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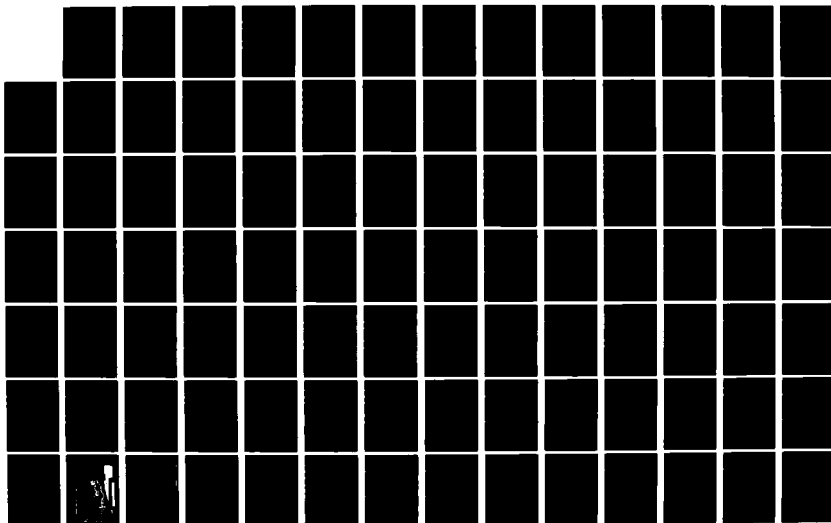
JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 74D
COMPUTER/MACHINE OPERAT. (U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER.. 04 NOV 77

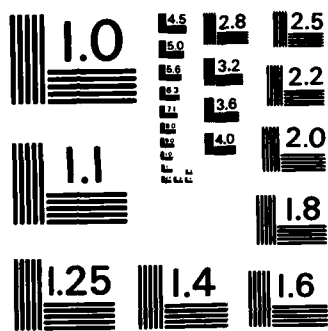
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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR 74D

mbs

COMPUTER/MACHINE OPERATOR

REFERENCE SOLDIER'S MANUAL DATED

4 November 1977

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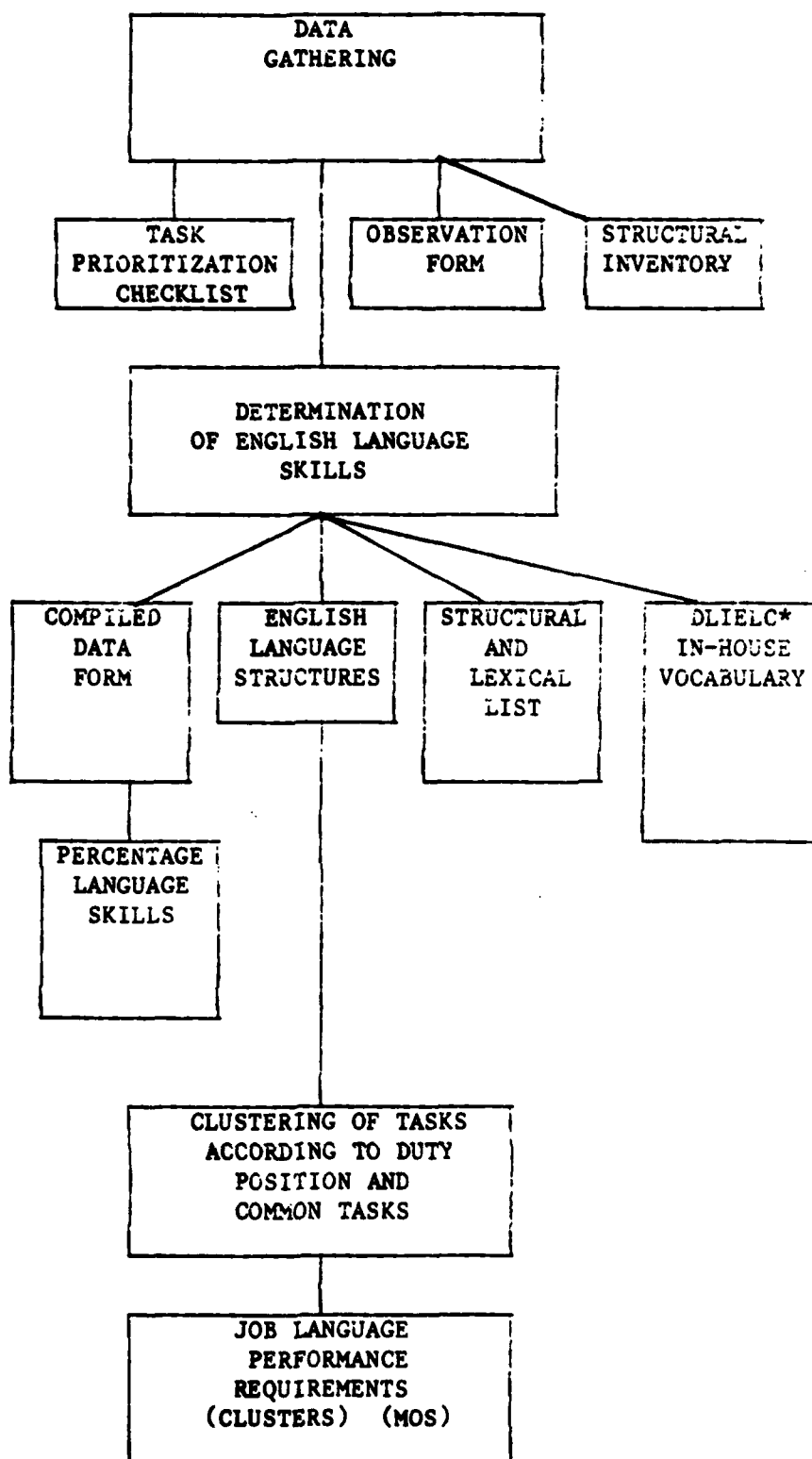


FIGURE 1

*Defense Language Institute English Language Center

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

Accession For	
NTIS GR&I	☒
DTIC TAB	☐
Unannounced	☐
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A	23

- A 1-
- A 2-
- A 3-
- A 4-
- A 5-
- A 6-
- A 7-
- A 8-



ii

3

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.

