondents indicated that they had received training in the unit/CLP. In response to these items, AFSOF personnel who indicated receiving training in the unit/CLP expressed similar attitudes towards sustainment/enhancement training than those who received initial acquisition training in the unit/CLP. These respondents agreed ($M = 70.0$) that the instructor was effective in preparing them to use language skills, but disagreed ($M = 30.0$) that the instructor incorporated SOF considerations in his/her teaching objectives. Instructor evaluations were positive overall, especially with regards to their use of current media. However, AFSOF personnel also indicated a need for instructors to incorporate SOF considerations in their teaching objectives.

Evaluation of Curriculum. Table 7.2 presents information regarding attitudes toward the curriculum for sustainment/enhancement language training. Unlike the evaluation of the

curriculum for initial acquisition language training, AFSOF personnel indicated ($M = 55.6$) that the curriculum for sustainment/enhancement language training included instruction in slang and/or street language. AFSOF personnel indicated ($M = 69.4$) that the curriculum included instruction in all four skill modalities (i.e., reading writing, listening, and speaking), but disagreed ($M = 41.7$) that the curriculum covered the vocabulary necessary for their job and missions. Table 7.6 presents information about evaluation of the curriculum for sustainment/enhancement language training according to source of training. AFSOF personnel indicated receiving sustainment/enhancement language training from DLI (Monterey), DLI (Washington, DC), as well as in the unit/CLP. The majority of respondents indicated receiving training in the unit/CLP. AFSOF personnel agreed ($M = 70.8$) that the curriculum was pre-packaged and not customized to SOF. While AFSOF personnel showed a high level of agreement ($M = 85.0$) that the curriculum included instruction in all four skill modalities for initial acquisition language training (see Table 7.4), there was only a moderate level of agreement ($M = 58.3$) from AFSOF personnel who evaluated this aspect of the curriculum for sustainment/enhancement language training.

Immersion Training

Table 7.7 presents respondents' attitudes toward immersion training for those who indicated they had participated in immersion training. There were fewer than five members of AFSOF personnel who had participated in immersion training, and therefore the results for this group should be interpreted with caution. The results for Air Force respondents overall shows a positive attitude toward immersion training. Overall, Air Force respondents expressed a high level of agreement ($M = 85.0$) that their language proficiency improved as a result of immersion training, and they expressed a high level of agreement that immersion training is the most effective way to acquire language skills ($M = 80.0$). Air Force respondents also strongly disagreed ($M = 10.0$) that OCONUS immersion training is a boondoggle.

General Attitudes toward Training

Training Effectiveness on Deployment. Table 7.8 contains information about questions that were asked regarding the most recent training experience in which the respondent was deployed in that language after training (i.e., took a course and deployed). AFSOF personnel agreed ($M = 78.9$) that while deployed, they encountered situations where they felt that more substantial language training should have been required. However, AFSOF personnel disagreed ($M = 29.2$) that while deployed they felt that they received incorrect information during language training. When asked questions about their ability to perform specific language-related tasks while deployed, AFSOF personnel slightly agreed ($M = 58.3$) that as a result of language training, they had no problem reading street signs, warning markers, graffiti, important documents, and news. AFSOF personnel slightly agreed ($M = 52.3$) that they had no problem building rapport with local people as a result of language training. AFSOF personnel expressed slight disagreement ($M = 47.9$) that as a result of language training, they had no problem listening to local people, answering their questions, and following local news programs. AFSOF personnel also expressed slight disagreement ($M = 45.5$) that as a result of language training, they had no problem speaking with local people, asking directions, giving commands, and reserving lodging. These results suggest that language training needs to be more effective.

Table 7.9 presents responses to the items regarding training effectiveness on deployment according to training type (i.e., whether the training was initial acquisition,

sustainment/enhancement in the AOR language, or pre-deployment training in a language outside their AOR). Most respondents indicated sustainment/enhancement language training in their AOR language as the experience on which they were basing their responses. When comparing the responses between the three training types, it is important to do so with caution because fewer than five respondents indicated initial acquisition training or pre-deployment training. AFSOF personnel who indicated sustainment/enhancement as their training type agreed ($M = 62.5$) that they were taught in the most up-to-date form of the language. AFSOF personnel who indicated sustainment/enhancement as their training type also agreed ($M = 59.4$) that the language training they received prepared them for situations that were commonly encountered while deployed. However, AFSOF personnel who indicated sustainment/enhancement as their training type agreed ($M = 68.8$) that while deployed they encountered situations where they felt more substantial language training should have been required.

Attitudes toward Immersion Training. Respondents were asked to answer questions about immersion training regardless of whether they had ever participated in immersion training. Table 7.10 presents the findings for these items. AFSOF personnel indicated ($M = 88.5$) that OCONUS immersion training should occur regularly as part of sustainment/enhancement training. AFSOF personnel also indicated ($M = 64.6$) that OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement. For most of the items in this section, the responses from Air Force other respondents were similar to responses from AFSOF personnel. However, there was one noteworthy difference. While AFSOF personnel disagreed ($M = 25.0$) that CONUS iso-immersion is equally as effective as OCONUS immersion, Air Force other respondents expressed a more moderate level of disagreement ($M = 45.8$).

Attitudes toward Barriers to Training. In terms of barriers toward training, AFSOF personnel and Air Force other respondents expressed somewhat different attitudes. As presented in Table 7.11, AFSOF personnel disagreed ($M = 40.4$) that maintaining core SOF skills does not leave time for sustaining appropriate language proficiency. However, Air Force other respondents agreed ($M = 64.3$) there is not enough time for maintaining appropriate language proficiency because of the need to maintain proficiency in core SOF skills. Both AFSOF personnel and Air Force other respondents agreed ($M = 74.0, 65.0$) that they would put more effort into language training if the resources were more accessible.

Attitudes toward Command Support of Training. Attitudes regarding command support are presented in Table 7.12. Responses from AFSOF personnel and Air Force other respondents were similar for these items. AFSOF personnel agreed ($M = 64.8$) that their chains of command care about their language proficiency. AFSOF operators slightly disagreed ($M = 47.4$) that they are often pulled out of language training for non-critical details and also slightly agreed ($M = 52.0$) that their chains of command make sacrifices necessary to ensure that they sustain their language proficiency.

Attitudes toward Importance of Training. Respondents' attitudes toward training in general are presented in Table 7.13. AFSOF personnel strongly agreed ($M = 82.1$) that they believe official language training is essential for success on the job and disagreed ($M = 32.4$) that they do not put much effort into language training. AFSOF personnel also agreed ($M = 57.1$) that they would sacrifice some of the training allocated to their SOF skills to shift to language proficiency.

Motivation to Train. Table 7.14 contains information about respondents' motivation to train. AFSOF personnel expressed the highest level of agreement ($M = 89.3$) that they are motivated to succeed in language training so that they will do well on missions. AFSOF personnel also expressed a high level of agreement ($M = 88.5$) that they were motivated to succeed because they are accountable to their team for their language abilities. AFSOF personnel agreed, but to a lesser extent ($M = 65.7$) that they are motivated to succeed in language training because they want to receive FLPP.

Open-Ended Questions

Tables 7.15, 7.16, and 7.17 present suggestions about how to improve various aspects of training. Table 7.15 presents suggestions for how to make training more appropriate for SOF. The most popular suggestion was to provide more immersion training and to make training content more mission-related. Table 7.16 presents responses regarding devoting extra off-duty time per week to language training. Respondents indicated that offering other incentives, such as extra pay or more training materials would be effective. However, the most popular response was that more time would be necessary. Finally, respondents were asked to indicate which skills should be the focus of language training (see Table 7.17). Most respondents indicated that a variety of skills would be important, including speaking/listening skills and military/technical vocabulary.

Table 7.1 Instructor characteristics for Initial Acquisition and Sustainment/Enhancement Language Training

	<i>Initial Acquisition Language Training</i>			<i>Sustainment/Enhancement Language Training</i>		
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
Instructor	[Mean values on 100 point scale]⁵²					
My instructor was effective in preparing me to use my language skills.	71.9	79.2	50.0*	77.3	75.0	83.3*
It was clear that the instructor incorporated SOF considerations in his/her teaching objectives.	34.4	41.7	12.5*	20.5	25.0	8.3*
My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	71.9	79.2	50.0*	86.4	90.6	75.0*
My instructor was knowledgeable about how the language is currently used.	81.3	91.7	50.0*	95.5	96.9	91.7*
The instructor encouraged students to speak in the target language.	78.1	87.5	50.0*	100.0	100.0	100.0*

⁵² 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.

