

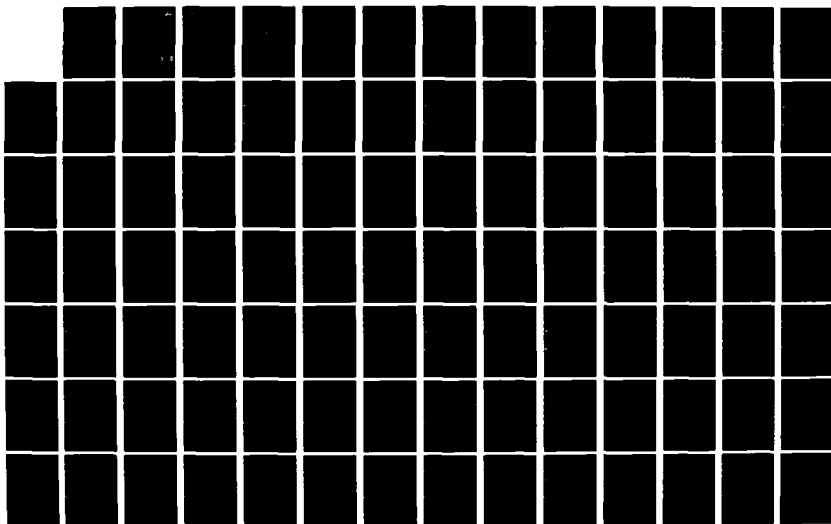
AD-A121 063

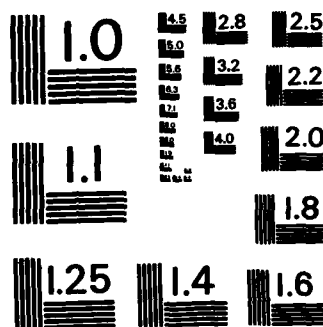
JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 36C-WIRE 172
SYSTEMS INSTALLER/OPERATOR(U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER OCT 82

UNCLASSIFIED

F/G 5/9

NL





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

ADA 121063

OCT 1982

2

JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR
MOS 36C- WIRE SYSTEMS INSTALLER/OPERATOR

Copy available to DTIC does not
permit fully legible reproduction

DTIC
ELECTE
NOV 3 1982
S D

D

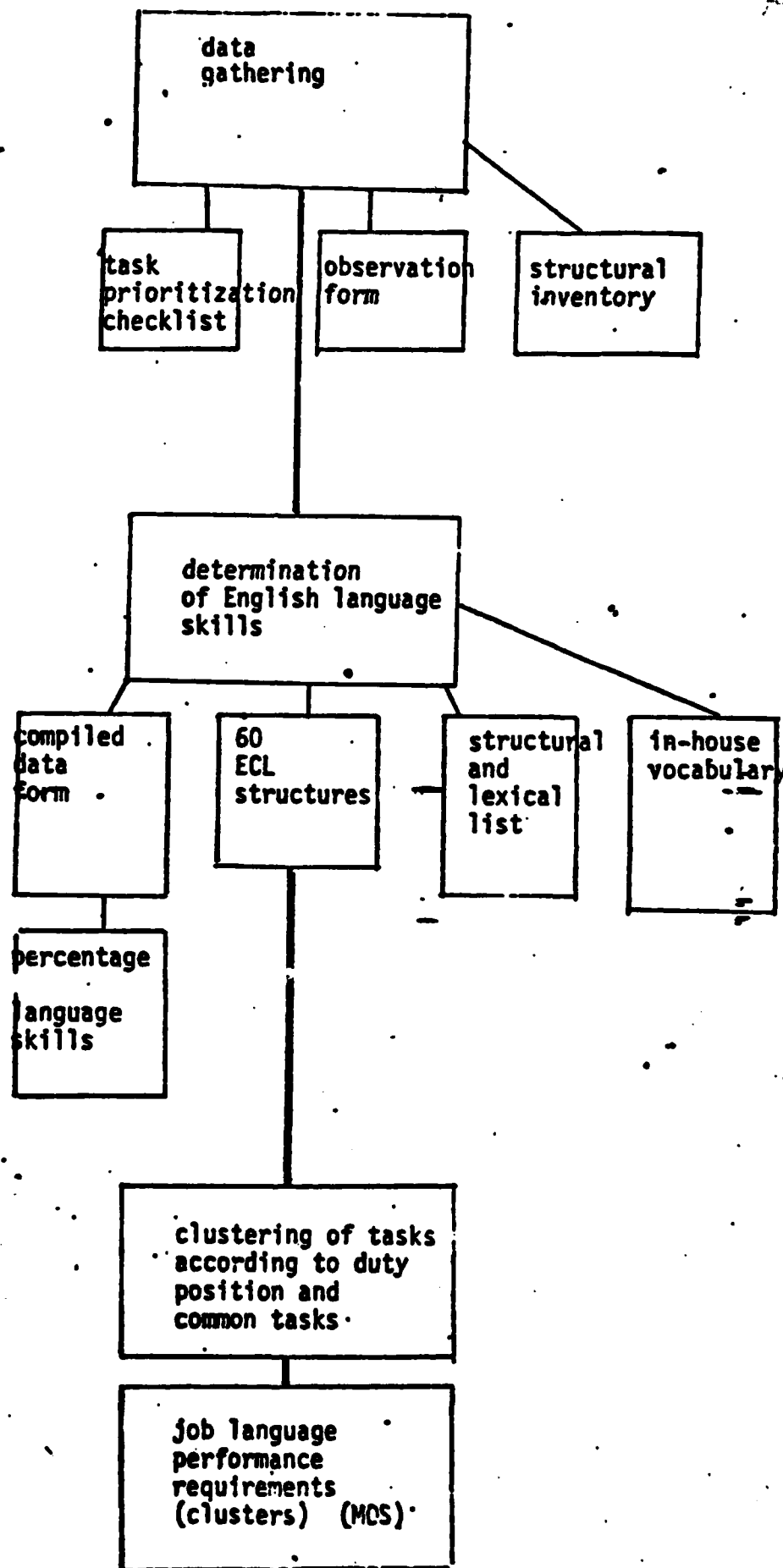
DTIC FILE COPY

82 11 01 142

DISTRIBUTION STATEMENT A

Approved for public release;
Distribution Unlimited

6



DISCLAIMER NOTICE

**THIS DOCUMENT IS BEST QUALITY
PRACTICABLE. THE COPY FURNISHED
TO DTIC CONTAINED A SIGNIFICANT
NUMBER OF PAGES WHICH DO NOT
REPRODUCE LEGIBLY.**

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM																					
1. REPORT NUMBER	2. GOVT ACCESSION NO. <i>AD-A121063</i>	3. RECIPIENT'S CATALOG NUMBER																					
4. TITLE (and Subtitle) Job Language Performance Requirements (JLPR) for Pre-BT Extended Course <i>mos 36C</i>		5. TYPE OF REPORT & PERIOD COVERED <i>Final</i>																					
7. AUTHOR(s) Defense Language Institute-English Language Center		6. PERFORMING ORG. REPORT NUMBER																					
9. PERFORMING ORGANIZATION NAME AND ADDRESS Defense Language Institute-English Language Center ATTN: DLIELC-LEACA Lackland Air Force Base, TX 78236		8. CONTRACT OR GRANT NUMBER(s)																					
11. CONTROLLING OFFICE NAME AND ADDRESS		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS																					
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Training Developments Institute ATTN: ATTG-DOR Fort Monroe, VA 23651		12. REPORT DATE OCT 1982																					
		13. NUMBER OF PAGES 135																					
		15. SECURITY CLASS. (of this report) UNCLASSIFIED																					
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE																					
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		<table border="1"> <tr> <td colspan="2">Accession For</td> </tr> <tr> <td>NTIS GRA&I</td> <td>☒</td> </tr> <tr> <td>DTIC TAB</td> <td>☐</td> </tr> <tr> <td>Unannounced</td> <td>☐</td> </tr> <tr> <td colspan="2">Justification</td> </tr> <tr> <td colspan="2">By _____</td> </tr> <tr> <td colspan="2">Distribution/</td> </tr> <tr> <td colspan="2">Availability Codes</td> </tr> <tr> <td>Dist</td> <td>Avail and/or Special</td> </tr> <tr> <td><i>H</i></td> <td><i>23</i></td> </tr> </table>		Accession For		NTIS GRA&I	☒	DTIC TAB	☐	Unannounced	☐	Justification		By _____		Distribution/		Availability Codes		Dist	Avail and/or Special	<i>H</i>	<i>23</i>
Accession For																							
NTIS GRA&I	☒																						
DTIC TAB	☐																						
Unannounced	☐																						
Justification																							
By _____																							
Distribution/																							
Availability Codes																							
Dist	Avail and/or Special																						
<i>H</i>	<i>23</i>																						
18. SUPPLEMENTARY NOTES		REIS COPY REQUESTED 2																					
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)																							
Job Language Performance Requirements (JLPR)		Task Inventory																					
Lexical Analysis		Common Tasks																					
Structural Analysis		Listening																					
English Language Skills		Speaking																					
Task Prioritization Checklist		Reading																					
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.																							

CONTENTS

	PREFACE	iii-iv
SECTION I	<u>DATA GATHERING</u>	1-1
	Methods	
	Forms	
	Conclusion	
SECTION II	<u>DETERMINATION OF ENGLISH LANGUAGE SKILLS</u>	2-1
	Organization of data	
	Table of language skills	
	Forms	
	Vocabulary	
	Conclusion	
SECTION III	<u>CLUSTERING COMMON AND DUTY POSITION TASKS</u>	3-1
	Explanation	
	Clusters	
SECTION IV	<u>JOB LANGUAGE PERFORMANCE REQUIREMENTS</u>	4-1
	Format	
	Task	
	Explanation of language tasks vs MOS tasks	
	Conditions	
	Standards	
	Conclusion	
SECTION V	<u>JOB LANGUAGE PERFORMANCE REQUIREMENTS</u>	5-1
	<u>CLUSTER</u>	
	<u>TITLE</u>	
	Percentage Language Skills	
	Job Language Performance Requirements	
	Task numbers	
	Task names	
SECTION VI	<u>JOB LANGUAGE PERFORMANCE REQUIREMENTS</u>	6-1
	<u>Entire MOS</u>	
 APPENDICES		
1.	Task Prioritization Checklist	A 1-
2.	Task Inventory Compiled Data Form	A 2-
3.	Percentage Language Skills	A 3-
4.	Observation Forms	A 4-
5.	Structural/Lexical List	A 5-
6.	Vocabulary (in house)	A 6-
7.	Vocabulary (machine-generated)	A 7-
8.	60 ECL Structures	A 8-

PREFACE

Instructions for review of Job Language Performance Requirements for 35C.

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 a task by task 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 36C prepared by TRADOC.

