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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR ~~36K~~ *MOS*
WIRE OPERATIONS SPECIALIST

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JOB LANGUAGE PERFORMANCE REQUIREMENTS
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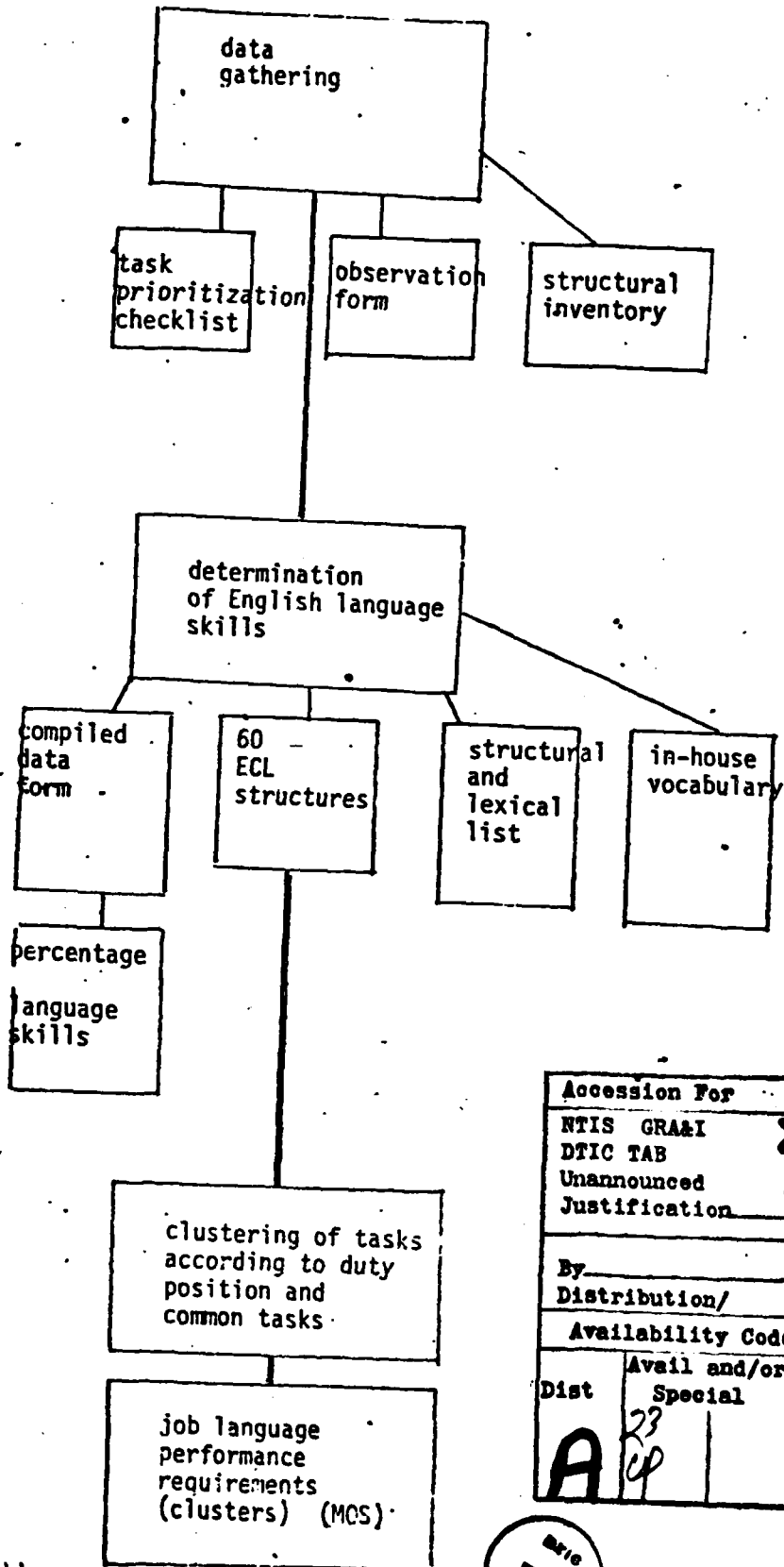
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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified. ←		

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FIGURE 1

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PREFACE

Instructions for review of Job Language Performance Requirements for 36K

Military Reviewers:

Please look over Sections I through IV. These sections discuss the gathering of data, organization of data, and clustering of the tasks. Sections V and VI are the main products of the entire process, the Job Language Performance Requirements per cluster, and finally, for the entire MOS.

Pay careful attention to Appendices one through eight. These appendices contain all the information used to determine the Job Language Performance Requirements.

You as the reviewer have first hand experience with the tasks and training. Your review will help add much needed input to the design and development of the course. Please write any suggestions or changes directly on the document.

As you look over the document, please keep the following questions in mind:

1. Do the requirements identify the language skills necessary in AIT and the Unit?
2. Do the requirements clearly state what the soldier must do in regard to language?
3. Are there any terms that need to be added or removed completely?
4. On what language skill is the most emphasis placed in AIT and Unit?
5. How much carry-on is there between AIT and Unit requirements in language skills, structure and vocabulary?

Thank you for your cooperation. It is greatly appreciated.

An explanation of Appendices one through eight follows:

Appendix one is the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two is the Task/Inventory Completed Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three is the Percentage of Language Skills. This form includes computations of language skills for each task cluster.

Appendix four is the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five is the final list of structural and lexical items found through data gathering and organization.

Appendix six is the in-house vocabulary list. This is an alphabetical listing of the vocabulary observed in actual training situations as well as in the Soldier's Manual.

Appendix seven is the machine generated vocabulary for 36X prepared by TRADOC.

Appendix eight is the list of structural and lexical items requisite to 60 ECL. These were determined through coordination with the Tests and Measurements Section at the Defense Language Institute and the Defense Language Institute, American Language Course materials.

SECTION I

DATA GATHERING

INTRODUCTION

To determine the Job Language Performance Requirements for 36K data had to be gathered. The gathering of data and form used are discussed in the following section.

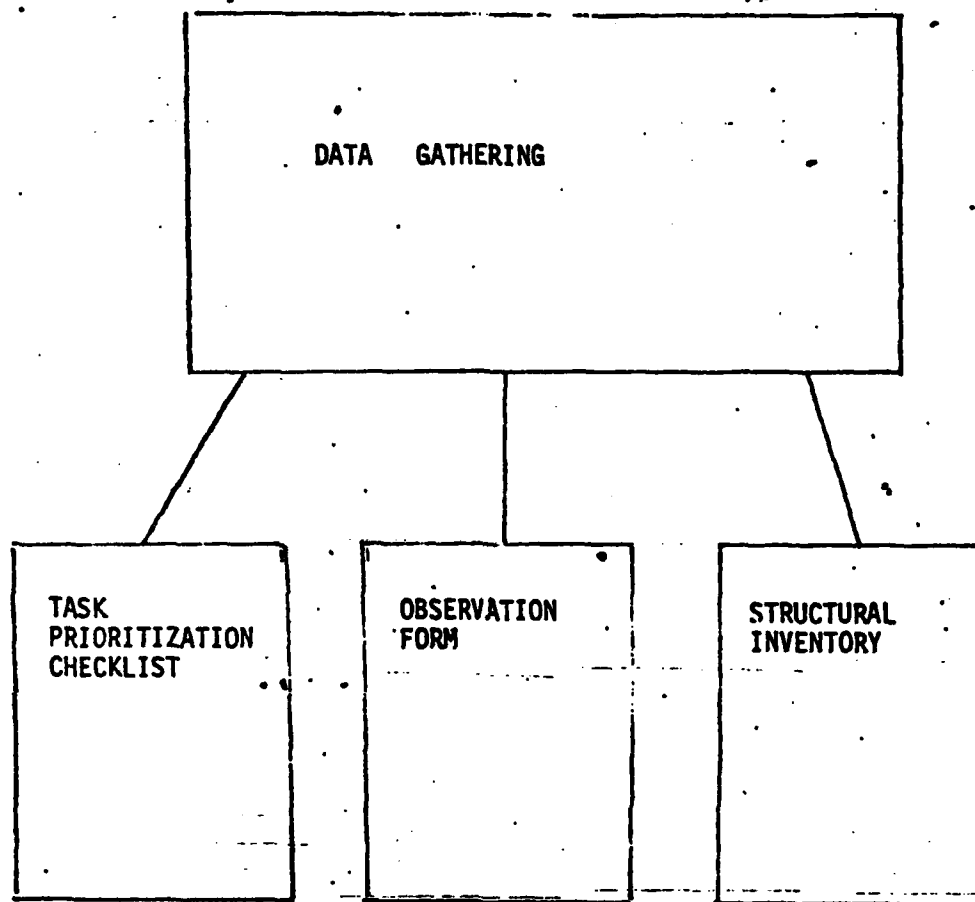


FIGURE 2
1-2-36K

SECTION I: DATA GATHERING

In order to establish job language performance requirements for 36K the curriculum department at the Defense Language Institute (DLI), analyzed the current learning and working situations, user populations and individual tasks pertaining to 36K. The goal was to collect data which would help identify the job language performance requirements not only in the MOS but also in the field of language.

To analyze learning and working situations, user populations and individual tasks, training specialists visited AIT and Unit cadre at Ft. Gordon, Ga., Ft. Bragg, N.C, and Germany. Here, interviews were conducted using a Task Prioritization Checklist, (Appendix 1). First line supervisors answered the following questions:

1. Is the task taught?
2. Is the task tested?
3. How is the task tested?
4. How is the task taught?
5. How important are speaking, listening, reading and writing?
6. What are the results of poor performance?

Additional data was gathered through use of an Observation Form and a structural analysis of the Soldier's Manual.

The Observation Form (Appendix 4), was used by the personnel conducting the interviews to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of experts who first listed all structures found in the Soldier's Manual and then all structures, standard and non-standard, noted on the Observation forms for 36K. All vocabulary from the Soldier's Manual was also listed. Then all lists were combined into a lexical and structural inventory.

CONCLUSION:

The tools for data gathering were:

1. The Task Prioritization Checklist (Appendix 1)
2. The Task Inventory Compiled Data Form (Appendix 2)
3. The Observation Form (Appendix 3)
4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in 36K).

These tools were used to form the data pool from which the information to determine the Job Language Requirements was found.

SECTION II

DETERMINATION OF ENGLISH
LANGUAGE SKILLS

INTRODUCTION

The data gathered was not immediately useful. It had to be organized into information. The following section discusses the organization of the data to determine the English language skills.

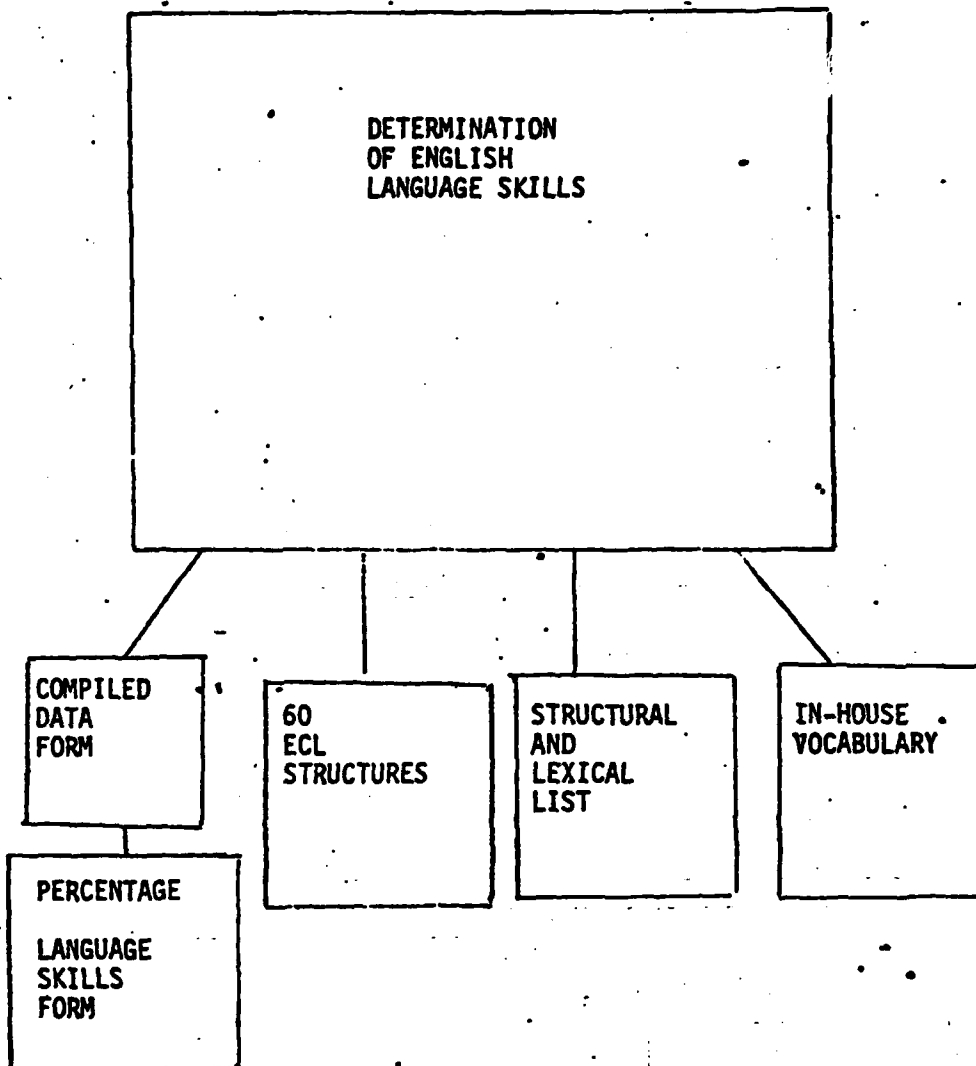


FIGURE 3

2-2-36K

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SECTION 11: DETERMINATION OF ENGLISH LANGUAGE SKILLS

The data gained was summarized to determine the English Language skills which the soldier must learn to perform the task.