* This data is based on fewer than five responses.

Table 7.2 Instructor Characteristics for Initial Acquisition Language Training according to Source of Training

	<i>Source of Training</i>					
	<i>DLI in CA⁵³</i>		<i>USAJFKSWCS⁵⁴</i>		<i>Unit/CLP</i>	
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>
My Instructor	[Mean values on 100 point scale]⁵⁵					
Is effective in student preparation	50.0*	-	100.0*	100.0*	75.0	75.0
Incorporates SOF considerations	12.5*	-	100.0*	100.0*	30.0	30.0
Uses T.V., movies, radio to teach etc.	50.0*	-	100.0*	100.0*	75.0	75.0
Was knowledgeable on current language	50.0*	-	100.0*	100.0*	90.0	90.0
Encourages speaking in the target language	50.0*	-	100.0*	100.0*	85.0	85.0

⁵³ Defense Language Institute (at Monterey, California)⁵⁴ United States Army John F. Kennedy Special Warfare Center and School⁵⁵ 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.

* This data is based on fewer than five responses.

Table 7.2 Curriculum characteristics for Initial Acquisition and Sustainment/Enhancement Language Training

	<i>Initial Acquisition Language Training</i>			<i>Sustainment/Enhancement Language Training</i>		
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
Curriculum	[Mean values on 100 point scale]⁵⁶					
The primary emphasis of the curriculum was on the formal language.	75.0	75.0	75.0*	78.9	77.8	81.3*
The curriculum included slang and/or street language.	31.3	29.2	37.5*	55.8	55.6	56.3*
The materials used in training were free from error.	46.9	50.0	37.5*	69.2	69.4	68.8*
The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	84.4	83.3	87.5*	63.5	69.4	50.0*
The curriculum covered the vocabulary necessary for my job and missions.	43.8	45.8	37.5*	46.2	41.7	56.3*
The curriculum was pre-packaged and not customized to SOF.	71.9	66.7	87.5*	69.2	72.2	62.5*
The course would have been more effective if we had covered less content in more detail.	56.3	58.3	50.0*	46.2	52.8	31.3*

⁵⁶ 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.

* This data is based on fewer than five responses.

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

	Source of Training					
	DLI in CA⁵⁷		USAJFKSWCS⁵⁸		Unit/CLP	
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>
Curriculum	[Mean values on 100 point scale]⁵⁹					
Emphasis was on formal language	75.0*	-	25.0*	25.0*	85.0	85.0
Included slang and street language	37.5*	-	0.0*	0.0*	35.0	35.0
Materials were free from error	37.5*	-	25.0*	25.0*	55.0	55.0
Included all four skill modalities	87.5*	-	75.0*	75.0*	85.0	85.0
Covered necessary vocabulary	37.5*	-	25.0*	25.0*	50.0	50.0
Pre-packaged and not customized to SOF	87.5*	-	25.0*	25.0*	75.0	75.0
More effective if less content in more detail	50.0*	-	100.0*	100.0*	50.0	50.0

⁵⁷ Defense Language Institute (at Monterey, California)⁵⁸ United States Army John F. Kennedy Special Warfare Center and School⁵⁹ 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 Characteristic for Sustainment/Enhancement Language Training according to Source of Training

	<i>Source of Training</i>					
	<i>DLI in CA⁶⁰</i>		<i>DLI in DC⁶¹</i>		<i>Unit/CLP</i>	
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>
My Instructor	[Mean values on 100 point scale] ⁶²					
Is effective in student preparation	87.5*	87.5*	75.0*	75.0*	75.0	70.0
Incorporates SOF considerations	12.5*	12.5*	25.0*	25.0*	21.9	30.0
Uses T.V., movies, radio to teach etc.	100.0*	100.0*	100.0*	100.0*	81.3	85.0
Was knowledgeable on current language	100.0*	100.0*	100.0*	100.0*	93.8	95.0
Encourages speaking in the target language	100.0*	100.0*	100.0*	100.0*	100.0	100.0

* This data is based on fewer than five responses.

⁶⁰ Defense Language Institute (at Monterey, California)

⁶¹ Defense Language Institute (DLI) in Washington, DC.

⁶² 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.

* This data is based on fewer than five responses.

Table 7.6 Curriculum Characteristic for Sustainment/Enhancement Language Training according to Source of Training

	<i>Source of Training</i> ⁶³					
	<i>DLI in CA</i> ⁶⁴		<i>DLI in DC</i> ⁶⁵		<i>Unit/CLP</i>	
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>
Curriculum	[Mean values on 100 point scale]⁶⁶					
Emphasis was on formal language	91.7*	100.0*	100.0*	100.0*	72.2	66.7
Included slang and street language	41.7*	25.0*	75.0*	75.0*	58.3	62.5
Materials were free from error	66.7*	62.5*	75.0*	75.0*	69.4	70.8
Included all four skill modalities	83.3*	87.5*	100.0*	100.0*	52.8	58.3
Covered necessary vocabulary	33.3*	25.0*	25.0*	25.0*	52.8	50.0
Pre-packaged and not customized to SOF †	75.0*	75.0*	75.0*	75.0*	66.7	70.8
More effective if less content in more detail †	33.3*	37.5*	50.0*	50.0*	50.0	58.3

⁶³ No respondents indicated Self-Study as a source of training for the sustainment/enhancement questions.

⁶⁴ Defense Language Institute (at Monterey, California)

⁶⁵ Defense Language Institute (DLI) in Washington, DC.

⁶⁶ 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 the curriculum.

* This data is based on fewer than five responses.

Table 7.7 Attitudes toward immersion training for those who have participated in immersion training by SOF type

<i>OCONUS Immersion Training</i>			
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale]⁶⁷		
My language proficiency improved as a result of immersion training.	85.0	83.3*	87.5*
I would have benefited more from immersion training if my initial proficiency was higher.	75.0	66.7*	87.5*
Immersion training is the most effective way to acquire language skills.	80.0	100.0*	50.0*
I think that OCONUS immersion training is a boondoggle. †	10.0	8.3*	12.5*

⁶⁷ 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 immersion training.

* This data is based on fewer than five responses.

Table 7.8 Training Effectiveness on Deployment by SOF-type

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale] ⁶⁸		
The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	54.4	53.9	56.3*
As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	50.0	45.5	62.5*
As a result of language training, I had no problem(s) building rapport/trust with local people.	56.7	52.3	68.8*
As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	62.5	58.3	75.0*
As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	46.9	47.9	43.8*
While deployed, I encountered situations where I felt that more substantial language training should have been required. †	77.9	78.9	75.0*
I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	56.3	53.9	66.7*
While deployed, I found that I received incorrect information during language training. †	28.1	29.2	25.0*

⁶⁸ 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 immersion training.

* This data is based on fewer than five responses.

Table 7.9 Training Effectiveness on Deployment by Training Type

	<i>Initial Acquisition</i>		<i>Sustainment/Enhancement in AOR Language⁶⁹</i>		<i>Pre-deployment in Outside AOR Language⁷⁰</i>	
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>
	[Mean values on 100 point scale]⁷¹					
The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	50.0	43.8*	57.5	59.4	50.0*	50.0*
As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	40.0	31.3*	59.4	58.3	25.0*	25.0*
As a result of language training, I had no problem(s) building rapport/trust with local people.	55.0	50.0*	56.3	54.2	50.0*	50.0*
As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	60.0	56.3*	63.9	64.3	25.0*	25.0*
As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	45.0	37.5*	47.2	57.1	25.0*	25.0*

⁶⁹ Sustainment/Enhancement training in official or required AOR (Area of Responsibility) language.

⁷⁰ Pre-deployment training in language outside AOR (e.g. GWOT language)

⁷¹ 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.

* This data is based on fewer than five responses.

Table 7.9 Training Effectiveness on Deployment by Training Type (cont.)

	<i>Initial Acquisition</i>		<i>Sustainment/Enhancement in AOR Language</i> ⁷²		<i>Pre-deployment in Outside AOR Language</i> ⁷³	
	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>
	[Mean values on 100 point scale]⁷⁴					
While deployed, I encountered situations where I felt that more substantial language training should have been required. †	85.0	93.8*	70.0	68.8	100.0*	100.0*
I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	45.0	43.8*	63.9	62.5	25.0*	25.0*
While deployed, I found that I received incorrect information during language training. †	25.0	25.0*	30.6	32.1	25.0*	25.0*

⁷² Sustainment/Enhancement training in official or required AOR (Area of Responsibility) language.