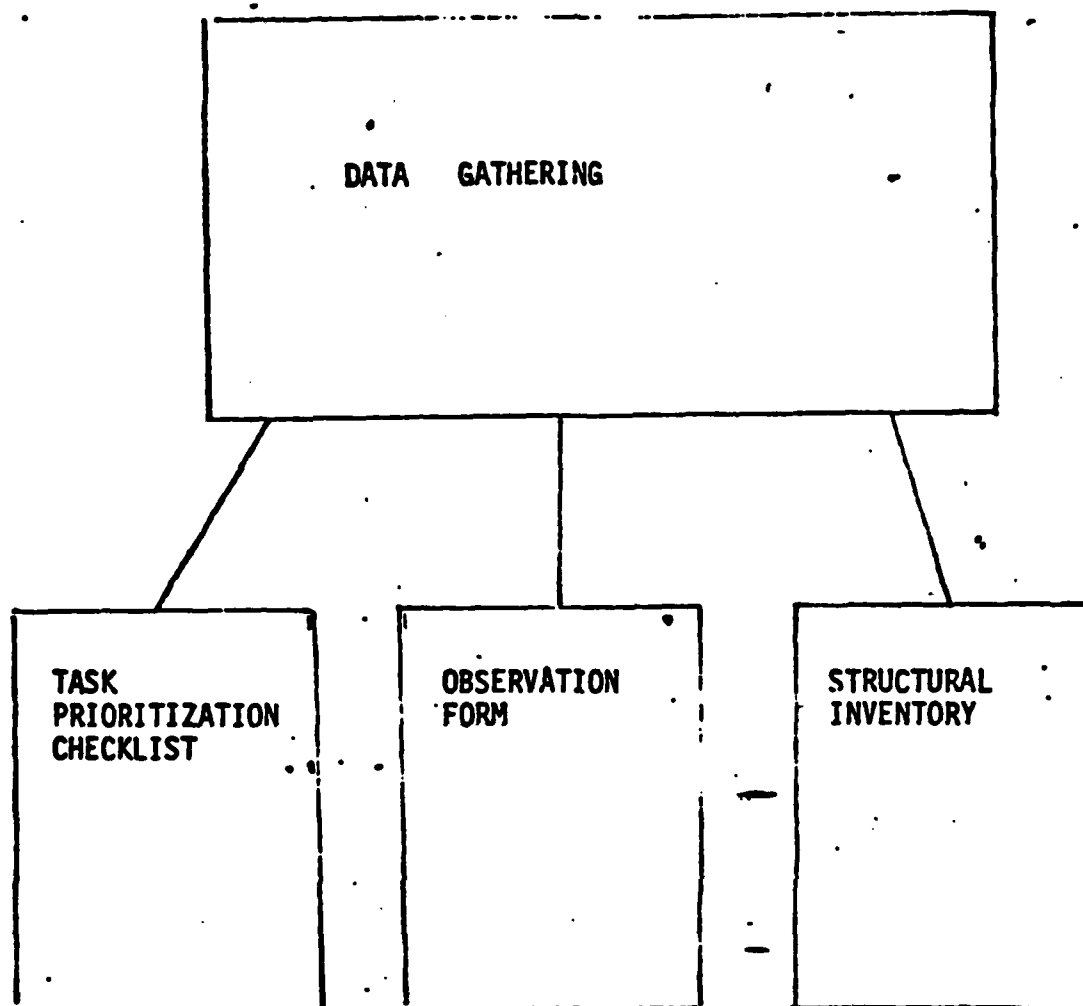
Appendix eight is the list of structural and lexical items requisite to 60 ECL. These were determined through coordination with the Tests and Measurements Section at the Defense Language Institute and the Defense Language Institute, American Language Course materials.

SECTION I

DATA GATHERING

INTRODUCTION

To determine the Job Language Performance Requirements for 360 data had to be gathered. The gathering of data and form used are discussed in the following section.



1-2-360
FIGURE 2

SECTION I: DATA GATHERING

In order to establish job language performance requirements for MOS 36C, the curriculum department at the Defense Language Institute (DLI), analyzed the current learning and working situations, user populations and individual tasks pertaining to 36C. 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, Georgia, 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 36C. 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 36C).

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.

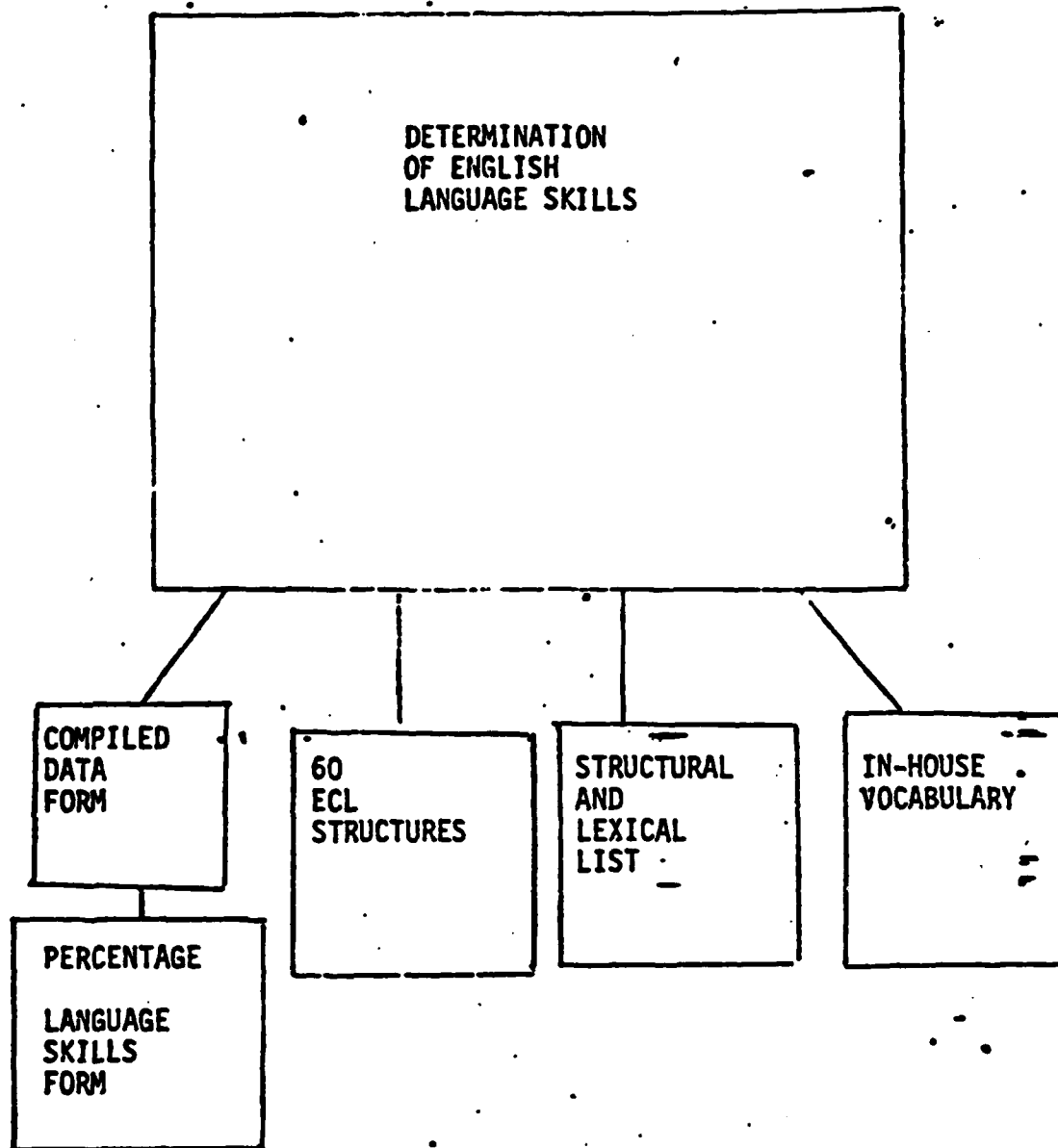


FIGURE 3

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 directly recorded 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	3 = high												
4 =													
5 = low													
		IS TASK TAUGHT?		IMPORTANCE OF		HOW TAUGHT				IS TASK TESTED?		HOW TESTED?	
		YES		LISTENING*		LECTURE				WRITTEN		ORAL PERFORMANCE	
		NO		SPEAKING*		SELF-PACED				WRITTEN		ORAL PERFORMANCE	
				READING*		DEMONSTRATION							
				WRITING*		HANDS-ON							

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 360 were:

Listening	50.9%
Speaking	24.1%
Reading	19.8%
Writing	24.6%

As shown by the figures, listening is the most important skill in 360. However, in a particular duty section, percentages varied. Appendix 3, the Percentage Language Skills Form, shows 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 360. 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 360. 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 360.

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 MOS 36C 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 36C 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 inventory of lexical and structural items. The actual lexical items in 36C are listed alphabetically in Appendix 6. All of this information was then used to determine the Job Language Performance Requirements for 36C.

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.

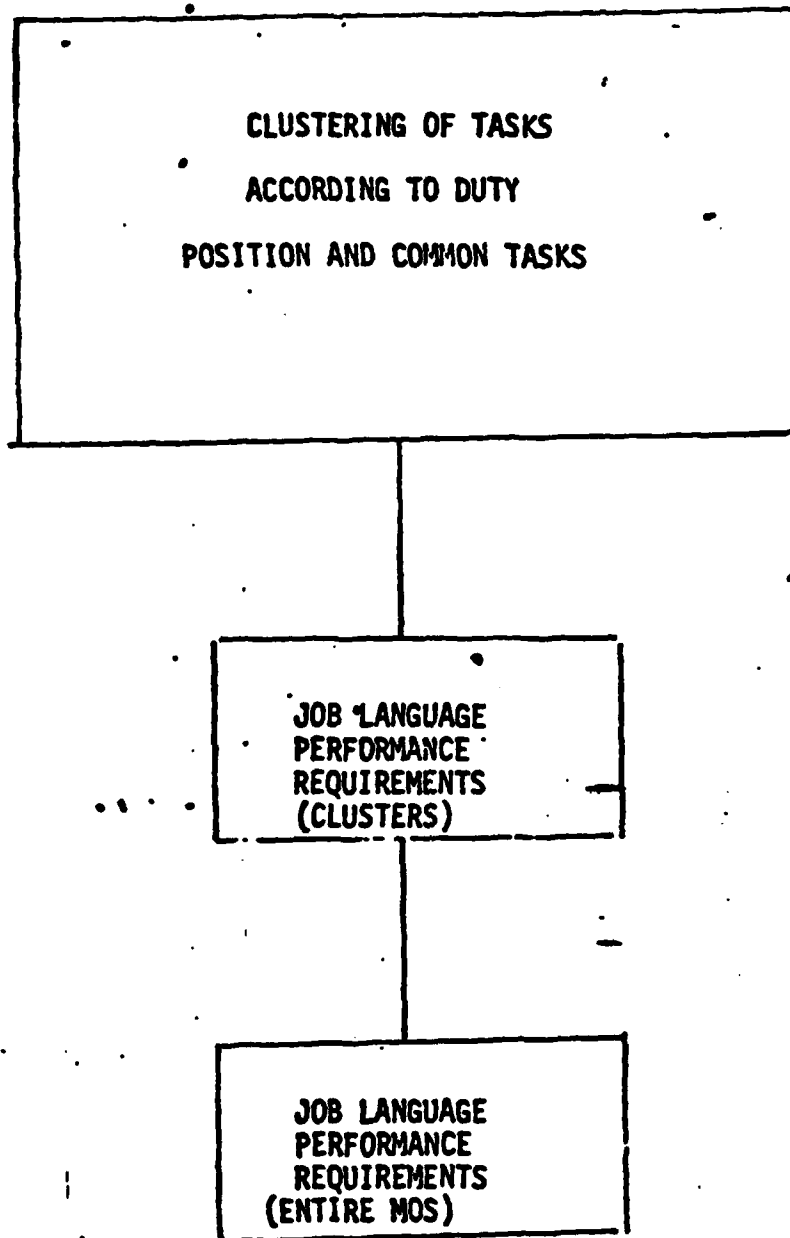


FIGURE 4

SECTION III: CLUSTERING COMMON AND DUTY POSITION TASKS

The Soldier's Manual for MOS 36C contains 117 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 36C Soldier's Manual.

