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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR 64C

MOTOR TRANSPORT OPERATOR
mos

REFERENCE SOLDIER'S MANUAL DATED

11 July 1977

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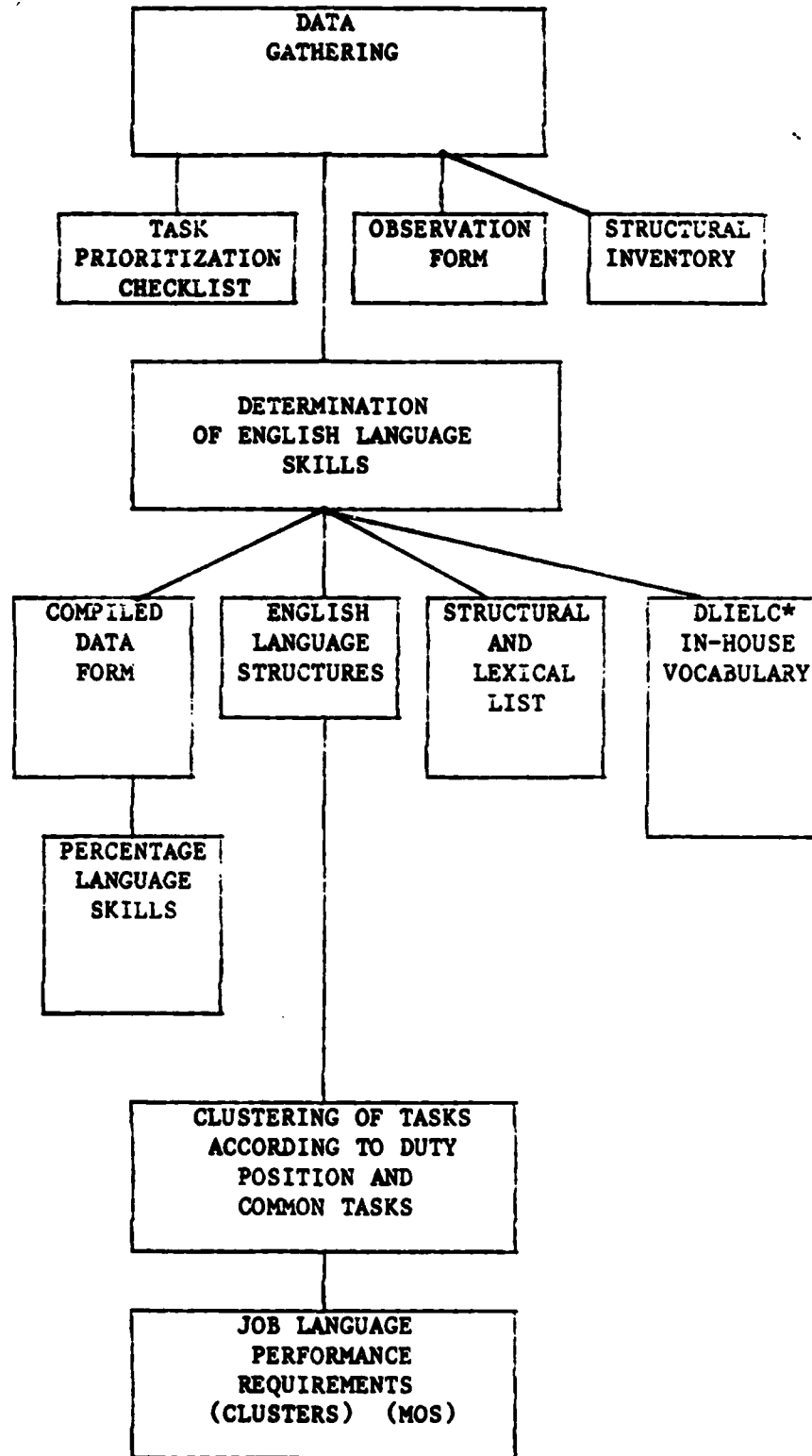


FIGURE 1

*Defense Language Institute English Language Center

2

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

CONTENTS

	PREFACE	iii-iv
SECTION I	<u>DATA GATHERING</u>	1-1
	Methods	
	Forms	
	Summary/Conclusion	
SECTION II	<u>DETERMINATION OF ENGLISH LANGUAGE SKILLS</u>	2-1
	Organization of Data	
	Table of Language Skills	
	Forms	
	Vocabulary	
	Summary/Conclusion	
SECTION III	<u>CLUSTERING OF 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	
	Summary/Conclusion	
SECTION V	<u>JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)</u>	5-1
	Percentage Language Skills	
	Job Language Performance Requirements	
	Task Numbers	
	Task Names	
SECTION VI	<u>JOB LANGUAGE PERFORMANCE REQUIREMENTS</u> <u>(Entire MOS)</u>	6-1
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 (DLIELC in-house)	A 6-
7.	Vocabulary (machine-generated)	A 7-
8.	English Language Structures	A 8-

PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for development of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains 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 contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains 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 contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virginia.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

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SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

SECTION I: DATA GATHERING

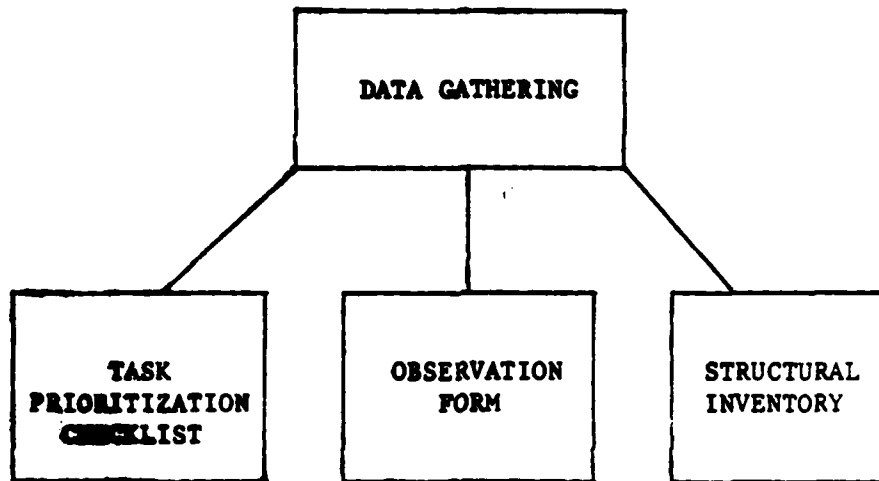


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

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

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

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

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/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 4)
4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