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

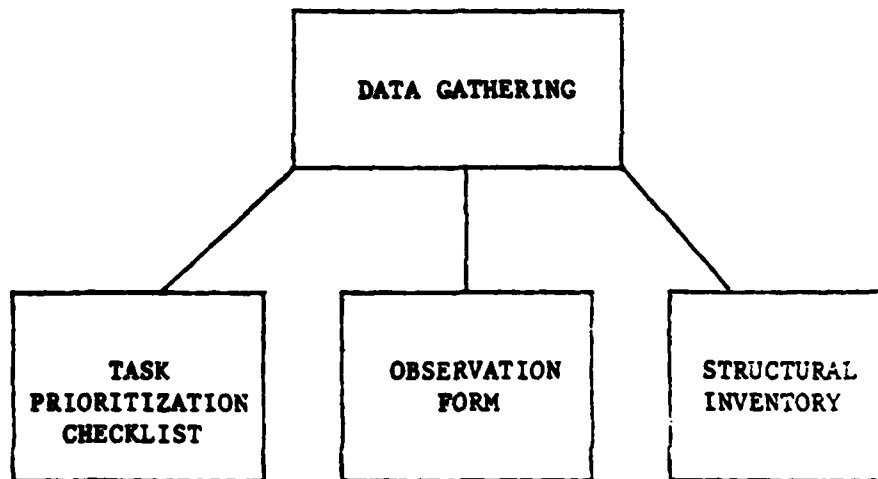


FIGURE 2

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

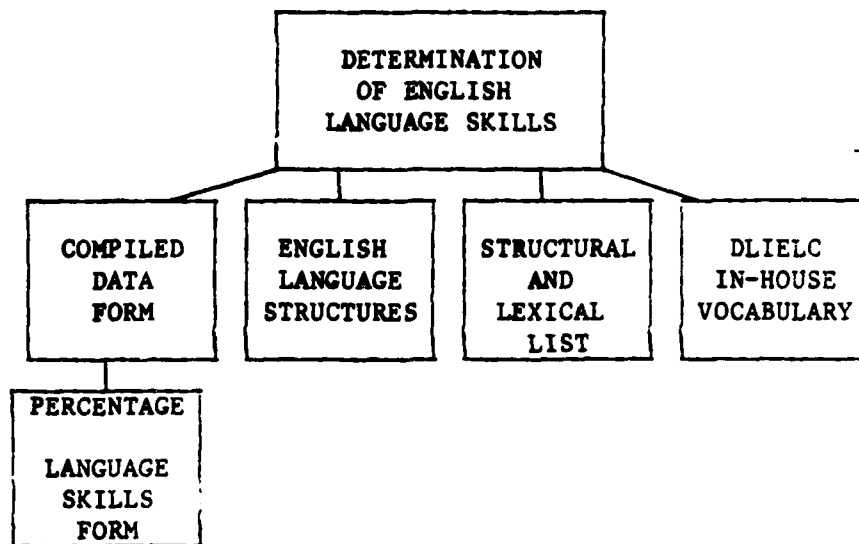


FIGURE 3

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

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

*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	57%
Speaking	20%
Reading	28%
Writing	23%

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.

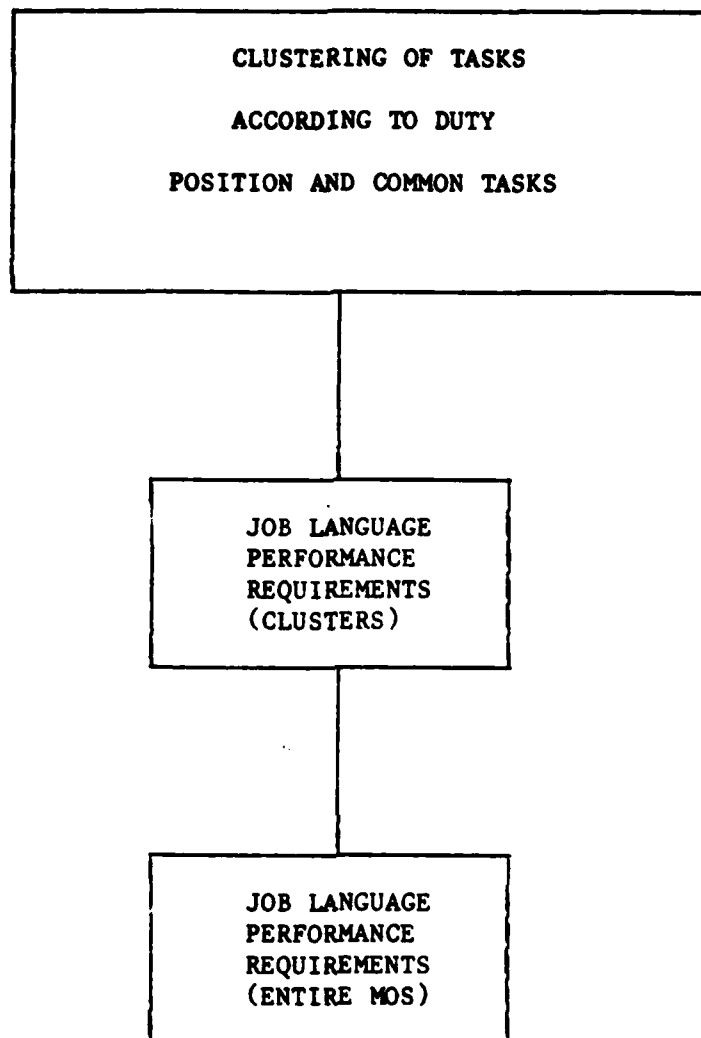


FIGURE 4

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty positions 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. M16A1 RIFLE
5. .45 CALIBER PISTOL
6. PUNCH CARD MACHINE OPERATIONS
7. CARD PUNCH AND CARD DATA RECORDER OPERATIONS
8. DATA REPRESENTATION AND CONVERSION
9. BASIC COMPUTER OPERATING PROCEDURES
10. COMPUTER OPERATOR MAINTENANCE
11. MAGNETIC TAPE FUNCTIONS
12. INPUT/OUTPUT AND QUALITY CONTROL
13. FLOWCHART PROCEDURES
14. NUMBERING SYSTEMS
15. INTERMEDIATE COMPUTER OPERATING PROCEDURES
16. WIRING PROCEDURES