⁷³ Pre-deployment training in language outside AOR (e.g. GWOT language)

⁷⁴ 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 training effectiveness on deployment.

* This data is based on fewer than five responses.

Table 7.10 Attitudes toward Immersion Training

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale] ⁷⁵		
Selection for OCONUS ⁷⁶ immersion training is fair.	47.3	48.8	42.9
OCONUS immersion training should occur regularly as part of sustainment/ enhancement training.	86.8	88.5	81.3
OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	65.3	64.6	67.9
My command thinks that OCONUS immersion training is a boondoggle.	55.7	55.2	57.1
CONUS iso-immersion is equally as effective as OCONUS immersion.	29.0	25.0	45.8

⁷⁵ 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.

⁷⁶ OCONUS immersion takes place Outside the Continental U.S., while CONUS training takes place within the continental U.S.

Table 7.11 Attitudes toward Barriers to Training

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale] ⁷⁷		
Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	45.5	40.4	64.3
With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	42.1	36.5	58.3
I would put more effort into language training if the resources were more accessible.	71.4	74.0	65.0

⁷⁷ 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 Attitudes toward Command Support of Training

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
[Mean values on 100 point scale] ⁷⁸			
My chain of command cares about my language proficiency.	63.5	64.8	60.0
I am often pulled out of language training for non-critical details.†	47.1	47.4	46.4
My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	51.5	52.0	50.0

⁷⁸ 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 command support of training.

Table 7.13 Attitudes toward Importance of Training

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
[Mean values on 100 point scale] ⁷⁹			
I believe that official language training is essential for success on the job.	81.9	82.1	81.3
I do not believe the official language training focuses on the language skills and mission situations important to SOF. [†]	48.5	45.2	59.4
I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	58.6	57.1	64.3
I do not put much effort into language training. [†]	29.9	32.4	22.2

⁷⁹ 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 the importance of training.

Table 7.14 Motivation to Train

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale]⁸⁰		
I want to succeed in language training so that I will do well on missions.	87.8	89.3	83.3
I am motivated to succeed in language training because I want to receive FLPP.	66.7	65.7	69.4
I am motivated to succeed in language training because I am accountable to my team for my language abilities.	87.9	88.5	85.7
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.	57.9	57.7	58.3
Language training will make a good addition to my resume.	84.3	83.7	86.1

⁸⁰ 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 Open-Ended responses regarding making training more appropriate for SOF personnel

How could training be more appropriate for SOF operators?		
Category of Response	Example Responses ⁸¹	Frequency
Military language/ military instructors	Contract with foreign MILITARY instructors. Sustainment training should be commensurate with skill level (i.e. 3/3 doesn't need as much help as 2/2).	2
Immersion Training	allow the SOF member to obtain the training needed, whether it be CONUS or OCONUS, preferably OCONUS	4
Speaking skills/ slang/ dialects	incorporate more slang/vocab depending on mission requirements.	3
Tailored courses/ mission-specific information	Conduct language training utilizing terminology/jargon that will be required during actual missions. Conduct exercises using only language skills.	4
Other	Integrate into the normal training cycle	2

⁸¹ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

Table 7.16 Open-Ended responses regarding devoting extra off-duty time to language training

What would it take for you to devote an extra 2 hours of off-duty time per week to language training?		
Category of Response	Example Responses ⁸²	Frequency
Offer college or military credit	Provide college credit for participation.	1
Offer extra pay/ FLPP	Offer incentives to language speakers/trainees. It should definately be a factor in promotions. Speaking a foreign language should be given more importance and recognition.	4
Command emphasis	I would devote 4 or more hours of off duty time if my unit would show any interest in allowing me receive language training.	1
More time	2 hours of work off-duty time to compensate	6
Glad to/ wouldn't mind	nothing. It's my duty to maintain my language skill. I still don't think we are paid enough for doing what we do. But we do it because we like our job. If I were all wrapped up about money...I'd get out. But an extra \$300-\$400/mo would be nice.	4
Provide more training/ training materials	first off, I would like to have a formal language course. If I were able to get this, then I would be willing to study more often to maintain a language that I have, instead of studying and trying to figure out the language on my own.	4
Other	don't need basic training. I need technical writing skills	1

⁸² These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

Table 7.17 Open-Ended responses regarding the focus of language training for SOF personnel

What skills should be the focus of language training for SOF personnel?		
Category of Response	Example Responses ⁸³	Frequency
Speaking/ listening	Listening and speaking. Actual day-to-day use should be the primary initial focus. After a basic level is attained, increased emphasis should be placed on cultural, situational conversation skills.	5
Military/ technical language and vocabulary	Provide military-related jargon training and provide interpreter and formal writing courses to more proficient personnel.	5
Rapport building	Basic conversations and ice breaking followed by basic survival then job specifics	4
Specific Languages (i.e., Arabic regional languages)	Arabic and East Asian languages	3
All aspects of language	As many as possible.	5
Other	real time translation and interpretation	2

⁸³ These comments are transcribed directly from the survey responses. No changes in grammar or content were made, except where noted.

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 SOF core tasks, and importance and effectiveness of TDT in the training pipeline. For the complete list of these items and associated findings for all Air Force respondents, please see Appendix A, Tables A51-A55. For further information regarding AFSOF personnel, see Appendix B, Tables B51-B55.

Respondents

All respondents received this set of questions regardless of whether or not they have ever used TDT. A total of 20 respondents answered this section. Fifteen were classified as AFSOF personnel, while ten were categorized as Air Force Other.

Summary/Abstract

Findings in this section suggested that for the most part, technology was viewed as a valuable supplement to traditional training but not as a replacement. Some viewed TDT as an inexpensive way for command to reduce training time and cost. Few respondents had experience with newer forms of technology-based language devices, but most were open to trying it in the future. However, not much confidence was conveyed that MLT could solve language-related difficulties on deployment. It was widely reported that MLT should not replace human instructors or human linguists.

Findings

Table 8.1 presents responses from Air Force respondents regarding TDT. AFSOF personnel and Air Force other respondents indicated somewhat different opinions regarding the role of technology in training. Both AFSOF personnel and other Air Force respondents agreed that classroom instruction is more usefully than TDT for the initial acquisition of a language ($M = 76.6, 85.0$) and that TDT is used most effectively when supplementing classroom instruction ($M = 73.4, 85.0$). AFSOF personnel indicated that they would be somewhat less likely ($M = 68.3$) than other Air Force respondents ($M = 80.0$) to use TDT options if they were available. AFSOF personnel agreed that TDT is only effective when trainees are motivated ($M = 84.4$) and moderately agreed that TDT is an effective way to learn language skills ($M = 57.8$).

As indicated in Table 8.3, only 4.8% of AFSOF personnel and no Air Force other respondents reported that they had used MLT devices. This most likely influenced respondents' rating indicated in Table 8.2 which covered the effectiveness of MLT. AFSOF personnel disagreed that MLT is an effective way to communicate, effective for the SOF core tasks conducted on deployment, and shows promise for the future ($M = 32.1, 25.0, 42.9$). AFSOF personnel strongly agreed that MLT cannot replace language trained personnel ($M = 84.4$).

Table 8.1 Attitudes Regarding Technology-Delivered Training (TDT)

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale] ⁸⁴		
I believe that classroom training is more useful than TDT for the initial acquisition of a language.	78.6	76.6	85.0
I would be likely to use TDT options if they were available.	71.3	68.3	80.0
I believe that TDT means that I will be completing training on my own time/at home (e.g. not duty time).	59.5	54.7	75.0
I believe that TDT is used most effectively when supplementing classroom instruction.	76.2	73.4	85.0
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).	76.2	75.0	80.0
I believe that TDT is an effective way to learn language skills.	58.3	57.8	60.0
I believe that TDT is an effective way to sustain/enhance my language skills.	69.1	68.8	70.0
I believe that TDT is only effective when trainees are motivated.	82.1	84.4	75.0

⁸⁴ 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)⁸⁵

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	[Mean values on 100 point scale]⁸⁶		
I believe MLT is an effective way to communicate.	31.3	32.1	25.0*
I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	25.0	25.0	-
I believe that MLT shows promise for the future.	47.2	42.9	62.5*
I believe that MLT cannot replace language trained operators.	85.0	84.4	87.5*

⁸⁵ 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.