SECTION II

DETERMINATION OF ENGLISH
LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

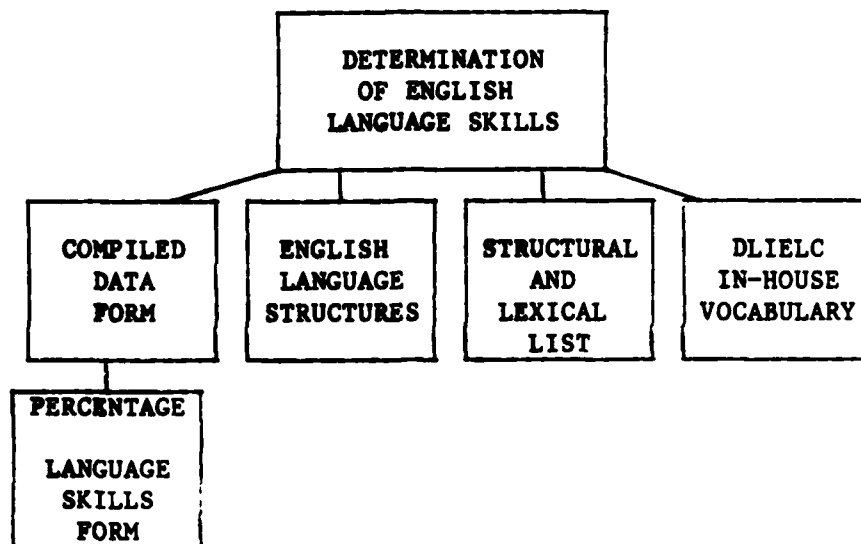


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

1. Methods of teaching.
2. Methods of testing.
3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

10

<p>Methods of Testing performance oral written</p>	<p>listening speaking writing, reading</p>
<p>Rating of English Language Skills listening speaking reading writing</p>	<p>*a response of 2 or 3 on a scale of 1 to 3 was tallied</p> <p>a response of 1, 2, or 3 on a scale of 1 to 5 was tallied</p>

*See A1

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

$$TR \div TxVxR = \% \text{ of use}$$

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening	50%
Speaking	23%
Reading	37%
Writing	31%

As shown by the figures, listening is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technical Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

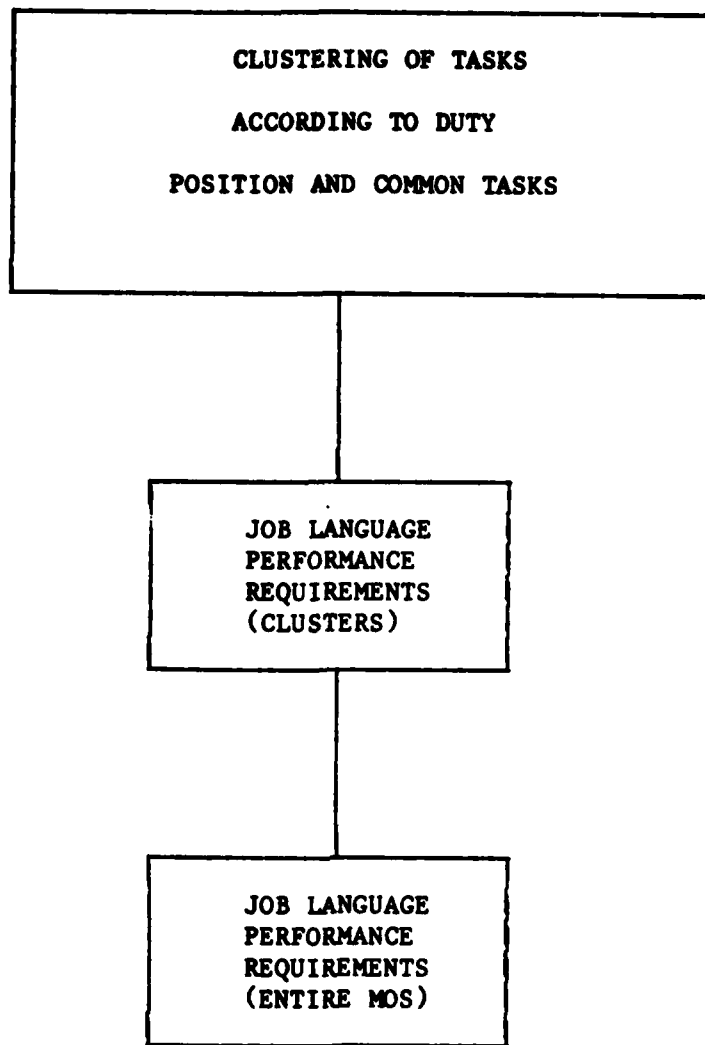


FIGURE 4

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

1. FIRST AID
2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
3. INDIVIDUAL FITNESS
4. BASIC INDIVIDUAL TECHNIQUES
5. CAMOUFLAGE
6. LAND NAVIGATION
7. M16A1 RIFLE
8. OPERATIONAL RECORDS
9. MAINTENANCE
10. MOTOR VEHICLE OPERATIONS
11. MOTOR VEHICLE OPERATION IN WARFARE OR MANEUVERS
14. TRANSPORTING CARGO AND PERSONNEL
13. DUTIES OF THE DISPATCHER

SECTION IV

JOB LANGUAGE
PERFORMANCE REQUIREMENTS

INTRODUCTION

This 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 state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

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

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

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

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS 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.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

C. STANDARDS

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

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS
(CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening	47%
Speaking	28%
Reading	41%
Writing	31%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of instructions, warnings, procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Write to inform
CONDITIONS:	Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0122	Perform Artificial Respiration Using Chest Pressure-Arm Lift Method
551-64C-0123	Perform Artificial Respiration Using Mouth-To-Mouth Method
551-64C-0124	Stop The Bleeding
551-64C-0125	Administer Shock Control Measures To A Casualty
551-64C-0126	Apply First Aid Treatment To Burns