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 soldier's 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 soldier's 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, field 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	0%
Speaking	0%
Reading	0%
Writing	0%

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 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 & 7)
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 & 7)
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), 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, procedures, tables and explanations
STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

121-74D-0001 Apply the four life-saving measures

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening	89%
Speaking	21%
Reading	19%
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 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 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:	Produce oral utterances to inform and respond
CONDITIONS:	Given NBC situations requiring oral alarms
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations and notations defined as explanations
STANDARDS:	100% understanding of printed content
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations and notations defined as explanations
STANDARDS:	100% understanding of printed material
TASK:	Write to record and report
CONDITIONS:	Given a requirement to produce a written report
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

121-74D-0002 Put on a protective mask

INDIVIDUAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening	0%
Speaking	0%
Reading	0%
Writing	0%

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:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of procedures, manuals, charts, captioned illustrations and explanations
STANDARDS:	100% understanding of printed content

III. TASK NUMBERS AND TITLES

121-74D-0005	Maintain an appropriate level of physical fitness (male only)
121-74D-0006	Maintain an appropriate level of physical fitness (female only)

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	87%
Speaking	22%
Reading	22%
Writing	22%

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:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
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:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of a range card
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

121-74D-0003 Engage targets with an M16A1 rifle

.45 CALIBER PISTOL

I. PERCENTAGE LANGUAGE SKILLS

Listening	60%
Speaking	0%
Reading	0%
Writing	0%

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:	Produce oral utterances to inform
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of captioned illustrations, procedures and references
STANDARDS:	100% understanding of printed content
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of a range card
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

121-74D-0004 Engage targets with a caliber .45 pistol

PUNCH CARD MACHINE OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

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

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

121-74D-1101	Operate the IBM 557 interpreter
121-74D-1102	Take corrective action to clear stoppages on the IBM 557 interpreter
121-74D-1103	Perform operator maintenance on the IBM 557 interpreter
121-74D-1107	Operate the IBM 083/084 card sorter to sort single fields
121-74D-1108	Operate the IBM 083/084 card sorter to sort multiple fields
121-74D-1109	Operate the IBM 083/084 card sorter using the block sort method
121-74D-1110	Operate the IBM 083/084 card sorter using sort selection methods
121-74D-1111	Take corrective action to clear stoppages on the IBM 083/084 card sorter

CARD PUNCH AND CARD DATA RECORDER OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening	59%
Speaking	26%
Reading	28%
Writing	17%

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

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, source documents, 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

121-74D-1104	Operate the IBM 026/029 card punch without program control
121-74D-1105	Remake torn or mutilated cards utilizing an IBM 026/029 card punch
121-74D-1106	Perform error correction on an IBM 026/029 card punch
121-74D-1128	Set up an IBM 129 card data recorder without program control for punch/verify operation
- 121-74D-1129	Operate the IBM 129 card data recorder to punch cards with/without program control
- 121-74D-1130	Operate the IBM 129 card data recorder to remake error cards other than verify-corrections

DATA REPRESENTATION AND CONVERSION

I. PERCENTAGE LANGUAGE SKILLS

Listening	51%
Speaking	36%
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: 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, descriptions, tables and SOPs
STANDARDS: 100% understanding of printed content

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, source documents, 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

121-74D-1112 Convert characters to or from Hollerith code

BASIC COMPUTER OPERATING PROCEDURES

I. PERCENTAGE LANGUAGE SKILLS

Listening	75%
Speaking	26%
Reading	31%
Writing	21%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
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 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 to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, descriptions, tables, messages and SOPs
STANDARDS: 100% understanding of printed content

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, source documents, data cards, 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

121-74D-1113 Ready the IBM 2540 card reader for processing
V-13-74D

121-74D-1114 Take corrective action to clear stoppages on the IBM 2540 card reader
121-74D-1115 Ready the IBM 2540 card punch for processing
121-74D-1116 Take corrective action to clear stoppages on the IBM 2540 card punch
121-74D-1117 Ready IBM 1403 line printer for processing
121-74D-1118 Take corrective action to clear stoppages on the IBM 1403 line printer
121-74D-1119 Power down the IBM 360/30 computer system
121-74D-1120 Ready the IBM 1052 console typewriter for operation
121-74D-1121 Ready the IBM 2314 disk drive for processing
121-74D-1132 Ready IBM 2401 tape drive for processing
121-74D-1134 Perform initial program load (IPL) on the 360/30 computer system
121-74D-1135 Respond to messages from the IBM 360/30 computer system
121-74D-1136 Initiate multiprogramming processing on the IBM 360/30 computer system

COMPUTER OPERATOR MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening	68%
Speaking	27%
Reading	33%
Writing	21%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard 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 and references
STANDARDS:	100% understanding of printed content

III. TASK NUMBERS AND TITLES

121-74D-1123	Perform routine operator maintenance on the IBM 2401 tape drives
121-74D-1124	Perform routine operator maintenance on the IBM 1403 line printer
121-74D-1125	Perform routine operator maintenance on the IBM 2540 card reader
121-74D-1126	Perform routine operator maintenance on the IBM 2540 card punch
121-74D-1127	Perform routine operator maintenance on the IBM 2314 disk drive