The Compiled Data Form, Appendix 2, was used to organize the data from the user populations. The information from the Task Prioritization Checklist was recorded directly on this form. Three variables from the prioritization checklist were used to determine the language skills. They were:

1. Methods of teaching.
2. Methods of testing.
3. The ratings given to the English language skills

The three variables were identified as to English language skills involved. The following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing
Methods of Testing performance oral written	listening speaking writing, reading
Rating of English Language Skills listening speaking reading writing	*a response of 2 or 3 on a scale of 1 to 3 was tallied a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*This is the top portion of the Task Prioritization Checklist from which the information was taken.

*RATING: *RATING: 1 = high 1 = low 2 = 2 = med 3 = average = high 4 = 5 = low	IS TASK TAUGHT?		IMPORTANCE OF		HOW TAUGHT		HOW TESTED?					
	YES	NO	LISTENING*	READING*	LECTURE	SELF-PACED	DEMONSTRATION	HANDS-ON	YES	NO	WRITTEN	ORAL PERFORMANCE

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Answers to the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

Total number of possible answers according to skill in each task multiplied by the total number of respondents to the task.

divisor

Total tally of responses per task per skill from the Compiled Data Form.

dividend

This indicated the percentage of use of the skill in the task. Percentages of skills in the duty position and in the MOS were found by incrementing task number and number of responses, (See Appendix 3). Percentages found in 36K were:

Listening	40%
Speaking	27%
Reading	25%
Writing	27%

As shown by the figures, listening is the most important skill in 36K. However, in a particular duty section, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the percentages of skills in each duty position.

Organization of data pertaining to lexical and structural items was done by comparing the in-house structural and lexical list with a list of 60 ECL (English Comprehension Level Examination) requisites. The 60 ECL requisites were determined through research of the American Language Course (ALC) materials. A panel of experts, all of whom have taught ALC materials, listed all lexical and structural items of which mastery is necessary for attainment of a 60 ECL. By comparing the lists, redundancies and unnecessary structures were eliminated from the original list.

We are concerned with those lexical and structural items that are necessary to learn and perform tasks in 36K. The non-native soldier needs these structural and lexical items to successfully complete MOS training. Appendix 5 is the final list of lexical and structural items necessary in 36K. A 60 ECL was used as a base line and does not reflect the specified ECL for entry into MOS training. The 60 ECL was chosen because experience at DLIELC (Defense Language Institute, English Language Center) has shown a 60 ECL to be an excellent indicator of success in training of a non-native speaker.

The lexical and structural items are identified by grammatical title. Appendices 6 and 7 are the actual words, terms, and acronyms found in 36K.

The lexical and structural list is not exhaustive, but it would be impossible to list every structural or lexical item the soldier would be exposed to.

Appendix 6 is a machine generated vocabulary list made by the United States Army Training and Doctrine Command at Fort Monroe, Virginia. Through a review of the current POI, and the 36K soldier's manual, a subjective evaluation was made on each task to determine the five vocabulary reductions. (Appendix 7) The five categories were:

1. most important
2. substantial importance
3. important
4. limited importance
5. least importance

For our uses, a language oriented reduction was also needed; therefore, an in-house vocabulary list was made.

Using the Soldier's Manual and personnel's observations, a vocabulary list for each task was made. The words were categorized in three ways:

1. Basic Vocabulary. Basic vocabulary is defined as those words, terms, and acronyms that could be taught in basic training or a pre-enlistment course.
2. General vocabulary. General vocabulary is defined as those words, terms, and acronyms common to everyday English.
3. Technical vocabulary. Technical vocabulary is defined as those words, terms, and acronyms that are specific to the MOS training field.

In order to explain any redundancies which may be noted with respect to the language structures and vocabulary items cited in the language performance requirements for the Basic Training ESL course, it should be pointed out that at present it is planned that the basic structures and general English vocabulary necessary for attainment of a 60 ECL will be developed in the materials designed for use either in the Basic Training ESL course or the Pre-enlistment course. The basic soldiering vocabulary will also be developed in the BT materials. It is planned that any language structures identified in the analysis of the 36K Soldier's Manual and the Observation Forms not listed for 60 ECL (Appendix 8), will be developed in the MOS course. Also, to be included as part of the language performance requirements is the MOS specific vocabulary. (Appendix 6)

CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory/Compiled Data Form, use of the Percentage Language Skills Forms, and the In-house Structural Analysis list. The 60 ECL list of structural items was also used to further validate the in-house inventory of lexical and structural items. The actual lexical items in 36K are listed alphabetically in Appendix 6. All of this information was then used to determine the Job Language Performance Requirements for 36K.

SECTION III

CLUSTERING OF COMMON
AND DUTY POSITION TASKS

INTRODUCTION

To treat each individual task would be time consuming therefore the tasks were clustered.

The following section contains a discussion of the clustering process.

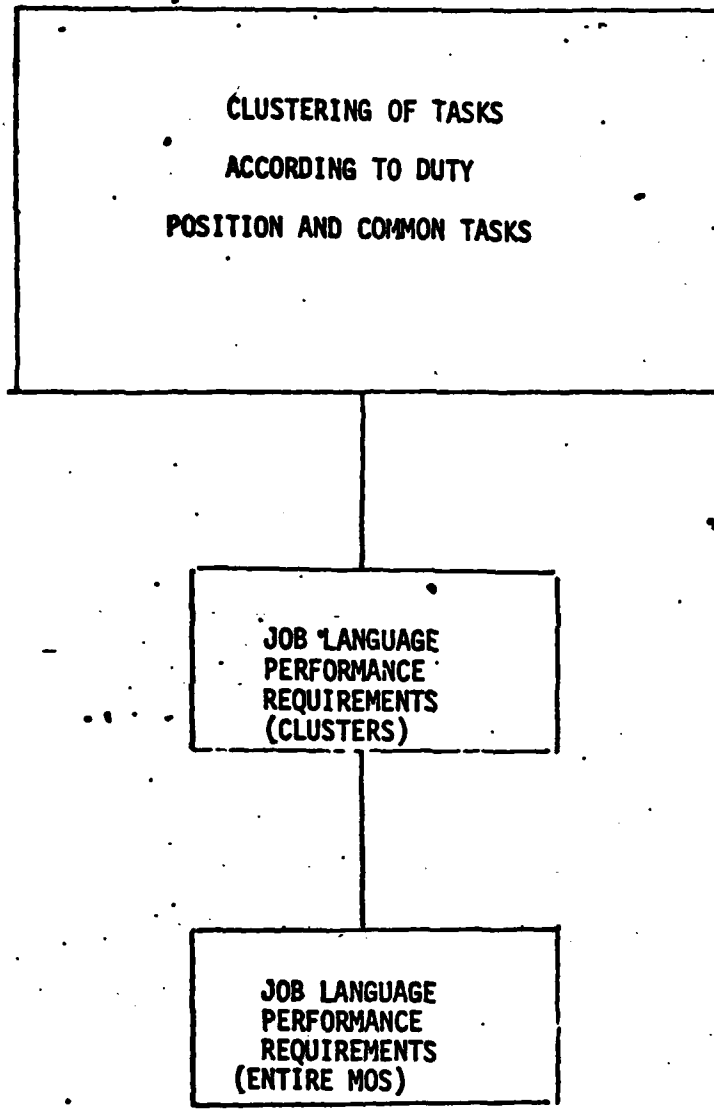


FIGURE 4

3-2-36K

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SECTION III: CLUSTERING COMMON AND DUTY POSITION TASKS

The Soldier's Manual for MOS 36K contains 85 tasks. The necessity to keep the flow of teaching and flexibility of teaching one task before or after another warranted clustering of the tasks.

Clustering was done by using the common and duty position tasks in the 36K Soldiers Manual.

1. Camouflage
2. M16A1 Rifle
3. Physical fitness
4. First Aid
5. Nuclear, Biological and Chemical
6. Security and intelligence
7. Map reading
8. Radio procedure
9. Prepare D.D. Form 2404
10. Reel unit
11. Field wire/cable
12. Switch board, telephone, manual
13. Tactical switch board, SB- 861P
14. Tactical switch board, SB - 3082 (v) 1/GT
15. Telephone set TA- 312 / PT
16. Telephone set TA - 381/ TT
17. Telephone set TA - 341/ TT
18. Radio set AN/ PRC - 77
19. Radio set AN/ VRC - 49
20. Develop line route map
21. Radio wire integration system (RWI)

SECTION IV

THE JOB LANGUAGE
PERFORMANCE REQUIREMENTS

INTRODUCTION

The goal of data gathering and organization was the Job Language Performance Requirements. The following section discusses the format for the Job Language Performance Requirements.

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK:
CONDITION:
STANDARD:

A. TASK

The Job Language Performance Requirements are tasks specifying what the soldier must do in the area of language. A task addressing language would be one of reading, listening, speaking or writing. The soldier needs the language task to learn or perform the MOS task. Tasks for 36K as seen in the Soldier's Manual are those which pertain to installing, and operating telephones, and switchboards; also performing preventive maintenance on equipment. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write.

SPEAKING

Produces oral utterances to report/inform/explain/interact/elicit/response/respond.

Analysis of 36K indicates verbal reports entailing those activities directly related to MOS 36K, Tactical Wire Operations Specialist.

The speaking act to respond or elicit response is in 36K an oral response involving installing, operating telephones and switchboards, and performing preventive maintenance on equipment.

Speaking to elicit response in reference to 36K involves using radio procedure.

Speaking to explain involves situations of explaining telephone and switchboard installation, operating procedures; also preventive maintenance problems.

Speaking to inform involves accomplishment of tasks and procedural information.

READING

Read for information/Read to learn.

Printed and written materials are used throughout 36K. The soldier reads technical manuals, field manuals, soldier's manual written communications and audi-visual aids. Content of these materials is presented in simple factual words or sentences to complex passages containing highly technical vocabulary and ellipsis. The purpose is to teach the student, so, the student reads them to learn. From the analysis of 36K the task of reading supplements the lectures and demonstrations or it precedes the tests. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to long or short term memory and for immediate or later recognition.

Basically the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques.

Reading materials such as this requires the ability to acquire meaning from the word (we can assume he can already decode in the MOS). The soldier must develop the ability to understand the words in context. Then the soldier must read in thought units, and finally select and understand the main ideas. The soldier must retain, apply and integrate these ideas with past experience to use in the present.

Reading to learn then is the aforementioned synthesis or formulation. Retaining what is read in long term memory for integration in experience.

Reading for information does not involve such a thought synthesis. The read material is retained in short term memory and processed as necessary clarification of what had been read in the process of learning. The soldier needs the data at present so it is accessed from a storage device for immediate use and then returned. In reading to learn, the accessing of the information is immediate but the returning of the information does not happen. The information is kept for further processing. (It is similar to a real time computer).

LISTENING

Listen to oral information to learn or report.

Analysis of 36K indicated demonstration as a main method of instruction. The demonstration is often supplemented by a lecture. The soldier listens to the demonstration to learn data pertinent to the task. In the presentation of the demonstration, analysis indicated many variables. The soldier hears sub-standard usages, various registers, colloquialisms, or profanity in a situation ranging from a barracks to a field. The soldier must differentiate between the types of language operations. Is it expression, exchange, description, explanation, argumentation, persuasion, designation, statement, request or order? The oral information may be directly from the speaker, over a telephone, radio, TV, or tape. The soldier must formulate all to learn. The soldier must organize and gain meaning from what is heard. The soldier must identify or infer the main ideas or major points.

Spontaneous oral information, that other than controlled speech, involves more inferences, more integration and more reasoning. The soldier must deduce actions, attitudes and opinions and finally the meaning of what is being conveyed.

Because the types of listening are so vast and the presentations of oral language are so varied, exactly how a non-native student has to listen cannot be specified. You can test listening comprehension but not the actual listening required. Usually a bilingual person will think in his or her language. This supposes that some bilingual persons may translate the heard language into their language to understand and learn.

The soldier first needs the ability to comprehend the spoken word. We can assume that the soldier can do this because he is in MOS training.

As in reading, the soldier must understand the words in context. The soldier must understand the thought units and finally select and understand the main idea. The soldier must retain these ideas and integrate them.

Unlike reading, listening to learn is not as structured and the soldier is required to sift through much more irrelevant stimuli to finally extract the pertinent data.

Listening can be broken into two main types in 36K. In listening to learn, information is presented spontaneously or constrained. In listening to respond, information is usually presented spontaneously.

Analysis of 36K did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI though does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

Listening to learn as indicated refers to specific data related to the MOS. Listening in this case is critical listening. The soldier must isolate, conceptualize, and retain that oral communication that is pertinent to successful task completion.

B. CONDITIONS

The condition is what the soldier will be given to do the task. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organization of the data from interviews and observations. To say that the soldier will be given these structures and only these structures is impossible. Language use is spontaneous and the MOS environment is not one of constrained language. For the MOS job, the soldier is given paper, pencil, and printed materials, but not for language. Again, for the job that the soldier will be given, the material under normal working conditions or other conditions may be added such as with or without protective gear or in darkness, but this cannot be specified in the field of language so we must assume all teaching conditions as found in Appendix 4.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands but these cannot exactly in each task. Therefore these are listed with the Job Language Performance Requirements as possible conditions unless they are specified.

C. STANDARDS

The standard for our purpose is 100%. The 100% standard for understanding or speaking cannot be tested as can one saying the soldier will disassemble a .45 caliber pistol in 8 minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

CONCLUSION:

The Job Language Performance Requirements were first written for each cluster. They are then indicative of defined topic areas within the MOS. They indicate necessary language tasks within the soldier's working area.