551-64C-0127 Apply First Aid Measures To Fractures
551-64C-0128 Apply First Aid Measures For Removing A
Foreign Object From The Eye
551-64C-0129 Apply First Aid Measures To A Heat Casualty
551-64C-0130 Apply First Aid Measures To A Cold Weather
Casualty

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening	66%
Speaking	36%
Reading	55%
Writing	61%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Listen to perform
CONDITIONS: Given oral warnings or verbal commands regarding simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral utterances

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

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

TASK: Write to inform
CONDITIONS: Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0001	Give NBC Alarms
551-64C-0002	Put On Protective Mask
551-64C-0003	Post NBC Markers
551-64C-0004	Perform Self-Decontamination And Decontamination Of Equipment And Supplies Following A Chemical Attack
551-64C-0005	Perform Self-Decontamination and Decontamination Of Equipment And Supplies Following A Biological Attack

551-64C-0006 Apply First Aid To A Chemical Casualty
551-64C-0007 Inspect And Clean The M17 Protective Mask
And Carrier
551-64C-0008 Perform Mask-To-Mouth Resuscitation
551-64C-0009 Perform Self-Decontamination And Decontamination
Of Equipment And Supplies Following A Nuclear
Attack
551-64C-0010 Take Protective Measures Against Exposure While
Crossing A Radiologically Contaminated Area
551-64C-0011 Take Defensive Actions Against A Radiological
Hazard

INDIVIDUAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening	57%
Speaking	33%
Reading	22%
Writing	17%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform
CONDITIONS: Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

III. TASK NUMBERS AND TITLES

551-64C-0031 Maintain An Appropriate Level Of Physical Fitness (Male Soldiers)
551-64C-0032 Maintain An Appropriate Level of Physical Fitness (Female Soldiers)

BASIC INDIVIDUAL TECHNIQUES

I. PERCENTAGE LANGUAGE SKILLS

Listening	44%
Speaking	20%
Reading	33%
Writing	20%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of procedures, definitions, manuals and references
STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-64C-0150 Maintain Individual Clothing And Equipment

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	25%
Reading	38%
Writing	25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

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

TASK: Write to inform
CONDITIONS: Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0052 Camouflage yourself and your weapon

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening	26%
Speaking	12%
Reading	27%
Writing	15%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of marked maps, definitions, captioned illustrations, instructions and procedures
STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-64C-0093	Determine A Magnetic Azimuth With A Lensatic Compass
551-64C-0094	Measure A Grid Azimuth On A Map With A Protractor
551-64C-0095	Convert A Magnetic Azimuth To A Grid Azimuth
551-64C-0096	Measure Ground Distance On A Map
551-64C-0097	Locate A Point On A Map Using The Military Grid Reference System
551-64C-0098	Orient A Map Using A Compass
551-64C-0099	Determine Your Location On A Map
551-64C-0100	Locate An Unknown Point On A Map By Intersection
551-64C-0101	Locate An Unknown Point On A Map By Resection
551-64C-0102	Determine Elevation (Relief) On A Map

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	54%
Speaking	25%
Reading	28%
Writing	23%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, instructions, warnings and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to complete a range card
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0071	Disassemble And Reassemble The M16A1 Rifle
551-64C-0072	Inspect, Clean. And Lubricate The M16A1 Rifle
551-64C-0073	Perform Battlesight Zeroing Of The M16A1 Rifle

OPERATIONAL RECORDS

I. PERCENTAGE LANGUAGE SKILLS

Listening	43%
Speaking	17%
Reading	43%
Writing	39%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, directions, manuals and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to complete DA forms and logbooks
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1001	Prepare DA Form 2400 (Equipment Utilization Record)
551-64C-1002	Prepare DA Form 2404 (Equipment Inspection and Maintenance Worksheet)
551-64C-1003	Prepare DA Form 2408-1 (Equipment Daily or Monthly Log) Daily
551-64C-1030	Fill Out SF 91 (Operator's Report Of Motor Vehicle Accident)
551-64C-1031	Fill Out DD 518 (Accident-Identification Card)
551-64C-1032	Perform Equipment Serviceability Criteria (ESC) In Accordance With Applicable ESC Manual Inspection

MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening	56%
Speaking	26%
Reading	47%
Writing	39%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of procedures, instructions, manuals and references
STANDARDS: 100% understanding of printed content

TASK: Write to record
CONDITIONS: Given a requirement to complete DA forms and logbooks
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1007	Perform Before-Operation Maintenance
551-64C-1008	Perform During-Operation Maintenance
551-64C-1009	Perform After-Operation Maintenance

MOTOR VEHICLE OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening	54%
Speaking	18%
Reading	26%
Writing	24%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform
CONDITIONS: Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral information

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of procedures, descriptions, SOPs, manuals and references
STANDARDS: 100% understanding of printed content

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of traffic signs, charts, tables, captioned illustrations, explanations and procedures
STANDARDS: 100% understanding of printed content

TASK: Write to inform
CONDITIONS: Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1011	Drive Vehicle With Manual Transmission
551-64C-1012	Park Vehicle Parallel
551-64C-1013	Operate Vehicle In Snow And Ice
551-64C-1014	Operate Vehicle In Sand
551-64C-1015	Drive Vehicle Off Road
551-64C-1016	Drive Vehicle In Motor March On Convoy

551-64C-1025 Drive Tractor And Semitrailer
551-64C-1026 Couple Semitrailer
551-64C-1027 Uncouple Semitrailer
551-64C-1028 Perform Vehicle Self-Recovery Using Winch
551-64C-1029 Prepare Vehicle For Movement/Shipment