The following clusters are in MOS 36C:

1. Camouflage
2. M16A1 Rifle
3. Physical Fitness
4. First Aid
5. Nuclear, Biological and Chemical
6. Security and Intelligence
7. Prepare DA Form 2404
8. Map Reading
9. Telephone Set TA-312/PT and TA-341/TT
10. Generator Set PU-519/M
11. Telephone Switchboard Manual
12. Switchboard Telephone Automatic SB-3614/TT
13. Switchboard Telephone Cordless Manual SB-3082(v)1/GT
14. Central Office Telephone Manual
15. Telephone Signal Converter
16. Automatic Telephone Central Office
17. Console 1A11 AN/TTC-25
18. Mapping
19. Test Set TS-27B/TSM and AN/PTM-7
20. Reel Unit RL-207/G
21. Field Cable
22. Fixed Cable

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 36C as seen in the Soldier's Manual are those which pertain to installing and operating telephones and switchboards. 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 36C indicates verbal reports entailing those activities directly related to installing and operating telephones and switchboards.

The speaking act to respond or elicit response is in 36C an oral response to a command or visual signal involving telephone and switchboard operation.

Speaking to elicit response in reference to 36C involves placing telephone calls.

Speaking to explain involves situations of installing equipment and performing preventive maintenance.

Speaking to inform involves reporting discrepancies and task completion.

READING

Read for information/Read to learn.

Printed and written materials are used throughout 36C. The soldier reads technical manuals, field manuals, soldier's manual, written communication and audio-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 36C 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 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 is the aforementioned synthesis or formulation. Retaining what is read in long term memory for integration in experiences.

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 36C 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 36C. In listening to learn, information is presented spontaneously/or constrained. In listening to respond, information is usually presented spontaneously.

Analysis of 36C 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: oral communication that will teach the soldier to install and operate telephones and switchboards.

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 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 be specified 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 36C and also in the pursuance of a successful career in the United States Army.

After clustering and tallying the Prioritization Check Lists in 36C it was found that additional data was required in order to compile the Percentage Language Skills in the following clusters:

A call was placed to the SME at Ft. Gordon, Ga. He was asked to rank the four skills, listening, speaking, reading and writing, in order of importance, one being the highest and four being the lowest.

Then the Percentage Language Skills of the previous calculated clusters were totaled and averaged. The following was the percentage of each skill. Each skill was assigned a number, one being the highest and four being the lowest.

AVERAGE	NUMBER
50.9	1
24.6	2
24.4	3
19.8	4

The number from the SME and the previously assigned numbers were then matched and the results percentage was then recorded on the Percentage Language Skill Sheet.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Specific Job Language Performance Requirements were identified by the process described in Section 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.

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening	65%
Speaking	38%
Reading	23%
Writing	27%

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 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: Write to record
CONDITIONS: Given a requirement to make a written report
STANDARDS: 100% legible written 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 (Appendix 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 62%
Speaking 31%
Reading 20%
Writing 21%

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: Write to record
CONDITIONS: Given a requirement to make a written report
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 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

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

071-311-2002 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	58%
Speaking	25%
Reading	25%
Writing	25%

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:	Produce oral utterances to inform and respond
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:	Write to record
CONDITIONS:	Given a requirement to make a written report
STANDARDS:	100% legible written 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:	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	54%
Speaking	21%
Reading	21%
Writing	26%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information
CONDITIONS: Given printed MOS materials in the form of pictures with captions, procedures, table 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 responses

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	71%
Speaking	33%
Reading	21%
Writing	27%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information
CONDITIONS: Given printed MOS 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 situation (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: Write to record
CONDITIONS: Given a requirement to make a written report
STANDARDS: 100% legible written 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: 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	38%
Speaking	31%
Reading	19%
Writing	20%

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 terms (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and make written reports
STANDARDS:	100% understandable oral responses
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
121-030-1503 Safeguard Classified Information

PREPARE DA FORM 2404

I. PERCENTAGE LANGUAGE SKILLS

Listening 53%
Speaking 28%
Reading 33%
Writing 42%

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 instructions, charts, pictures with captions, explanations and procedures
STANDARDS: 100% understanding of printed content

TASK: Write to record information
CONDITION: Given printed MOS training material and a blank Form 2404 with instructions
STANDARDS: 100% legible written communication

III. TASK NUMBER AND TITLE

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

MAP READING

I. PERCENTAGE LANGUAGE SKILLS

Listening	77%
Speaking	38%
Reading	33%
Writing	61%

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

071-329-1026 Navigate Using a Map

TELEPHONE SET
TA-312/PT AND TA-341/TT

I. PERCENTAGE LANGUAGE SKILLS

Listening	56%
Speaking	34%
Reading	18%
Writing	22%

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 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 materials in the form of procedures, captioned illustrations, warnings and references
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

III. TASK NUMBER AND TITLE

113-600-1001 Install Telephone Set TA-312/PT
113-600-3001 Perform Operator's Preventive Maintenance on Telephone Set TA-312/PT
113-600-1002 Recover Telephone Set TA-312/PT
113-600-1003 Install Telephone Set TA-341/TT

GENERATOR SET PU-619/M

I. PERCENTAGE LANGUAGE SKILLS

Listening	25%
Speaking	7%
Reading	8%
Writing	9%

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 materials in the form of procedures, captioned illustrations, warnings and references.
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: 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

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

III. TASK NUMBER AND TITLE

113-601-1003 Install Generator Set PU-619/M
113-601-2003 Operate Generator Set PU-619/M
113-601-3003 Perform Operator's Preventive Maintenance on Generator Set PU-619/M
113-601-6003 Perform Equipment Serviceability Criteria (ESC) on Generator Set PU-619/M
113-601-7005 Inspect Installation of Generator Set PU-619/M
113-601-7002 Check Operation of Generator Set PU-619/M

III.

TASK NUMBER AND TITLE (cont'd)

113-601-7003 Inspect Operator's Preventive Maintenance on Generator
Set PU-619/M

113-601-7004 Check Equipment Serviceability Criteria (ESC) on
Generator Set PU-619/M

TELEPHONE SWITCHBOARD MANUAL

I. PERCENTAGE LANGUAGE SKILLS

Listening 17%
Speaking 3%
Reading 3%
Writing 6%

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% understandable oral responses

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) using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

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

II.

TASK NUMBER AND TITLE

- 113-594-1001 Install Manual Telephone Switchboard SB-86/P
- 113-594-2001 Operate Manual Telephone Switchboard SB-86/P
- 113-594-3001 Perform Operator's Preventive Maintenance on Manual Telephone Switchboard SB-86/P
- 113-594-2003 Operate Telephone Manual Switchboard SB-249/TTC, SB-249A/TTC or SB-1398/GTA 14(v) (in two panel multiple arrangement)
- 113-594-7001 Inspect Installation of Manual Telephone Switchboard SB-86/P
- 113-594-7003 Inspect Operator's Maintenance of Manual Telephone Switchboard SB-86/P

SWITCHBOARD TELEPHONE AUTOMATIC
SB-3614/TT

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.6%
Speaking	19.8%
Reading	50.9%
Writing	24.1%

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

III. TASK NUMBER AND TITLE

113-595-1001 Install Switchboard Telephone Automatic SB-3614/TT
113-595-2001 Operate Switchboard Telephone Automatic SB-3614/TT
113-595-3001 Perform Operator's Preventive Maintenance on Switchboard Telephone Automatic SB-3614/TT
113-595-7003 Inspect Installation of Switchboard Telephone Automatic SB-3614/TT, SB-3082(v)1/GT
113-595-7001 Check Operation of Switchboard Telephone Automatic SB-3614/TT
113-595-7002 Inspect Operator's Preventive Maintenance on Switchboard Telephone Automatic SB-3614/TT

SWITCHBOARD TELEPHONE CORDLESS
MANUAL SB-3082(v) 1/GT

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.6%
Speaking	19.8%
Reading	50.9%
Writing	24.4%

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

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

II. 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
113-594-7004 Inspect Installation of 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
- 113-594-7006 Inspect Operator's Maintenance on Switchboard Telephone Cordless Manual

CENTRAL OFFICE TELEPHONE MANUAL

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.1%
Speaking	24.6%
Reading	50.9%
Writing	19.8%

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 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 telephone
CONDITIONS: Given the requirement to orally communicate in any training situation (Appendix 4), using standard and nonstandard 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 marked maps, definitions, pictures with explanations, instructions and procedures
STANDARDS: 100% understanding of printed content

TASK: Produce oral utterances to inform and respond
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: 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

604-1001	Install Central Office Telephone Manual AN/MTC-1A
604-3001	Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-1A
604-1002	Install Central Office Telephone Manual AN/MTC-7
604-3002	Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-7
604-1003	Install Central Office Telephone Manual AN/MTC-9
604-3003	Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-9
604-1004	Install Central Office Group Telephone AN/MTC-10
604-3004	Perform Operator's Preventive Maintenance on Central Office Group Telephone AN/MTC-10
604-3005	Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-7, AN/TTC-7A or AN/GTA-14(v)
604-1005	Install Central Office Telephone Manual AN/TTC-23
604-3006	Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-23
604-1006	Install Central Office Telephone Manual AN/TTC-29
604-3007	Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-29
604-1007	Install Central Office Telephone Manual AN/TTC-35(v)2
604-3003	Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-35(v)2
604-7001	Inspect Installation of Central Office Telephone Manual AN/MTC-1A
604-7002	Check Operation of Central Office Telephone Manual AN/MTC-1A
604-7003	Inspect Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-1A
604-7004	Check Operation of Telephone Manual Central Office AN/TTC-7, AN/TTC-7A or AN/GTA-14(v)
604-7005	Inspect Operator's Preventive Maintenance on Telephone Central Office Telephone Manual AN/TTC-7 AN/TTC-7A or AN/GTA-14(v)
604-7006	Inspect Installation of Central Office Telephone Manual AN/TTC-23
604-7007	Check Operation of Central Office Telephone Manual AN/TTC-23
604-7008	Inspect Operator's Preventive Maintenance of Central Office Telephone Manual AN/TTC-23

TELEPHONE SIGNAL CONVERTER

I. PERCENTAGE LANGUAGE SKILLS

Listening	50.9%
Speaking	24.4%
Reading	24.6%
Writing	19.8%

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 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 give a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understandable 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:	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
CONDITIONS:	Given a requirement to complete communication forms and logs
STANDARDS:	100% legibility of written 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

III.