The Job Language Performance Requirements for the clusters were then combined into the Job Language Performance Requirements for the entire MOS.

Mastery of the Job Language Performance Requirements will remove language as a deterrent both in the performance of a soldier's duties in 36K and also in the pursuance of a successful career in the United States Army.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS
(CLUSTERED)

INTRODUCTION

Specific Job Language Performance Requirements were identified in the process described in Sections I, II, III, and IV.

The following section contains the Job Language Performance Requirements for each cluster. To facilitate cross-referencing the task clusters, and percentage of language skills, follow the Job Language Performance Requirements for each cluster.

5-1-36K

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CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening	42%
Speaking	35%
Reading	40%
Writing	35%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in the form of a lecture in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures
STANDARDS: 100% understanding of printed content

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

051-191-1361	Camouflage/Conceal Self and Individual Equipment
051-191-1362	Camouflage/Conceal Equipment

M16A1 Rifle

I. PERCENTAGE LANGUAGE SKILLS

Listening	53%
Speaking	35%
Reading	30%
Writing	29%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS: 100% understanding of printed content

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

III. TASK NUMBER AND TITLE

071-311-2002	Load and Unload an M16A1 Rifle Magazine
071-311-2003	Load, Reduce a Stoppage, Unload and Clear an M16A1 Rifle
071-311-2004	Zero an M16A1 Rifle
071-311-2005	Engage Targets with an M16A1 Rifle

PHYSICAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening	27%
Speaking	17%
Reading	11%
Writing	17%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information
CONDITIONS: Given printed MOS training material in the form of procedures, manuals, charts, pictures with captions and explanations
STANDARDS: 100% understanding of printed content

TASK: Listen to perform
CONDITIONS: Given a verbal command in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

071-327-0201 Maintain Individual Physical Fitness Appropriate to Unit Mission

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening	38%
Speaking	26%
Reading	23%
Writing	22%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information
CONDITIONS: Given printed MOS materials in the form of pictures with captions, procedures, tables and explanations
STANDARDS: 100% understanding of printed content

TASK: Listen to respond
CONDITIONS: Given a medical scenario involving simple questions about an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral utterances

TASK: Produce oral utterances to explain
CONDITIONS: Given a simple medical scenario requiring an oral interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral communication

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral communication

III. TASK NUMBER AND TITLE

081-831-1004	Perform Mouth-to-Mouth Resuscitation and External Cardiac Massage
081-831-1005	Stop Bleeding
081-831-1006	Identify Signs and Treat for Shock
081-831-1008	Administer Emergency Medical Care for Burns

NUCLEAR, BIOLOGICAL, AND CHEMICAL

I. PERCENTAGE LANGUAGE SKILLS

Listening	37%
Speaking	30%
Reading	20%
Writing	28%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned pictures and notations defined as explanations
STANDARDS: 100% understanding of printed material

TASK: Listen to perform
CONDITIONS: Given oral warnings regarding simulated NBC situations (scenario) in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral utterances

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform and respond
CONDITIONS: Given NBC Situations requiring oral alarms
STANDARDS: 100% understandable oral utterances

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

III. TASK NUMBER AND TITLE

081-831-1012	Administer Antidote to a Nerve-Agent Casualty
091-503-1001	Maintain Protective Mask and Accessories
091-503-1002	Put on a Protective Mask
091-503-1003	Take Cover as Protection Against NBC Hazards

SECURITY AND INTELLIGENCE

I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	35%
Reading	30%
Writing	30%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of procedures, tables, and warnings
STANDARDS: 100% understanding of printed content

TASK: Produce spontaneous oral utterances to interact
CONDITIONS: Given the requirement to orally respond to challenges, passwords, and security situations
STANDARDS: 100% understandable oral communication

TASK: Listen to learn
CONDITIONS: Given oral instructions in training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Write to record
CONDITIONS: Given a requirement to make a written report
STANDARDS: 100% legible written content.

TASK: Listen to orally interact
CONDITIONS: Given oral challenges, passwords, and scenarios in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

III. TASK NUMBER AND TITLE

071-331-0801	Use Challenge and Password
021-030-1503	Safeguard Classified Information

MAP READING

I. PERCENTAGE LANGUAGE SKILLS

Listening	52%
Speaking	20%
Reading	33%
Writing	35%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information
CONDITIONS: Given printed MOS training material in the form of marked maps, definitions, pictures with explanations, instructions and procedures
STANDARDS: 100% understanding of printed content

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Write to record
CONDITIONS: Given a requirement to record the grid reference
STANDARDS: 100% legible written content

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

071-329-1006 Navigate Using a Map

RADIO PROCEDURE

I. PERCENTAGE LANGUAGE SKILLS

Listening 36%
Speaking 27%
Reading 27%
Writing 27%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of instructions, pictures with explanations and sample messages using prowords
STANDARDS: 100% understanding of printed content

TASK: Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Listen to perform
CONDITIONS: Given oral instructions and a brief oral message including prowords in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral content

TASK: Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

113-571-1001 Use Correct Procedure to Transmit or Receive Radio
Message
113-572-8001 Process Incoming Message
113-572-8002 Process Outgoing Message

PREPARE DA FORM 2404

I. PERCENTAGE LANGUAGE SKILLS

Listening	34%
Speaking	25%
Reading	17%
Writing	23%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information
CONDITIONS: Given MOS written/printed training material and designated form
STANDARDS: 100% understanding of printed/written material

TASK: Write to record information via designated form
CONDITIONS: Given printed MOS training material and blank Form 2404 with instructions
STANDARDS: 100% legible written communications

III. TASK NUMBER AND TITLE

113-623-3001	Prepare DA Form 2404 (Equipment Inspection and Maintenance Worksheet) as a Daily and Weekly Maintenance Report
113-623-3002	Prepare DA Form 2404 (Equipment Inspection and Maintenance Worksheet) as an ESC (Equipment Serviceability Criteria) Report

5-11-36K

38
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REEL UNIT

I. PERCENTAGE LANGUAGE SKILLS

Listening 25%
Speaking 21%
Reading 13%
Writing 21%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any teaching situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned pictures and notations defined as explanations
STANDARDS: 100% understanding of printed material

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Write to record and report
CONDITIONS: Given a requirement to complete forms and make written reports
STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-588-1016 Install Reel Unit RL-31-E (Ground Operations)
113-588-1017 Install Reel Unit RL-31-E (Flatbed Vehicle Operations)
113-588-2002 Operate Reel Unit RL-31-E
113-588-3005 Perform Operator's Preventive Maintenance on Reel Unit RL-31-E
113-588-1018 Install Reeling Machine, Cable, Motor Driven RL-172/G
113-588-2003 Operate Reeling Machine, Cable, Motor Driven RL-172/G
113-588-3006 Perform Operator's Preventive Maintenance on Reeling Machine, Cable, Motor Driven RL-172/G
113-588-6001 Direct Installation of Reeling Machine Cable, Motor Driven RL-172/G
113-588-6002 Direct Operation of Reeling Machine, Cable, Motor Driven RL-172/G

FIELD WIRE

I. PERCENTAGE LANGUAGE SKILLS

Listening	44%
Speaking	31%
Reading	22%
Writing	21%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned pictures and notations defined as explanations
STANDARDS: 100% understanding of printed material

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-588-1019	Install Buried Telephone Cable WD-1/TT or WF-16/U
113-588-1020	Install Telephone Cable WD-1/TT or WF-16/U
113-588-1021	Install Surface Telephone Cable WD-1/TT or WF-16/U
113-588-1022	Install Test Station (Terminal Strip TM-184)
113-588-1023	Install Test Station (Terminal BOX TA-125/GT)
113-588-3007	Troubleshoot Telephone Cable WD-1/TT or WF-16/U
113-571-3008	Repair Telephone Cable WD-1/TT or WF-16/U Line
113-588-6003	Direct Installation of Telephone Cable WD-1/TT or WF-16/U

SWITCHBOARD, TELEPHONE, MANUAL

I. PERCENTAGE LANGUAGE SKILLS

Listening	42%
Speaking	23%
Reading	23%
Writing	24%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any teaching situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Read for information
CONDITIONS: Given MOS printed training material including charts and pictures with printed instructions for procedures
STANDARDS: 100% understanding of printed material

TASK: Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Listen to perform
CONDITIONS: Given oral instructions and a brief oral message including proverbs in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral content

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Write to record information via designated form
CONDITIONS: Given MOS printed training material and blank Form 2404 with instructions
STANDARDS: 100% legible written communicative skill

III. TASK NUMBER AND TITLE

113-594-1010 Install Switchboard, Telephone, Manual SB-22/PT
or SB-22A/PT (Preinstallation Checks)

113-594-1011 Install Switchboard, Telephone, Manual SB-22/PT
or SB-22A/PT

113-594-2004 Operate Switchboard, Telephone, Manual SB-22/PT
or SB-22A/PT

113-594-1012 Disassemble Switchboard, Telephone, Manual SB-22/
PT or SB-22A/PT

113-594-3011 Perform Operator's Preventive Maintenance on
Switchboard, Telephone, Manual SB-22/PT Or SB-22A/PT

113-594-6001 Perform Equipment Serviceability Criteria (ESC)
on Switchboard, Telephone, Manual SB-22/PT or
SB-22A /PT

113-594-7008 Direct Installation of Switchboard Telephone,
Manual SB-22/PT or SB-22A/PT

113-594-7009 Check Operation of Switchboard, Telephone, Manual
SB-22A/PT

TACTICAL SWITCHBOARD
SB-86/P

I. PERCENTAGE LANGUAGE SKILLS

Listening	37%
Speaking	17%
Reading	20%
Writing	24%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any teaching situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Listen to perform
CONDITIONS: Given oral instructions and a brief oral message including prowords in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral content

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of instructions, pictures with explanations
STANDARDS: 100% understanding of printed content

TASK: Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-594-1001 Install Manual Telephone Switchboard SB-86/P
113-594-2001 Operate Manual Telephone Switchboard SB-86/P
113-594-1013 Disassemble Manual Telephone Switchboard SB-86/P
113-594-3001 Perform Operator's Preventive Maintenance on
Manual Telephone Switchboard SB-86/P
113-594-7007 Inspect Preventive Maintenance on Manual Telephone
Switchboard SB-86/P
113-594-7002 Check Operation of Manual Telephone Switchboard SB-86/P
113-594-7010 Direct Installation of Manual Telephone Switchboard
SB-86/P

TACTICAL SWITCHBOARD SB-3082 (v) 1/GT

I. PERCENTAGE LANGUAGE SKILLS

Listening	33%
Speaking	17%
Reading	22%
Writing	25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any teaching situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of instructions, and pictures with explanations
STANDARDS: 100% understanding of printed content

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-594-1002	Install Switchboard, Telephone, Cordless Manual SB-3082 (v) 1/GT
113-594-2002	Operate Switchboard, Telephone, Cordless Manual SB-3082 (v) 1/GT
113-594-3002	Perform Operator's Preventive Maintenance on Switchboard, Telephone, Cordless Manual SB-3082 (v) 1/GT
113-594-1014	Disassemble Switchboard, Telephone, Cordless Manual SB-3082 (v) 1/GT

III. TASK NUMBER AND TITLE

- 113-594-7005 Check Operation of Switchboard, Telephone,
Cordless Manual SB-3082 (v) 1/GT
- 113-594-7011 Direct Installation of Switchboard
Telephone Cordless Manual SB-3082 (v) 1/GT
- 113-594-7012 Inspect Preventive Maintenance on Switchboard,
Telephone, Cordless Manual, SB-3082 (v) 1/GT

TELEPHONE SET TA-312/PT

I. PERCENTAGE LANGUAGE SKILLS

Listening	44%
Speaking	35%
Reading	19%
Writing	27%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any teaching situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of instructions, pictures with explanations and sample messages using proverbs
STANDARDS: 100% understanding of printed content

TASK: Produce oral utterances over telephone
CONDITIONS: Given the requirement to orally communicate in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-600-1001	Install Telephone Set TA-312/PT
113-600-2001	Operate Telephone Set TA-312/PT
113-600-3001	Perform Operator's Preventive Maintenance on Telephone Set TA-312-PT
113-600-7001	Direct Installation of Telephone Set TA-312/PT

TELEPHONE SET TA-341/TT TA-341A/TT

I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	20%
Reading	22%
Writing	30%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Produce oral utterances over telephone
CONDITIONS:	Given the requirement to orally communicate in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of requirements, pictures and labels
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to complete communication forms and logs
STANDARDS:	100% legibility of written communication
TASK:	Read to learn
CONDITIONS:	Given printed MOS training material in the form of instructions, pictures with explanations and sample messages using proverbs
STANDARDS:	100% understanding of printed content
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situations (Appendix 4), and with standard and non-standard structural and lexical items (Appendix 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-600-1003 Install Telephone Set TA-341/TT or TA-341A/TT
113-600-2002 Operate Telephone Set TA-341/TT or TA-341A/TT
113-600-3002 Perform Operator's Preventive Maintenance on
Telephone Set TA-341/TT or TA-341A/TT
113-600-7002 Direct Installation of Telephone Set TA-341/TT
or TA-341A/TT
113-600-7003 Inspect Preventive Maintenance of Telephone Set
TA-341/TT or TA-341A/TT

RADIO SET AN/PRC-77

I. PERCENTAGE LANGUAGE SKILLS

Listening	37%
Speaking	27%
Reading	31%
Writing	27%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of instructions, and pictures with explanations
STANDARDS: 100% understanding of printed content

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of instructions, and pictures with explanations
STANDARDS: 100% understanding of printed content

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of requirements, pictures and labels
STANDARDS: 100% understanding of printed content