MOTOR VEHICLE OPERATION IN WARFARE OR MANEUVERS

I. PERCENTAGE LANGUAGE SKILLS

Listening	66%
Speaking	26%
Reading	38%
Writing	35%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations, manuals and references
STANDARDS:	100% understanding of printed content
TASK:	Write to inform
CONDITIONS:	Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1017	Utilize Vehicle Camouflage And Concealment
551-64C-1018	Drive Vehicle Under Blackout Conditions
551-64C-1019	Drive Vehicle Through Contaminated Area
551-64C-1020	Utilize Proper Defense Procedures When Ambushed Or Attacked
551-64C-1021	Take Passive Defense Measures Against Air Attacks

TRANSPORTING CARGO AND PERSONNEL

I. PERCENTAGE LANGUAGE SKILLS

Listening	57%
Speaking	27%
Reading	39%
Writing	40%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

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

TASK: Write to record and report
CONDITIONS: Given the requirement to complete DA forms and produce written reports
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1022	Transport General Cargo
551-64C-1023	Transport Personnel In Trucks Or Buses
551-64C-1024	Transport Dangerous And Hazardous Cargo

DUTIES OF THE DISPATCHER

I. PERCENTAGE LANGUAGE SKILLS

Listening	43%
Speaking	5%
Reading	44%
Writing	40%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understanding of oral communication

TASK: Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, descriptions, manuals and references
STANDARDS: 100% understandable and legible written content

TASK: Write to record
CONDITIONS: Given a requirement to complete DA forms and logbooks
STANDARDS: 100% understandable and legible written content

TASK: Write to inform
CONDITIONS: Given a requirement to write in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1053	Process Vehicle Commitment Order
551-64C-1054	Prepare DA Form 2401 (Organizational Control Record For Equipment)
551-64C-1055	Prepare And Issue DA Form 2400 (Equipment Utilization Record)
551-64C-1056	Prepare DA Form 2408-1 (Equipment Daily or Monthly Log) Daily
551-64C-1057	Prepare DA Form 2408-1 (Equipment Daily or Monthly Log) Monthly
551-64C-1058	Receive Completed Operational Trip Record

SECTION VI

JOB LANGUAGE PERFORMANCE
REQUIREMENTS
(Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

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, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5 & 6)
- STANDARDS:** 100% understanding and assimilation of presented oral language task.

The following are specific conditions found in this language task:

Warnings
Described situations
Directions
Lectures
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 responses.
- 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 4, 5, & 6)
- STANDARDS:** 100% understanding and assimilation of oral language in order to apply and respond.

The following are specific conditions found in this language task:

Shouting
Radio communications
Coded messages
Spellings
Conversation
Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

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

STANDARDS: 100% understandable oral response using correct lexicon and syntax 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 (Appendices 4, 5, & 6 Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and syntax 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
- Target locations
- Directions (N,S,E,W)
- Directions, general
- Requests for fire
- Report on the results of fire
- Challenges/Passwords
- Training sessions
- Interaction

READING

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

CONDITIONS: Given technical, non-technical, lexical and structural features in simple to complex printed form in any training situation.
(Appendices 4, 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	Cartoons
Rules	Problems
Maps	Manuals
Flags	Graphic Training Aids
Military Documents	
I.D. Papers	
Regulations	

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

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

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists
Information
Descriptions
Radiation readings off dosimeter
Coordinate scales
Callsigns-suffices
Three-letter codes
Examples
Calculations
Markings
Radio communications
Range cards
Notes
Messages

WRITING

TASK: Upon instruction, write in conventional orthography, letter, 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 situations. (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
- Applicable DA forms

APPENDICES

1. Task Prioritization Checklist
2. Task Inventory Compiled Data Forms
3. Percentage Language Skills
4. Observation Form
5. Structural/Lexical list
6. Vocabulary (DLIELC in-house)
7. Vocabulary (machine-generated)
8. English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the
Department of the Army in 1980.

YOUR CURRENT MOS: _____
(PRESENTLY _____ IN)
MOS IN WHICH YOU WERE TRAINED: _____
POSITION: _____
UNIT: _____

RATING: 1=low
2= med
3= high

YES
NO IS TASK TAUGHT?

LISTENING*
SPEAKING*
READING*
WRITING* OF:

LECTURE
SELF-PACED
DEMONSTRATION
HANDS-ON TAUGHT

YES
NO IS TASK TESTED?

WRITTEN
ORAL PERFORMANCE

PERSON
EQUIPMENT PERFORMANCE RESULTS 1 DANGER

14

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

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

45

MOS 69C NUMBER OF RESPONDENTS

DATA OBTAINED FROM _____ TRAINING SPECIALIST

RATING OF ELS	writing	reading	speaking	listening
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

METHODS OF TESTING	written	oral	performance
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

METHODS OF TEACHING	self-paced	hands-on	demonstration	lecture
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CRITICALITY	danger to person or equipment	importance
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

UNIT	difficult?	tested?
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

MOS _____ NUMBER OF RESPONDENTS

DATA OBTAINED FROM _____ TRAINING SPECIALIST

RATING OF ELS	writing	reading	speaking	listening
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

METHODS OF TESTING	written	oral	performance
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

METHODS OF TEACHING	self-paced	hands-on	demonstration	lecture
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

CRITICALITY	danger to person or equipment	importance
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

AIT	difficulty?	tested?	taught?
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

