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Lessons from the Field:

***The Pursuit of Operational Relevance in
the Language Classroom***

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*“Language is the most complex
of human behaviors
and the least understood of
human endeavors.”*

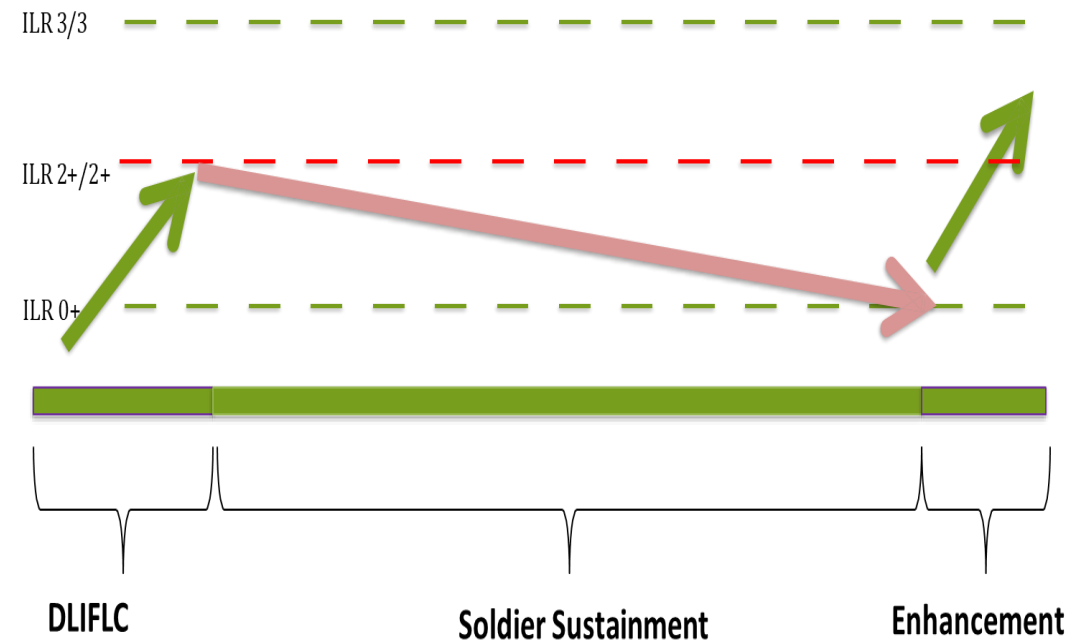
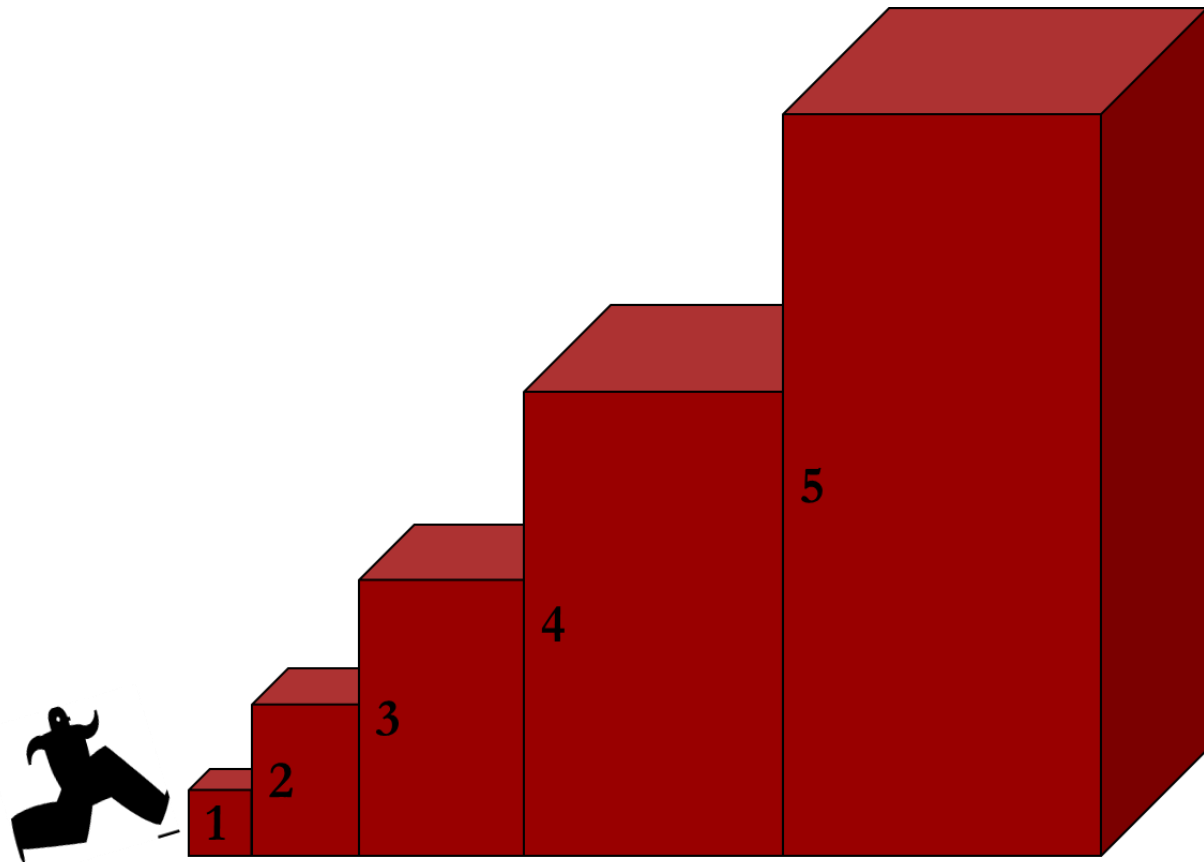
- Dr. Ray Clifford