III. TASK NUMBER AND TITLE

113-587-1001 Install Radio Set AN/PRC-77
113-587-2001 Operate Radio Set AN/PRC-77
113-587-3001 Perform Operator's Preventive Maintenance
on Radio Set AN/PRC-77

RADIO SET AN/VRC-49

I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	35%
Reading	29%
Writing	28%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Read to learn
CONDITIONS:	Given printed MOS training material in the form of instructions, and pictures with explanations
STANDARDS:	100% understanding of printed content
TASK:	Produce oral utterances
CONDITIONS:	Given the requirements to orally communicate in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Write to record
CONDITIONS:	Given a requirement to complete communication forms and logs
STANDARDS:	100% legibility of written communication
TASK:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-587-1005	Install Radio Set AN/VRC-49
113-587-2005	Operate Radio Set AN/VRC-49
113-587-3002	Perform Operator's Preventive Maintenance on Radio Set AN/VRC-49
113-587-6002	Perform Equipment Serviceability Criteria (ESC) on Radio Set AN/VRC-49
113-587-7002	Direct Installation of Radio Set AN/VRC-49
113-587-7003	Inspect Preventive Maintenance on Radio Set AN/VRC-49

DEVELOP LINE ROUTE MAP

I. PERCENTAGE LANGUAGE SKILLS

Listening	52%
Speaking	30%
Reading	40%
Writing	40%

II. JOB LANGUAGE PERFORMANCE SKILLS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of requirements, pictures and labels.
STANDARDS: 100% understanding of printed content

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of instructions, pictures and explanations and sample messages using proverbs
STANDARDS: 100% understanding of printed content

TASK: Write to record
CONDITIONS: Given MOS printed training material, topographic maps, local training area maps and necessary drawing and coloring equipment
STANDARDS: 100% legible graphic illustrations

III. TASK NUMBER AND TITLE

113-611-4001 Develop Line Route Map

RADIO WIRE INTEGRATION SYSTEM (RWI)

I. PERCENTAGE LANGUAGE SKILLS

Listening	48%
Speaking	25%
Reading	27%
Writing	30%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Read to learn
CONDITIONS:	Given printed MOS training material in the form of instructions, and pictures with explanations
STANDARDS:	100% understanding of printed content
TASK:	Produce oral utterances
CONDITIONS:	Given the requirement to orally communicate in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances
TASK:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to instruct in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral utterances

III. TASK NUMBER AND TITLE

113-618-1001	Install Radio/Wire Integration (RWI) System
113-618-2001	Operate Radio/Wire Integration (RWI) System
113-618-7002	Direct Installation of Radio/Wire Integration (RWI) System
113-618-7003	Check Operation of Radio/Wire Integration (RWI) System

SECTION VI

JOB LANGUAGE PERFORMANCE
REQUIREMENTS (JLPR s)
(Entire MOS)

INTRODUCTION

The product of the entire data gathering and organization is the JLPR s. These are relevant to all common and duty tasks in 36K.

There are two tasks per generic skill and listed below each task are the types of receptive or productive behavior involved.

READING

TASK: Read MOS training in the form of printed prose or graphic representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features, (Appendix 4) in simple to complex printed form in any training situation. (Appendices 5 & 6)

STANDARDS: 100% understanding of printed content.

*The following are specific conditions found in this language task:
*Captions with illustrations.

Lists	Extracts
Procedures	Columns
Information	Indices
Definitions	Charts
Outlines	Methods
Signs	Technical Vocabulary
Markers	Standard Operating Procedures
References	
Rules	Problems
Maps	Manuals
	Graphic Training Aids
Military Documents	
I.D. Papers	
Regulations	

TASK: Identify, understand, and interpret written utterances pertinent to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features (Appendices 5 & 6) in simple to complex written form in any training situation. (Appendix 4)

STANDARDS: 100% understanding of written content.

*The following are specific conditions found in this language task:

*Lists
Information
Descriptions

Coordinate scales
Callsigns-suffixes
Three-letter codes
Examples
Calculations
Markings
Radio communications
Range cards
Notes
Messages
Data Cards
Punched Tape

WRITING

TASK: Upon instruction, write in conventional orthography, letters numbers, words or sentences appropriate to the training situation.

CONDITIONS: Given standardized forms, paper or answer sheets and the instructions to list, answer, describe or recall.

STANDARDS: 100% syntactical and lexical correctness and legibility of writing which is also appropriate in style and usage to training situation. (Appendix 4)

*The following are specific conditions found in this language task:

*Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

TASK: Write in conventional orthography letters, or specialized code, numbers, words or sentences in order to transmit or record information.

CONDITIONS: Given standardized forms or paper and oral communication.

STANDARDS: 100% syntactical and lexical correctness of writing which can be read by another speaker of English.

*The following are specific conditions found in this language task:

*Technical forms
Codes
Grid coordinates
Decoded messages
Encoded messages
Logbooks
Plottings
Figures
Reports
Tags
Range cards

LISTENING

TASK: Understand oral language intended to inform or instruct.

CONDITIONS: Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, (Appendix 4), formal or informal registers, casual or colloquial speech, military jargon, slang or dialectal speech in any training situation. (Appendices 5 & 6)

STANDARDS: 100% understanding and assimilation of presented oral language task.

* The following are specific conditions found in this language task:

- * Warnings
- Described situations
- Directions
- Lectures
- Scenarios
- Commands, Orders
- Sound tracks (films, tapes)
- Standard/Non-standard English
- Instructions
- SQT questions

TASK: Understand spontaneous oral language or language via a technical medium - such as a radio telephone - intended to inform and elicit response.

CONDITIONS: Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectal speech in any training situation. (Appendices 4, 5, & 6)

STANDARDS: 100% understanding and assimilation of oral language in order to apply and respond.

* The following are specific conditions found in this language task:

- * Shouting
- Radio communications
- Messages
- Coded messages
- Clear text
- Spellings
- Conversation
- Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously or upon request.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios, instructions, or cues in any training situation.
(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon, syntax, registers and styles for the training situation.

* The following are specific conditions found in the language task:

- * Explanations
- Statements
- Repetitions
- Counting
- Corrections
- Assignments
- Notifications
- Oral reports
- Answers
- Clarifications
- Information

TASK: Produce oral utterances to interact and communicate spontaneously or via a technical medium such as radio telephone.

CONDITIONS: Given a communitive situation (Appendices 4, 5, & 6), 36K
(Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon, syntax, registers, and styles for the communication act.

* The following are specific conditions found in this language task:

- * Requesting information
- Requesting permission
- Transmitting messages
- Callsigns
- Vocal signals
- Shout warnings
- Radio communications
- Messages
- Phonetic messages

- Directions, general
- Requests for fire
- Report on the results of fire
- Challenges/Passwords
- Training sessions
- Interaction

APPENDICES

1. Task Prioritization Checklist
2. Task Inventory Compiled Data Forms
3. Percentages Language Skills
4. Observation Form
5. Structural/Lexical list
6. Vocabulary (In-house)
7. Vocabulary (Machine-generated)
8. 60 ECL Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved for use by TRADOC in 1980. Through the course of analysis, it was found that not all variables were immediately useful. Those variables not used in this document may be used later in the course design. Variables not used were:

Danger to person/equipment
Is it taught?
Is it tested?
Is it difficult?
Is it important?

They were not useful because they did not address difficulties as involved with a native v/s a non-native - the responses to these variables address the entire population, native speakers and non-natives.

STUDENT NAME: [REDACTED]

GRADE: 1-LOW
2-MED
3-HIGH

YES
NO
IS TASK TAUGHT?

LISTEN
SPEAK
READ
WRITE

LECTURE
SELF-PACED
DEMONSTRATE
HANDS-ON

YES
NO

WRITING
ORAL
PERSON

50

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

**This form was used to record data from
the Task Prioritization Checklist.**

A 2-1-36K

57

DATE	IMPORTANCE	TEACHING METHOD	ELG	DATA	UNIT	DIFFICULTY TESTED?	IMPORTANCE	TEACHING METHOD	TESTING	COMPILED DATA
05-19-1961	1	self-paced	writing reading speaking listening	4710	36K	2	5	self-paced	written oral performance	AT = 3333
1361	1	hands-on demonstration lecture				2	5	hands-on demonstration lecture		AT = 3333
07-31-2002	1	self-paced	writing reading speaking listening		36K	2	5	self-paced	written oral performance	AT = 3333
1362	1	hands-on demonstration lecture				2	5	hands-on demonstration lecture		AT = 3333
0005	1	self-paced	writing reading speaking listening		36K	2	5	self-paced	written oral performance	AT = 3333
0005	1	hands-on demonstration lecture				2	5	hands-on demonstration lecture		AT = 3333
07-31-2002	1	self-paced	writing reading speaking listening		36K	2	5	self-paced	written oral performance	AT = 3333
10-20-2001	1	hands-on demonstration lecture				2	5	hands-on demonstration lecture		AT = 3333

AIT

361K

#1 Gordon

4 regmes

07-31-2002
10-20-2001

58

59

DATA OBTAINED FROM: #1 Bragg
NUMBER OF TESTS: 2
TRAINING SPECIALIST: 000

UNIT	DIFFICULT?	IMPORTANCE	TEACHING	TESTING	CLASS	DATE/CASE
tested?	danger to person or equipment importance	self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening		COMPILED DATA
2	5				3-3-	AT-2
2	5.5				3331	
3	5				3111	
2	5				3-3-	AT-2=7
2	5				3222	
2	5				33-	AT-2=7
2	5				3222	
2	5.5				3333	AT-
2	5				3222	
2	5				3222	
2	5				3-3-	AT-2=
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
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3	5				3222	
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3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
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3	5				3222	
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2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5				3222	
2	5				3-3-	
2	5.5				3333	
3	5					

ID	DATE	TEST	DIFFICULT?	IMPORTANCE	DELIVER TO PERSON	LECTURE	DEMONSTRATION	HANDS-ON	SELF-PACED	ORAL PERFORMANCE	WRITTEN	LISTENING	SPEAKING	READING	WRITING	SOLDIERS P.O.I. MILPERCEH REGS:	DATA OBTAINED FROM:		NUMBER OF RESPONSES:		
																	DATA	TRAINING SPECIALIST:			
091-503		0	0																		
1001		0	0																		
1003		0	0																		
021-030		0	0																		
1016		0	0																		
113-588		10	0																		
1019		0	0																		
2002		10	0																		
113-623		10	0																		
3001		0	0																		

3

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NO	DATE	TEACHING	TESTING	ELLS	DATA	NO. OF RESPONSES:		DATA OBTAINED FROM:	TRAINING SPECIALIST:	JULY	DANGER TO PERSON OR EQUIPMENT IMPORTANCE	TEACHING	TESTING	WRITING, READING, SPEAKING, LISTENING	COMPILED DATA
						DIFFICULT?	TESTED?								
					soldiers P.O.L. MILPERCEN Regs:										
	113-588-3005														
	1013														
	2003														
	3006														
	113-000-1001														
	2001														
	3001														

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UNIT	TESTED?	IMPORTANCE	TEACHING	ORAL PERFORMANCE	ELLS	DATA	NO.	UNIT TESTED?	IMPORTANCE	TEACHING	ORAL PERFORMANCE	ELLS	COMPILED DATA
113-574	0	5	self-paced	written oral performance	writing reading speaking listening	soldiers P.O.I. MILPERCEN Regs.	1010	2	5	self-paced	written oral performance	writing reading speaking listening	3
1011	0	5	self-paced	written oral performance	writing reading speaking listening			2	5	self-paced	written oral performance	writing reading speaking listening	3
113-574	0	5	self-paced	written oral performance	writing reading speaking listening		2004	2	5	self-paced	written oral performance	writing reading speaking listening	3
1012	0	5	self-paced	written oral performance	writing reading speaking listening			2	5	self-paced	written oral performance	writing reading speaking listening	3
3011	0	5	self-paced	written oral performance	writing reading speaking listening			2	5	self-paced	written oral performance	writing reading speaking listening	3
6001	0	5	self-paced	written oral performance	writing reading speaking listening			2	5	self-paced	written oral performance	writing reading speaking listening	3
1001	0	5	self-paced	written oral performance	writing reading speaking listening			2	5	self-paced	written oral performance	writing reading speaking listening	3

NO. OF _____ NUMBER OF RESPONSES: _____
 DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

5

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UNIT	difficult? tested?	importance	TEACHING			importance	difficult? tested?	importance	writing reading speaking listening	DATA	soldiers P.O.I. MILPERCEN Regs:	writing reading speaking listening	written oral performance	self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	CONFILED DATA
			self-paced	hands-on	demonstration												
113-582	2	1	✓	✓	✓	5	1	1				✓	✓	✓	2-1		
1019	3	1	✓	✓	✓	3	3	3				✓	✓	✓	3-2		
1020	2	0	✓	✓	✓	5	2	2				✓	✓	✓	2-3		
	2	0	✓	✓	✓	5	2	2				✓	✓	✓	5-3		
1021	2	0	✓	✓	✓	5	2	2				✓	✓	✓	5-3		
	2	0	✓	✓	✓	5	2	2				✓	✓	✓	3-3		
1022	2	0	✓	✓	✓	5	2	2				✓	✓	✓	3-3		
1023	1	1	✓	✓	✓	5	1	1				✓	✓	✓	3-2		
3007	2	0	✓	✓	✓	5	2	2				✓	✓	✓	2-2		
	2	0	✓	✓	✓	5	2	2				✓	✓	✓	3-3		
3008	2	1	✓	✓	✓	5	2	2				✓	✓	✓	2-2		
	2	1	✓	✓	✓	5	2	2				✓	✓	✓	3-3		
	2	1	✓	✓	✓	5	2	2				✓	✓	✓	3-2		64

NO. OF RESPONSES: _____
 DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

2

64

ID	TEACHING METHOD		difficulty? tested? taught?	degree to equipment/ person importance	TRAINING METHOD				soldiers P.O.I. MILPERCEN Regs.	DATA OBTAINED FROM:	NUMBER OF RESPONSES:	TRAINING SPECIALIST:	COMPILED DATA
	written oral performance	self-paced hands-on demonstration lecture			writing reading speaking listening	written oral performance	self-paced hands-on demonstration lecture	writing reading speaking listening					
113-625- 3002	-	-	0 0	-	-	-	-	-	-	-	-	-	-
113-597- 6002	-	-	0 0	-	-	-	-	-	-	-	-	-	-
113-618- 1001	-	-	0 0	-	-	-	-	-	-	-	-	-	-
2001	-	-	0 0	-	-	-	-	-	-	-	-	-	-
113-572- 5001	-	-	0 0	-	-	-	-	-	-	-	-	-	-
8002	-	-	0 0	-	-	-	-	-	-	-	-	-	-
113-600- 1003	-	-	10 0 0	-	-	-	-	-	-	-	-	-	-

11-27-57
Carter

66

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APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains computations made to arrive at the Percentages of listening, speaking, reading and writing involved in each cluster.