MAGNETIC TAPE FUNCTIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening	77%
Speaking	32%
Reading	38%
Writing	32%

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, captioned illustrations 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

121-74D-1122	Clean magnetic tapes
121-74D-1131	Affix tape markers to magnetic tapes

INPUT/OUTPUT AND QUALITY CONTROL

I. PERCENTAGE LANGUAGE SKILLS

Listening	69%
Speaking	31%
Reading	35%
Writing	38%

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, captioned illustrations 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

121-74D-2101	Label classified input and output media
121-74D-2102	Control and handle magnetic tape/disk

FLOWCHART PROCEDURES

I. PERCENTAGE LANGUAGE SKILLS

Listening	60%
Speaking	33%
Reading	67%
Writing	58%

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

121-74D-2103	Interpret the meaning of flowchart symbols used in job procedures
--------------	---

NUMBERING SYSTEMS

I. PERCENTAGE LANGUAGE SKILLS

Listening	34%
Speaking	13%
Reading	52%
Writing	44%

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

121-74D-2104	Convert characters to or from hexadecimal
121-74D-2105	Convert characters to or from octal
121-74D-2106	Convert characters to or from binary
121-74D-2114	Convert characters to or from extended binary coded decimal interchange code (EBCDIC)

INTERMEDIATE COMPUTER OPERATING PROCEDURES

I. PERCENTAGE LANGUAGE SKILLS

Listening	76%
Speaking	22%
Reading	34%
Writing	29%

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 for information
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 instructions, charts, tables, captioned illustrations, explanations and procedures
STANDARDS: 100% understanding of printed content

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

TASK: Write to record
CONDITIONS: Given the requirement to complete forms
STANDARDS: 100% 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

121-74D-2107	Clear automatic data processing (ADP) equipment upon completion of processing classified data
121-74D-2109	Initiate commands to an IBM 360/30 computer system via console switches and keys/console typewriter
121-74D-2110	Prepare carriage control tape for IBM 1403 line printer
121-74D-2115	Record machine utilization

WIRING PROCEDURES

I. PERCENTAGE LANGUAGE SKILLS

Listening	73%
Speaking	17%
Reading	33%
Writing	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 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, captioned illustrations 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

121-74D-2108 Wire IBM 557 interpreter control panels

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 WORKING IN)**

MOS IN WHICH YOU WERE TRAINED: _____
 POSITION: _____
 UNIT: _____

*RATING: 1=low
2= med
3= high

[illegible]

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

TASK INVENTORY COMPILED DATA FORM

APPENDIX 2

DATA OBTAINED FROM Germany, Korea, Ft. Hood TRAINING SPECIALIST

DATA OBTAINED FROM _____ TRAINING SPECIALIST

1516A1
R1516

TRAINING SPECIALIST

121 No. 1107

מחנה עמלק 25/10/57

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS
121-740-1108	difficulty?	danger to person or equipment importance	self-paced hands-on demonstration lecture	written oral performance	writing
	tested?				reading
	taught?				speaking listening
121-740-1109					
111-740-1110					
111-740-1111					
111-740-1104					

החברה נמצאת במצב של

TRAINING SPECIALIST

7/ MD. 1130

AND PUNISH AND CARE DATA RESOURCES

DATA OBTAINED FROM _____ TRAINING SPECIALIST

9111-GAL 16

Static computer storage

DATA OBTAINED FROM

TRAINING SPECIALIST

[illegible]

2/16/2020 2:24 PM 2020 2/16/2020

WALLACE

DATA OBTAINED FROM _____ TRAINING SPECIALIST

Company of Officers

TRAINING SPECIALIST

100248A
7A-298600

TRAINING SPECIALIST

111 140-2107

100-443887-100

TRAINING SPECIALIST

101-250-2107

WIRMA
MAGGON

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 740

TR = total number of responses to variables in the cluster
T = number of tasks in 1' cluster
V = variable
R = maximum number of respondents in any task in that cluster

FOR	LISTENING	SPEAKING	READING	WRITING
TR = (T)(V)(R) = %	-demonstration -lecture -in-class-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%
171-740-0001	1X5X0=0	1X2X0=0	1X3X0=0	1X4X0=0
	0%	0%	0%	0%
171-740-0002	1X5X7=35 7 4 6 7 7 31	1X2X7=14 0 3 3 14	1X3X7=21 2 0 2 4 190	1X4X7=28 4 0 0 1 7
	7%	21%	19%	28%
171-740-0003	2X5X0=0	2X2X0=0	2X3X0=0	2X4X0=0
	0%	0%	0%	0%
			1.3	

PERCENTAGE LANGUAGE SKILLS NOS 74D

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

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%
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.	1X5 x 7 = 45 7 5 9 9 <u>9</u> 39 867 458 27 000	1X2 x 7 = 14 0 4 <u>4</u> 222 1814 000	1X3 x 7 = 21 1 0 <u>5</u> 6 222 27 6.000	1X4 x 7 = 28 5 1 0 <u>2</u> 8 222 28 0.000
121-74D-0753	87%	22%	22%	22%
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.	1X5 x 1 = 5 0 0 1 <u>1</u> 3 100 5 12.000	1X2 x 1 = 2 0 0 <u>0</u> 222 1814 000	1X3 x 1 = 3 0 0 0 <u>0</u> 0 222 27 6.000	1X4 x 1 = 4 0 0 0 <u>0</u> 0 222 28 0.000
121-74D-0007	5%	0%	0%	0%
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.	8X1 x 8 = 320 28 6 27 32 <u>27</u> 120 320 12.000	8X1 x 8 = 128 8 9 <u>17</u> 133 61 12.000	8X1 x 8 = 128 6 8 19 <u>33</u> 172 192 12.000	8X1 x 8 = 128 6 6 8 <u>5</u> 25 172 192 12.000
121-74D-1101 121-74D-1102 121-74D-1103 121-74D-1104	12%	12%	12%	12%
		12%	12%	12%
			64	