TASK NUMBER: 55169C-1007, 55169C-1008, 55169C-1009, 55169C-1011, 55169C-1012, 55169C-1013, 55169C-1014

MOTOR VEHICLE OPERATORS MAINTENANCE

APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

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

PERCENTAGE LANGUAGE SKILLS
MOS 64C

FORMULA

LISTENING

SPEAKING

READING

WRITING

$$TR + (T)(V)(R) = \%$$

- 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

$$9 \times 5 \times 6 = 270$$

24	
18	
26	
21	
37	
126	

$$270 \overline{) 126.000} \quad .467$$

$$9 \times 2 \times 6 = 108$$

8	
22	
30	

$$108 \overline{) 30.000} \quad .278$$

$$9 \times 3 \times 6 = 162$$

24	
11	
32	
67	

$$162 \overline{) 67.000} \quad .414$$

$$9 \times 4 \times 6 = 216$$

18	
24	
11	
14	
67	

$$216 \overline{) 67.000} \quad .310$$

551-64C-0122
THRU
551-64C-0130

47%

28%

41%

31%

NBC

$$11 \times 5 \times 1 = 55$$

9	
9	
9	
0	
9	
36	

$$55 \overline{) 36.000} \quad .655$$

$$11 \times 2 \times 1 = 22$$

0	
8	
8	

$$22 \overline{) 8.000} \quad .364$$

$$11 \times 3 \times 1 = 33$$

9	
9	
0	
18	

$$33 \overline{) 18.000} \quad .545$$

$$11 \times 4 \times 1 = 44$$

9	
9	
9	
0	
27	

$$44 \overline{) 27.000} \quad .614$$

551-64C-0001
THRU
551-64C-0011

66%

36%

55%

61%

INDIVIDUAL
FITNESS

$$2 \times 5 \times 6 = 60$$

6	
4	
4	
9	
11	
34	

$$60 \overline{) 34.000} \quad .567$$

$$2 \times 2 \times 6 = 24$$

3	
5	
8	

$$24 \overline{) 8.000} \quad .333$$

$$2 \times 3 \times 6 = 36$$

2	
2	
4	
8	

$$36 \overline{) 8.000} \quad .222$$

$$2 \times 4 \times 6 = 48$$

4	
2	
2	
0	
8	

$$48 \overline{) 8.000} \quad .167$$

551-64C-0031
551-64C-0032

57%

33%

22%

17%

27

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that cluster

**PERCENTAGE LANGUAGE SKILLS
NOS 64C**

TR = total number of responses to variables in the cluster
 T = number of tasks in the cluster
 V = variables
 R = maximum number of respondents in any task in that cluster

FOR	LISTENING	SPEAKING	READING	WRIT
TR + (T)(V)(R) = %	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (tes -rating (scal
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
BASIC INDIVIDUAL TECHNIQUES	1X5X5=25 3 0 3 2 3 11 25 $\overline{)11.000}$.440	1X2X5=10 $\frac{1}{2}$ 10 $\overline{)2.000}$.200	1X3X5=15 2 1 $\frac{2}{5}$ 15 $\overline{)5.000}$.333	1X4X5=20 0 2 1 $\frac{1}{4}$ 20 $\overline{)4.000}$.200
551-64C-0150	44%	20%	33%	20%
CAMOUFLAGE	1X5X8=40 3 2 3 3 5 16 40 $\overline{)16.000}$.400	1X2X8=16 $\frac{1}{4}$ 16 $\overline{)4.000}$.250	1X3X8=24 5 1 $\frac{3}{9}$ 24 $\overline{)9.000}$.375	1X4X8=32 2 5 1 0 8 32 $\overline{)8.000}$.250
551-64C-0052	40%	25%	38%	25%
LAND NAVIGATION	10X5X5=250 16 7 14 3 24 64 250 $\overline{)64.000}$.256	10X2X5=100 $\frac{1}{12}$ 100 $\overline{)12.000}$.120	10X3X5=150 20 2 15 40 150 $\overline{)40.000}$.267	10X4X5=200 7 20 2 0 29 200 $\overline{)29.000}$.145
551-64C-0093 THRU 551-64C-0102	26%	12%	27%	15%
			58	

**PERCENTAGE LANGUAGE SKILLS
NOS 64C**

FORMULA	LISTENING	SPEAKING	READING	WRITING
TR + (T)(V)(R) = %	-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%
M16A1 RIFLE 551-64C-0071 THRU 551-64C-0073	3x5x8 = 120 10 9 16 11 19 <hr/> 65 120 $\overline{)65.000}$.542	3x2x8 = 48 5 7 12 <hr/> 48 $\overline{)12.000}$.250	3x3x8 = 72 9 4 7 20 <hr/> 72 $\overline{)20.000}$.278	3x4x8 = 96 9 9 4 0 22 <hr/> 96 $\overline{)22.000}$.229
	54%	25%	28%	23%
OPERATIONAL RECORDS 551-64C-1001 THRU 551-64C-1003 551-64C-1030 THRU 551-64C-1032	6x5x8 = 240 22 11 29 20 21 <hr/> 103 240 $\overline{)103.000}$.429	6x2x8 = 96 5 11 16 <hr/> 96 $\overline{)16.000}$.167	6x3x8 = 144 16 17 29 62 <hr/> 144 $\overline{)62.000}$.431	6x4x8 = 192 11 16 17 31 75 <hr/> 192 $\overline{)75.000}$.391
	43%	17%	43%	39%
MAINTENANCE 551-64C-1007 THRU 551-64C-1009	3x5x9 = 135 14 7 19 17 18 <hr/> 75 135 $\overline{)75.000}$.556	3x2x9 = 54 5 9 14 <hr/> 54 $\overline{)14.000}$.259	3x3x9 = 81 11 8 19 38 <hr/> 81 $\overline{)38.000}$.469	3x4x9 = 108 7 11 8 16 42 <hr/> 108 $\overline{)42.000}$.389
	56%	26%	47%	39%
		3	5	

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that cluster

PERCENTAGE LANGUAGE SKILLS
MOS 6yc

TR = total number of responses to variables in the cluster
 I = number of tasks in the cluster
 V = variables
 R = maximum number of respondents in any task in that cluster