*some clusters have two sets of computations; this is because some Task Prioritization Forms were received after original computations and had to be added on.

PERCENTAGE LANGUAGE SKILLS
NOS 36K

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CAMOUFLAGE	$2 \times 5 \times 5 = 50$ $\begin{array}{r} 6 \\ 4 \\ 4 \\ 2 \\ \hline 5 \\ 21 \end{array}$ $50 \sqrt{21}$	$2 \times 2 \times 5 = 20$ $\begin{array}{r} 2 \\ 5 \\ \hline 7 \end{array}$ $20 \sqrt{7}$	$2 \times 3 \times 5 = 25$ $\begin{array}{r} 2 \\ 4 \\ \hline 10 \\ 25 \sqrt{10} \end{array}$	$2 \times 4 \times 5 = 40$ $\begin{array}{r} 4 \\ 2 \\ 4 \\ \hline 4 \\ 14 \\ 40 \sqrt{14} \end{array}$
TOTAL	42%	35%	40%	35%
M16A1 RIFLE	$4 \times 5 \times 5 = 100$ $\begin{array}{r} 12 \\ 8 \\ 9 \\ \hline 12 \\ 12 \\ \hline 53 \end{array}$ $100 \sqrt{53}$	$4 \times 2 \times 5 = 40$ $\begin{array}{r} 7 \\ \hline 14 \\ 40 \sqrt{14} \end{array}$	$4 \times 3 \times 5 = 60$ $\begin{array}{r} 5 \\ 5 \\ 8 \\ \hline 18 \\ 60 \sqrt{18} \end{array}$	$4 \times 4 \times 5 = 80$ $\begin{array}{r} 8 \\ 5 \\ 5 \\ \hline 5 \\ 23 \\ 80 \sqrt{23} \end{array}$
TOTAL	53%	35%	30%	29%
Physical FITNESS	$1 \times 5 \times 3 = 15$ $\begin{array}{r} 1 \\ 0 \\ \hline 1 \\ 4 \end{array}$ $15 \sqrt{4}$	$1 \times 2 \times 3 = 6$ $\begin{array}{r} 1 \\ 0 \\ \hline 1 \\ 6 \sqrt{1} \end{array}$	$1 \times 3 \times 3 = 9$ $\begin{array}{r} 1 \\ 0 \\ \hline 0 \\ 1 \\ 9 \sqrt{1} \end{array}$	$1 \times 4 \times 3 = 12$ $\begin{array}{r} 1 \\ 0 \\ \hline 0 \\ 2 \\ 12 \sqrt{2} \end{array}$
TOTAL	27%	17%	11%	17%

PERCENTAGE LANGUAGE SKILLS
NOS 36K

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
First AID	$5 \times 5 \times 5 = 125$ $\begin{array}{r} 10 \\ 8 \\ 9 \\ 10 \\ 10 \\ \hline 47 \end{array}$ $125 \sqrt{47}$	$5 \times 2 \times 5 = 50$ $\begin{array}{r} 5 \\ 8 \\ \hline 13 \end{array}$ $50 \sqrt{13}$	$5 \times 3 \times 5 = 75$ $\begin{array}{r} 0 \\ 7 \\ 10 \\ \hline 17 \end{array}$ $75 \sqrt{17}$	$5 \times 4 \times 5 = 100$ $\begin{array}{r} 8 \\ 0 \\ 7 \\ 7 \\ \hline 22 \end{array}$ $100 \sqrt{22}$
TOTAL	38%	26%	23%	22%
NUCLEAR, BIOLOGICAL, AND CHEMICAL	$3 \times 5 \times 5 = 75$ $\begin{array}{r} 5 \\ 4 \\ 5 \\ 6 \\ \hline 20 \end{array}$ $75 \sqrt{28}$	$3 \times 2 \times 5 = 30$ $\begin{array}{r} 3 \\ 6 \\ \hline 9 \end{array}$ $30 \sqrt{9}$	$3 \times 3 \times 5 = 45$ $\begin{array}{r} 2 \\ 7 \\ \hline 9 \end{array}$ $45 \sqrt{9}$	$3 \times 4 \times 5 = 60$ $\begin{array}{r} 4 \\ 2 \\ 4 \\ 7 \\ \hline 17 \end{array}$ $60 \sqrt{17}$
TOTAL	37%	30%	20%	28%
SECURITY AND INTELLIGENCE	$2 \times 5 \times 5 = 50$ $\begin{array}{r} 3 \\ 3 \\ 3 \\ 3 \\ \hline 12 \end{array}$ $50 \sqrt{20}$	$2 \times 2 \times 5 = 20$ $\begin{array}{r} 4 \\ 3 \\ \hline 7 \end{array}$ $20 \sqrt{7}$	$2 \times 3 \times 5 = 30$ $\begin{array}{r} 2 \\ 2 \\ 5 \\ \hline 9 \end{array}$ $30 \sqrt{9}$	$2 \times 4 \times 5 = 40$ $\begin{array}{r} 5 \\ 2 \\ 2 \\ 3 \\ \hline 12 \end{array}$ $40 \sqrt{12}$
TOTAL	40%	35%	30%	30%

PERCENTAGE LANGUAGE SKILLS
NOS 36K

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total x

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
MAP READING	$1 \times 5 \times 5 = 25$ 3 3 2 2 3 $\frac{13}{25} \sqrt{13}$	$1 \times 2 \times 5 = 10$ 0 $\frac{2}{2}$ $10 \sqrt{2}$	$1 \times 3 \times 5 = 15$ 0 2 $\frac{3}{5}$ $15 \sqrt{5}$	$1 \times 4 \times 5 = 20$ 3 0 2 2 $\frac{7}{20} \sqrt{7}$
TOTAL	52%	20%	33%	35%
RADIO PROCEDURE	$3 \times 5 \times 5 = 75$ 7 4 5 4 7 $\frac{27}{75} \sqrt{27}$	$3 \times 2 \times 5 = 30$ 1 $\frac{7}{8}$ $30 \sqrt{8}$	$3 \times 3 \times 5 = 45$ 0 6 $\frac{6}{12}$ $45 \sqrt{12}$	$3 \times 4 \times 5 = 60$ 4 0 6 $\frac{6}{16} \sqrt{16}$
TOTAL	36%	27%	27%	27%
PREPARE DA FORM 2404	$2 \times 5 \times 5 = 50$ 4 4 3 2 4 $\frac{17}{50} \sqrt{17}$	$2 \times 2 \times 5 = 20$ 1 $\frac{4}{5}$ $20 \sqrt{5}$	$2 \times 3 \times 5 = 30$ 0 2 3 $\frac{5}{30} \sqrt{5}$	$2 \times 4 \times 5 = 40$ 4 0 2 3 $\frac{9}{40} \sqrt{9}$
TOTAL	34%	25%	17%	23%

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PERCENTAGE LANGUAGE SKILLS
MOS 36K

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
REEL UNIT	$9 \times 5 \times 6 = 270$ 14 14 12 11 16 <u>67</u> 270/67	$9 \times 2 \times 6 = 108$ 8 15 <u>23</u> 108/23	$9 \times 3 \times 6 = 162$ 0 6 15 <u>21</u> 162/21	$9 \times 4 \times 6 = 216$ 14 12 6 14 <u>46</u> 216/46
TOTAL	25%	21%	13%	21%
FIELD WIRE	$8 \times 5 \times 5 = 200$ 15 15 19 19 20 <u>88</u> 200/88	$8 \times 2 \times 5 = 80$ 9 16 <u>25</u> 80/25	$8 \times 3 \times 5 = 120$ 2 5 19 <u>26</u> 120/26	$8 \times 4 \times 5 = 160$ 15 2 5 12 <u>34</u> 160/34
TOTAL	44%	31%	22%	21%
Tactical Switchboard SB 22/PT SB 22A/PT	$8 \times 5 \times 6 = 240$ 22 18 22 16 23 <u>101</u> 240/101	$8 \times 2 \times 6 = 96$ 1 21 <u>22</u> 96/22	$8 \times 3 \times 6 = 144$ 0 9 24 33 <u>66</u> 144/66	$8 \times 4 \times 6 = 192$ 18 9 9 19 <u>46</u> 192/46
TOTAL	42%	23%	23%	24%

PERCENTAGE LANGUAGE SKILLS
NOS 36K

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
Tactical Switchboard SB-86/P	$7 \times 5 \times 5 = 175$ 13 14 14 9 $\frac{14}{64}$ 175/64	$7 \times 2 \times 5 = 70$ 0 $\frac{12}{12}$ 70/12	$7 \times 3 \times 5 = 105$ 0 7 $\frac{14}{21}$ 105/21	$7 \times 4 \times 5 = 140$ 14 0 7 $\frac{12}{33}$ 140/33
TOTAL	37%	17%	20%	24%
Tactical Switchboard SB-3082(V)/GT	$7 \times 5 \times 3 = 105$ 7 7 7 7 $\frac{7}{35}$ 105/35	$7 \times 2 \times 3 = 42$ 0 $\frac{7}{7}$ 42/7	$7 \times 3 \times 3 = 63$ 0 $\frac{7}{7}$ $\frac{7}{14}$ 63/14	$7 \times 4 \times 3 = 84$ 7 0 7 7 $\frac{7}{21}$ 84/21
TOTAL	33%	17%	22%	25%
TELEPHONE SET TA-312/PT	$4 \times 5 \times 6 = 120$ 8 10 12 10 $\frac{13}{53}$ 120/53	$4 \times 2 \times 6 = 48$ 5 $\frac{12}{17}$ 48/17	$4 \times 3 \times 6 = 72$ 4 1 9 $\frac{9}{14}$ 72/14	$4 \times 4 \times 6 = 96$ 10 4 1 $\frac{11}{26}$ 96/26
TOTAL	44%	35%	19%	27%

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PERCENTAGE LANGUAGE SKILLS
MOS 36K

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
TELEPHONE SET TA-341/TT TA-341A/TT	$5 \times 5 \times 4 = 100$ $\begin{array}{r} 8 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ \hline 40 \end{array}$ $100 \sqrt{40}$	$5 \times 2 \times 4 = 40$ $\begin{array}{r} 0 \\ 8 \\ \hline 8 \end{array}$ $40 \sqrt{8}$	$5 \times 3 \times 4 = 60$ $\begin{array}{r} 0 \\ 5 \\ 8 \\ \hline 15 \end{array}$ $60 \sqrt{15}$	$5 \times 4 \times 4 = 80$ $\begin{array}{r} 8 \\ 0 \\ 0 \\ 8 \\ 8 \\ \hline 24 \end{array}$ $80 \sqrt{24}$
TOTAL	40%	20%	22%	30%
RADIO SET AM/PAC-77	$3 \times 5 \times 5 = 75$ $\begin{array}{r} 5 \\ 3 \\ 7 \\ 7 \\ 6 \\ \hline 28 \end{array}$ $75 \sqrt{28}$	$3 \times 2 \times 5 = 30$ $\begin{array}{r} 1 \\ 7 \\ \hline 8 \end{array}$ $30 \sqrt{8}$	$3 \times 3 \times 5 = 45$ $\begin{array}{r} 1 \\ 6 \\ 7 \\ \hline 14 \end{array}$ $45 \sqrt{14}$	$3 \times 4 \times 5 = 60$ $\begin{array}{r} 3 \\ 1 \\ 6 \\ 6 \\ \hline 16 \end{array}$ $60 \sqrt{16}$
TOTAL	37%	27%	31%	27%
RADIO SET AM/VRC-49	$6 \times 5 \times 4 = 120$ $\begin{array}{r} 7 \\ 6 \\ 12 \\ 11 \\ 12 \\ \hline 48 \end{array}$	$6 \times 2 \times 4 = 48$ $\begin{array}{r} 3 \\ 14 \\ \hline 17 \end{array}$	$6 \times 3 \times 4 = 72$ $\begin{array}{r} 0 \\ 9 \\ 12 \\ \hline 21 \end{array}$	$6 \times 4 \times 4 = 96$ $\begin{array}{r} 6 \\ 0 \\ 9 \\ 12 \\ \hline 27 \end{array}$
TOTAL	40%	35%	29%	28%

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PERCENTAGE LANGUAGE SKILLS
NOS 36K

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
Develop line Route MAP	$1 \times 5 \times 5 = 25$ $\begin{array}{r} 2 \\ 2 \\ 3 \\ 3 \\ 3 \\ \hline 13 \end{array} \quad 25\sqrt{13}$	$1 \times 2 \times 5 = 10$ $\begin{array}{r} 0 \\ 3 \\ 3 \\ \hline 10\sqrt{3} \end{array}$	$1 \times 3 \times 5 = 15$ $\begin{array}{r} 1 \\ 3 \\ 2 \\ \hline 6 \\ 15\sqrt{6} \end{array}$	$1 \times 4 \times 5 = 20$ $\begin{array}{r} 2 \\ 1 \\ 3 \\ 2 \\ \hline 8 \\ 20\sqrt{8} \end{array}$
TOTAL	52%	30%	40%	40%
RADIO WIRE INTEGRATION SYSTEM (RWIT)	$4 \times 5 \times 4 = 80$ $\begin{array}{r} 8 \\ 6 \\ 0 \\ 0 \\ 4 \\ \hline 38 \end{array}$	$4 \times 2 \times 4 = 32$ $\begin{array}{r} 0 \\ 8 \\ 4 \\ \hline 32 \end{array}$	$4 \times 3 \times 4 = 48$ $\begin{array}{r} 0 \\ 5 \\ 8 \\ \hline 13 \end{array}$	$4 \times 4 \times 4 = 64$ $\begin{array}{r} 6 \\ 0 \\ 5 \\ 8 \\ \hline 19 \end{array}$
TOTAL	48%	25%	27%	30%

APPENDIX 4

This appendix contains the Observation Forms. These forms were taken to the actual training sites. Here, observers recorded actual training situations and language used in the training. These forms were used to indicate the **CONDITIONS** for the Job Language Performance Requirements in MOS 36K.