TASK NUMBER AND TITLE

- 113-605-1001 Install Telephone Signal-Converter CV-1919A/G with SB-86/P
- 113-605-2001 Operate Telephone Signal Converter CV-1919A/G with SB-86/P
- 113-605-3002 Perform Operator's Preventive Maintenance on Telephone Signal Converter CV-1919A/G
- 113-605-2002 Operate Telephone Signal Converter CV-1918A/G
- 113-605-3001 Perform Operator's Preventive Maintenance on Telephone Signal Converter CV-1918A/G
- 113-605-7001 Check Operation of Telephone Signal Converter CV-1913A/G
- 113-605-7002 Inspect Operator's Maintenance on Telephone Signal Converter CV-1918A/G
- 113-605-7003 Check Installation of Telephone Signal Converter CV-1915A/G
- 113-605-7004 Check Operation of Telephone Signal Converter CV-1915A/G
- 113-605-7005 Inspect Operator's Preventive Maintenance on Telephone Signal Converter CV-1919A/G

AUTOMATIC TELEPHONE CENTRAL OFFICE

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.6%
Speaking	24.4%
Reading	50.9%
Writing	19.8%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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 printed content
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 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
CONDITIONS:	Given a requirement to complete communication forms and logs
STANDARDS:	100% legibility of written communication

III. TASK NUMBER AND TITLE

113-603-2001	Attend Operator's Position Automatic Telephone Central Office AN/TTC-38
113-603-7002	Check Operator Position Automatic Telephone Central Office AN/TTC-38 Procedures

CONSOLE 1A11

AN/TTC-25

I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	10%
Reading	13%
Writing	25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

III. TASK NUMBER AND TITLE

595-2005	Operate Console 1A11, AN/TTC-25(v)
603-7001	Check Operation of Operator's Console (1A11) AN/TTC-25(v)

MAPPING

I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	10%
Reading	13%
Writing	25%

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 instructions, charts, pictures with captions, explanations and procedures
STANDARDS:	100% understanding of printed content
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:	Write to record
CONDITIONS:	Given printed MOS training material, topographical maps, local training area maps and necessary drawing material
STANDARDS:	100% legible graphic illustrations

III. TASK NUMBER AND TITLE

113-611-4001 Develop line route map

5-24-36C

TEST SET TS-27B/TSM
AN/PTM-7

I. PERCENTAGE LANGUAGE SKILLS

Listening	32%
Speaking	19%
Reading	15%
Writing	13%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral information
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 and respond
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:	Read for information
CONDITIONS:	Given printed MOS training materials, pictures with captions, procedures and references
STANDARDS:	100% legibility of written communication
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

113-574-3001 Perform Operator's Preventive Maintenance on
Test Set TS-27B/TSM
113-574-3002 Perform Operator's Preventive Maintenance on
Test Set Telephone AN/PTM-7
113-574-7001 Inspect Operator's Preventive Maintenance on
Test Set AN/PTM-7
113-574-7002 Inspect Operator's Preventive Maintenance on
Test Set TS-27()/TSM

REEL UNIT RI-207/G

I. PERCENTAGE LANGUAGE SKILLS

Listening	74%
Speaking	43%
Reading	32%
Writing	30%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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 and respond
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:	Read for information
CONDITIONS:	Given printed MOS training materials, pictures with captions, procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to make a written report
STANDARDS:	100% legible written 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

III. TASK NUMBER AND TITLE

113-588-2001	Operate Reel Unit RI-207/G
113-588-3002	Perform Operator's Preventive Maintenance on Reel Unit RI-207/G
113-588-6006	Inspect Operator's Preventive Maintenance on Reel Unit RI-207/G

FIELD CABLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	55%
Speaking	14%
Reading	20%
Writing	19%

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, pictures with captions, procedures and references
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 give a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understandable 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

113-588-1005	Construct Surface Field Cable Line
113-588-1026	Construct a Buried Road Crossing using Field Cable Line
113-588-1009	Install Field Cable Line CX-11230/G
113-588-3003	Troubleshoot Field Cable Line CX-11230/G
113-588-3004	Repair Field Cable Line CX-11230/G
113-588-1008	Recover Field Cable Line CX-11230/G
113-588-1006	Install Aerial Field Cable on A-Frames
113-588-1007	Install Aerial Field Cable on Poles

III.

TASK NUMBER AND TITLE

113-588-1014 Install Twenty-six Pair Cable CX-4566/G
113-588-6004 Direct Installation of Field Cable CX-11230/G
113-588-6005 Inspect Maintenance of Field Cable CX-11230/G

FIXED CABLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	38%
Speaking	13%
Reading	10%
Writing	17%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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 for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendix 5 & 6)
STANDARDS:	100% understanding of oral information
TASK:	Produce appropriate oral responses spontaneously or upon request 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 materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS:	100% understanding of printed content

III. TASK NUMBER AND TITLE

113-588-1002	Set Poles
113-588-1003	Install Anchors
113-588-1004	Install Guys
113-588-1011	Dig Pole Hole Using Truck V-18/MTQ
113-588-1012	Erect Pole Using Truck V-17/MTQ
113-588-8001	Perform Pole Rescue Operation
113-588-8002	Perform Manhole Rescue Operation
113-588-1001	Install Telephone Substation
113-588-3001	Perform Preventive Maintenance on Telephone Substation
113-588-1010	Transport Cable on Cable Reel Trailer V-120/GT
113-588-1013	Transport Poles Using Cable Reel Trailer V-120/GT

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 36C.

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

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. (Appendix 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, 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

51

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 dialectical speech in any training situation. (Appendices 5 & 6)

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

***Warnings**

Described
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 dialectical speech in any training situation (Appendices 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. (Appendix 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 communicative situation (Appendix 4, 5, and 6, 36C (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
- Call signs
- Vocal signals
- Shout warnings
- Radio communications
- Messages
- Phonetic messages
- Target locations
- Directions, general
- Requests for fire
- Report on the results of fire
- Challenges/Passwords
- Training sessions
- Interactions

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

59

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.

INSTRUCTIONS:

2=med
3=high

YES
NO IS TASK
TAUGHT?

LISTENING*
SPEAKING*
READING*
WRITING*
IMPORTANCE OF

LECTURE
SELF-PACED
DEMONSTRATE
HANDS-ON
How Taught

YES
NO IS TASK
TESTED?

WRITTEN
ORAL
PERFORMED
PERSON EL
How Tested Poo:
RESUI
DANGI

A 1-2-360

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

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

AT

071-329-1006

113-594-7001

-7003

113-601-7005

- 7002 -

7003

CONFIDENTIAL		DATA	
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		
Soldiers P.O.I. MILPERCEN Regs:			
Writing	3-33		
Reading			
Speaking			
Listening			
Written oral performance			
Self-paced			
Hands-on demonstration			
Importance to person or equipment			
Difficulty tested?			
UNIT	MC3: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____		

99

4

UNIT	SOLDIERS P.O.I. MILPERCEN REGS.	TEACHING				TESTING				DIFFICULTY TESTED? RIGHT?	IMPORTANCE	DANGER TO PERSON OR EQUIPMENT	TEACHING METHODS	WRITTEN ORAL PERFORMANCE	READING SPEAKING LISTENING	DATE
		self-paced	hands-on	demonstration	lecture	written	oral	performance	reading							
111-030-1503	✓														3-3- 3231	
113-594-1001	(not used)															
113-594-2001	(not used)															
113-601-1003	(not used)														3-3-	
113-601-2003	(not used)														3-3-	
3003	(not used)														3-3-	

DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

MOB: _____ NUMBER OF RESPONSES: _____

30C AIT

26C

AIT

113-601-6003

113-606-1001

113-623301

- 3002

051-191-1361

071-311-2002

UNIT	SOLDIERS P.O.I. MILPERCEN REGS:	TEACHING				TESTING				DATA			
		difficult? tested?	importance	hands-on demonstration lecture	self-paced	written oral performance	speaking	reading	writing	listening	speaking	reading	writing
113-601-6003	✓	0-1	5	✓	✓	✓	3311	3311	3311	3311	3311	3311	3311
113-606-1001	✓	0-1	5	✓	✓	✓	3311	3311	3311	3311	3311	3311	3311
113-623301	✓	0-1	5	✓	✓	✓	3311	3311	3311	3311	3311	3311	3311
- 3002	✓	0-1	5	✓	✓	✓	3311	3311	3311	3311	3311	3311	3311
051-191-1361	✓	0-1	5	✓	✓	✓	3311	3311	3311	3311	3311	3311	3311
071-311-2002	✓	0-1	5	✓	✓	✓	3311	3311	3311	3311	3311	3311	3311

NCS:

NUMBER OF RESPONSES:

DATA OBTAINED FROM:

TRAINING SPECIALIST:

UNIT

[illegible]

COMPILED DATA							
writing reading speaking listening							
written oral performance							
self-paced hands-on demonstration lecture							
danger to person or equipment importance							
difficult? tested?							
		MOS: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
soldiers P.O.I. MILITARY Regs:							
writing reading speaking listening							
written oral performance							
self-paced hands-on demonstration lecture							
danger to person/ importance							
difficulty tested? written?							

COMPILE DATE:								
writing	reading	speaking	listening					
written	oral	performance						
self-paced	hands-on	demonstration	lecture					
difficult to	person or	equipment	importance					
difficult?	tested?							
MOS: _____		NUMBER OF RESPONSES: _____						
DATA OBTAINED FROM: _____		TRAINING SPECIALIST: _____						
soldiers P.O.I. MILPERCEN Regs:								
writing	reading	speaking	listening					
written	oral	performance						
self-paced	hands-on	demonstration	lecture					
difficult to	person or	equipment	importance					
difficult?	tested?							

26

10

DATA OBTAINED FROM: _____

TRAINING SPECIALIST: _____

UNIT/UNIT	COMPILED DATA								
NLS	writing reading speaking listening								
ORAL TESTING	written oral performance								
TEACHING	self-paced hands-on demonstration lecture								
CRITICAL	danger to person or equipment importance								
UNSAFE	difficult? tested?								

NOS: _____ NUMBER OF RESPONSES: _____

DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

DATA	soldiers P.O.I. MILPERCEN Regs:	✓	✓	✓	✓	✓	✓	✓	✓
NLS	writing reading speaking listening								3313 1133 3133
ORAL TESTING	written oral performance								✓
TEACHING	self-paced hands-on demonstration lecture								✓
CRITICAL	danger to person or equipment importance								✓
UNSAFE	difficult? tested?								✓

92-11-4001 113-45-3001 113-62-214 - 3007 - 5006 113-604-205
92-11-4001 113-45-3001 113-62-214 - 3007 - 5006 113-604-205

13

44

DATA OBTAINED FROM:

TRAINING SPECIALIST:

ALL/UNIT	COMPILED DATA							
ELS	writing reading speaking listening	11	11	11	11	11	11	11
OF TESTING	written oral performance	11	11	11	11	11	11	11
OF TEACHING	self-paced hands-on demonstration lecture	11	11	11	11	11	11	11
CRITICAL	danger to person or equipment importance	11	11	11	11	11	11	11
UNIT	difficult? tested?	11	11	11	11	11	11	11

MOS: _____ NUMBER OF RESPONSES: _____

DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

DATA	soldiers P.O.I. MILPERCEN Regs:	>	>	>	>	>	>	>
ELS	writing reading speaking listening	11111111	11111111	11111111	11111111	11111111	11111111	11111111
OF TESTING	written oral performance	11111111	11111111	11111111	11111111	11111111	11111111	11111111
OF TEACHING	self-paced hands-on demonstration lecture	11111111	11111111	11111111	11111111	11111111	11111111	11111111
	danger to person or equipment importance	11111111	11111111	11111111	11111111	11111111	11111111	11111111
	difficult? tested?	11111111	11111111	11111111	11111111	11111111	11111111	11111111

3061 11-1-61-101 - 3063 11-1-61-101 - 3062 11-1-61-101 - 3062 11-1-61-101 - 3061 11-1-61-101

1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 26

113-56-2061 - 3003 - 003 113-694-002

-13

DATA OBTAINED FROM: _____

TRAINING SPECIALIST: _____

AL/UNIT	COMPILED DATA						
ELS	writing reading speaking listening	---	---	---	3311 3231	---	3231
OF TESTING	written oral performance	---	---	---	---	---	---
CP TEACHING	self-paced hands-on demonstration lecture	---	---	---	vvvv	vvvv	vvvv
CRITICAL	danger to person or equipment importance	---	---	---	55	55	55
UNIT	difficult? tested?	---	---	---	00	00	00
		NOS: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
DATA	soldiers P.O.I. MILPERCEN Regs:	✓	✓	✓	✓	✓	✓
ELS	writing reading speaking listening	332 331 22 3121	332 331 311 ---	---	3311 322 3121	332 331 331 3121	332 331 331 3121
OF TESTING	written oral performance	vv v v	vv v v	---	vv v v	vv v v	vv v v
TEACHING	self-paced hands-on demonstration lecture	vvv vvv vvv vvv	vvv vvv vvv vvv	---	vvv vvv vvv vvv	vvv vvv vvv vvv	vvv vvv vvv vvv
	importance	h h h h h h h h h h	h h h h h h h h h h	h h h h h h h h h h	h h h h h h h h h h	h h h h h h h h h h	h h h h h h h h h h
	difficult? tested?	---	---	---	00	00	00

100

100

100

100

100

100

100

100

100

100

100

100

100

100

757200 10-25-157

[illegible]

15.