FORMULA	LISTENING	SPEAKING	READING	WRITING
TR + (T)(V)(R) = %	-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%
MOTOR VEHICLE OPERATIONS	$11 \times 5 \times 8 = 440$ 37 33 52 57 $440 \overline{) 237.000}$.539 58 237	$11 \times 2 \times 8 = 176$ 3 $\frac{28}{31}$ $176 \overline{) 31.000}$.176	$11 \times 3 \times 8 = 264$ 25 16 $\frac{28}{69}$ $264 \overline{) 69.000}$.261	$11 \times 4 \times 8 = 352$ 33 25 16 $\frac{12}{86}$ $352 \overline{) 86.000}$.244
551-64C-1011 THRU 551-64C-1016 551-64C-1025 THRU 551-64C-1029	54%	18%	26%	24%
MOTOR VEHICLE OPERATION IN WARFARE OR MANEUVERS	$5 \times 5 \times 8 = 200$ 21 19 29 $200 \overline{) 131.000}$.655 32 30 131	$5 \times 2 \times 8 = 80$ 5 $\frac{16}{21}$ $80 \overline{) 21.000}$.263	$5 \times 3 \times 8 = 120$ 13 14 $\frac{18}{45}$ $120 \overline{) 45.000}$.375	$5 \times 4 \times 8 = 160$ 19 13 14 $\frac{10}{56}$ $160 \overline{) 56.000}$.35
551-64C-1017 THRU 551-64C-1021	66%	26%	38%	35%
TRANSPORTING CARGO AND PERSONNEL	$3 \times 5 \times 8 = 120$ 8 13 16 13 18 $\frac{68}{120 \overline{) 68.000}}$.567	$3 \times 2 \times 8 = 48$ 0 $\frac{13}{13}$ $48 \overline{) 13.000}$.271	$3 \times 3 \times 8 = 72$ 9 9 $\frac{10}{28}$ $72 \overline{) 28.000}$.389	$3 \times 4 \times 8 = 96$ 13 9 9 $\frac{7}{38}$ $96 \overline{) 38.000}$.396
551-64C-1022 THRU 551-64C-1024	57%	27%	39%	40%
			60	

APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where 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 this MOS.

62

SUBJECT _____

* TASK NUMBER IF KNOWN _____

Physical Environment of Instruction

- A. Classroom
- B. Open Areas (live firefield- mark-up terrain)
- C. Large enclosed area (bleacher sites)
(Warehouse size)
- D. Other

Comments:

Styles of Communication Instructor, Verbal orders

- A. Formal Speech
- B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Profanity
- F. Shop talk/slang
- G. Non-standard English
- I. Other

Comments:

Media of Instruction

- A. Films
- B. Video cassettes
- C. Graphic Training Aids (diagrams, etc....)
- D. Illustrations (requiring reading/not requiring reading)
- E. Maps
- F. Mock-ups
- G. Models/Imitate
- H. Equipment
- I. Transparencies
- J. Tape cassettes
- K. Training Publications (required/available)
- L. Signs/Notices
- M. P.A. System
- N. Normal Voice
- O. Soldier's Manual
- P. Chalkboard
- Q. Other

Comments:

Mode of Response

- A. Manipulating a piece of equipment/device
- B. Answers (spoken - written)
- C. Signals
- D. Performance
- E. Taking Notes
- F. Teamwork
- G. Other

Comments:

Instructional Ratio

- 1. Instructor; one-to-one/class
- 2. Peer/one-to-one
- 3. Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
 - Small (12 or less)
 - Large (more than 12)
- 4. Other
- 5. Other

Comments:

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of
structural and lexical items
for this MOS.
(For discussion, see Section II)

64

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

1. Subject and action verb
Firer aims.
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.

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.

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) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.

3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

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

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

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

6. 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

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.

5. MANNER

Take deep breath and place mouth around soldier's mouth; then, blow forcefully as you observe his chest.

6. TIME

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

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

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

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

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

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

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.

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

AVAILABLE

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

Shake his 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.

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
(You) train for results.

transitive
Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize
protect
is facing
remove
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

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
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You must demonstrate, once every 6 months, that you can meet or exceed 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. AUXILLIARIES

(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.

GERUNDS

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

INFINITIVES

To fire, hold the M16A1 in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

1. SUPERLATIVE

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

2. INDEFINITE

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

3. FREQUENCY

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

4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

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

VERBS AND PREPOSITIONS

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

VERBS AND ADVERB

(particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

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

72

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between TRADOC and DLIELC was reached that DLIELC In-House Vocabulary would not be produced for this MOS.

APPENDIX 7

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

REPLACEMENTS

FORM 6-61 (Rev. 1-6-61)

JOB NO 77

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

G 507 129



64C 1/2

75

PREPARED BY: OPERATIONS DIV. CPFO

ATCP Form 109 Replaces ATOS 115, Jul 73, which is obsolete

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1 RECIVER
1 RELIEVED
1 REQUIREMENT
1 AIR
1 RUB
1 SAND
1 SECURITY
1 SERVICE
1 SIDE
1 SKI
1 SLIGHTLY
1 SLOWLY
1 SOCIAL
1 SPEEDOMETER
1 SPLITTING
1 STATEMENT
1 STOCK
1 STRAWBERRY
1 STRAWBERRIES
1 TANKS
1 TAPES
1 TELEPHONE
1 THERM
1 TOWER
1 UMBRELLA
1 UMBRELLARY
1 VENTILATION
1 VISION
1 WAGON
1 WARE
1 WHEELS
1 WITNESSES

1 REFLECTING
1 REWARD
1 RESPONSIBILITY
1 ROCKS
1 RUN
1 SANDY
1 SELL
1 SHADDED
1 SIDES
1 SKIDDING
1 SLIP
1 SOCIAL
1 SPEEDS
1 STALLING
1 STAY
1 STOPPING
1 SUCCEEDING
1 SUITS
1 TOPKNOTS
1 TEMPERATURE
1 THREAT
1 TRAVEL
1 UNCOMFORTABLE
1 UMBRELLA
1 VENTILATORS
1 WARM
1 WELL
1 WHEELS
1 WINDWARD
1 WORDS

1 PROMINARY
1 READER
1 REVERSE
1 ROCKY
1 SAFELY
1 SANDS
1 SELF-RECOVERY
1 SWEET
1 SIGNS
1 SIGN
1 RUGS
1 SMOOTH
1 SIGN
1 SIENT
1 STRAIGHT
1 STRAY
1 STOP
1 STRIPES
1 STRIPES
1 TAVERN
1 TONS
1 TEXTURE
1 TICKETS
1 TREE
1 TUBS
1 TUBS
1 TUBS
1 VISIBILITY
1 WARRING
1 WAT
1 WAT
1 WATERS
1 WATERS

1 REFINED
1 REGISTERING
1 SCOOP
1 ROUNDS
1 SAME
1 SPOTIONS
1 SPIRITUS
1 SHELTER
1 SPILLATED
1 SLACK
1 SUPPLIES
1 SUFFICIENTLY
1 SPECIFIC
1 SPILLS
1 STANDING
1 STILL
1 STRANGLING
1 SUPERVISOR
1 SURROUNDING
1 SCOOP
1 LEAD
1 TRAY
1 TRAY
1 TUB
1 TUB
1 TUB
1 UNLOADING
1 UNLOADING
1 VISIBLE
1 VISIBLE
1 WATCH
1 WHEEL-SPINNING
1 WHEEL
1 WITH/WITHOUT
1 WORKSHEET

Handwritten mark resembling a stylized 'D' or '8'.