A 4-1-36K

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NOS OBSERVATION FORM

MOS 36K LOCATION FT GARDEN, GA
TASK # _____ PERSON RECORDING _____
SUBJECT _____

INSTRUCTION

Physical Environment COMMENTS

- 1. Classroom
- 2. Open Areas (live fire field, make-up terrain)
- 3. Large enclosed area (bleacher sites, warehouse size)
- 4. Other (comments)

Instructional Ratio

- 1. Instruct or one-to-one/class
- 2. Peer/one-to-one
- 3. Group or Committee group¹
- 4. Small (12 or less)
- 5. Other (comments) TEAM

MODES OF INSTRUCTION

COMMENTS

- 1. Films
- 2. Video cassettes
- 3. Graphic training aids (diagrams, etc.,)
- 4. Illustrations a) requiring reading
b) not requiring reading
- 5. Maps
- 6. Mock-ups
- 7. Models/Simulated
- 8. Real equipment
- 9. Transparencies

A 4-2-36K

¹ Group of instructors of whom one teaches one portion of the whole

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- 10. Tape cassettes
- 11. Training publications: a) required
b) available
- 12. Signs/notices
- 13. P.A. System
- 14. Normal Voice
- 15. Soldier's Manual
- 16. Chalkboard
- 17. Other (comments)

SELF-PACED MATERIAL

TELEPHONE

Switchboard

MODES OF RESPONSE

COMMENTS

- 1. Manipulate equipment
- 2. Performance
- 3. Answers (spoken-written)
- 4. Signals
- 5. Taking notes
- 6. Teamwork
- 7. Other (comments)

STYLES OF COMMUNICATION²

COMMENTS

- 1. Formal Speech
- 2. Informal Speech
- 3. Regional/ethnic
- 4. Body language
- 5. Profanity
- 6. Shop talk/slang
- 7. Non-standard English
- 8. Other (comments)

A 4-3-36K

²Instruction, verbal orders

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APPENDIX 5

STRUCTURAL/LEXICAL LIST

This is the final list of
structural and lexical items,
grammatically named for
MOS 36K .

(For discussion, see Section II)

A 5-1-36K

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STRUCTURAL ITEMS

SENTENCES TYPES

1. SIMPLE: One subject and one predicate

PATTERNS:

1. Subject and action verb - damage results.
2. Subject and action verb and direct/indirect object
Many things cause burns.
3. Subject and linking verb and subjective complement
This is very important.

2. COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

3. COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs). When the connections are established, (you) operate the conference link switch to normal position.

3. Noun (functions as a noun) (You) check and service only those items, that can be checked and serviced.

SENTENCE TYPES

INTERROGATIVE

(do, does, modal, wh-, tag, inverted)
But what about the other 15 meters?
Ask, "What is there?"

DECLARATIVE- Dust and dirt forced into jacks will cause malfunctions.

EXCLAMATORY- * Not found in this MOS.

IMPERATIVE

(requests, commands, second person (singular/plural),
negative/affirmative), First and second person (let's)

ELLIPSIS:

Split the bracket until fire for effect is possible. *most common type
of ellipsis--subject deleted.

FRAGMENT

Movement to occupy a position.
All other parts.

ADVERBIAL CLAUSES*

1. PURPOSES

Training must be conducted so that at least 80% of the students can
accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make
good reference points to orient a map, you may also use manmade
features such as roads, bridges, etc., to orient your map.

3. COMPARISON - * Not found in this MOS.

4. RESULT - * Not found in this MOS.

5. MANNER - Place full nomenclature and model of equipment as it
appears on the front cover.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.
Split the bracket until fire for effect is possible.

7. PLACE- Do not use compressed air to dry parts where cleaning compound has been applied.*

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be released.

9. ADVERSATIVE- * Not found in this MOS.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

3. INFINITIVE

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

* Ambiguous sentence- can be adjectival or adverbial clause (non-standard)

A 5-4-36K

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VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- You will be tested.
- If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- Have someone walk the FDL and determine dead space.
- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb
present verb (uninflected/third
person, indicative)
past tense (regular/irregular)
present perfect
future

2. TYPES

intransitive -The switchboard weighs approximately 280 pounds.

transitive - Performance measure requires a team of two.

linking- Supervision and assistance are available.

3. VOICE

active

recognize
protect
is facing
pop. contain
explode
sounds
points out
seen

appear
seek
secure
wear
mask
stored
do require
could affect

has
must be
wipe
rinse
put brush
empty
reassemble
reinstall
remove

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passive

given
is protected
is sprayed

are alerted
are reported
have been corrected

are authorized
be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice

modal+negative+passive

4. MODALS

You must demonstrate, once every 6 months, that you can meet or extend the minimum level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should not be"

5. AUXILIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE, Service + able, Avail + able, Detect + able
2. COMPARATIVES
Threat main tanks are smaller than the US main battle tanks.
3. SUPERLATIVES
The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

1. INDEFINITE
Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).
2. POSSESSIVE
(nouns and apostrophe)
Shake the soldier's shoulder and shout, "Are you OK.?"
3. SUBJECTIVE
This will give you correct nomenclature.
4. OBJECTIVE
It will also give you the correct functioning.
5. REFLEXIVE
Keep yourself clear of the muzzle.

GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES- Do not attempt to move it alone.

ADVERBS +

1. **SUPERLATIVE**

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. **INDEFINITE**

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. **FREQUENCY**

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4. **OTHER-** Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. **COMPARATIVE**

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB- * Not found in this MOS.
(particles)

*Negatives
Prepositions
Articles

Pre-BT--not included because of Section II
in this document

A 5-8-36K

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APPENDIX 6

VOCABULARY (in-house)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary. The final list is alphabetized for the entire MOS.

36K Tactical wire operations special st
(task and figure vocabulary)

GE

about
above
accept
accidentally
according to
across
advise
after
again
against
air
all
allow
alone
along
also
always
another
answer
any
appear
apply
approximately
area
around
arrive
article
as
as above
as an
as appears
as close as possible
ask
ask for number
as shown in
assemble
as soon as
as such
as written

at
at least
at points
attack
attempt
at the end
at the rear of
avoid

Tech

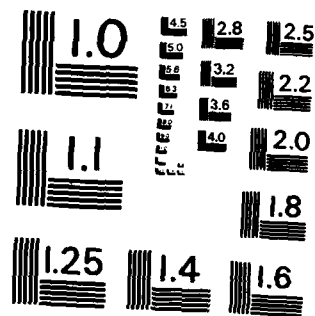
abbreviation
AC
accessary
accessary bag
according to diagram
accuracy
ACF-125(D)
ACF-134(A)
AC SUPR
actual
actual route
adequate
adequate ventilation
adjust
adjustment
aerial
aerial road crossing
air vent
alarm
alarm switch

aline
alphabet
amber
amber busy lamp light
angle
AN/GRA-39
AN/FRC-77
answer-and-extend call
answer cord
ANT
ANT CONT receptacle
antenna
antenna element
antenna matching unit
antenna section
antenna tie down
antenna tip cap
AN/VRC-46
AN/VRC-49 (radio set)
appendix
applicable
appropriate
appropriate disconnect procedure
appropriate symbol
Army Correspondence Course
Army Maintenance Management System
arrester
artificial
artificial busy condition
AS-1729/VRC
as base for
as listed below
as outlined
assembly
assign

Tech

assign frequency
assistance
as stated
AT-912/VRC
AUD
audible
audible alarm
audio
audio accessory
audio connector
authorized
auto
automatic
automatic ringing circuit
auto-mode
auto-mode incoming seizure
auto-mode operation
auto-mode operational procedure
available

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

I

GE

back
back to
bag
bare
be certain
before
behind
being checked
being used
below
belt
beneath
be sure
be sure to
between
be very careful
beyond
black
body
both
both sides
bottom
box
break
breathing
bridge
broken
bury
busy
button
by
by placing

Tech

BA-42
BA-4386/U
back plate
band
band
band switch
bank
bare
bare conductor
bare ground
barely
barely detectable
bare surface
base
base plate
base radio set
base wire
basic
basic manual
basic terrain
basic terrain feature
battery
battery (BA-30)
battery box
battery case
battery cell
battery clamp hold
battery compartment
battery connector
BATT-EXT-INT switch
BB-249/U
belt strap
bending
bent
binding
binding post
binding post spring
block (n)
blower
blower motor
BNC antenna cable receptacle
bolt(n)
brace(n)
branch off
broken
busy lamp
busy line
buss (n)
buzzer
buried buried crossing
burst (n)
burst of ringing
by radio

GE

call(n)
 call(v)
 calling(adj)
 cannot
 careful
 carefully
 carry
 case
 course (v)
 caution
 ceiling
 center
 certain
 change(n)
 change(v)
 chapter (chs;)
 check(n)
 check(v)
 check to see
 civilian
 clean(adj)
 clean(v)
 cleaning(adj)
 clear (adj)
 clear(v)
 closed(v)
 cloth
 color
 colored
 come
 come loose
 comfortable
 compass
 complete
 compressed
 concrete
 concrete bridge
 conduct(n)
 connect
 contact
 control(n)
 control(adj)
 convert(v)
 conversation
 corner(n)
 correct(adj)
 correct (v)
 correctly
 cover(v)
 cover (n)
 critical
 crossing (n)
 out

Tech

C-2299 (VRC)
 cable
 cable assembly
 cable connector
 cable insulation
 cable line
 cable lug
 call back
 care lamp
 call plug
 call sign
 call sign
 called party
 calling card
 calling party
 canvas
 canvas
 canvas bag
 canvas cover
 canvas roll
 cap
 captive screw
 careful examination
 carrying case
 cause(v)
 CB operation
 CBS operation
 cell
 center
 center
 CMOI(communications
 electronics operation instructions
 CG-1773U-radio frequency (RF-cable
 assembly radio
 chain
 challenge
 change direction
 change- number
 channel
 channel dial
 channel window
 check fuses for correct value
 checklist
 check publication for update
 chestset
 chipped
 chipped point
 circuit
 circuit cord assembly
 circuit plan
 circuit test
 circuit test
 civilian trunk
 clamp
 clean dry cloth
 cleaning cloth
 cleaning compound
 cleaning compound fuses
 cleanliness
 clearing
 cleaning of circuit
 clear the circuit

Tech (cont)

criteria
critical point
crossing
CX-472 (interconnecting cable)
CX-472/VBC (central cable)

Tech-

clear water
clip
clove
clove hitch tie
west(v)
code
coded message
coding
color coding
colored cable wire
color rating
cobot
cobot belt
cobot harness
comfortable fit
cous in contact with
count port
counon
counon battery line
counon battery trunk
counon to both
communication
communication center
communication line
compartment
completers
completions
completion report
component
compound
copound
compressed air
condition
conductor
conference
conference call
conference line
confuse
CONF - position
CONF-SURV-THE-SEC
connection
connectors
connector block
connect-position
copper
copper strand
construction
contact(n)
control(n)
control-cable assembly
control group
cord
cord plug
circuit switch
cordless
corner
corroded
corrosion
cover assembly
crack(n)
crack(v)
creek

GE

daily
 damage
 damaging
 dangerous
 date
 dated (dt)
 day
 deep
 depend on
 desire (n)
 desire (v)
 desired
 desk
 difficult
 dig
 direct (adj)
 direction
 dirt
 dirty
 distant
 disturb
 do not
 door
 down
 down
 draw a line
 drive (it) into
 driven
 drop
 dry
 due to
 during
 duty

IGH

In form 2151 2 (message center
 log)
 In form 2404 (Equipment Inspection
 and maintenance workbook)
 In form 2405
 In form 4011 (telecommunication
 center delivery list)
 In label 132
 In TM
 data
 IC
 ID form 173 (joint message form)
 deal
 defective
 degree
 delay
 delisting screen
 delivery
 delivery list
 densely
 densely foliated terrain
 depicted
 depress
 depressed
 designate
 designated station
 designated strip
 designation
 desired number
 detectable
 determine
 develop
 device
 diagram
 dial
 digit
 digit by digit
 digit keys
 digit selection tone
 direct (v)
 dispatch
 dispatch message
 distant station
 D-6 with UP-1/TT
 D6 (place date time group)
 during reception
 during transmission
 duty

EE
each
each side
ears
earth
each(a)
either
electrical
element
and
enough
enter
environment
equipment
error
establish
etc
examination
example
except
experience
eyes