1967-01-26-1020

五

2101-885-5118-649-11 500L.

9001 - 1002 - 1002

12

15

25. 2. 2001. 11. 11.

35,000 : 10,000

ALI/UNIT	CURRI- CULATED DATA						
ELS	writing reading speaking listening			3231		3231	
ON TESTING	written oral performance			VV		VV	
ON TEACHING	self-paced hands-on demonstration lecture			VVV		VVV	
CRITICAL	danger to person or equipment importance			-5		-5	
UNL1	difficult? tested?			0		0	
		NOS: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
DATA	soldiers P.O.I. MILPERFORM Reqs:						
ELS	writing reading speaking listening			3311 222		3231 3311 333	
TESTING	written oral performance			VV		VV	
TEACHING	self-paced hands-on demonstration lecture			VVV		VVV	
	danger to person or equipment importance			h h h		h h h h h h h h h	
	difficult? tested? why?	0000	00000	00		00	

27

RECEIVED 12-1-5

DATA OBTAINED FROM:

THE END OF THE LINE

ALF/URL	COMPILED DATA							
EIS	writing reading speaking listening							
UP TESTING	written oral performance							
OF TEACHING	self-paced hands-on demonstration lecture							
CRITICAL	danger to person or equipment importance							
UNIT	difficult? tested?							
		NOS: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____						
DATA	soldiers P.O.I. MILPERCEN Regs:	>	>	>	>	>	>	>
EIS	writing reading speaking listening							
UP TESTING	written oral performance							
OF TEACHING	self-paced hands-on demonstration lecture							
CRITICAL	danger to person or equipment importance							
UNIT	difficult? tested?							

TRANSMISSION REPORT

[illegible]

FCS: _____ **NUMBER OF RESPONSES:** _____

DATA OBTAINED FROM: _____ TRAINING SPECIALIST.

	PAGE	SOLDIERS P.O.I. MILPERGEN REGS:							
DAS	writing reading speaking listening								
TEACHER'S SKILL	written oral performance								
TEACHING METHOD	self-paced hands-on demonstration lecture								
	danger to version/ importance								
	difficulty? studied? practiced?								

[Handwritten scribbles and markings at the bottom of the page]

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 36C

of tasks in cluster x's
variables x's # of tot
respondents per cluste
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 (te -rating (sca
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CAMOUFLAGE	$2 \times 5 \times 8 = 80$ 13 11 7 10 11 52 80/52	$2 \times 2 \times 8 = 32$ 4 8 12 32/12	$2 \times 3 \times 8 = 48$ 3 0 8 11 48/11	$2 \times 4 \times 8 = 64$ 11 3 0 3 17 64/17
TOTAL	65%	38%	23%	27%
MILITARY RIFLE	$4 \times 5 \times 8 = 160$ 23 19 19 19 19 99 160/99	$4 \times 2 \times 8 = 64$ 7 13 20 64/20	$4 \times 3 \times 8 = 96$ 7 0 12 19 96/19	$4 \times 4 \times 8 = 128$ 19 7 0 5 31 128/31
TOTAL	62%	31%	20%	24%
PHYSICAL FITNESS	$1 \times 5 \times 8 = 40$ 4 3 5 6 5 23 40/23	$1 \times 2 \times 8 = 16$ 2 2 4 16/4	$1 \times 3 \times 8 = 24$ 4 0 2 6 24/6	$1 \times 4 \times 8 = 32$ 3 4 0 1 8 32/8
TOTAL	58%	25%	25%	25%
83				

36C

PERCENTAGE LANGUAGE SKILLS
NOS 36C

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	$4 \times 5 \times 7 = 140$ $\begin{array}{r} 17 \\ 15 \\ 15 \\ 14 \\ 14 \\ \hline 75 \end{array}$ $140 \sqrt{75}$	$4 \times 2 \times 7 = 56$ $\begin{array}{r} 3 \\ 9 \\ 12 \\ \hline \end{array}$ $56 \sqrt{12}$	$4 \times 3 \times 7 = 84$ $\begin{array}{r} 3 \\ 7 \\ 8 \\ 18 \\ \hline \end{array}$ $84 \sqrt{18}$	$4 \times 4 \times 7 = 112$ $\begin{array}{r} 15 \\ 3 \\ 7 \\ 4 \\ \hline 29 \end{array}$ $112 \sqrt{29}$
TOTAL	54%	21%	21%	26%
Nuclear Biological and Chemical	$4 \times 5 \times 8 = 160$ $\begin{array}{r} 24 \\ 21 \\ 25 \\ 23 \\ 21 \\ \hline 113 \end{array}$ $160 \sqrt{113}$	$4 \times 2 \times 8 = 64$ $\begin{array}{r} 8 \\ 13 \\ 21 \\ \hline \end{array}$ $64 \sqrt{21}$	$4 \times 3 \times 8 = 96$ $\begin{array}{r} 6 \\ 8 \\ 9 \\ 23 \\ \hline \end{array}$ $96 \sqrt{23}$	$4 \times 4 \times 8 = 128$ $\begin{array}{r} 21 \\ 6 \\ 8 \\ 0 \\ \hline 35 \end{array}$ $128 \sqrt{35}$
TOTAL	71%	33%	24%	27%
Security and Intelligence	$2 \times 5 \times 8 = 80$ $\begin{array}{r} 5 \\ 8 \\ 3 \\ 4 \\ 10 \\ \hline 30 \end{array}$ $80 \sqrt{30}$	$2 \times 2 \times 8 = 32$ $\begin{array}{r} 4 \\ 7 \\ 11 \\ \hline \end{array}$ $32 \sqrt{11}$	$2 \times 3 \times 8 = 48$ $\begin{array}{r} 2 \\ 1 \\ 6 \\ 9 \\ \hline \end{array}$ $48 \sqrt{9}$	$2 \times 4 \times 8 = 64$ $\begin{array}{r} 8 \\ 2 \\ 1 \\ 2 \\ \hline 13 \end{array}$ $64 \sqrt{13}$
TOTAL	38%	34%	19%	20%
PREPARE DA FORM 2404	$2 \times 5 \times 8 = 80$ $\begin{array}{r} 9 \\ 9 \\ 9 \\ 7 \\ 8 \\ \hline 42 \end{array}$ $80 \sqrt{42}$	$2 \times 2 \times 8 = 32$ $\begin{array}{r} 4 \\ 4 \\ 4 \\ \hline \end{array}$ $32 \sqrt{4}$	$2 \times 3 \times 8 = 48$ $\begin{array}{r} 3 \\ 5 \\ 8 \\ 16 \\ \hline \end{array}$ $48 \sqrt{16}$	$2 \times 4 \times 8 = 64$ $\begin{array}{r} 9 \\ 3 \\ 5 \\ 10 \\ \hline 27 \end{array}$ $64 \sqrt{27}$
TOTAL	53%	28%	33%	42%

84

360

PERCENTAGE LANGUAGE SKILLS
NOS 360

of tasks in cluster x's
variables x's # of tot
respondents per cluste
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 (te -rating (sca
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
Map Reading	$1 \times 5 \times 7 = 35$ $\begin{array}{r} 5 \\ 5 \\ 6 \\ 6 \\ 5 \\ \hline 27 \end{array}$ $35 \sqrt{27}$	$1 \times 2 \times 7 = 14$ $\begin{array}{r} 2 \\ 3 \\ \hline 5 \end{array}$ $14 \sqrt{5}$	$1 \times 3 \times 7 = 21$ $\begin{array}{r} 1 \\ 6 \\ 7 \\ \hline \end{array}$ $21 \sqrt{7}$	$1 \times 4 \times 7 = 28$ $\begin{array}{r} 5 \\ 1 \\ 6 \\ 5 \\ \hline 17 \end{array}$ $28 \sqrt{17}$
TOTAL	77%	38%	33%	61%
TECE PHONE SET TA-302/PT TA-341/TT	$4 \times 5 \times 8 = 160$ $\begin{array}{r} 21 \\ 13 \\ 19 \\ 22 \\ 15 \\ \hline 90 \end{array}$ $160 \sqrt{90}$	$4 \times 2 \times 8 = 64$ $\begin{array}{r} 11 \\ 11 \\ \hline 22 \end{array}$ $64 \sqrt{22}$	$4 \times 3 \times 8 = 96$ $\begin{array}{r} 6 \\ 4 \\ 7 \\ \hline 17 \end{array}$ $96 \sqrt{17}$	$4 \times 4 \times 8 = 128$ $\begin{array}{r} 13 \\ 6 \\ 4 \\ 5 \\ \hline 28 \end{array}$ $128 \sqrt{28}$
TOTAL	56%	34%	18%	22%
Generator SET PU-619/M	$8 \times 5 \times 7 = 280$ $\begin{array}{r} 16 \\ 13 \\ 15 \\ 15 \\ 12 \\ \hline 71 \end{array}$ $280 \sqrt{71}$	$8 \times 2 \times 7 = 112$ $\begin{array}{r} 1 \\ 7 \\ \hline 8 \end{array}$ $112 \sqrt{8}$	$8 \times 3 \times 7 = 168$ $\begin{array}{r} 1 \\ 2 \\ 11 \\ \hline 14 \end{array}$ $168 \sqrt{14}$	$8 \times 4 \times 7 = 224$ $\begin{array}{r} 13 \\ 1 \\ 2 \\ 4 \\ \hline 20 \end{array}$ $224 \sqrt{20}$
TOTAL	25%	7%	8%	9%

85

PERCENTAGE LANGUAGE SKILLS

NOS 36e

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total 2

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 SWITCHBOARD MANUAL	$6 \times 5 \times 5 = 150$ $\begin{array}{r} 6 \\ 5 \\ 6 \\ 5 \\ 4 \\ 3 \\ \hline 25 \end{array}$	$6 \times 2 \times 5 = 60$ $\begin{array}{r} 0 \\ 2 \\ 2 \\ \hline 4 \end{array}$	$6 \times 3 \times 5 = 90$ $\begin{array}{r} 0 \\ 2 \\ 1 \\ \hline 3 \end{array}$	$6 \times 4 \times 5 =$ $\begin{array}{r} 5 \\ 0 \\ 2 \\ \hline 7 \end{array}$
TOTAL	17%	3%	3%	6%
SWITCHBOARD TELEPHONE AUTOMATIC SB-3614/TT	6×5 INSUFFICIENT DATA	6×2 INSUFFICIENT DATA	6×3 INSUFFICIENT DATA	6×4 INSUFFICIENT DATA
SWITCHBOARD TELEPHONE CIRCUIT MANUAL SB-3082 (N) 1/67	6×5 INSUFFICIENT DATA	6×2 INSUFFICIENT DATA	6×3 INSUFFICIENT DATA	6×4 INSUFFICIENT DATA