What is the MOTIVE for Language Training?

- Linguists say...?
- Instructors say...?
- Supervisors say...?
- Program Managers say...?





Regulatory requirements for Significant Language Training Events



Basic Rifle Marksmanship

vs.

Live Fire Exercise

LANGUAGE LETHALTY!



LEA investigation of money laundering in Colombia
Lebanese financiers @ cartel: mix of Spanish, Arabic, French

ال يوم pollo رحتعمل n'est pas
(Are you making chicken today?)

رحتعمل ؟ رحتعمل شو sortir, ¿o qué?
(What are you going to do? Are you going to leave or what?)



LREC Capabilities to Focus on

- **Language Skills (LS)** – Academic understanding and functional proficiency with an ability to operate in the foreign language.
Develop functional proficiency with an ability to operate in the foreign language
- **Cross-Culture Competency (3C)** – A competence based on a set of knowledge, skills, abilities and attitudes developed through education, training, and experience that provide the ability to operate effectively in culturally environments.
Become a trusted member of the community of your target language.
- **Regional Expertise (RE)** – Graduate-level education or 40 semester hours of study focusing on (but not limited to) the political, cultural, sociological, economic, and geographic factors of a foreign country or specific global region.
Study the world through the lens of language.



- Phase I Determine the Starting Point
- Phase II Establish the Baseline
- Phase III Conduct Research
- Phase IV Apply Lessons Learned



Incorporate a different model of training evaluation.

Delayed survey of all language training participants from 2017 and 2018 training years (30% response rate)

Conducted formal and informal interviews with stakeholders.

Calculated information from surveys and interviews to determine starting point and barriers.

Began implementing immediate adjustments to certain courses to promote immediate feedback on concepts.

Initiated immediate post-course surveys to gather more information based on previous survey.