EE
Earth GP
EIS (Equipment Inspection
and maintenance worksheet)
electrical connector
electrical contact
electrical tape
etched
etched string
etching
company
company operation
cable
change
changeover
and on
enter (into in)
enter full name/number
enter make not
equipment inspection
equipment number
EIS (equipment serviceability
criteria)
EIS test
establish
establish communication
exists
exit
exit multiple
execute
exchange
existing
existing call
eyes
eyes
EIS
EIS
electrical panel
ending (a)
ending of cable
extension
extension telephone
extension number
EIS
EIS-01
EIS-02

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101
[Illegible text]

[Illegible text]

[Illegible mark]

[Illegible mark]

Subject
List free class
Notes for signal
LIT-207 - 10-10 last
last
last control unit
last line
last training area
lasting device
last
last system
last system to
last (5)
last connection
last-to control
last-to control
last
last

100

GE

name
 near
 neat
 negative
 new
 next
 next to
 night
 no
 noise
 note(s)
 note(v)
 notify
 not in use
 now
 number

 object(s)
 observe
 obtain
 off
 off the back
 off the side
 once
 on duty
 one of a time
 one of
 one or more
 on its side
 only
 onto
 on top
 on top of
 open
 operate
 other
 out
 outer
 out of
 outside
 over

Tech

name plate
 navigate
 navigate using a map
 NBC situation
 near open flame
 next roll
 negative terminal
 net
 neutral
 night alarm
 night alarm buzzer
 night alarm volume
 nomenclature
 nonretaining
 nonretaining position
 nonretical
 normal
 normal digit sidetone
 normally
 normal operations
 normal position
 normal speech sidetone
 notification
 numeral

 objective
 off
 ohm
 ohm resistor
 on
 on a frequency
 on site
 on the next
 open circuit
 open flame
 operation
 operational
 operational test
 operator
 operator's head set
 operator's core
 operator's jack
 operator's manual
 operator's plug
 operator's preventive mainte.
 operator's set
 operator's telephone set
 opposite
 oral
 oral message
 orient(v)
 orientation
 organization
 organizational
 organizational control number
 originator
 "O" rings
 overhead

cc: A. [unclear]
no: [unclear]

Tech

overlay paper
outgoing
outgoing call
outline
outlined below

GE

page
painful
pair
paper
paragraph (para)
part (n)
part of
parts of the body
pass
pass on
pause (v)
pencil
perform
performance
period (time)
permit
person
phone
piece
pin (n)
place (n)
place (v)
place on (write)
plate
plan (n)
point (n)
point (v)
pale
position (n)
possible
past (n)
pound (n)
power
prepare
present (adj)
press (v)
press down
press on
prevent
proceed
produce
proper
properly
protect
protect from
protection
provide
pull
pull out
purpose
push
push back
push in
put back

Tech

pack (n)
point (n)
panel
parallel
party (person)
passage
paying out
payroll
payroll signature
performance measure
personnel
pertinent
phonetic
phonetically
phonetically spell
phonetic alphabet
pigtail
plant (n)
plant records
plate
plastic
plastic body
plot (v)
plot on map
plug
plug seat
Pino A+C (Key circuit)
POINT-TO-POINT mode
POINT- TO-POINT operation
POINT-TO-POINT position
polarity
police(v)
policing (n)
poncho
position (v)
positive
posh
position(v)
positive
positive terminal
power
power cable
power cord
power line
power source
power switch
predetermined
predetermined objective
PRE-EMPT
PRE-EMPT
switch
preinstallation
preliminary operating procedure
preparation
preoperational
preoperational check
preoperational test
preoperation procedure
prescribe
prescribed route
preset

Tech

present position
preventive
preventive maintenance
PRI
PRI lamp
priority
primary
primary preset
probable
probable future location
procedure
process (n)
process (v)
process outgoing message
prominent
prominent object
pronunciation
protecting cover
proword
publish
pull straight out of

GE

radio
railroad
railroad track
raise
rank
rapidly
rating
ready
rear (adj)
rear (n)
rear door
reason (n)
record (n)
record (v)
receive
recommend
red
refer to
release
remainder
remove
remove from
remove from wall
repair
repeat
repeat steps
replace
report (n)
report (v)
require
reset
response
rest (v)
return
right (n)
right-hand
ring (n)
ring (v)
ring back
ringing (n)
read
road crossing
rod
roll (n)
room
route (n)
rubber
run
run(n) wires

Tech

radio call
radio link jack
radio message
radio net
radio procedure
radio receptacle
radio repair personnel
radio set
raise into position
range
RCRGTG 102JM(IX) resistor
react
readjust
rear component
rear cover
recall (adj)
recall (v)
recall procedure
receive-pair wires
receiver
receiver-transmitter
receiving station
receptacle
reception
recognize
recover
recommend
reel
reeling
reeling machine
reference
registration
registration/service/FSM
reinstall
remote
remote control unit
repeater
replacement
requirement
resting in
resistor
restore
retain
retainer
retaining
retaining cradle
retaining plate
retaining rings
retaining strap
retraction
retrane
retransmission
RETRANSMIT- R/W
RF-radio frequency
right-hand corner
ring (n)
ring (v)
RING-BACK position

Tech

RING-BACK-FWD-RING FWD switch
ringer
ringer button
RINGER VOLUME CONTROL
RING FWD position
ringing(n)
ringing level
ringing switch
ringing test
ring off
RL-31-B
RL-31-F
RL-172/ motor driven
RL-159/U
rotate route (v)
rubber protector
rushing
rushing noise
rust (n)
RVI call
RVI (radio/wire integration)

GE

safety
 same
 same as
 scale (n)
 screw (n)
 screw (v)
 seat (v)
 second
 section
 secure(v)
 see select
 selection
 send
 serious
 serious damage
 service(n)
 set (n)
 set (v)
 set up
 several
 shary
 short
 should
 should be
 should be left
 shoulder
 show
 side
 sign
 signal(n)
 signal (v)
 signature
 site
 skin
 small
 moth
 so that
 sound (n)
 sound (v)
 spare (adj)
 speak
 speaker
 speak into
 special
 special purpose
 speech
 spell
 spill
 spring (n)
 square
 stand (n)
 stand(v)
 standby
 stand by
 start
 station
 stop (n)
 stop(v)
 stopping

TECH

Safety wire
 salvaged
 salvaged canvas
 sample
 sample message
 sample transmission
 sandwich
 SB-21/T (manual telephone
 switchboard
 SB-22a/T
 SB-22/T
 SB-3000(v)1 G/T
 scraping
 sweep out
 screw
 secure(v)
 secure clips with corners
 secure handset
 secure in place
 securing (n)
 security
 seize
 seize splice
 seizure
 selector
 selector
 switch
 selector
 switch setting
 send pair wires
 sequence
 serial
 series
 service (v)
 serviceability
 setting (n)
 setting-up
 sharp point
 shattered
 shelf
 sheltered
 sheltered conditions
 sheltered half
 shipping (n)
 shock(v)
 short antenna
 shoulder strap
 shovel
 shutdown
 shutdown position
 side plate
 sidestone
 sidestone level
 signal(n)
 signal(v)
 silent
 silent alarm
 site
 situated

110

113-418-1001
Figure 2-3

36

113-418-1001
Figure 2-3

subscriber telephone (LB operation)
interconnections and switch positions
field wire
S-22/77 line binding posts (rear)
jumper wires
Pin A
Pin C
S-102/70
S-222/70
remote control S-232A/232B-30
cable
line
TTL
R&B
R&B/232A
field wire
1-cable unit
local control S-232B/232C-30
handset # 132/70
handset # 102/70
Control Cable P/O S-232B/232C-30
receiver/transmitter
MS- 1022/70C
outboard connections for subscriber-rails 113
subscriber's card
Radio Link Jack
signal indicators
MS-22/77 (front)
Operator's Jack
subscriber's telephone jack
operator's card

all after
all before
cable
connections to
line
control
group
interconnections
key switch
key
line
line to follow
out
out
radio unit
radio
radio unit
radio to
radio
radio out
radio
radio after
radio before

Alphabet

Alphabet

A- Alfa
B- Bravo
C- Charlie
D- Delta
E- Echo
F- Foxtrot
G- Golf
H- Hotel
I- India
J- Juliet
K- Kilo
L- Lima
M- Mike
N- November
O- Oscar
P- Papa
Q- Quebec
R- Romeo
S- Sierra
T- Tango
U- Uniform
V- Victor

W- Whiskey
X- X-ray
Y- Yankee
Z- Zulu

Alphabet

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113-418-1001
Figure 2-3

113-55-1001
Figure 2-26

assembly
opening door assembly
power pack
battery
lock plate
door holder
lock plate slot
door assembly
battery 2B-200/0

113-55-1002
Figure 2-27

Diagram
Wires
interconnecting bus J-2715/W
two-operator installation
connector CL-1201/W (25 ft.)
terminals
AC PB
DC PB
PWR
CL-1203/W (12 ft.)
CL-1204/W
CL-1207/W (8 ft.)
Standard 1 1/2 WGE wire outlet
CL-1208/W (2 ft.)
battery 1 12 volt
battery 2 12 volt
volt
-A, -B
CL-1209/W (12)
CL-1206/W (amp)
1 1/2 WGE
CL-1205/W (12 ft.)
CL-1207/W (8 ft.)
adapter
battery adapter
24 volt battery 2B-451/0

113-55-1003
Figure 2-28

at fold
break off tab
tab

Figure 2-29

interconnecting bus J-2715/W terminals
termination 1, 2 wire or 1-wire
termination 24, 2-wire or 1-wire
termination 25, 2-wire
termination 26, 2-wire

113-60-3001
Figure 2-25

case open
lead out 2-40 FT
cable
hatchet retaining spring
lock switch
hot binding post
battery compartment latch
battery compartment cover
connector switch
hatchet retaining cable
casing strap
tuner volume control
telephone cut case CL-1772/W
cut-hot switch
hatchet
receptive cover
press to talk switch
charging current
receptive connector 2-73/0
binding post
line 1-2
hatchet mounting cable

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APPENDIX 7

Appendix 7 is the machine generated
vocabulary list. It was not useful for
our purpose. It is included for a
cross-reference of vocabulary.

A 7-1-52

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UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FOOT BRIDGE, VIRGINIA 22651

S/S

SEP 1 1961

WCA
DCE



36K 5L 1/2

149

MS-36K SKI-111
 PAGE NO 2 TIME RECORDS

SCHEMATIC DATA MANAGER

NAME	TIME	OPERATED RECORDS	DATE
1. NAME	12109	072	0013
2. ENTRY	32	00	32
3. EXTENDED	3136	0000	3136
4. FOR NAME			
5. NAME			
6. NAME			
7. NAME			
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99. NAME			
100. NAME			

3745139 COMMENTS

20

MOS WORD LIST BY PAGE

2	CONNECT	9,2	8,1	7,2	1,2	5,7	4,2	3,6	1,1	199,1	182,2	181,1	180,2	173,1
2	CONNECTED	143,2	137,1	109,3	103,7	101,2	89,1	26,7						
2	CONNECTING	93,1	5,2	6,2	1,1	231,1	221,1	201,1	187,1	155,1	143,1	101,2		
2	CONNECTION	4,1	12,1											
2	CONNECTIONS	69,2	12,1		5,1	231,1	143,1	131,2						
2	CORRECTIONS	115,1	12,1		2,1	4,4	3,5							
2	CORRECTOR	1,1	26,1		5,6									
2	CONNECTORS	173,1	25,1		2,1	1,3								
2	CONSTRUCTION	253,1												
2	CORNER	235,1	147,2		18,1	12,1	9,5	4,1	3,1	2,1				
2	CORNERLESS	91,1	26,1		18,3	9,1	4,4	241,1	173,1	163,2	131,1	109,1		
2	CORRECT	159,1	103,1											
2	CUT	131,1	89,1											
2	CUTS	163,1												
2	DATE-TIME	21,1												
2	DETAILED	2,1												
2	DETERMINE	2,1												
2	DETERMINED	3,1												
2	DIG	145,1												
2	DIRECT	1,1	221,1		23,1	13,1	8,2	6,1	4,2					
2	DIRECTED	6,1	4,1		247,1	243,1	229,1	223,1	221,1	217,1				
2	DIRECTION	155,1	4,1		157,1									
2	EVALUATE	2,1												
2	EVALUATION	2,1												
2	EXT	26,1												
2	EXT-ANT	1,1												
2	FAULT	159,1	21,6		7,2									
2	FALLTS	159,1	91,2		21,4	18,4	9,1	7,1	5,1	4,6	3,1	2,1		
2	FIFE	169,1												
2	FILL	10,2												
2	FILLED	7,1												
2	POWER	175,2												
2	FOXES	167,1												
2	FUSES	131,1												
2	GAS	185,1	177,1											
2	GRASSES	1,1												
2	HEAR	2,1												
2	HEARD	1,2	211,1		4,1	3,1								
2	MITCH	153,1												
2	IAM	195,1												
2	JACK	26,1	6,4		2,1	201,1	129,1	127,5	109,19	103,15	101,4			
2	JACKS	129,1	115,3											
2	JULIETT	167,1												
2	JUMPER	195,1												
2	LETTERS	167,1												
2	LINE	170,2	167,1		7,2	5,7	4,1	3,1	253,3	157,1	155,5	153,1	131,1	129,1
2	LINE	2,2	1,6											
2	LINK	115,1	109,9		103,11	101,9	26,3	12,1	10,2	6,1				
2	LOCATE	143,6	6,2		5,6	4,3								
2	LOCATION	159,1	5,6		1,1									
2	LOCATION	189,1	71,1		7,2									