86

36C

5

PERCENTAGE LANGUAGE SKILLS
NOS 36C

of tasks in cluster x's
variables x's # of tot
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 (te -rating (sca
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CENTRAL OFFICE TELEPHONE MANUAL	23 x 5	23 x 2 <i>Insufficient data</i>	23 x 3	23 x 4
TOTAL				
TELEPHONE SIGNAL CONVERTOR	10 x 5	10 x 2 <i>Insufficient data</i>	10 x 3	10 x 4
TOTAL				
AUTOMATIC TELEPHONE CENTRAL OFFICE	2 x 5	2 x 2 <i>Insufficient data</i>	2 x 3	2 x 4
TOTAL				

87

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

PERCENTAGE LANGUAGE SKILLS NOS 36C				
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%
CONSOLE 1A11 AW/TTC-25	2x5	2x2	2x3	2x4
TOTAL				
MAPPING	$1 \times 5 \times 5 = 25$ $\begin{array}{r} 3 \\ 2 \\ 2 \\ 1 \\ \hline 10 \end{array}$ $25 \sqrt{10}$	$1 \times 2 \times 5 = 10$ $\begin{array}{r} 0 \\ 1 \\ \hline 1 \end{array}$ $10 \sqrt{1}$	$1 \times 3 \times 5 = 15$ $\begin{array}{r} 0 \\ 0 \\ 2 \\ \hline 2 \end{array}$ $15 \sqrt{2}$	$1 \times 4 \times 5 = 20$ $\begin{array}{r} 2 \\ 0 \\ 0 \\ 3 \\ \hline 5 \end{array}$ $20 \sqrt{5}$
TOTAL	40%	10%	13%	25%
TEST SET TS-270/TSM AW/PTM-7	$4 \times 5 \times 6 = 120$ $\begin{array}{r} 10 \\ 6 \\ 10 \\ 5 \\ 7 \\ \hline 38 \end{array}$ $120 \sqrt{38}$	$4 \times 2 \times 6 = 48$ $\begin{array}{r} 3 \\ 6 \\ \hline 9 \end{array}$ $48 \sqrt{9}$	$4 \times 3 \times 6 = 72$ $\begin{array}{r} 3 \\ 1 \\ 7 \\ \hline 11 \end{array}$ $72 \sqrt{11}$	$4 \times 4 \times 6 = 96$ $\begin{array}{r} 6 \\ 3 \\ 1 \\ \hline 12 \end{array}$ $96 \sqrt{12}$
TOTAL	32%	19%	15%	13%

PERCENTAGE LANGUAGE SKILLS
NOS 36C

7

of tasks in cluster x's
variables x's # of to-
respondents per clust
total 2

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 (te -rating (sca
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
REEL UNIT RL-207/6	$3 \times 5 \times 7 = 105$ $\begin{array}{r} 19 \\ 14 \\ 19 \\ 13 \\ 13 \\ \hline 78 \end{array}$ $105 \sqrt{78}$	$3 \times 2 \times 7 = 42$ $\begin{array}{r} 6 \\ 12 \\ \hline 18 \end{array}$ $42 \sqrt{18}$	$3 \times 3 \times 7 = 63$ $\begin{array}{r} 6 \\ 2 \\ 12 \\ \hline 20 \end{array}$ $63 \sqrt{20}$	$3 \times 4 \times 7 =$ $\begin{array}{r} 14 \\ 6 \\ 2 \\ 3 \\ \hline 25 \end{array}$ $84 \sqrt{2}$
TOTAL	74%	43%	32%	30%
FIELD CABLE	$11 \times 5 \times 8 = 440$ $\begin{array}{r} 59 \\ 40 \\ 57 \\ 44 \\ 44 \\ \hline 244 \end{array}$ $440 \sqrt{244}$	$11 \times 2 \times 8 = 176$ $\begin{array}{r} 15 \\ 9 \\ \hline 24 \end{array}$ $176 \sqrt{24}$	$11 \times 3 \times 8 = 264$ $\begin{array}{r} 18 \\ 4 \\ 31 \\ \hline 53 \end{array}$ $264 \sqrt{53}$	$11 \times 4 \times 8 =$ $\begin{array}{r} 40 \\ 18 \\ 4 \\ 4 \\ \hline 66 \end{array}$ $352 \sqrt{66}$
TOTAL	55%	14%	20%	19%
FIXED CABLE	$11 \times 5 \times 6 = 330$ $\begin{array}{r} 32 \\ 20 \\ 31 \\ 24 \\ 20 \\ \hline 127 \end{array}$	$11 \times 2 \times 6 = 132$ $\begin{array}{r} 4 \\ 13 \\ \hline 17 \end{array}$	$11 \times 3 \times 6 = 198$ $\begin{array}{r} 4 \\ 4 \\ 12 \\ \hline 20 \end{array}$	$11 \times 4 \times 6 =$ $\begin{array}{r} 20 \\ 4 \\ 4 \\ 12 \\ 4 \\ \hline 44 \end{array}$
TOTAL	38%	13%	10%	17%

89

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 36C.

MOS OBSERVATION FORM

MOS 36C LOCATION FT Gordon 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)

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 4-2-36C

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

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-PAID MATERIAL

TELEPHONE

Switch board

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 4-3-36C

²Instruction, verbal orders

APPENDIX 5

STRUCTURAL/LEXICAL LIST

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

(For discussion, see SectionII)

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 malfunction.

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.

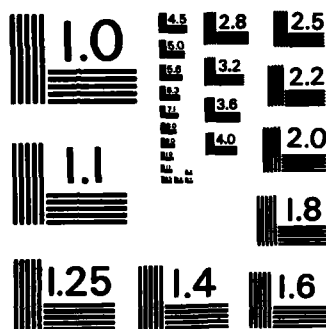
AD-A121 063 JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 36C- WIRE 2/2
SYSTEMS INSTALLER/OPERATOR(U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER OCT 82

UNCLASSIFIED

NL

1000

1999



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

STRUCTURAL ITEMS

SENTENCE 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.

6. TIME

When you have to go a certain distance on foot without any landmark to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until the 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- Report uncorrected faults to your team chief.

3. INFINITIVE- Check to see that all batteries are removed.

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 adjective or adverb clause (non-standard)

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

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 succeed 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: serviceable, available and detectable
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 procedures 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

APPENDIX 6

VOCABULARY (17-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.

above
according to
adequate
adjust
ample
another
answer (v)
apply
appropriate
as an
as in
assign
assistance
ask (for)
at least
attach
attempt
at the same time
available
avoid
AC
accessory
aerial cable
air brake operation
answer cord
answer cord plug
answer switch
appendix
automatic ringing
AUX position
axle

barely
base (n)
base (v)
basic
before, during, after operation
behind
between
black
block
both
bottom
box
buzz
backfill
base plate
basket hitch tie
bat binding post
battery
battery cell
battery cell compartment cover

battery charging meter indicator
battery compartment
battery compartment cover
battery compartment latch
binding post
broken plugs
buried road crossing
burst of ringing
bury
buzzer
buzzer volume control
by a team of 3 within 20 minutes

call (v)
call (n)
call back
called party
case
cause (v)
caution
challenge (v)
change (v)
change over (v)
chapter (chap)
check (v)
check (n)
clean
cleanliness
climb
close
closely
clothing
cable
cable connection
cable line
cable reel
call cord
calling cord
call plug
carbon monoxide
carrying case
carrying strap
central knob
central switch
choke control
circuit breaker
circuit switch
civilian trunk
cleaning cloth
cleaning compound
climbing equipment

communication	crank
complete	current selector switch
completely	cycle
completeness	
completion	daily
component	damage (v)
conduct	damage (n)
condition	dangerous
conductor	death
conference	decrease
connect	defect
connection	defective
connector	depend
construct	depress
contact (n)	desire
contact (with)	detectable
contain	determine
container	dirt
continue	direction
color code	disassemble
color rating	discolor
common battery line	disconnect
common battery signal (CBS)	distant
common battery trunk	during
completion report	DC
CONF (calling party's cord. circuit switch)	drifting
CONF position	diagram
CONF-SUPR position (conference supervisor position)	dig
CONF-SUPR-TRK-SIG switch	digging tool
(conference supervisor trunk signal)	digit key
conference call	digit selection tone
connector	digit sidetone
connector block	distant switch board
control cabinet	distribution box
cord	door assembly
cord circuit switch	door holder
corrosion	drive hook
counterclockwise	
control (v)	each
control (n)	ear
convert	either
correct	electrical
correctly	emergency
correspond (to)	end
cover	enclosed space
crack	engine
current	entangled
cut	enter
cover assembly	entry
cradle	environment
	equipment

establish
 exercise care
 exist
 existing (adj)
 extend
 extended period of time
 Earth GND bending post
 (upper, lower)
 electrical harness
 electrical starting procedure
 electrocution
 embedding (n)
 emergency run position
 emergency situation
 emergency STOP-RUN switch
 emergency stop switch
 engine governor
 engine oil pressure indicator
 engine safety
 entry
 ESC (equipment service ability
 criteria)
 ESC procedure
 evaluation requirement
 exhaust gas
 explode
 explosive
 exterior
 extension service
 extension telephone
 exterior components
 EXT-INT switch

failure
 fasten
 fauet
 feet
 few
 fill (v)
 figure (FIG) (n)
 finish
 firm
 first
 flame
 flammable
 flow
 follow procedures
 foot
 form
 free of (dust & dirt)
 front
 fuel

fully
 field cable line
 field flash switch
 foreign matter
 frame
 fray
 free circulation of air
 free end
 free movement
 frequency meter
 front wheel landing gear
 fuel line
 fuel tank
 fuel valve (3-way)
 fume
 fungus
 fuse

gas
 gasoline
 generate
 generator
 go ahead with call
 green
 gage (gauge)
 gas (poisonous, odorless, colorless)
 gas can
 gas hose
 gasoline and diesel engine
 driven trailer mounted
 gasoline engine driven skid
 mounted tubular frame
 generator
 generator log book
 generator output voltage
 generator set
 generator unit
 governor
 governor control
 ground (v)
 ground connection
 ground rod
 ground rod connection
 ground system
 ground tie
 ground use
 guide cable onto reel evenly

hand tool
 hands
 hear

114

higher
highly
hold
hour
hand generator
hand set
handset mounting cradle
handset retaining cradle
handset retaining spring
head set
hook switch
hourmeter
hydrogen

identify
if
if no answer
immediately
in accordance with
indicate
inform
information
in front of
initially
initiate
in order to
insert
inspect
install
installation
insure
idle cord circuit
IN govern position
insulation
installation check
intervehicle cable

just
jack
jack field section

kit
keyshelf section
knot completely seized
knot seized with left hand
copper strands

last

leave
length
level
lift
listen
listing
local call
locate
loose
lower (adj)
lower (v)
lowest
loud
leak
leakage
line
line bending post
line cord
line jack
line signal
line wire
line voltage
lent free cloth
load cable
load connection
load equipment
load line
load terminal
local position
locking device
lock plate
lock plate slat
log book
lower band