PERCENTAGE LANGUAGE SKILLS
MOS 740

TR = total number of responses to variables in the cluster
T = number of tasks in 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%
1. <i>Interpretation and evaluation</i>	$1 \times 5 \times 7 = 35$ 26 6 29 32 <u>31</u> 124 $210 \overline{) 124.000}$	$6 \times 2 \times 7 = 84$ 11 11 <u>22</u> $84 \overline{) 22.000}$	$12 \times 1 \times 3 = 36$ 11 3 <u>21</u> 35 $126 \overline{) 35.000}$	$10 \times 1 \times 4 = 40$ 6 11 3 <u>18</u> $180 \overline{) 40.000}$
	59%	26%	28%	17%
2. <i>Interpretation and evaluation</i>	$1 \times 5 \times 7 = 35$ 5 3 2 3 <u>13</u> $35 \overline{) 13.000}$	$1 \times 2 \times 7 = 14$ 1 4 <u>5</u> $14 \overline{) 5.000}$	$1 \times 7 \times 3 = 21$ 1 1 2 <u>4</u> $21 \overline{) 4.000}$	$1 \times 4 \times 7 = 28$ 3 2 1 <u>6</u> $28 \overline{) 6.000}$
	51%	36%	43%	36%
3. <i>Control and operation</i>	$13 \times 5 \times 7 = 455$ 93 54 91 101 <u>101</u> 440 $455 \overline{) 440.000}$	$13 \times 2 \times 7 = 182$ 15 45 <u>60</u> $182 \overline{) 60.000}$	$13 \times 3 \times 3 = 117$ 18 11 <u>78</u> 107 $117 \overline{) 107.000}$	$13 \times 1 \times 7 = 91$ 54 18 11 <u>17</u> 100 $91 \overline{) 100.000}$
	62%	66%	65%	55%

65

PERCENTAGE LANGUAGE SKILLS
MOS 740

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

FOI	LISTENING	SPEAKING	READING	WRITING
TA + (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%
124742-1127 124742-1127	5X5X9=225 31 20 35 36 30 <u>152</u> 225/152.000 67%	5X2X7=70 5 19 <u>24</u> 90/24.000 27%	5X3X3=45 10 3 31 <u>44</u> 125/44.000 28%	4X4X4=64 20 15 3 <u>38</u> 150/38.000 25%
124742-1127 124742-1127	2X5X7=70 12 7 11 13 <u>43</u> 70/43.000 64%	2X2X7=28 3 6 <u>9</u> 28/9.000 32%	2X2X7=42 4 2 <u>6</u> 42/6.000 38%	2X2X7=56 7 4 2 <u>13</u> 56/13.000 31%
124742-1127 124742-1127	2X2X9=70 13 12 12 10 15 <u>62</u> 90/62.000 77%	2X2X9=36 3 8 <u>11</u> 36/11.000 32%	2X3X9=54 4 2 13 <u>19</u> 54/19.000 38%	2X2X9=72 12 6 2 <u>20</u> 72/20.000 36%
	64%	31%	38%	31%
			66	

PERCENTAGE LANGUAGE SKILLS
MOS 74D

FO:	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%
1100-2100 1100-2100 12100-2100	1X5X6 = 30 6 3 2 2 2 18 30 $\overline{) 600}$	1X2X6 = 12 1 3 4 12 $\overline{) 4.000}$	1X3X6 = 18 3 3 6 12 18 $\overline{) 12.000}$	1X4X6 = 24 4 3 3 4 11 24 $\overline{) 11.000}$
	60%	33%	67%	50%
1100-2100 1100-2100 12100-2100	4X5X6 = 120 10 5 7 3 3 34 10 $\overline{) 270}$	4X2X5 = 40 2 3 5 10 $\overline{) 12.500}$	4X3X6 = 72 7 11 13 31 60 $\overline{) 517}$	4X4X6 = 96 5 7 11 2 25 60 $\overline{) 1.000}$
	24%	10%	52%	25%
1100-2100 1100-2100 12100-2100 12100-2100 12100-2100 12100-2100	4X5X6 = 120 26 17 26 29 24 122 1601 $\overline{) 763}$	4X2X5 = 40 3 11 14 60 $\overline{) 219}$	4X3X6 = 72 5 1 27 33 96 $\overline{) 311}$	4X4X6 = 96 17 5 1 10 37 124 $\overline{) 37.000}$
	71%	22%	52%	25%
			107	

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

T_i = 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

68

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.

DOS _____

PERSON RECORDING _____

LOCATION
(UNIT/AIT) _____

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 or

- 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

- .. Films
 - .. Video cassettes
 - .. Graphic Training Aids (diagrams, etc....)
 - .. Illustrations (requiring reading/not requiring reading)
 - .. Maps
 - .. Mock-ups
 - .. Models/Aimulate
 - .. Real equipment
 - .. Transparencies
 - .. Tape cassettes
 - .. Training Publications (required/available)
 - .. Signs/Notices
 - .. P.A. System
 - .. Normal Voice
 - .. Soldier's Manual
 - .. Chalkboard
 - .. Other
- Comments:

Mode of Response

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

Instructional Ratio

Instructor, one-to-one/class

Peer/one-to-one

Group or Committee Group (group of instructors of whom one teaches one portion of the +

- Small (12 or less)

- Large (more than 12)

Other

Comments:

APPENDIX 5

STRUCTURAL/LEXICAL LIST

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

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. 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.

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.

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.