NG/ASCENDING SEQUENCE
COUNTA WORDS

COUNT2 WORDS

COUNT1 WORDS

1 ABLY	1 ABILITY	1 ABLE	1 ABLE	1 ABLE
1 ACCIDENTS	1 ACCIDENT	1 ACCELERATOR	1 ACCELERATE	4 ACCELERATE
1 ACTING	1 ACCURATELY	6 ACCURATE	6 ACCURATE	1 ACCURATE
2 ADVERTISING	3 ADVERTISING	1 ADVERTISING	1 ADVANCE	1 ADVANCE
2 ADVERTISING	4 AFTER	1 ADVANCE	2 AHEAD	1 AHEAD
1 AIR/SEALING	6 AIR	2 AHEAD	57 ALL	2 ALL
1 ALLEX	1 ALL-AROUND	1 ALL-AROUND	1 ALL-AROUND	1 ALL-AROUND
2 AMBUSHED	1 ALWAYS	4 AN	1 ANGLE	1 ANGLE
100 AND	3 ANCHOR	2 ANGLE	11 APPLICABLE	2 APPLICABLE
5 ANY	3 A OTHER	4 APPLY	2 AREAS	1 ARTIFICIAL
1 APPLYING	4 APPLY	2 AS	13 AS	21 ASSISTANCE
34 ARE	2 AS	5 ARMY	1 ASSISTANT	2 ATTACKED
1 ARRIVAL	13 AS	1 ASSISTANT	1 AUTOMATIC	24 B
1 ASSIGNED	2 ATTEMPT	1 AVAILABLE	6 BACK	99 BACK
13 AT	1 AVAILABLE	1 AVAILABLE	7 BEFORE	7 BEFORE
1 AUTHORITIES	1 AVAILABLE	1 AVAILABLE	2 BEMIND	2 BEMIND
2 AVAILABLE	1 AVAILABLE	1 AVAILABLE	1 BEST	1 BLEND
1 BANDING	1 BANDING	1 BANDING	1 BLEND	1 BLEND
2 BECHES	1 BECHES	1 BECHES	13 BLOCKS	2 BRACKETS
1 BELLY	1 BELLY	1 BELLY	1 BRACKETS	1 BRACKETS
1 BELONGS	1 BELONGS	1 BELONGS	1 BREAK	1 BUILD
13 BILL	13 BILL	1 BILL	1 BUILD	1 BYPASS
17 BLOCK	17 BLOCK	1 BLOCK	2 CALENDAR	2 CALENDAR
3 BOTT	3 BOTT	3 BOTT	4 CARD	4 CARD
3 BRACKETS	3 BRACKETS	3 BRACKETS	3 CAUSING	3 CAUSING
1 BROUGHT	1 BROUGHT	1 BROUGHT	2 CHAIR	2 CHAIR
2 BUB	2 BUB	2 BUB	1 CHAIRS	1 CHAIRS
1 CAB	1 CAB	1 CAB	2 CHECKS	2 CHECKS
1 CANNOT	1 CANNOT	1 CANNOT	9 CLUTCH	9 CLUTCH
1 CAST	1 CAST	1 CAST	1 COMBAT	1 COMBAT
1 CAPTAIN	1 CAPTAIN	1 CAPTAIN	1 COMMITMENT	1 COMMITMENT
1 CHARGES	1 CHARGES	1 CHARGES	1 COMPLETELY	1 COMPLETELY
1 CHARGE	1 CHARGE	1 CHARGE	2 COMPLETION	2 COMPLETION
1 CIVIL	1 CIVIL	1 CIVIL	2 CONCEALMENT	2 CONCEALMENT
1 CULTUR	1 CULTUR	1 CULTUR	1 CONFIGURATION	1 CONFIGURATION
3 COMMANDER	3 COMMANDER	3 COMMANDER	1 CONSTRUCT	1 CONSTRUCT
5 COMPLETE	5 COMPLETE	5 COMPLETE	1 CONTINUE	1 CONTINUE
1 COMPLYING	1 COMPLYING	1 COMPLYING	1 COPIES	1 COPIES
25 CONDITIONS	25 CONDITIONS	25 CONDITIONS	1 CONSTRUCTING	1 CONSTRUCTING
1 CONFIRMABLE	1 CONFIRMABLE	1 CONFIRMABLE	1 COUPLES	1 COUPLES
3 CONFIRMATED	3 CONFIRMATED	3 CONFIRMATED	1 COUPLES	1 COUPLES
6 CONVOY	6 CONVOY	6 CONVOY	1 COUPLES	1 COUPLES
3 CORRECTABLE	3 CORRECTABLE	3 CORRECTABLE	1 COUPLES	1 COUPLES
1 CORRECTLY	1 CORRECTLY	1 CORRECTLY	1 COUPLES	1 COUPLES
4 COUPLES	4 COUPLES	4 COUPLES	1 COUPLES	1 COUPLES