⁸⁶ 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 Translation⁸⁷

	<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	Percent of Group with “Yes” Answers		
Have you ever used MLT?	4.8	7.7	0.0
Have you ever used the Phraselator?	0.0	0.0	0.0
Have you ever used a Voice Response Translator?	0.0	0.0	0.0
Have you ever used S-Minds?	0.0	0.0	0.0

⁸⁷ 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.

SECTION 9: ORGANIZATIONAL CLIMATE AND SUPPORT

Introduction

This section presents respondents' perceptions of organizational climate and support according to how well their chains of command provide support in terms of language. For the complete list of items and associated findings for Air Force Overall respondents to this section, please see Appendix A, Table A56. For further information regarding the AFSOF personnel, see Appendix B, Table B56.

Respondents

All respondents received this set of questions. A total of 38 respondents answered this section. Twenty-eight were classified as AFSOF personnel, while ten were categorized as Air Force Other.

Summary/Abstract

Ratings of command support demonstrated that there is a need for improvement. Areas that were of greatest concern to respondents were providing recognition and awards related to language training, finding ways to increase time for language training, and allocating duty time for training. Areas that received more favorable (although still negative) ratings were providing support to help personnel acquire and maintain enough proficiency to qualify for FLPP, providing language learning materials, and ensuring that personnel in language training are not pulled for non-critical details. AFSOF personnel were more critical in their ratings in general than the Air Force other respondents.

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. Grades assigned by AFSOF personnel were generally negative. Areas that received more unfavorable ratings (i.e., mostly D's and F's) were providing recognition and awards related to language (75.0% D's and F's), finding ways to increase time for language training (67.9% D's and F's), and allocating duty hours to language training or practice (50.0% D's and F's). Areas that received more favorable (although still negative) were providing support to help personnel acquire and maintain enough proficiency to qualify for FLPP (42.8% D's and F's), providing language learning materials (42.8% D's and F's), and ensuring that personnel in language training are not pulled for non-critical details (42.8% 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.

Air Force other respondents assigned higher grades when compared to AFSOF personnel on several dimensions related to organizational support of language. For example, Air Force other respondents assigned fewer D's and F's than AFSOF personnel when rating how well their chains of command provide language learning materials (10%, 42.8%) and how well their chains of command allocate duty hours to language training or practice (30%, 50%).

Table 9.1 Ratings of Organizational Support

		<i>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
		Percentage of Respondents Choosing Each Grade ⁸⁸		
Providing support to help you acquire and maintain enough proficiency to qualify for FLPP	A	15.8	10.7	30.0
	B	13.2	14.3	10.0
	C	28.9	32.1	20.0
	D	18.4	21.4	10.0
	F	23.7	21.4	30.0
Providing recognition and awards related to language	A	2.6	--	10.0
	B	7.9	7.1	10.0
	C	18.4	17.9	20.0
	D	28.9	32.1	20.0
	F	42.1	42.9	40.0
Providing language learning materials	A	7.9	3.6	20.0
	B	26.3	28.6	20.0
	C	31.6	25.0	50.0
	D	26.3	32.1	10.0
	F	7.9	10.7	--

⁸⁸ 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>Air Force Overall</i>	<i>AFSOF Personnel</i>	<i>Air Force Other</i>
		Percentage of Respondents Choosing Each Grade ⁸⁹		
Allocating duty hours to language training or practice	A	10.5	7.1	20.0
	B	21.1	21.4	20.0
	C	23.7	21.4	30.0
	D	31.6	35.7	20.0
	F	13.2	14.3	10.0
Encouraging the use of language during non-language training	A	7.9	7.1	10.0
	B	18.4	21.4	10.0
	C	28.9	25.0	40.0
	D	23.7	28.6	10.0
	F	21.1	17.9	30.0
Placing command emphasis on proficiency	A	10.5	10.7	10.0
	B	18.4	17.9	20.0
	C	28.9	28.6	30.0
	D	23.7	28.6	10.0
	F	18.4	14.3	30.0

⁸⁹ 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>Air Force Overall</i>		<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	Percentage of Respondents Choosing Each Grade ⁹⁰			
Ensuring quality language instruction is available	A	2.7	--	11.1
	B	16.2	17.9	11.1
	C	40.5	35.7	55.6
	D	32.4	35.7	22.2
	F	8.1	10.7	--
Ensuring pre-deployment training is available	A	2.7	--	11.1
	B	18.9	17.9	22.2
	C	37.8	35.7	44.4
	D	21.6	25.0	11.1
	F	18.9	21.4	11.1
Placing command emphasis on taking the DLPT on time	A	7.9	7.1	10.0
	B	15.8	17.9	10.0
	C	31.6	28.6	40.0
	D	34.2	35.7	30.0
	F	10.5	10.7	10.0

⁹⁰ 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>Air Force Overall</i>		<i>AFSOF Personnel</i>	<i>Air Force Other</i>
	Percentage of Respondents Choosing Each Grade ⁹¹			
Finding ways to increase time for language training	A	5.3	3.6	10.0
	B	18.4	17.9	20.0
	C	13.2	10.7	20.0
	D	39.5	50.0	10.0
	F	23.7	17.9	40.0
Ensuring that personnel in language training are not pulled for non-critical details	A	10.5	10.7	10.0
	B	23.7	17.9	40.0
	C	26.3	28.6	20.0
	D	18.4	21.4	10.0
	F	21.1	21.4	20.0

⁹¹ 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 concerns in respondents' decisions to leave SOF. For the complete list of items and associated findings for Air Force respondents to this section, please see Appendix A, Table A57. For further information regarding AFSOF personnel, see Appendix B, Table B57.

Respondents

All Air Force survey respondents received this section. A total of 32 respondents answered this section. Twenty-six were classified as AFSOF personnel, while six were categorized as Air Force other.

Summary/Abstract

Findings indicated that few AFSOF personnel had intentions to leave SOF. Language concerns did not appear to play a large role in AFSOF personnel's decisions to re-enlist in SOF. AFSOF personnel with more tenure reported being less likely to leave SOF than those with less tenure.

Findings

AFSOF personnel indicated that they did not intend to leave SOF because of language-related issues (see Table 10.1). AFSOF personnel disagreed ($M = 20.0$) that they intend to leave SOF if language requirements are increased or if they are unable to get the language training they need ($M = 24.2$). AFSOF personnel also indicated that they were likely to re-enlist in SOF ($M = 72.4$). AFSOF personnel slightly disagreed that they have considered leaving SOF to pursue a job in the civilian world where their skills will be highly compensated ($M = 46.1$). When responses to these items were compared across different levels of tenure, the most common trend was a decrease in intentions to leave SOF for respondents who had longer tenure.

Table 10.1 Intention to Leave SOF

	Overall [AFSOF ONLY]⁹²	Tenure (yrs in SOF)⁹³ [AFSOF Only]			
		0-4	5-8	9-16	17+
[Mean values on 100 point scale]⁹⁴					
I intend to leave SOF if I am unable to get the language training I need.	24.2	26.8	28.6	19.4	0.0*
I have considered leaving SOF to pursue a job in the civilian world where my skills will be highly compensated.	46.1	50.0	46.4	41.7	25.0*
I intend to leave SOF if language requirements are increased.	20.0	19.6	16.7	22.2	25.0*
I am likely to re-enlist in SOF.	72.4	76.8	66.7	65.6	100.0*
My decision to re-enlist in SOF is based in part on issues relating to language proficiency.	38.4	41.1	35.0	37.5	25.0*

⁹² All survey participants were asked these questions. However, answers of "N/A" and answers from respondents who were non-AFSOF were not included in the calculations.

⁹³ Respondents were asked to indicate their total number of years of tenure with SOF.

⁹⁴ 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 AFSOF personnel:

1. General Language Requirements

- AFSOF personnel reported that ‘Military-technical language’ is the most important ($M = 86.5$) and most frequently used ($M = 87.0$) language function.
- Eighty eight percent of AFSOF personnel who responded to the survey indicated the need for a level of communication that can be classified as ‘Intermediate’ or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix I for a Layman’s Understanding of ILR Language Skill Level Descriptions).