HEADQUARTERS

DATA CONTROL NUMBER

Job No / Proj No

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

Admin

AUG 21 1980

*WFA
DLH*



74 D 1/2

82

2 BUSINESS

6 BUT

1 BUTTON

29 RV

1 C

1 C SM

1 C 1

1 C 1

1 C

1 CALLS

1 CAME

7 CAN

1 CANCELLED

3 CANNOT

1 CAPABILITY

1 CAPSTAN

1 CAR

1 CARD CONDITIONS

17 CARD

1 CARD CONDITIONS

29 CARDS

1 CAREFULLY

0 CARPAGE

1 CASUF

2 CATEGORIES

1 CAUSING

1 CCAAS

1 CEFERENCE

3 CENTERED

1 CENTRAL

1 CERTAIN

1 CERTAIN COLLISION

4 CERTIFICATION

2 CERTIFIED

1 CIRCUIT

2 CODE

2 CODES

1 CODES COMPLETENESS

2 CCMPRE

6 COMPLETE

14 COMPLETED

2 COMPLETELY

1 COMPLETENESS

1 COMPLETION

2 COMPLEX

84

1 COMPLIANCE
1 COMPLY
30 COMPUTER
1 CONFIDENTIAL
1

1 CONSIST
1 CONSISTS
1 CONSOLE
1 CONSOLIDATE
3 CONSULT

1 CONTAIN
4 CONTAIN
4 CONTAINER
2 CONTAINS
1 CONTINUALLY

2 CONTINUE
2 CONTINUED
1 CONTINUES
20 CONTROL
2 CONTROLLED

1 CONTROLS
1 CCOOP
1 COORDINATE
2 CCOPY
1 CORD

1 CORE
7 CORRECT
2 CORRECTED
3 CORRECTIVE
1 CORRESPONDING

1 COULD
3 COVER
1 CUNFS
4 CURRENTLY
1 CUSTODIAN

1 CUSTOMER
10 CUT
3 CYCLE
1 CYCLES

14 DA
10 DAILY
5 DAMAGE
14 DAMAGED

85-

1 DAP
DATA CONDITIONS

17 DATA
13 DATE

2 DATE/TIME
3 DAY
1 DECIDE
7 DECK
DECLASSIFY

1 DECLASSIFYING
DEFINE
2 DEGAUSS
6 DEGAUSSSED
2 DEGAUSSER

1 DEGAUSSING
5 DEGAUSSING
1 DELETE
1 DELETED
1 DELIVER

1 DENSITY
3 DEPARTMENT
DEPENDING
1 DEPRESSING
1 DEPREO

2 DESTROY
2 DESTROYED
2 DESTROYING
2 DETERMINATION
18 DETERMINE

1 DEVIATING
2 DEVIC
1 DEVI
1 DEVI CONDITIONS

26 DEVICE
4 DEVICES
DID
2 DID
3 DIFFERENT

1 DISAGREE
1 DISCONNECT
2 DISCREPANCY
23 DISK

~~DISCREPANCY~~

DISCREPANCY

2 DISCREPANCY

4 DISCREPANCY

1 DISCOUNTING

4 DISCOUNTING

1 DISTRIBUTION

1 DISTRIBUTION

2 DISTURB

1 DISTURBING

6 DO

2 DOCUMENT

2 DOCUMENTATION

1 DOCUMENTS

2 DOD

2 DODISPP

5 DODS

1 DODING

1 DODNE

1 DODNS

7 DODS-CHECK

2 DODMA

2 DODNORACE

3 DURING

13 EACH

~~DISCREPANCY~~

1 EQUIPMENT

42 EQUIPMENT

~~DISCREPANCY~~

1 EVERY

4 EXAMINE

1 EXAMINED

1 EXCLUDING

1 EXECUTION

1 EXIST'S

6 EXTERNAL

1 EXTRACT

3 FACILITY

1 FACT

4 FAILS

1 FATHNE

~~DISCREPANCY~~

13 FEET
 1 FEWER
 6 FIGURE
 6 FILE
 1 FILED
 1 FILFS TO
 4 FILES
 1 FILING
 2 FIND
 3 FIRST
 10 FOLLOW
 1 FOLLOWED
 17 FOLLOWING
 73 FOR
 2 FORECASTING
 7 FORM
 1 FORMAL
 1 FORMAT
 2 FORMAPC
 4 FOURTEEN
 2 FUNCTIONING
 2 FUTURE
 5 G= 4 J2
 1 G= 4 O5
 5 G= 4 75
 3 G= G2
 4 G= 4 23
 1 G= 4 05
 2 G= K4 4
 1 GATHER
 1 GFT
 1 GIVE
 3 GIVEN
 3 SO
 4 GUIDANCE
 2 GUIDE 2
 1 HARD-COPY
 5 HARCHARE
 22 HAS
 17 HAVE