maintain
maintenance
make
make certain
make sure
manual (n)
measure (n)
manual (adj)
measure (v)
minute (n)
momentarily
move
moving parts
magnets
magnet trunk
manifold
manual ringing
manual telephone

mark the area
marlin cord
metallic surface
metal-to-metal contact
meter
microphone
mode selection switch
monitor
muffler
MWO (modification work orders)

name
near
necessary
need
neutral
new
normal
normally
notify
number
non-tactical
NBC (nuclear, biological
chemical) situation
normal position
neutral position

object (n)
observe
off the ground
oil
once
one at a time
only
open
operate
operation
operational
operator
originator
other
output
oil pressure
Off position
On position
open flame
open fumes
operating pressure
operating procedure
operating temperature
operational check
operational procedure

operational test
operator's pack
out of operation
output connection
overall evaluation

page
painful
pair
paragraph (para)
party (person)
perform
performance
personnel
pertinent
phase
place (n)
place (v)
place back
pole
position (n)
position (v)
prepare
press
prevent
~~pair~~ of cable
panel
parking brake
pay cable from reel
performance level
~~performance~~ measure
phase switch
piped to
plant records
plug seats
point-to-point operation
point-to-point position
point-to-point telephone
pole
position
power cable
power cord
power pack
power pack panel
preventive
prior
proceed
proper
properly
provide
pull out
put
put back

preinstallation check
preinstalled cable
preinstalled switchboard
preliminary procedure
preoperational check
prescribe
press (to)
prolonged breathing
proper reading
put out of action

quart

rapidly
rating
reach
ready
reason
recall
record (v)
recover
red
refer
reinstall
release
remove
removal
replace
report
request
require
requirement
rear panel
receive-pair
receiver
receptacle connector
receptacle cover
reel
reel equipment
reel unit
reel with crank
REMOTE-LOCAL switch
resistor
retaining rings
return cord circuit
return to position
RING BACK position
RING FWD position
ringing circuit switch
ringing level
ringing test

reset
result
return
ring
running (in operation)
rust
ring off
road crossing
rod
run position
run wire

same
same as
second
section (sec)
secure (v)
select
service (n)
service (v)
serviceability
set
set up
several
shelter
shut down
site (n)
site (v)
situation
skin
slowly
section chief
section of cable
selector switch
send-pair
SET position
sidetone
sidetone level
signal (v)
single phase
sound level
spark
speech sidetone
square knot without seizing wire
stake
START position
START-STOP switch
station cord
status column
steel strands cut flush with the
inner insulation
smoke

so that
sound (n)
source
speak (into)
speech
spill
stand
standby
start (n)
start (v)
start-up
step (n)
stop
store (v)
submit
suitable
subscriber
supervise
stopping procedure
storage
storage site
supervision
supervisor
supply
survey (n)
swing (v)
switch
switchboard

talk
task
team
telephone
telephone number
test
three
through (thru)
tie
tight
tighten
time
tire (n)
tool kit
total
tree
turn
turn in
turn off
tactical
team chief
team member
task switch
tag (n)
tag (v)
tag lines with send and receive
talk list key

talk list position
talk list switch
talk position
tamping bar
tape
telephone set
telephone set cases
terminal
terminal LO
terminal post
test station
toxic
transfer box switch
transmission test
turn on
turn to
two
type
transmitter
trench
trunk
trunk call
trunk wires
twenty-six pair cable line
tying in field wire
tying square knot

uncorrected
under
unit
unless
unlock
unplug
use
underground system
upper bank

value
verbal
vicinity
VAC + 5 VAC
ventilation
vertical
voice sidetone level
voltage
voltage adjustment knob
voltage change
voltage output
voltage phase switch position
voltage reading
voltage selection switch
voltmeter

wash off
water
weather conditions
week
weekly
white
within
without
without damage
work
warning (n)
wire
wire connection
wire line
wire strands fanned out and separated
without bending

yellow

APPENDIX 7

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

DATA CONTROL NUMBER

1-4 No Proj No

HEADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

Sis

SEP 1 1960

WCA
DLI



XC 50112

111

PAGE NO 2 TYPE RECORD BYTES

[illegible]

PASIR HEAD
L-FCL
BLKSIZE

17044
32
3136

TRANS READ
L RECL
BLKSIZE

774 80 000

UPDATED RECORDS
LRECL
DISKSIZE

4698
32
9136

112

[illegible]

[illegible]

4	CATER	302	201	7901	901	4001	11901	11501	11401	11201	3001	3101	4901	4701
4	CHEMICAL	701	302	101	19201	12101	2503	2401	2101	2001	1901	1809	702	601
		202	101	12501	12301	2901								
		4002	3901	3001										
		304												
4	CERTAIN	2901	201											
4	CIRCULATION	302												
4	CIDE	61101												
4	CILL	16701												
4	CILD	201												
4	CELLAR	201												
4	COLLECTING	3301												
4	CLIC	61101	61001											
4	CLIMLESS	2001												
4	CLUM:	61001												
4	CLIF	601												
4	CLIMARD	61001												
4	CLIM:	7101	5701	2701	2602	1301								
4	CLIMMENT	303	102	9901	9801	2701								
4	CLIMATE	101	7101	6901	5501	3101	2801	2101	1501	701	502	602	302	300
4		61001	17001	15301	14301	13501	9801	7701						
4		701	303	2902	2101	1401	902	14301	8701	7001	7402	5301	4901	3001
4	CLIVABLE	1201												
4	CLITION	1703	6901	4901	4001	1401	503	303	102	41102	61001	12301	11501	
4	CLUCT	1703	802											
4	CONFERENCE	508	201	67001	7304	7102	6901	2401	2301	1705	1301			
4	CONFIDENTIAL	1301												
4	CONFIDENTIALS	2401												
4	CONFUCT	207	104	2002	2501	2407	2100	1800	1501	900	805	704	5011	603
4		308	6502	5201	4102	3901	3202	2901	1501	901	701	403	12001	11301
4	CONFECTORS	303	201	101	6701	3101	3001							
4	CONSOLE	2401	1803	4002										
4	CONSTRUCT	3001	201	101	10001									
4	CONSTRUCTION	502	401	104	3103	1301	1102	802	61101	16702	11302	1003	3302	
4	CONATAM	2801												
4	CONTRIPUE	4501												
4	CONJUGL	201	9501	2703	2602	2601	1301	801	701	401	13901	11101	9901	
4	CONTRIGLS	101	61102	13901	6901	1201	801	701						
4	CONVERSATION	1901												
4	CONVENT	4201	21101	11201										
4	CONVENTED	21101												
4	CUNING	501												
4	COPY	61001												
4	CLAND	204	12301	12101	11101	10101	7401	7307	7106	4002	3902	2404	1704	604
4		306												
4	CLANLESS	902	702	201	61101	1802								
4	CLANER	701												
4	CLANECT	205	2001	2701	2601	2101	18021	1401	1201	1001	901	702	502	308

4	COLLECTED	611,1	115,1	109,1	5,1	87,1	74,2	69,2	61,1	53,1	49,2	40,1	30,1	
		7,1	5,1	3,1	2,1	611,1	131,1	131,1	125,1	119,1	115,1	114,1	109,1	2
4	CORRESPONDENCE	20,1	10,4	12,1	2,1	1,7	167,2	41,1	31,4	29,3	19,3	10,1	15,2	
		5,1	4,1	2,1	1,7									2
4	CORRUPTION	8,1	1,1	111,1	90,1	5,1	3,1	117,3						
		2,1												
4	CLOCKWISE	26,1												
4	CLOUTINGS	1,1												
4	COURSE	1,7	69,2	41,1	31,4	29,3	19,3	10,1	15,2	11,2	8,1	3,1	4,1	2,1
		167,2												
4	COVER	7,1	3,2	1,4	117,1	94,1	66,1	13,2						
4	CURRENT	611,1	26,2	4,2										
4	CURTAIN	135,1												
4	CUT	157,1	36,1	3,1										
4	CYCLE	170,1												
4	D-A-M-I-L-E	133,1												
4	D-M-I-N-G	145,2	36,1	16,1										
4	D-	611,8	610,4	219,4	133,3	143,1	135,1	131,1	130,1	125,1	123,3	121,3	117,1	115,3
		114,1	111,1	109,2	105,1	99,1	98,2	95,2	89,1	87,1	77,1	76,1	74,1	69,2
		61,2	55,1	53,1	49,2	40,2	31,1	30,2	28,2	21,3	18,17	14,2	13,6	12,1
		9,2	7,9	5,13	4,1	3,17	2,10	1,9						
4	DAILY	2,2	1,9	109,1	95,1	87,1	74,1	69,1	61,1	55,2	53,1	43,1	31,3	30,1
		21,2	9,1	7,3	5,3	3,2	611,1	153,1	143,1	135,1	123,1	115,1		
4	DAMAGE	51,1	1,1	39,1	33,1	32,1	28,1	9,2	5,1	4,2	3,1	112,1	93,1	63,1
		29,1	47,1	41,1										
4	DANGEROUS	29,1	9,1	143,1	139,1									
4	DATE	3,3	1,2	611,1	7,3									
4	DAYS	610,1	135,2											
4	DEATH	143,1	139,1	79,1	25,1	7,1	3,2	2,1						
4	DECREASE	12,1												
4	DEFECTIVE	20,1												
4	DEFINITELY	167,1												
4	DEFINITIONS	610,1												
4	DEICING	100,1												
4	DEPARTMENT	65,1												
4	DIPLND	145,1												
4	DRESS	27,1	5,3	3,2	109,1	57,2	40,4	39,3						
4	DPTH	157,1	2,1											
4	DRAWICK	5,1	1,3	49,1	48,1									
4	DESCRIBED	5,1												
4	DESIGNATE	7,1												
4	DESIRED	28,1	26,1	17,1	8,1	7,1	5,4	4,2	2,2	139,1	71,3			
4	DESK	8,1	1,1											
4	DESSERT	153,1												
4	DETAILED	161,1	101,1	1,1	178,1									
4	DETECTABLE	3,2												
4	DETERMINE	3,3	2,2	14,1	13,1	12,2	4,1	611,1	167,1	161,1	157,2	155,1		
4	DEVELOP	611,1												
4	DEVICE	3,1	2,1	32,3										
4	DIAGRAM	3,1												

14

[illegible]

[illegible]

W. M.	201	101	307	702	509	402	1201	1102	901	802	12304	12102
W. M. P.	11901	11501	11401	11201	10902	10501	9802	7403	6003	3301	4002	3001
W. M. P.	3001	2102	1301	2001	10010	1501	1401	13303	13102	61107	21002	21302
W. M. P.	7101	1901										
W. M. P.	19201											
W. M. P.	4001	2501										
W. M. P.	11501	11301	501									
W. M. P.	3202											
W. M. P.	701	303	203	101	7102	3301						
W. M. P.	503	203	10501	10102	15502	3102	1301	1101	701			
W. M. P.	11701											
W. M. P.	2501	4101	3001									
W. M. P.	1101	19301	2301	1001								
W. M. P.	11701											
W. M. P.	1101											
W. M. P.	1001	301	2901									
W. M. P.	501	201	101	11301	61100	10701	4002	3001	3301	3101		
W. M. P.	501	2001										
W. M. P.	601	14501	3101									
W. M. P.	901	501										
W. M. P.	21202											
W. M. P.	1301	101	15501	9301	17001							
W. M. P.	1303											
W. M. P.	3001											
W. M. P.	9201											
W. M. P.	01101											
W. M. P.	17501	4101										
W. M. P.	3501											
W. M. P.	201	9001	401	11101	10501							
W. M. P.	501	601										
W. M. P.	701	303	103	6002								
W. M. P.	21201	501	101									
W. M. P.	901	302	101	12700	1001							
W. M. P.	12101											
W. M. P.	11101											
W. M. P.	401											
W. M. P.	401	302	103	1901	10010	1501	702	3001	3103	2404	0902	61100
W. M. P.	7403											11500
W. M. P.	102	7401	901	502	304	13903						
W. M. P.	001	702										
W. M. P.	10701	601	501									
W. M. P.	201	9901	2101	11901	13001							
W. M. P.	61101	61001										
W. M. P.	901	5012	403									
W. M. P.	3001	2101	1001	901	701	303	13101	9901	0701	7401	6901	0701
W. M. P.	501	4901										
W. M. P.	7103	201	101	7302								
W. M. P.	301											
W. M. P.	2001	201	7901	2002	21201	17001						
W. M. P.												