2. Mission-Based Language Requirements

- AFSOF personnel in our study primarily engage in Foreign Internal Defense (FID) missions both inside and outside their AOR.
- The two most frequently used skills on their most recent deployment as reported by AFSOF personnel were ‘Listening skills’ ($M = 84.4$) followed by ‘Military-specific language’ ($M = 76.0$).
- AFSOF personnel indicated that the most important aspect of language proficiency on the most recent deployment was ‘Building rapport’ ($M = 88.5$) followed closely by ‘Training or teaching others’ ($M = 86.5$) and ‘Maintaining control in hostile confrontations’ ($M = 86.5$).
- AFSOF personnel reported that they used language skills frequently while on the most recent deployment inside of their AOR ($M = 95.8$) and indicated more often than not that they were well-prepared for their most recent deployment in terms of language and cultural understanding ($M = 66.3$).
- AFSOF personnel reported being less prepared for deployments outside of their AOR than for deployments inside of their AOR in terms of language-related requirements. For example, AFSOF personnel reported that they were unable to meet the language-related requirements of their most recent mission outside of their AOR ($M = 36.5$).

3. Use of Interpreters

- AFSOF personnel reported a strong reliance on interpreters both inside and outside of their AOR.
- AFSOF personnel indicated that they would not be as effective on their missions without using an interpreter ($M = 32.1$).

4. Beliefs about Proficiency

- AFSOF personnel reported higher levels of confidence in their ability to satisfy minimum language requirements, but less confidence in their ability to use military terminology or to participate in informal topics in their required AOR language.

5. Official Language Testing

- AFSOF personnel indicated neutral attitudes toward the Defense Language Proficiency Test (DLPT). For example, AFSOF personnel slightly disagreed that the DLPT was related to their job duties, but also slightly agreed that the DLPT could predict successful language use in the field.
- AFSOF personnel indicated that they took the DLPT seriously. For example, AFSOF personnel strongly disagreed ($M = 2.8$) that they marked the same answer to the DLPT since it never changes.

6. Foreign Language Proficiency Pay (FLPP)

- AFSOF personnel who currently receive FLPP rate it more positively and believe the system is fairer than those who do not currently receive FLPP.
- AFSOF personnel do not believe that the amount of FLPP reflects the effort required to maintain language skills.
- AFSOF personnel suggested increasing the amount of FLPP, paying for speaking proficiency, and increasing the availability of training as good ways to increase the motivating effect of FLPP.

7. Language Training

- AFSOF 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.
- AFSOF personnel indicated that the primary emphasis in their initial acquisition language training was on formal language rather than slang/street language. However, AFSOF personnel indicated that their sustainment/enhancement language training placed more emphasis on slang/street language than their initial acquisition training.
- AFSOF personnel indicated favorable attitudes toward immersion training.
- 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 language training was not substantial enough for them to be effective on missions.
- AFSOF personnel indicated lack of resources and lack of time as the major barriers to language training.
- AFSOF personnel indicated that official language training was important and that they were most motivated to do well in language training so that they would be successful on their missions and because they are accountable to their team.

8. Use of Technology

- AFSOF personnel indicated that technology-delivered training (TDT) would be most effective as a supplement for traditional training, but should not be used to replace traditional training.
- AFSOF personnel had negative opinions of Machine Language Translation (MLT) and indicated that MLT should not replace human instructors or human linguists.

9. Organizational Climate and Support

- AFSOF personnel rated their chains of command negatively in terms of how well they provided support for language and language training.
- Areas that were rated the most negatively included: providing awards and recognition related to language training, finding ways to increase time for language training, and allocating duty time for training.
- Areas that were rated more favorably (but still negatively) were: providing support to help personnel acquire and maintain enough proficiency to qualify for FLPP, providing language learning materials, and ensuring that personnel in language training are not pulled for non-critical details.

10. Language and Attrition

- Few AFSOF personnel indicated that they had intentions to leave SOF.
- AFSOF operators did not indicate that language concerns played a role in their decision to re-enlist in SOF.
- AFSOF personnel with more tenure reported being less likely to leave SOF than those with less tenure.

In summary, AFSOF personnel expressed a need for ‘Military-technical vocabulary’ on their missions, which seem to be primarily focused on training or teaching others. AFSOF personnel indicated that the common mission on their most recent deployment was Foreign Internal Defense (FID), and that these missions require both ‘Listening skills’ and ‘Military-specific language.’ AFSOF personnel reported using their language skills frequently and indicated that they felt prepared for the most recent mission in terms of language and cultural understanding. However, AFSOF personnel did not feel as confident in their ability to use military terminology and conversational skills as they do satisfying minimum language requirements. Findings suggest that AFSOF personnel relied on interpreters as a way to compensate for weaker language skills.

The major complaint regarding language training was that it 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. AFSOF personnel recognized the importance of language training, but indicated that there were many barriers to training, including lack of resources and time dedicated to training. AFSOF personnel also indicated that while their command cares about language training, they do not provide the necessary support to achieve goals associated with language training. AFSOF personnel disagreed that technology-delivered training would be a feasible replacement for traditional training although they agreed that it could be a useful supplement that may alleviate some of the challenges associated with traditional training.

AFSOF personnel expressed a neutral attitude toward language testing, specifically toward the DLPT. A possible reason for this trend could be that the DLPT does not measure the facets of language that AFSOF personnel feel are the most important. AFSOF personnel primarily train and teach others on their missions. This requires the use of strong speaking skills, which are not assessed on the DLPT. Additionally, FLPP was not seen as a highly motivating factor for maintaining their proficiency. This is logical, given that FLPP is linked directly to their performance on the DLPT. AFSOF personnel indicated that increasing the amount of training they received

would increase their motivation. Currently, AFSOF personnel reported being more motivated by the desire to do well on missions than by monetary rewards.

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APPENDICES

Appendix A: Findings for Air Force Overall⁹⁵

⁹⁵ This group includes ARSOF Operators, SOF Other, SOF Support, MI soldiers assigned to SOF Units from the Army, Non-SOF Linguists, and Other Non-SOF.

Table A1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	31	3.7	0.83	66.9	-	3.2	45.2	32.3	19.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	31	3.3	0.87	58.1	-	12.9	54.8	19.4	12.9

Table A2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	30	2.8	1.10	45.0	13.3	26.7	30.0	26.7	3.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	31	3.6	1.00	63.7	-	9.7	51.6	12.9	25.8

Table A3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	31	3.5	1.18	62.9	6.5	9.7	35.5	22.6	25.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	31	3.6	1.12	65.3	6.5	6.5	29.0	35.5	22.6

Table A4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	29	3.8	1.26	51.7	6.9	6.9	27.6	17.2	41.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	30	4.1	1.04	58.9	3.3	3.3	16.7	30.0	46.7

Table A5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	30	4.4	0.89	84.2	-	6.7	6.7	30.0	56.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	31	4.3	0.97	81.5	-	6.5	16.1	22.6	54.8

Table A6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	31	3.9	0.93	73.4	-	6.5	25.8	35.5	32.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	31	3.8	0.83	70.2	-	6.5	25.8	48.4	19.4

Table A7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	30	3.1	1.26	51.7	3.3	46.7	16.7	16.7	20.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	31	3.4	1.17	58.9	3.2	22.6	32.3	19.4	22.6

Table A8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	30	4.1	1.05	76.7	-	10.0	20.0	23.3	46.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	31	4.2	0.86	79.0	-	-	29.0	25.8	45.2

Table A9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	1	3.1
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.	2	6.3
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.	6	18.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	13	40.6
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.	10	31.3

Table A10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	3	9.4
Foreign Internal Defense (FID)	16	50.0
Psychological Operations (PSYOP)	1	3.1
Counterterrorism (CT)	5	15.6
Information Operations (IO)	2	6.3
Force Protection	1	3.1
Planning/Administrative Support	2	6.3
Contracting/Miscellaneous	2	6.3
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	27	84.4
Outside AOR	5	15.6

Table A11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	1	3.1
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.	3	9.4
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.	3	9.4
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.	17	53.1
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	25.0
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	3.1
Establishing and building rapport and some level of trust with a political or military figure.	3	9.4
Both a and b	20	62.5
Neither a and b	8	25.0
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	20	62.5
3 – 6 months	12	37.5
6 – 12 months	-	-
Over 12 months	-	-