1 HAVING
3 HE
4 ADER
4 AOS
4 AEF

1 HIGHER
3 HIM
5 HIS
1 HOLLERITH
2 HOPPER

1 HOPERS
3 HUIH

6 I/C

153 I/W
78 JOD

7 JCPS
1 JCHASON

4 JUST
5 KEFF

3 KEPT
3 KEY
1 KEYED
2 KEYFUNCH
3 KEYSER

22 LABEL
1 LABELFD
10 LABELS

2 LAST
4 LEJDER
9 LEARN
9 LEAST

1 LEAVE
1 LEAVES
4 LEFT
1 LEGIMITY

1 LEGJLE
2 LENGTH
3 LET
4 LETTER
5 LEVEL

1 LTHARIAN
12 LTHAPY
5 LINE
2 LINES
10 LIST

1 LIST/FORMAT
1 LISTED
2 LISTINGS
6 LOAD
4 LOAD-PCINT

1 LOAD/ENTER
3 LOADED
4 LOADING
3 LOADPOINT
2 LOCALLY

~~1 LOCATED~~
1 LOCATED . CONDITIONS
3 LOCATION
3 LOCATION/ SEQUENCE

31 LOG
1 LOGS

~~1 MACHINE~~
2 MACHINE
3 MACHINES

~~1 MAGNETIC~~
45 MAGNETIC
1 MAIL
1 MAILING
1 MAINTAIN

~~1 MAINTENANCE~~
9 MAINTENANCE
1 MAJOR
1 MAKE

~~1 MANAGEMENT~~
15 MANAGEMENT
1 MANAGER
1 MANAGER

1 MANUAL
~~MANUAL~~
~~MANUAL~~
~~MANUAL~~

2 MANUAL
~~MANUAL~~
1 MANUAL CUT
~~MANUAL~~
MANUAL 6

1 MANUAL
~~MANUAL~~
96 MANUAL
1 MANUAL /
MANUALLY

1 MANUALS
1 MANUALS
~~MANUALS~~
~~MANUALS~~
16 MAPULES

~~MANUFACTURE~~
~~MANUFACTURE~~
~~MANUFACTURE~~
301 MANUFACTURES
7 MARK

2 MARKED
23 MARKER
1 MARKERS
~~MARKING~~
2 MARKING

2 MARKINGS
1 MARKS
1 MATCH
4 MATERIAL
25 MATERIALS

~~MAXIMIZE~~
1 MAXIMIZE
9 MAY
2 MEANS
1 MEASURES

~~MECHANISM~~
2 MECHANISM
~~MECHANISM~~
24 MEDIA
9 MEDIUM

2	MEET	
1	MEMCPY	
3	MESSAGE	
1	NETTING	
1	MINIMUM	
1	MISSION	
1	~~MOD~~	
1	MODE	
2	MONITORING	
1	MONTH	
1	MONTHLY	
1	MONTHS	
5	MORE	
6	MOUNT	
12	MOUNTED	
3	MOUNTING	
1	MUCH	
1	MULTIPLE-COPY	
10	MUST	
35	NAME	
2	NAMES	
2	NATURE	
2	NEEDER	
3	NECESSARY	
1	NEED	
4	NEEDED	
3	NEEDS	
13	NEW	
2	NEWLY	
2	NEXT	
4	NO	
1	NONE	
3	NORMALLY	
37	NOT	
1	NOTE	
5	NOTE	
10	NOTIFY	
2	NOW	
101	~~NUMBER~~	
1	NUMBER	
1	NUMBERS	
2	~~NUMBER~~	
2	0	
1	~~0~~	

1	0	OUT
2	1	UTLINED
3	1	OUTPUT 2
40	1	OUTPUT
2	2	OUTSIDE
1	1	OVER
1	1	~~PACKAGE~~
1	1	~~CONTAINING~~
4	4	PACK
3	3	P-CRAGE
5	5	PAGE
4	4	P/M
1	1	PANEL
5	5	PAPER
3	3	PARALLEL
4	4	PART
1	1	PARTICULARLY
1	1	PEAKS
6	6	PEN
2	2	PEN/PENCIL
6	6	PENCIL
6	6	PERFORM
6	6	PERFORMANCE
2	2	PERFORMING
2	2	PERIOD
1	1	PERIPHERAL
1	1	PERIPHERIAL
1	1	PERMIT
4	4	PERPENDICULAR
1	1	PERS
10	10	PERSON
6	6	PERSONNEL
2	2	PICKED
1	1	PICKS
2	2	PICKUP
2	2	PIECE
2	2	POINT
1	1	POINT
1	1	POKERS
1	1	PORTIONS

4 POSITIONED
3 POSSIBLE
2 POSTED
1 PULSTING
27 POWER

1 POWEREC-UP
1 PULL
5 PUNCH
2 PUNCH-CARD
5 PUNCHED

5 PUT

REFERENCE

RI
RADIOS

RADIO
PATHER
RE

RE-USE

OFFICE

3 REACH
1 RE/D

REAC/WRITE
1 RE-DIED

1 READILY
1 RE/DY
1 RE-PLANNING
2 REASON
4 RECEIVE

5 RECEIVED
1 RECIPIENT

1 RECOMMENDATIONS
6 RECONSTRUCTED

3 RECCRD
1 RECCRDERS
1 RECCRDING
5 RECCRDS
1 RECURRING

1 RE/D
1 RE/D

6 REC
13 REEL

CHANGE

AD-A121 101

JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 74D
COMPUTER/MACHINE OPERAT. (U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER. 04 NOV 77

272

UNCLASSIFIED

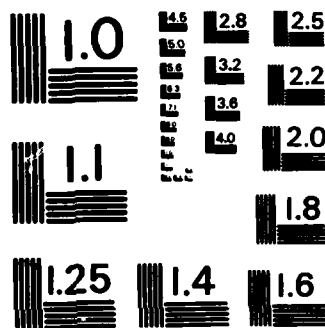
F/G 5/9

NL

END

FILMED

D²IC



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

2 REFER

~~REFERENCE~~
REFERENCE
REFEDET

2 REFLECTS

~~REGISTRATION~~
REGISTRATION
REGULATION
REGULATION 3

1 REINSERTED
2 REJECTED
1 RELEASE
1 RELEASING

1 REMAIN
1 REMAINING
3 REMOVE
6 REMOVE
2 REMOVING

7 REPAIRMAN
3 REPEAT
2 REPLACE
2 REPORT
1 REPEATED

5 REPORTS
1 REPRINT
4 REQUEST
3 REQUESTER
1 REQUESTING

5 REQUESTS
1 REQUEST
20 REQUIRD
4 REQUIREMENT

~~REQUIREMENT~~
~~REQUIREMENT~~
~~REQUIREMENT~~
9 REQUIREMENTS
6 ACQUIRING

2 RERUN
1 RESCHEDULING
1 RESET
1 RESOURCE
1 RESOURCES

1 RESPECTIVE
1 RESPONSIBILITY
3 RESTART
1 RESTARTED

3 RESTRICTED
5 REVISION
1 RETRY
2 RETURN

1 RETURNED
4 REVIEW
2 REWIND
1 RIBBONS
2 RIGHT

1 RIGID
4 RING
5 ROOM
8 ROSTER

3 ROUTING
6 RUN
2 RUNNING
4 RUNNING

1 RUNS
2 RUNSHEET
4 RUNSHEETS
1 RUNTIME

4 SALVAGED
1 SAFE
2 SAYS

1 SEARCHING
4 SECRET
1 SECTION
1 SECURE

1 SECURITY
3 SECURITY 2
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16 SECURITY
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1 SENSITIVE
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1 SIGN-IN/OUT