	303	201	1702	1	69,1	60,1	28,1	109,1	71,3	27,1	26,1	24,1	23,1
4 LOCAL	303	201	1702	1	69,1	60,1	28,1	109,1	71,3	27,1	26,1	24,1	23,1
4 LOCAL	306												
4 LOCAL	13,1	20,1	65,1	16,1									
4 LOCAL	28,1	145,1	163,1										
4 LOCAL	135,2	117,2	87,1	31,1	18,1	5,1	2,2	1,3	219,1	153,1			
4 LOCAL	71,1												
4 LOCAL	5,1	3,1	1,1	11,1	10,1	7,1	24,2	36,1	28,1	212,1	201,1	167,1	48,1
4 LOCAL	43,1		73,1	104,1	101,1	74,2	611,3	79,1	26,1	20,1	1,1	18,1	10,1
4 LOCAL	66,2	40,1											
4 LOCAL	9,1	5,1											
4 MAINTENANCE	15,1	14,2	13,4	18,32	25,1	21,5	29,1	30,3	83,1	77,1	76,3	74,4	69,3
4 MAINTENANCE	49,3	43,1	40,1	36,2	33,2	31,4	61,4	55,1	53,3	1,19	89,2	87,3	61,12
4 MAINTENANCE	610,3	219,3	213,2	167,2	153,4	143,2	139,1	135,1	131,2	125,1	123,6	121,3	117,2
4 MAINTENANCE	115,4	114,1	113,3	112,1	109,3	98,4	95,3	3,16	2,11	4,2	12,4	8,1	7,9
4 MAINTENANCE	11,1	9,3	6,1	5,8									
4 MANAGEMENT	611,4	610,1	25,1	18,21	13,1	12,1	5,2	4,1	3,1	2,2	1,1		
4 MANAGEMENT	65,1												
4 MANAGEMENT	133,1												
4 MANAGEMENT	3,9	2,1	53,1	74,1	71,1	69,2	66,1	11,1	9,2	7,4	4,1	61,1	213,2
4 MANAGEMENT	125,1	123,1	121,1	119,1	115,2	114,1	112,1	109,1	51,1	49,1	47,1	33,1	30,1
4 MANAGEMENT	29,1	27,1	26,1	25,2	24,1	21,1	20,1	19,1	18,14	17,1	12,1		
4 MANAGEMENT	1,1	5,1	4,1	3,1	2,1	36,1	31,1	18,2					
4 MANAGEMENT	7,1												
4 MANAGEMENT	10,1												
4 MANAGEMENT	13,1	3,1											
4 MANAGEMENT	13,1												
4 MANAGEMENT	3,5	2,2	6,14	8,1	7,5	5,1	4,3	211,1	178,1	167,2	163,1	119,1	117,1
4 MANAGEMENT	115,1	114,1	112,2	111,1	109,1	104,1	101,1	99,1	98,1	95,1	93,1	89,1	86,1
4 MANAGEMENT	155,1	153,1	153,1	139,2	133,1	131,2	125,1	123,2	121,1	87,1	66,2	63,1	61,1
4 MANAGEMENT	78,1	76,1	74,2	69,2	56,1	53,1	51,1	49,1	47,1	41,1	40,1	39,1	34,1
4 MANAGEMENT	33,1	32,1	30,1	28,2	25,2	21,1	14,2	20,1	18,13	17,1	15,1	13,2	12,1
4 MANAGEMENT	11,2	9,1	213,1	611,10	219,1								
4 MANAGEMENT	3,1	1,4	155,1	112,1	111,1	5,2	36,1	33,1	21,1	18,1	15,1	11,1	10,1
4 MANAGEMENT	9,1	611,1	610,1										
4 MECHANICAL	9,1												
4 MECHANICAL	5,8	3,1	1,4	44,1	42,1	31,3	21,4	11,1	10,2	9,1	8,1	7,6	6,5
4 MECHANICAL	49,1	46,1	45,2	212,2	211,1	201,1	189,2	167,2	178,3	115,3	113,2		
4 MECHANICAL	11,1	1,1											
4 METALLIC	7,1												
4 METALLIC	167,1												
4 METALLIC	101,2	4,1											
4 METALLIC	178,1												
4 METALLIC	23,1												
4 METALLIC	170,1												
4 METALLIC	123,2	18,1											
4 METALLIC	610,1	135,2	7,1										
4 METALLIC	3,1	109,1	29,1	26,1	5,1								
4 METALLIC	7,1												
4 MODIFICATION	611,1												

4	TELE	123,8	121,3	119,2	115,3	114,2	112,4	111,0	109,2	105,1	104,2	101,2	99,3
		98,2	95,2	66,4	93,2	89,1	87,2	78,1	77,1	76,2	74,4	69,4	67,1
		161,2	155,2	153,3	143,1	139,2	133,2	131,3	175,1	610,3	219,3	213,2	213,3
		201,1	189,1	187,1	178,3	167,4	611,15						
		6,7	5,15	4,7	3,8	2,8	611,14	212,3	211,2	115,3	201,1	169,3	187,3
		181,1	178,9	167,2	163,2	161,2	159,2	153,1	139,1	113,4	112,4	111,3	104,2
		101,2	99,1	95,2	93,2	89,1	87,2	78,1	74,2	69,2	66,2	63,1	61,2
		56,1	53,2	51,1	49,3	47,1	46,1	45,2	42,1	41,4	40,2	39,1	37,1
		36,4	33,3	32,1	31,4	30,2	28,1	25,1	21,6	9,6	8,6	7,9	20,2
		19,2	18,19	17,1	15,3	14,2	11,5	10,2					
4	TELE	2,1											
4	TECHNIQUES	113,1	1,1	41,1	33,1	31,1	5,1	2,1	611,1				
4	TELEPHONE	7,5	2,4	1,1	18,24	17,4	15,2	12,3	9,4	8,2	6,1	5,9	4,4
		3,11	20,1	19,1	21,1	131,1	123,1	121,1	213,1	69,4	94,2	53,2	74,1
		74,4	95,3	115,2	119,1	66,2	65,1	63,1	53,1	51,1	49,1	109,4	28,2
		25,1	24,3	100,1	99,5	98,1	47,1	32,2	29,1	40,6	39,1	33,1	
4	TELL	74,1	73,2										
4	TELE	27,1											
4	TELEPHONE	1,1	32,1	6,1									
4	TELE	1,1	2,2										
4	TELEPHONE	40,2	39,1	2,1									
4	TELEPHONE	192,3	173,1	115,1	113,2	9,1	5,1		74,1	69,1	55,1	49,1	
4	TELE	2,3	6,1	3,3	7,1	30,1	18,1	14,1	95,1	59,1	55,1	49,1	
4	TELE	15,1	5,1	1,2	611,2	71,1	28,2	27,1					
4	TELE	18,1											
4	TELE	611,1											
4	TELEPHONE	5,3											
4	TELEPHONE	6,1	44,1	11,1	9,1	8,1	7,2						
4	TELEPHONE	153,1	93,1	6,1	165,1	123,1	31,1	178,1					
4	TELE	5,1	13,1										
4	TELE	4,1	611,1										
4	TELE	5,1											
4	TELE	143,1	74,1										
4	TELE	611,6											
4	TELE	7,1	5,4	4,1	71,1	69,1	60,1	56,1	28,1	18,2	15,1	12,1	9,1
4	TELE	161,1	32,1	13,1	8,1	1,1							
4	TELE	611,2											
4	TELE	49,1	4,2	3,3	74,2								
4	TELE	7,1	3,1	139,1									
4	TELE	611,1											
4	TELE	117,1											
4	TELE	41,2	1,2	40,1	8,2	4,1	2,2	33,1	31,2	18,7	15,1	12,1	13,1
4	TELE	113,1	167,1	178,1	611,1	161,1	163,1	153,1					
4	TELE	125,1	116,1	113,1	105,2	18,1	4,1	2,2					
4	TELE	5,2	113,1	31,1									
4	TELE	5,1											
4	TELE	3,1	7,1										
4	TELE	192,2	167,3	43,1	30,3	35,1							
4	TELE	112,1	36,1										

5	WIS	192,2	73,1	36,1	73,1	2,3	1,1	28,2	27,1	21,1	1,1
5	WIS	170,1	139,1	105,1	4,3	3,1	1,1	29,1	21,1	1,1	1,1
5	WIS	9,1	8,1	4,3	33,1	3,1	1,1	30,1	7,2	7,1	6,1
5	WIS	611,1	117,1	71,1	28,1	3,1	1,1	87,1	11,1	1,1	1,1
5	WIS	4,1	3,1	1,4	3,1	3,1	1,1	105,1	1,1	1,1	1,1
5	WIS	39,1	2,1	6,2	5,4	3,4	1,1	143,1	11,1	1,1	1,1
5	WIS	74,1	71,4	69,2	65,3	3,1	1,1	25,1	20,1	1,1	1,1
5	WIS	9,1	8,1	9,2	8,3	3,5	2,2	1,6	1,1	1,1	1,1
5	WIS	211,1	189,1	19,1	187,1	170,1	1,1	161,1	159,1	1,1	1,1
5	WIS	28,1	20,1	611,2	181,1	178,1	4,3	1,1	112,1	67,1	1,1
5	WIS	5,1	5,1	5,1	5,1	5,1	5,1	5,1	5,1	5,1	5,1
5	WIS	3,2	3,2	3,2	3,2	3,2	3,2	3,2	3,2	3,2	3,2
5	WIS	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1
5	WIS	40,1	28,1	3,1	2,1	109,1					

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:

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

Sentence Complexity:

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

Verbs:

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

Verbal Forms:

- | | |
|-----------------------|---------------|
| A. Present Participle | active voice |
| B. Past Participle | passive voice |

Voice:

- | | |
|------------|----------------------------|
| A. Active | subject does action |
| B. Passive | subject does not do action |
| (a) | agent expressed |
| (b) | agent not expressed |

- | | |
|---------------|-----------|
| A. Singular | man, 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 | 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 |

A. Simple

- | | |
|---------------------------------|------------|
| (a) place | on, in |
| (b) time | in, at, on |
| (c) direction/motion | to |
| (d) manner/agent/
instrument | by, with |
| (e) measurement,
number at | of |

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 -
Elementary and Intermediate Phase of General English
materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

"two verb verbs"