THE KIRKPATRICK MODEL



Level 1
Reaction

Level 2
Learning

Level 3
Behavior

Level 4
Results



THE KIRKPATRICK MODEL



Level 1
Reaction

Level 2
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Level 3
Behavior

Level 4
Results



FOR BEST RESULTS:



AIR IT OUT FOR ALL TO SEE



Level 1 – Reaction

Taking this course was a good use of my time

88% Agree or Strongly Agree

I would recommend/my peers would benefit from this course

85% Agree or Strongly Agree

This course increased my confidence in the target language

89% Agree or Strongly Agree

This course challenged the limits of my language skills

84% Agree or Strongly Agree



Level 2 – Learning

I had specific goals for attending this course

79% Agree or Strongly Agree

My leadership discussed training goals with me

60% Agree or Strongly Agree

The instructor customized the training to meet my needs

79% Agree or Strongly Agree

My DLPT/OPI score improved as a result of this course

60% Agree or Strongly Agree



LP3: Critical Behaviors

- **Critical Behavior #1:** Linguists maintain effective language proficiency through effective **autonomous learning** and self-study practices.
- **Critical Behavior #2:** Linguists display **cultural curiosity** to research the current and historical events that shape regions within their AOR and share that information with their Commands
- **Critical Behavior #3:** Linguists develop ways to **integrate language into standard training events** during monthly drills and seek ways to refine their language skills in tandem with their MOS.