Table A12: 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	31	4.0	1.17	74.2	6.5	6.5	9.7	38.7	38.7
7.	Formal language	31	3.5	1.06	62.9	6.5	6.5	32.3	38.7	16.1
8.	Slang/street language	31	3.5	1.00	61.3	6.5	9.7	22.6	54.8	6.5
9.	Local dialect	30	3.5	1.14	62.5	6.7	13.3	20.0	43.3	16.7
10.	Speaking skills	31	3.7	1.30	67.7	6.5	16.1	12.9	29.0	25.5
11.	Listening skills	31	4.3	1.14	83.1	6.5	3.2	3.2	25.8	61.3
12.	Reading skills	31	3.2	1.23	55.7	12.9	9.7	35.5	25.8	16.1
13.	Writing skills	31	2.6	1.23	40.3	19.4	35.5	16.1	22.6	6.5
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	29	2.7	1.34	41.4	24.1	27.6	17.2	20.7	10.3
15.	Interpreters	27	2.8	1.34	44.4	25.9	18.5	11.1	40.7	3.7

Table A13: 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.	31	3.6	1.26	64.5	6.5	16.1	19.4	29.0	29.0
17.	I used my language skills frequently while on this deployment.	29	4.7	0.65	93.1	-	3.4	-	17.2	9.3

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	31	4.5	0.77	87.1	-	3.2	6.5	29.0	61.3
19.	Training or teaching others	31	4.2	0.86	79.0	-	3.2	19.4	35.5	41.9
20.	Reducing need for interpreters/translators	31	3.9	0.96	73.4	-	9.7	19.4	38.7	32.3
21.	Logistics (i.e. saving time or convenience in getting things done)	31	3.9	0.70	72.6	-	-	29.0	51.6	19.4
22.	Timely identification of important documents	30	4.0	0.83	75.0	-	3.3	23.3	43.3	30.0
23.	Giving basic commands	31	3.9	0.92	71.8	3.2	-	29.0	41.9	25.8
24.	Discrete eavesdropping	30	3.8	1.07	69.2	-	16.7	20.0	33.3	30.0
25.	Increasing situational awareness	31	4.2	0.76	80.7	-	-	19.4	38.7	41.9
26.	Maintaining control in hostile confrontations	30	4.3	0.92	83.3	-	3.3	20.0	16.7	60.0
27.	Persuading people to provide sensitive information	29	3.7	1.29	66.4	3.4	24.1	10.3	27.6	34.5
28.	Negotiations	30	4.0	1.20	75.0	3.3	13.3	10.0	26.7	46.7

Table A15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	13	40.6
No	19	59.4

Table A16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	12	2.75	16.6	68.8	33.3	16.7	16.7	8.3	25.0
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	12	2.2	1.47	55.0	41.7	33.3	8.3	-	16.7

Table A17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						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.	12	4.7	0.49	91.7	-	-	-	33.3	66.7
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	8	2.8	1.17	43.8	12.5	37.5	12.5	37.5	-
5.	I use interpreters only when advanced/high levels of proficiency are required.	11	3.4	1.21	59.1	-	36.4	9.1	36.4	18.2
6.	It would have been useful to receive training on using interpreters prior to deployment.	12	3.8	1.06	68.8	-	16.7	16.7	41.7	25.0
7.	Interpreters are essential for carrying out missions.	11	3.6	1.21	65.9	9.1	9.1	9.1	54.5	18.2
8.	I feel our unit is too dependent on interpreters.	10	3.3	1.34	57.5	10.0	20.0	20.0	30.0	20.0
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	10	3.8	1.32	70.0	10.0	10.0	-	50.0	30.0
10.	I can be as effective on my missions without an interpreter.	10	2.3	1.06	32.5	20.0	50.0	10.0	20.0	-
11.	In my experience, most interpreters were trustworthy.	10	3.3	0.68	57.5	-	10.0	50.0	40.0	-
12.	In my experience, most interpreters were competent.	10	3.8	0.42	70.0	-	-	20.0	80.0	-

Table A18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	16	50.0
No	16	50.0

Table A19: 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).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	5	31.3
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.	1	6.3
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.	5	31.3
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	12.5
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	18.8
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	6.3
Establishing and building rapport and some level of trust with a political or military figure.	2	12.5
Both a and b	9	56.3
Neither a and b	4	25.0

Table A20: 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).				
3. How long were you deployed in this country?			N	Percentage
Less than 3 months			10	62.5
3 – 6 months			6	37.5
6 – 12 months			-	-
Over 12 months			-	-

Table A21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	14	2.4	1.02	35.7	14.3	50.0	14.3	21.4	-
5.	While on this deployment, I experienced language-related issues or deficiencies.	15	3.7	1.23	66.7	6.7	13.3	13.3	40.0	26.7
6.	My proficiency in my official or required language suffered because of this deployment	16	2.6	1.03	39.1	12.5	37.5	37.5	6.3	6.3
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	14	3.6	1.22	64.3	12.5	14.3	14.3	42.9	21.4
8.	Prior to deployment, I was proficient in the language required.	14	2.9	1.51	46.4	21.4	28.6	14.3	14.3	21.4

Table A22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	2	12.5
No	14	87.5

Table A23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	7	43.8
No	9	56.3

Table A24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
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 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.	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 A26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	33	84.6
No	6	15.4

Table A27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	39	3.4	1.25	60.9	7.7	15.4	28.2	23.1	25.6
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.	39	4.0	1.24	75.0	2.6	15.4	12.8	17.9	51.3
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.	39	3.6	1.29	64.1	7.7	17.9	12.8	33.3	28.2

Table A28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	27	81.8
No	6	18.2
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	25	92.6
No	2	7.4

Table A29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
French	4	15.4
Modern Standard Arabic	4	15.4
Persian-Farsi	1	3.8
Spanish	14	53.8

Table A30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	8	30.8
2003	15	57.7
2002	2	7.7
2001	-	-
Prior to 2001	1	3.8
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	-	-
0+	1	3.8
1	3	11.5
1+	-	-
2	4	15.4
2+	3	11.5
3	15	57.7
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	1	3.8
1	1	3.8
1+	2	7.7
2	4	15.4
2+	2	7.7
3	16	61.5

Table A31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	9	33.3
No	18	66.7

Table A32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	24	2.8	0.79	43.8	-	41.7	45.8	8.3	4.2
7.	My DLPT scores accurately reflect my ability to use language while on the job.	26	3.0	1.15	51.0	7.7	30.8	19.2	34.6	7.7
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	26	3.0	1.17	50.0	11.5	23.1	26.9	30.8	7.7
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	25	2.2	1.14	29.0	28.0	48.0	12.0	4.0	8.0
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	25	1.1	0.33	3.0	88.0	12.0	-	-	-
11.	I have memorized the answers to the DLPT since it never changes.	25	1.5	0.87	13.0	68.0	16.0	12.0	4.0	-
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	13	3.0	1.23	50.0	15.4	15.4	30.8	30.8	7.7

Table A33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past for years?	N	Percentage
Yes	20	60.6
No	13	39.4
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	17	51.5
No	16	48.5

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.	28	3.7	1.01	68.9	3.6	7.1	25.0	42.9	21.4
4. FLPP motivates me to maintain my current level of language skills during personal time.	27	4.0	1.02	74.1	3.7	3.7	18.5	40.7	33.3
5. Procedures for allocating FLPP are fair.	31	3.1	1.14	52.4	9.7	19.4	32.3	29.0	9.7
6. Procedures for receiving FLPP are straightforward and simple.	31	3.3	1.05	58.1	6.5	16.1	22.6	48.4	6.5
7. I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	29	2.6	1.06	38.8	17.2	31.0	34.5	13.8	3.4

Table A35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	26	63.4
It was paid for lower proficiency levels.	8	19.5
It was paid once per year as a bonus.	1	2.4
We could get FLPP for speaking proficiency.	18	43.9
The Unit would provide more resources for language training.	13	31.7
The Unit would provide more time for language training.	14	34.1
I had been trained to a higher level during initial acquisition.	11	26.8

Table A36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	4	10.3
Sustainment/Enhancement Training	10	25.6
Both of the above	4	10.3
Neither of the above	21	53.8
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	7	17.9
No	32	82.1
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	21	53.8
No	18	46.2

Table A37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	2	25.0
USAJFKSWCS	1	12.5
Unit/Command Language Program (CLP)	5	62.5
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	6	75.0
Classroom followed by immersion	2	25.0
DL (i.e., distance/distributive learning)	-	-