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3	CA-6722/MC	180.1	2.2										
3	CA-6723	9.1											
3	CV-2562/PRC-25	2.1											
3	CHILLY	5.1	2.2	105.1	177.1	131.1	71.3	24.1	21.6	9.2	7.3		
3	CHCAL	107.1											
3	CLPRESS	211.1	3.2										
3	DEPRESSED	173.1											
3	DESIGNATED	163.1	21.1										
3	DESIGNATION	115.1	103.1	1.1									
3	DESIGNATOR	163.1											
3	DIAL	4.1											
3	DIGIT	211.2	169.2	3.1									
3	DIRECTIONS	85.1	5.1										
3	DIRE	5.1	131.1	115.3	7.1								
3	DIFTY	115.1											
3	DISASSEMBLE	147.2	129.1	23.1									
3	DISCONNECT	23.1	2.2	1.2	147.1	129.1	127.1	109.3	103.2				
3	DISCONNECTED	109.3	2.1										
3	DISPATCH	6.2											
3	DOCUMENT	1.1											
3	DOCUMENTS	1.1											
3	DUST	4.2	115.1	7.1									
3	DUSTY	187.1											
3	EARTH	26.3											
3	EQUIPMENT	245.1	243.1	233.1	223.1	217.1	215.1	199.1	197.1	193.2	191.1	189.4	185.1
3	EQUIPPED	180.1	177.1	155.1	131.1	119.2	115.2	109.1	89.1	71.3	24.1	21.6	9.3
3	EXPOSED	29.1	4.3	3.1	2.2	1.3							
3	EXTERNAL	159.1	155.1										
3	EXTINGUISHED	121.1											
3	FACING	3.1											
3	FASTER	157.1	3.1	1.1									
3	FIELD	2.1	1.1	243.3	229.1	223.2	221.1	189.1	170.1	163.2	159.7	157.2	153.5
3	FIREWORKS	151.6	109.1	103.1	93.2	85.1	71.1	65.4	26.2	24.3	10.5	6.1	4.2
3	FIFT	131.1	115.1										
3	FIRMLY	65.1	2.1										
3	FOLIATED	173.1											
3	FOLLOW	151.1	26.1	163.3	139.2	103.1							
3	FORM	245.2	233.3	215.2	207.3	193.4	189.4	187.1	185.2	177.1	131.3	119.3	89.1
3	FORMS	71.4	63.1	29.2	21.5	10.2	9.3	7.8	6.1	5.3	4.9	3.1	2.8
3	FORMS	1.3											
3	FOUR	133.1											
3	FOUR	3.1	131.1										
3	FULL	7.2	115.1										
3	FUNCTION	65.1	4.1										
3	FUNGUS	131.1	115.1										
3	GARRISON	189.1	71.1										
3	GASKET	103.1	2.1										

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Item	1955.1	1956.1	1957.1	1958.1	1959.1	1960.1	1961.1	1962.1	1963.1	1964.1	1965.1	1966.1	1967.1	1968.1	1969.1	1970.1	1971.1	1972.1
1 SUPPL	253.2	185.2	155.1	100.1	3.2	1.3												
2 SUPPL	192.1	185.1																
3 SUPPL	18.0																	
4 SUPPL	6.1																	
5 SUPPL	131.1	115.1	77.2	131.9	101.3	101.2	102.0	20.4	10.2	9.1	0.1	7.0	5.1					
6 SUPPL	129.1	25.2	1.1															
7 SUPPL	3.1	2.2	1.1	102.1	5.2													
8 SUPPL	27.1	1.1																
9 SUPPL	16.1																	
10 SUPPL	163.1	161.1	9.1	6.1														
11 SUPPL	153.1	153.1	103.1	91.1	65.1													
12 SUPPL	211.1	0.1	6.2	1.2	13.1													
13 SUPPL	14.1																	
14 SUPPL	10.1																	
15 SUPPL	295.1	0.1	24.1	9.1	3.1													
16 SUPPL	2.1																	
17 SUPPL	255.1	0.1	25.1	6.1	103.1	100.1												
18 SUPPL	2.1																	
19 SUPPL	101.1	1.2	9.1	7.4	9.1	205.1	233.1	103.1	177.1	21.1								
20 SUPPL	101.1	2.0	1.1															
21 SUPPL	120.1	127.1	127.1	100.1	101.1	20.1	3.1	2.0	1.0									
22 SUPPL	105.1	125.1																
23 SUPPL	127.1																	
24 SUPPL	100.1																	
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1	WITHOUT	20.1	65.2	177.1	171.1	159.2	157.1	155.1	153.1	151.1	149.1	147.1	145.1
1	WASH	119.1	119.1	103.2	93.1	91.1	83.1	227.1	223.1	221.1	217.1	213.1	209.1
1	2TR	271.1	195.1	193.1	18	183.1	176.1	247.1	245.1	43.1	235.1	231.1	226.1
1	AVAILABLE	9.1	115.1	5.2	1.2	9.2	8.1	7.1	6.1	5.2	4.2	3.1	2.2
1	AVOID	137.1	107.1	12.1	10.3	9.2	8.1	103.2	93.1	91.1	83.1	71.1	63.1
1	BASIC	23.1	18.1	131.1	129.1	119.1	115.1	103.2	93.1	91.1	83.1	71.1	63.1
1	ASIS	149.1	147.1	254.1	247.1	245.1	243.1	235.1	233.1	231.1	229.1	227.1	221.1
1	BCO	20.1	24.1	213.1	209.1	201.1	195.1	193.1	189.1	185.1	183.1	179.1	173.1
1	BEMING	171.1	159.2	157.1	155.1	153.1	151.1	149.1	147.1	145.1	143.1	141.1	139.1
1	BLUAD	25.1	187.2	181.1	173.1	127.4	109.5	101.1	6.1	5.1	4.1	3.5	2.1
1	BOAT	3.1	63.1	167.2	163.2	103.1	71.1	5.1					
1	BOY	112.2	1.1	189.1	187.2	103.1	71.1	5.1					
1	BYTIFA	21.1	181.1	180.2	129.1	133.1	26.1	5.2	3.6	1.1			
1	BYTICEN	149.1	1.1										
1	BYTOD	9.1	185.1	2.1	187.1	23.1							
1	BYTOS	7.2	4.4										
1	BYTOS	21.1	7.2										
1	BYTOS	151.1	133.2	101.1	89.1	5.2	4.1						
1	BYTOS	5.3	1.1	197.1	182.3	181.2	180.1	153.2	103.1				
1	BYTOS	2.1	1.5	159.2	137.1	137.1	29.1	12.1	4.3	3.1			
1	BYTOS	26.1											
1	BYTOS	182.1	5.4	1.1									
1	CAPS	7.1	103.5	101.2	65.4	8.2							
1	CAPTIVE	115.1	103.2										
1	CASBYING	223.1	5.2	103.9	101.4	25.1	23.2	223.1	187.1				
1	CASE	8.2	5.2										
1	CASES	115.1	9.1	1.1									
1	CAUSE	115.1	4.1										
1	CAUSE	25.1	4.1										
1	CEST	173.1	3.1										
1	CEST	10.2	170.1	23.1									
1	COMMUNICATIONS	185.1	131.2	115.1	89.1	25.2	9.2	7.1	1.1				
1	CONFERRED	9.2	1.2										
1	CONFERRED	1.1											
1	CONFERRED	3.1											
1	CONFERRED	103.1											
1	CONFERRED	103.1											
1	CONFERRED	9.1											
1	CONFERRED	1.12	24.4	13.2	8.1	7.2	6.1	5.1	4.12	3.6	2.9.1	180.2	89.3
1	CONFERRED	1.1											
1	CONFERRED	185.1	177.1										

3	MONITOR	195.1	185.1	179.1	17.1	157.1	173.1	171.1	159.1	63.1	24.1	23.1	103.2
3	NECESSARY	93.1	51.1	83.1	65.2	155.1	151.1	149.1	147.1	131.1	115.1	115.1	18.1
3	NEEDED	25.1	193.2	173.1									
3	NEVFR	163.1	109.1										
3	NIGHT	89.1	127.1										
3	NIGHT	153.1											
3	NIGHT	241.1	101.2	4.1									
3	NIGHT	115.1	5.2	4.1	3.1	143.1	211.1	169.1					
3	NIGHT	7.1	189.1	71.1									
3	OUTSIDE	1.1	7.2	155.1									
3	OUTWARD	65.1											
3	PAN	85.1											
3	PAPER	10.1											
3	PASS	123.2											
3	PASS	197.1											
3	PASSED	163.1											
3	PAUSE	163.2	139.1										
3	PERIOD	1.1											
3	PERMIT	151.1											
3	PERMIT	193.1											
3	PUNCH	8.1											
3	PUNCH	153.3											
3	POSITION	163.1											
3	POSITIONS	123.1	101.1	89.1	21.1	7.1							
3	PSSIBLE	195.1	3.2										
3	PURPOSE	173.2	23.1	1.1									
3	RANGE	3.2	21.1										
3	RANK	65.1											
3	RATE	193.1	3.4	2.5									
3	REACH	1.1											
3	REACH	5.1											
3	REASON	190.1											
3	REASON	190.1	3.1										
3	REASON	1.2	29.1	27.1	26.4	25.2	24.1	21.2	18.4	9.3	8.4	7.2	5.1
3	REFER	189.1	137.1	131.8	91.1	85.1	83.1	71.1					2.5
3	REFERENCE	163.3											
3	REFLECT	7.1											
3	REMAINDER	123.1											
3	RESET	211.1											
3	RESISTOR	3.1											
3	RESISTORS	209.1											
3	RESPONDING	170.2											
3	RESPONSIBLE	1.3											
3	RESULT	7.1											
3	RETRACTION	115.1											
3	RIGHT	7.2											
3	RIGHT	26.3	131.1	103.2									
3	ROLL	115.1											
3	ROLL	151.1	131.1										
3	NUMBER	131.1	1.1										
3	SAMPLE	169.1	163.1	7.1									

APPENDIX 8

60 ECL STRUCTURES AND LEXICON

The following list of 60 ECL structures is included as an addition to the structural and lexical list. These structures and lexical items are very basic. Giving examples of each and every item would make this document much more cumbersome. Therefore to facilitate review, this list was attached. (See Section II for discussion.)

Sentences:

- | | |
|---|--|
| <p>A. Declarative</p> <p>B. Interrogative</p>
<p>C. Imperative</p> <p>D. Exclamatory</p> | <p>statement</p> <p>question</p> <p>(1) wh- questions</p> <p>(2) tag questions</p> <p>(3) yes/no questions</p> <p>command, polite request</p> <p>exclamation</p> |
|---|--|

Sentence Complexity:

- | | |
|---|---|
| <p>A. Simple</p> <p>B. Compound</p>
<p>C. Complex</p> <p>D. Compound-Complex</p> | <p>one full subject and predicate</p> <p>two or more independent clauses joined by:</p> <p>a. punctuation</p> <p>b. punctuation and conjunctive adverb</p> <p>c. coordinate conjunction</p> <p>one or more dependent clause and an independent clause</p> <p>two or more independent clauses and one or more dependent clauses.</p> |
|---|---|

Verbs:

- | | |
|---|---|
| <p>A. Concord</p> <p>B. Transitive</p> <p>C. Intransitive</p> <p>D. Copula</p> <p>E. Linking</p> <p>F. Auxiliaries of tense</p> <p>G. Auxiliaries of modality</p> <p>H. Tense</p> <p>I. Aspect</p> | <p>subject-verb agreement</p> <p>takes an object</p> <p>doesn't take an object</p> <p>to be</p> <p>connectors</p> <p>will, do, did</p> <p>should, ought to, must, have to, have got to, able to, can, may, might, could, would</p> <p>present, past</p> <p>perfect, progressive</p> |
|---|---|

Verbal Forms:

- | | |
|--|--|
| <p>A. Present Participle</p> <p>B. Past Participle</p> | <p>active voice</p> <p>passive voice</p> |
|--|--|

Voice:

- | | |
|--|--|
| <p>A. Active</p> <p>B. Passive</p> <p style="padding-left: 20px;">(a) agent expressed</p> <p style="padding-left: 20px;">(b) agent not expressed</p> | <p>subject does action</p> <p>subject does not do action</p> |
|--|--|

- | | |
|---------------|-----------|
| A. Singular | son, pen |
| B. Plural | men, pens |
| C. Count | chairs |
| D. Mass | flour |
| E. Possessive | soldier's |
| F. Collective | fish |

Adjectives:

- | | |
|-----------------------------|---------------------------|
| A. Predicative | The tank is green. |
| B. Attributive | The green tank is moving. |
| C. Degrees of comparison | |
| (a) regular | big, bigger |
| (b) irregular | worse, worst |
| D. Ordinal/Cardinal Numbers | first, one |

Adverbs:

- | | |
|-------------------------|-------------------------|
| A. Time/Frequency | immediately, today, ago |
| B. Place/Position | here, there, everywhere |
| C. Manner | maybe, possibly |
| D. Negative | no, never |
| E. Comparison of Degree | nearest, harder |
| F. Degree | thoroughly, completely |

Articles:

- | | |
|---------------|-----------|
| A. Definite | a, the |
| B. Indefinite | any, some |

Pronouns:

- | | |
|------------------|---------------------|
| A. Personal | you |
| B. Demonstrative | that |
| C. Indefinite | anybody, both, each |
| D. Reflexive | himself, yourself |
| E. Cases of | I, me, my, mine |
| F. Relative | who, whom, whose |
| G. Interrogative | who, which, what |

Conjunctions:

- | | |
|-----------------------|------------------------------|
| A. Coordinating | and, but, or, nor |
| B. Subordinating | because, if, as, that, after |
| C. Correlative | either, or |
| D. Conjunctive adverb | therefore, furthermore |

REPORTS.

A. Simple

- (a) place
- (b) time
- (c) direction/motion
- (d) manner/agent/
instrument
- (e) measure, number or unit

on, in
in, at, on
to
by, with
of

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2100 -
Elementary and Intermediate Phase of General English
materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

"two word verbs"

ATE
MED