Level 3 – Behaviors

This course motivated me to be an **autonomous learner**

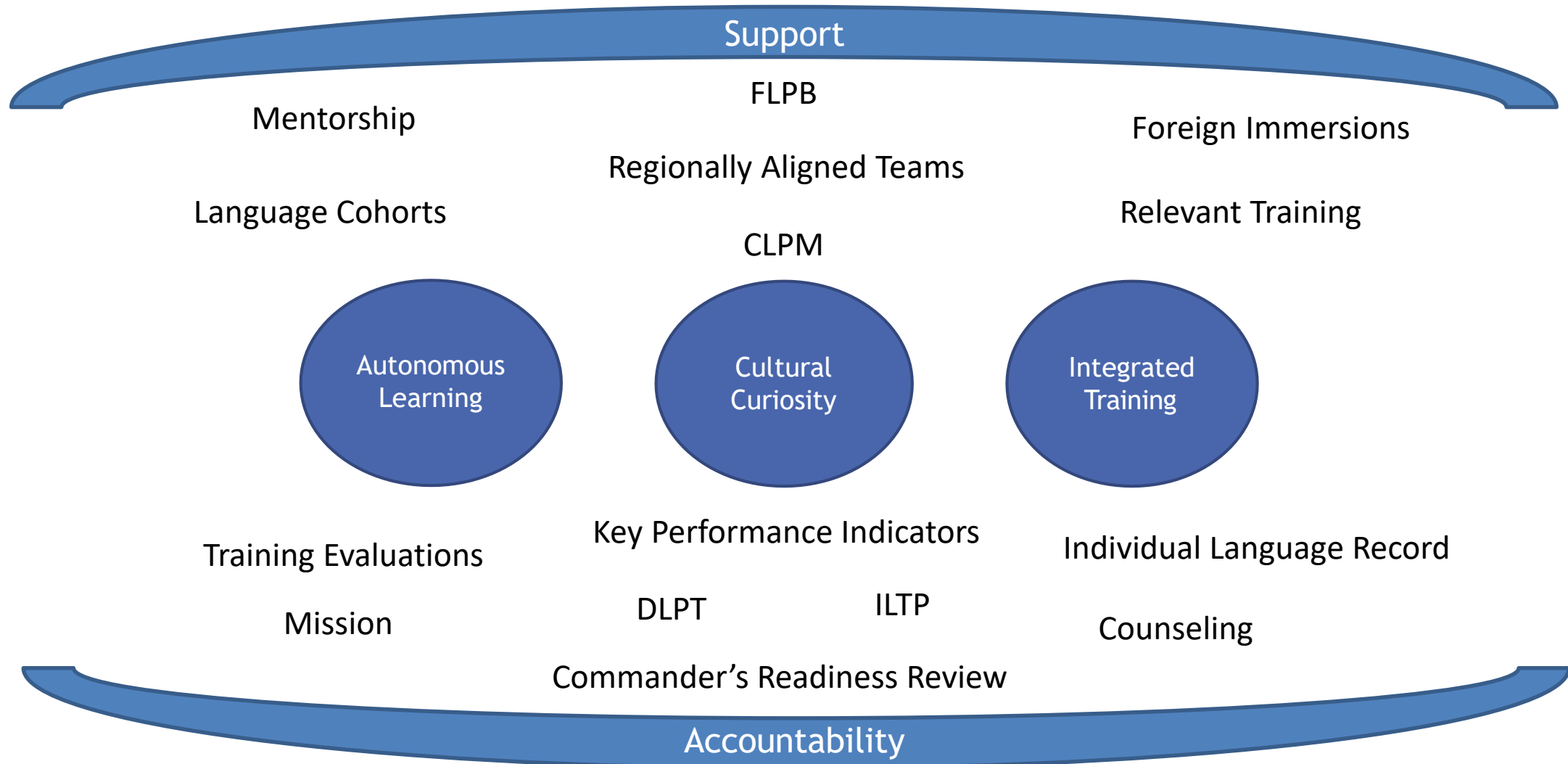
80% Agree or Strongly Agree

This course increased my **cultural curiosity**

78% Agree or Strongly Agree

This course motivated me to **integrate language**

68% Agree or Strongly Agree





Level 4 – RESULTS!

This course made me an overall better linguist

82% Agree or Strongly Agree

I can use information I gained from this course regularly

73% Agree or Strongly Agree

I have used what I learned in this course in support of (iso) operations

43% Agree or Strongly Agree



What prevents linguists from using what they learn?

I do not have enough opportunity to use my language

Language training coursework is not relevant to my mission

I do not have support from my leadership to use my language

I do not know how to use my language skills to support my mission

I do not think my language skills are important





Average Performance by ILR Level			
<u>Skill</u>	<u>2</u>	<u>2+</u>	<u>3</u>
Operational Skills (35P/1N3)	38%	45%	59%
Accent/Pronunciation	59%	65%	69%
Impromptu Presentation	61%	63%	75%
Consecutive Interpretation	44%	56%	75%
Cultural Advisor	61%	79%	83%
Site Exploitation	32%	36%	37%



Skill	Low	High
Determining Facts <i>The ability to derive and assume context and information from given audio.</i>	17%	100%
Translation & Analysis <i>The ability to provide English translation of target language audio and assess key ideas.</i>	11%	83%
Document Exploitation <i>The ability to scan and review documents for information related to PIRs</i>	17%	100%
Handkey & EEIs <i>The ability to transcribe written information into the foreign language and extract EEIs</i>	18%	86%
Final Report <i>The ability to identify key, peripheral and irrelevant information based on PIRs</i>	25%	89%
Total Score	26%	67%