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.	8	3.9	1.25	71.9	12.5	-	-	62.5	25.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	8	2.4	1.41	34.4	25.0	50.0	-	12.5	12.5
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	8	3.9	1.36	71.9	12.5	-	12.5	37.5	37.5
6.	My instructor was knowledgeable about how the language is currently used.	8	4.3	1.39	81.3	12.5	-	-	25.0	62.5
7.	The instructor encouraged students to speak in the target language.	8	4.1	1.36	78.1	12.5	-	-	37.5	50.0

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.	8	4.0	0.93	75.0	-	12.5	-	62.5	25.0
9.	The curriculum included slang and/or street language.	8	2.3	1.04	31.3	25.0	37.5	25.0	12.5	-
10.	The materials used in training were free from error.	8	2.9	1.36	46.9	12.5	37.5	12.5	25.0	12.5
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	8	4.4	0.52	84.4	-	-	-	62.5	37.5
12.	The curriculum covered the vocabulary necessary for my job and missions.	8	2.8	0.89	43.8	-	50.0	25.0	25.0	-
13.	The curriculum was pre-packaged and not customized to SOF.	8	3.9	0.99	71.9	-	12.5	12.5	50.0	25.0
14.	The course would have been more effective if we had covered less content in more detail.	8	3.3	1.28	56.3	-	37.5	25.0	12.5	25.0

Table A40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	3	21.4
USAJFKSWCS	-	-
Unit/Command Language Program (CLP)	10	71.4
DLI East	1	7.1
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	4	28.6
Distance Learning (DL)	1	7.1
College classes	1	7.1
Immersion	1	7.1
Classroom (DLI/CLP)	7	50.0
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	12	85.7
No	2	14.3

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.	14	3.4	1.83	77.3	-	9.1	-	63.6	27.3
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	11	1.8	0.87	20.5	36.4	54.5	-	9.1	-
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	11	4.5	0.93	86.4	-	9.1	-	27.3	63.6
7.	My instructor was knowledgeable about how the language is currently used.	11	4.8	0.41	95.5	-	-	-	18.2	81.8
8.	The instructor encouraged students to speak in the target language.	11	5.0	0.00	100.0	-	-	-	-	100.0

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.	13	4.2	1.14	78.9	7.7	-	7.7	38.5	46.2
10.	The curriculum included slang and/or street language.	13	3.2	1.09	55.8	-	38.5	7.7	46.2	7.7
11.	The materials used in training were free from error.	13	3.7	0.60	69.2	-	-	30.8	61.5	7.7
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	13	3.5	1.20	63.5	7.7	15.4	7.7	53.8	15.4
13.	The curriculum covered the vocabulary necessary for my job and missions.	13	2.9	0.80	46.2	-	38.5	38.5	23.1	-
14.	The curriculum was pre-packaged and not customized to SOF.	13	3.8	0.83	69.2	-	7.7	23.1	53.8	15.4
15.	The course would have been more effective if we had covered less content in more detail.	13	2.9	1.07	46.2	-	46.2	38.5	-	15.4

Table A43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	2	40.0
3-4 weeks	3	60.0
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	-	-
Immersion training (i.e., OCONUS)	5	100.0

Table A44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	2	40.0
Modern Standard Arabic	2	40.0
Spanish	1	20.0

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.	5	4.4	0.55	85.0	-	-	-	60.0	40.0
6.	I would have benefited more from immersion training if my initial proficiency was higher.	5	4.0	1.00	75.0	-	-	40.0	20.0	40.0
7.	Immersion training is the most effective way to acquire language skills.	5	4.2	1.10	80.0	-	-	40.0	-	60.0
8.	I think that OCONUS immersion training is a boondoggle.	5	1.4	0.55	10.0	60.0	40.0	-	-	-

Table A46: Training Effectiveness on Deployment.

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)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	6	31.6
Sustainment/enhancement training in official or required AOR language	11	57.9
Pre-deployment training in language outside AOR (e.g., GWOT language)	2	10.5

Table A47: Training Effectiveness on Deployment.

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).										
		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.	17	3.2	0.95	54.4	5.9	17.6	29.4	47.1	-
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	15	3.0	1.20	50.0	6.7	33.3	26.7	20.0	13.3
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	15	3.3	1.16	56.7	6.7	20.0	26.7	33.3	13.3
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	16	3.5	1.16	62.5	-	25.0	25.0	25.0	25.0
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	16	2.9	1.15	46.9	6.3	43.8	12.5	31.3	6.3
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	17	4.1	1.17	77.9	-	17.6	5.9	23.5	52.9

Table A48: Training Effectiveness on Deployment.

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).										
		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).	16	3.3	0.86	56.3	-	25.0	25.0	50.0	-
9.	While deployed, I found that I received incorrect information during language training.	16	2.1	0.89	28.1	18.8	62.5	6.3	12.5	-

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.	36	4.3	1.28	81.9	11.1	-	2.8	22.2	63.9
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	34	2.9	1.07	48.5	11.8	20.6	32.4	32.4	2.9
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	35	3.3	1.08	58.6	2.9	25.7	17.1	42.9	11.4
4.	I do not put much effort into language training.	36	2.2	0.79	29.9	16.7	52.8	25.0	5.6	-
5.	I want to succeed in language training so that I will do well on missions.	37	4.5	0.56	87.8	-	-	2.7	43.2	54.1
6.	I am motivated to succeed in language training because I want to receive FLPP.	36	3.7	1.17	66.7	5.6	13.9	13.9	41.7	25.0
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	33	4.5	0.67	87.8	-	-	9.1	30.3	60.6
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.	35	3.3	1.26	57.9	8.6	17.1	31.4	20.0	22.9
9.	Language training will make a good addition to my resume.	35	4.4	0.69	84.3	-	-	11.4	40.0	48.6
10.	My chain of command cares about my language proficiency.	37	3.5	1.22	63.5	8.1	13.5	16.2	40.5	21.6

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.	26	2.9	1.03	47.1	7.7	30.8	30.8	26.9	3.8
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	34	3.1	1.04	51.5	8.8	17.6	38.2	29.4	5.9
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	33	2.8	0.95	45.5	6.1	33.3	36.4	21.2	3.0
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	35	2.7	1.23	42.1	17.1	31.4	28.6	11.4	11.4
15.	I would put more effort into language training if the resources were more accessible.	35	3.9	0.94	71.4	2.9	2.9	25.7	42.9	25.7
16.	Selection for OCONUS immersion training is fair.	28	2.9	0.99	47.3	7.1	28.6	35.7	25.0	3.6
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	34	4.5	0.66	86.8	-	-	8.8	35.3	55.9
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	31	3.6	1.02	65.3	-	12.9	38.7	22.6	25.8
20.	My command thinks that OCONUS immersion training is a boondoggle.	31	3.2	1.02	55.7	3.2	19.4	41.9	22.6	12.9
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	31	2.2	0.78	29.0	22.6	38.7	38.7	-	-

Table A51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video conferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	16	80.0
No	4	20.0

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.	21	4.1	1.01	78.6	-	9.5	14.3	28.6	47.6
3.	I would be likely to use TDT options if they were available.	20	3.9	0.75	71.3	-	5.0	20.0	60.0	15.0
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	21	3.4	1.02	59.5	4.8	14.3	28.6	42.9	9.5
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	21	4.1	0.97	76.2	-	9.5	14.3	38.1	38.1
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).	21	4.1	0.81	76.2	-	4.8	14.3	52.4	28.6
7.	I believe that TDT is an effective way to learn language skills.	21	3.3	0.86	58.3	-	19.0	33.3	42.9	4.8
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	21	3.8	0.77	69.1	-	4.8	28.6	52.4	14.3
9.	I believe that TDT is only effective when trainees are motivated.	21	4.3	0.72	82.1	-	-	14.3	42.9	42.9
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.	19	1.68	.089	17.1	52.6	31.6	10.5	5.3	-
11.	I would participate in SOFTS if I had the opportunity.	21	4.1	0.81	76.2	-	4.8	14.3	52.4	28.6

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.	20	2.9	1.02	47.5	10.0	25.0	30.0	35.0	-
13.	Allows you to complete training at your own pace.	19	3.4	0.77	60.5	-	15.8	26.3	57.9	-
14.	Reduces external pressures such as live instructors or peers	20	2.5	1.00	36.3	15.0	45.0	20.0	20.0	-