5

HEADQUARTERS

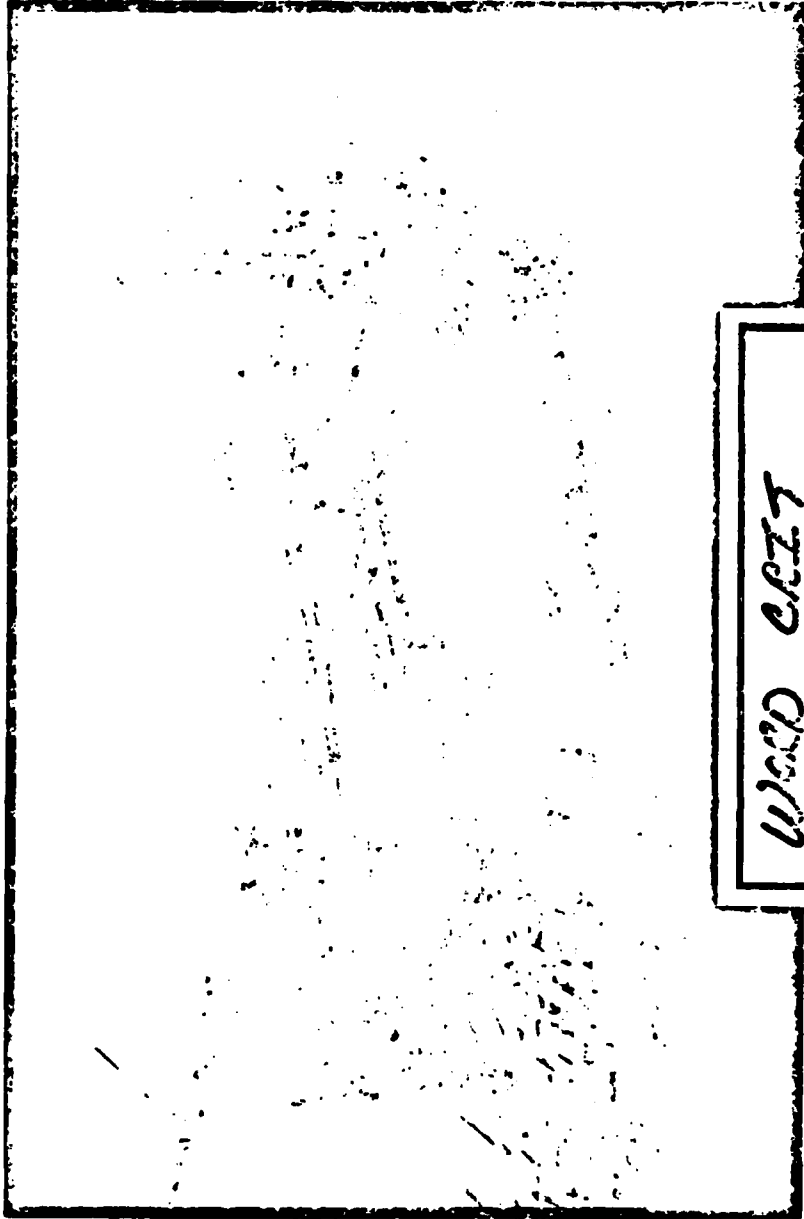
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UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

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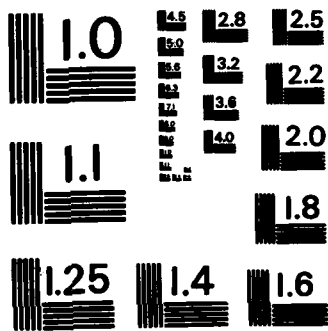
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END

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

WORD	100.1	6.1	5.1	14.6	6.2	6.5	1.6	10.6
1 NIGHT	10.1	6.1	5.1					
1 TREATED	14.1							
1 DODDS	15.1							
1 ORIGINAL	1.1							
1 PINKNEY	2.1	1.6	6.1	14.6	6.2	6.5	1.6	10.6
1 AFFAIRS	9.1							
1 KING	1.1							
1 OFFICER	10.1							
1 OFFICER	6.1							
1 POWER	5.3	10.1						
1 KEATING	6.6							
1 PEAK	5.1	1.1						
1 BELIEVE	1.1	5.2						
1 RUMBLE	10.1	5.2						
1 FLY	5.1							
1 RETURN	3.4	6.1	5.3					
1 REFUSED	6.1							
1 REFUSE	1.1							
1 REFUSED	2.1	1.2	14.2	6.1	4.1			
1 REP	5.1							
1 ROCKS	5.1							
1 SIGNATURE	1.1	6.1	4.1					
1 SIGNED	1.1	14.1	7.1					
1 SIMILAR	6.1							
1 SOURCE	2.1	25.1						
1 SOUTS	5.1	3.1						
1 STATEMENT	1.1							
1 STEADY	5.1							
1 STEPS	1.1	14.1	7.2	3.2	10.1	5.1	4.1	4.1
1 STRAIGHTEN	1.1							
1 STAY	6.2							
1 SYSTEM	6.1	14.1	4.1	3.2	10.1			
1 TABLE	1.1	23.1	14.2	7.1	3.1			
1 TAP	1.1	4.1	3.1	14.2	7.2	6.1	5.1	
1 TOWN	10.6	5.1	4.1	14.5	7.6	5.2	5.1	1.3
1 TOWN	1.1	6.2	5.1	3.2	2.1	14.3		
1 UNNECESSARY	5.1							
1 OFFICIAL	1.1	14.1						
1 USA	9.1	7.1						
1 VERBAL	2.1	1.1						
1 WOODS	5.1							
1 WOLF	1.2							
1 ZONE	10.1							
4 AHEAD	4.4	1.1						
4 AHEAD	5.1	1.1						
4 ATTEND	10.1	5.1						
4 BUDGET	1.2	5.1	4.1	14.1	7.2	5.1	4.1	10.2
4 BUSH	5.1							
4 CALIFORNIA	4.1							
4 CALIFORNIA	2.1	6.1						

56

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APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

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: |
| | 1. punctuation |
| | 2. punctuation and conjunctive adverb |
| | 3. 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 to, 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 |
| | 1. agent expressed |
| | 2. agent not expressed |

Nouns:

- | | |
|---------------|-----------|
| 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 | |
| 1. regular | big, bigger |
| 2. 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 |

201

Prepositions:

A. Simple

- | | |
|----------------------------------|------------|
| 1. place | on, in |
| 2. time | in, at, on |
| 3. direction/motion | to |
| 4. manner/agent/
instrument | by, with |
| 5. measurement/
number amount | 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 word verbs

Prepositions:

A. Simple

1. place
2. time
3. direction/motion
4. manner/agent/
instrument
5. measurement/
number amount

on, in
in, at, on
to

by, with

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 word verbs

103