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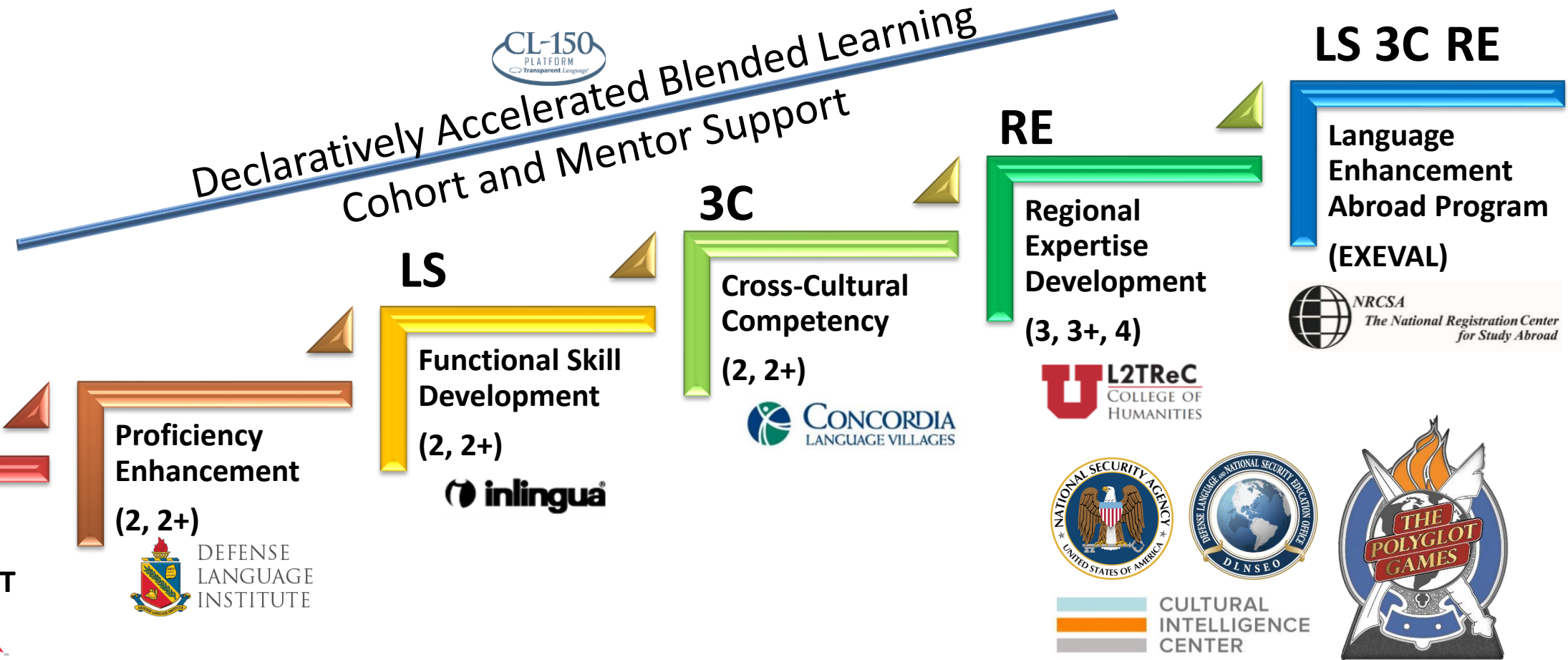


Language Proficiency Professionalization Program (LP3)

- Training as a strategic partner with operations
- Developing and reinforcing Critical Behaviors
- Flexible and adaptable to meet changing requirements
- Emphasis on FUNCTIONAL language skills
- A program in “Constant Contact” with the learner.
- Strategic partnerships to share best practices and resources in the field.



Language Proficiency Professionalization Program (LP3)





Taking this course was a good use of my time	+1% = 88%
I would recommend/my peers would benefit from this course	+7% = 92%
This course challenged the limits of my language skills	+4% = 88%
My DLPT/OPI score improved as a result of this course	+9% = 69%
This course motivated me to be an autonomous learner	+9% = 89%
This course increased my cultural curiosity	+1% = 79%
This course motivated me to integrate language	+2% = 70%
This course made me an overall better linguist	+2% = 84%
<u>I have a PLAN for how I to use my language iso operations</u>	+5% = 78%



- Embed language curriculum managers with operations to keep up-to-date on operational needs.
- Development and fielding of additional assessments for LREC skills.
- Needs assessments for students prior to courses – *How do they use the language in the real-world?*
- Emphasis on open architecture or adaptive curriculum that can adjust based on the instructors.
- Focus on language training, not language education.



- Broader application of student focused research to assess language training across the 4 levels.
- Survey of supervisors and mission managers regarding impact of language training on job performance.
- Additional study of relationship between FLP and Operational Skills.
- Curriculum Review to assess operational relevance based on specific missions and skillsets.

THE KIRKPATRICK MODEL



Level 1 Level 2 Level 3 Level 4
Reaction Learning Behavior Results

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