Table A54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.			
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?		N	Percentage
	Yes	1	5.3
	No	18	94.7
16. Have you ever used the Phraselator?		N	Percentage
	Yes	-	-
	No	21	100.0
17. Have you ever used the VRT?		N	Percentage
	Yes	-	-
	No	21	100.0
18. Have you ever used S-Minds?		N	Percentage
	Yes	-	-
	No	21	100.0

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.	8	2.3	0.71	31.3	12.5	50.0	37.5	-	-
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	71.4	-	-	-
21.	I believe that MLT shows promise for the future.	9	2.9	0.93	47.2	11.1	11.1	55.6	22.2	-
22.	I believe that MLT cannot replace language trained operators.	10	4.4	0.84	85.0	-	-	20.0	20.0	60.0

Table A56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	38	10.5	21.1	23.7	31.6	13.2
2.	Encouraging the use of your language during non-language training.	38	7.9	18.4	28.9	23.7	21.1
3.	Placing command emphasis on language proficiency.	38	10.5	18.4	28.9	23.7	18.4
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	38	15.8	13.2	28.9	18.4	23.7
5.	Providing recognition and awards related to language.	38	2.6	7.9	18.4	28.9	42.1
6.	Providing language learning materials.	38	7.9	26.3	31.6	26.3	7.9
7.	Ensuring quality language instruction is available.	37	2.7	16.2	40.5	32.4	8.1
8.	Ensuring pre-deployment training is available.	37	2.7	18.9	37.8	21.6	18.9
9.	Placing command emphasis on taking the DLPT on time.	38	7.9	15.8	31.6	34.2	10.5
10.	Finding ways to increase time for language training.	38	5.3	18.4	13.2	39.5	23.7
11.	Ensuring that personnel in language training are not pulled for non-critical details.	38	10.5	23.7	26.3	18.4	21.1

Table A57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	31	2.0	0.84	24.2	29.0	51.6	12.9	6.5	-
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	32	2.8	1.3	46.1	12.5	40.6	12.5	18.8	15.6
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	28	2.5	1.00	38.4	10.7	46.4	25.0	14.3	3.6
4.	I intend to leave SOF if language requirements are increased.	30	1.8	0.61	20.0	30.0	60.0	10.0	-	-
5.	I am likely to re-enlist in SOF.	29	3.9	1.26	72.4	10.3	3.4	10.3	37.9	37.9

Table A58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	41	100.0
Army	-	-
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	32	78.0
No	9	22.0
How many years of total service in SOF do you have?	N	Percentage
Less than one year	3	8.1
1-4 years	14	37.8
5-8 years	9	24.3
9-12 years	3	8.1
12-16 years	7	18.9
17-20 years	-	-
More than 20 years	1	2.7
How long have you been working in your current job?	N	Percentage
Less than one year	4	10.3
1-4 years	22	56.4
5-8 years	7	17.9
9-12 years	1	2.6
12-16 years	2	5.1
17-20 years	2	5.1
More than 20 years	1	2.6

Table A59: Demographics.

What is your current official or required language?	N	Percentage
French	5	14.3
Modern Standard Arabic	5	14.3
Persian-Farsi	1	2.9
Polish	1	2.9
Portuguese (Brazilian)	1	2.9
Russian	3	8.6
Spanish	17	48.6
Italian	1	2.9
Misc. CAT II	1	2.9

Table A60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Dari	1	3.8
French	3	11.5
German	5	19.2
Portuguese (Brazilian)	1	3.8
Russian	1	3.8
Serbian-Croatian	2	7.7
Spanish	4	15.4
Italian	1	3.8
Japanese	1	3.8
Miscellaneous CAT I	1	3.8
Miscellaneous CAT III	1	3.8

Table A61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	7	17.9
1-2 months	10	25.6
3-4 months	12	30.8
5-6 months	8	20.5
More than 6 months	2	5.1
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	3	7.7
1-2 times	8	20.5
3-4 times	9	23.1
5-6 times	3	7.7
More than 6 times	16	41.0
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	8	21.1
1-2 times	7	18.4
3-4 times	6	15.8
5-6 times	2	5.3
More than 6 times	15	39.5

Table A62: Demographics.

Which operator type best describes you?	N	Percentage
MI Soldier Assigned to SOF Unit	1	2.4
AFSOC	29	70.7
Non-SOF MI, FAO, or other linguists (Non-SOF, language coded positions)	6	14.6
Other SOF	3	7.3
Other non-SOF	2	4.9

Table A63: Demographics.

What is your grade?	N	Percentage
E4	1	2.7
E5	4	10.8
E6	11	29.7
E7	8	21.6
O-3	3	8.1
O-4	7	18.9
O-5	2	5.4
O-6	1	2.7

Appendix B: Findings for AFSOF Personnel

Table B1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	29	3.6	0.83	64.6	-	4.2	50.0	29.2	16.7
						Not Important	Low Importance	Important	High Importance	Critical
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.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	23	2.9	1.00	47.8	8.7	26.1	30.4	34.8	-
						Not Important	Low Importance	Important	High Importance	Critical
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.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	24	3.7	1.20	67.7	4.2	12.5	25.0	25.0	33.3
						Not Important	Low Importance	Important	High Importance	Critical
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.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	22	3.8	1.22	70.5	4.5	9.1	27.3	18.2	40.9
						Not Important	Low Importance	Important	High Importance	Critical
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.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	23	4.5	0.79	87.0	-	4.3	4.3	30.4	60.9
						Not Important	Low Importance	Important	High Importance	Critical
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.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	24	4.0	0.98	75.0	-	8.3	20.8	33.3	37.5
						Not Important	Low Importance	Important	High Importance	Critical
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.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	23	3.4	1.23	59.8	-	34.8	17.4	21.7	26.1
						Not Important	Low Importance	Important	High Importance	Critical
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.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	23	4.3	0.92	81.5	-	4.3	17.4	26.1	52.2
						Not Important	Low Importance	Important	High Importance	Critical
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.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
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.

1. What was your primary SOF core task on this deployment?	N	Percentage
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
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	21	84.0
Outside AOR	4	16.0

Table B11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
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
4. Which of the following language-related tasks were required for this mission?	N	Percentage
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
5. How long were you deployed in this country?	N	Percentage
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.

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

Table B16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	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.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						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.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
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).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
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
2. Which of the following language-related tasks were required for this mission?	N	Percentage
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.

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).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	10	66.7
3 – 6 months	5	33.3
6 – 12 months	-	-
Over 12 months	-	-

Table B21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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.

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

Table B23: Use of Interpreters Outside AOR.

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

Table B24: Use of Interpreters Outside AOR.

1. What type of interpreter was used for this mission?	N	Percentage
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.

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

Table B27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
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.

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

Table B29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
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.

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

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

Table B32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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.

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

8. FLPP would be more motivating if....	N	Percentage
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.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
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
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	5	17.2
No	24	82.8
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	16	55.2
No	13	44.8

Table B37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	-	-
USAJFKSWCS	1	16.7
Unit/Command Language Program (CLP)	5	83.3
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
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.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	2	20.0
USAJFKSWCS	-	-
Unit/Command Language Program (CLP)	7	70.0
DLI East (at Washington DC)	1	10.0
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Classroom	9	90.0
Classroom followed by immersion	-	-
DL (i.e., distance/distributive learning)	1	10.0
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
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.

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

Table B44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
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.

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)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
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.

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).										
		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.

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).										
		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.

Directions: Answer the following questions regarding your opinions and experiences with technology.			
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?		N	Percentage
	Yes	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.

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

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	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.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	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.

To which military branch of service are you assigned?	N	Percentage
Air Force	29	100.0
Army	-	-
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	25	86.2
No	4	13.8
How many years of total service in SOF do you have?	N	Percentage
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
How long have you been working in your current job?	N	Percentage
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.

What is your current official or required language?	N	Percentage
French	4	14.3
Modern Standard Arabic	3	10.7
Persian-Farsi	1	3.6
Polish	1	3.6
Portugese (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.

What other languages are you proficient in besides your current official or required language?	N	Percentage
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.

How long have you been deployed in the last 12 months?	N	Percentage
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	-	-
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
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
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
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.

Which operator type best describes you?	N	Percentage
AFSOC	29	100.0

Table B63: Demographics.

What is your grade?	N	Percentage
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: 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.

SOF Operator Survey Report (Technical Report # 20040603)

Purpose

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

Participants

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

Selected Findings

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

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 D: 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 E: 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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