1 SIGNIFICANT
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1 SUPERVISOR
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35 SUPERVISOR

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1 TELEPHONES
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1 TELL

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179 TU

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173	REFERENCE	10	MANUFACTURER'S	96	MANUAL	78	JOB
76	RF	71	YOUR	70	FOR	47	DATA
45	MAGNETIC	42	EQUIPMENT	4	-	40	OUTPUT
37	CARD	37	NOT	36	WITH	35	NAME
35	SUPERVISOR	34		33	COMMENTS	33	AUTHOR
30	DOCUMENT	33	OPERATOR	33	DOCUMENT	22	SUMMARY
32		32	2	32	YOU	31	LCG
30	PERFORMANCE	31	COMPUTER	30	WILL	29	VINES
29	A	30	BY	29	CARDS	28	CONTROL
27	B	27	3	26	IF	26	DEVICE
25	SEE	24	4	24	MEDIA	24	SYSTEM
23		23		23	DISK	23	MARKER
22	A	22	B	22	C	22	S
22	HAS	22	LABEL	21	D	21	SUPPVISOR'S
20	REQUIRED	19	STANDARDS	18	C	18	DETERMINE
17	BEEN	17	FOLLOWING	17	POWER	16	E
16	FILE	16	MANUALS	16	SECURITY	15	F
15	REFERENCE	15	MANAGEMENT	15	MATERIALS	15	TIME
14	6	14	COMPLETED	14	D	14	DAMAGED
13	STANDARD	13	< 2 >	13	MANUFACTURER'S	13	REFERENCES
12	LINE/RY	12	DATE	13	EACH	13	FEET
11	NAME	13	NEW	13	RECL	13	SURE
10	BOOK	12	MOUNTED	11	= 2 =	11	C
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7	10	10	CUT	10	DAILY	10	FOLLOW
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DATE 0231 1331 PAGE

FREQUENCY/WORD

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FREQUENCY/WORD

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HEADQUARTERS

DATA CONTROL NUMBER

JOB NO / PROJECT N

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

NOV 20 1980



WORD CRIT
MOS- 74 D
SKILL LEVEL 1 & 2

PREPARED BY: OPERATIONS DIV, DPFO

ATDP FORM 109 Replaces ATDS 116, Jul 73, which is obsolete

COPY ____ OF ____ COPIES

126

WORD LIST BY PAGE

COTE 90323 1041 P.

046-504
Skill level: 1+2-

1	ASIGN		1.1
1	AUXLESS		1.1
1	BANKS		1.3
1	CHECKPOINT		1.1
1	CLAMP		1.30
1	COMPENSATION		1.1
1	CONSOLE		1.1
1	CYCLE		1.3
1	DENEGATEIFY		1.1
1	DESIGN		1.2
1	DISCOUNT		1.4
1	EXAMINATION		1.2
1	EXTENDED		1.1
1	FUNCTIONAL		1.5
1	INPUT		1.15
1	JOB		1.78
1	MAGNETIC		1.45
1	MECHANICAL		1.24
1	METHOD		1.1
1	MISPLACED		1.2
1	OUTPUT		1.49
1	PARTIAL		1.3
1	PROVED		1.1
1	REPLY		1.11
1	REPRESENTATIVE		1.3
1	REPRESENTATIVE		1.5
1	REPLY		1.1
1	REMOVED		1.2
1	RUNBACK		1.2
1	SERIES		1.2
1	STANDARD		1.12
1	SYSTEMATIC		1.2
1	TONE		1.13
1	TONE		1.13
1	TRANSFER		1.1
1	VARIABLE		1.1
1	VARIABLE		1.5
1	VOLUME		1.3
1	VOLUME		1.1
2	ANALYSIS		1.1
2	ANALYZE		1.1
2	CORE		1.1
2	DATA		1.23
2	DISPATCH		1.9
2	ENVIRONMENT		1.1
2	ENVIRONMENT		1.4
2	EXERCISE		1.1
2	FUNCTION		1.6
2	INPUT		1.3
2	INSTRUMENT		1.6

CONCENTRATE	1.1
COPY	1.2
CORRECTIVE	1.3
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COW-B	1.1
COW-B	1.47
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DELECT	1.1
DELECT	1.1
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DISCONNECT	1.1
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HEADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

DATA CONTROL NUMBER

Jo. / Proj No

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74D ALL SKILL LEVELS

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6-4 JUNE 1965

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1	KEY	
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4	MAKE	
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1	PLAN	
2	PLCER	
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2	PRODUCTION	
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1	PROVIDE	
1	READ	
1	READY	
1	RECEIVE/ACQUIRE	
1	REMOVE	
1	REPLACE	
3	REVIEW	
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2	SET	
1	SPECIAL	
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1	REPLACE
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1	CLEAN
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1	CONTROL
1	DETERMINE
1	DISPOSE
3	DPA
1	FILE
25	GIVEN
2	JCB
1	KEY
1	LOAD
1	LOAD/UNLOAD
1	MAGNETIC
1	MAINTAIN
1	MAINTENANCE
6	MANUFACTURER'S
1	MCUIT
1	PERFORM
1	PHYSICAL
1	PLACE
2	POWER
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1	PRESSURE
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1 ABORTED
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2 ACCEPTED
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1 ACCOMPANIED
1 ACCOMPANY

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1 ACCORDANCE
1 ACCORDING
2 ACCOUNTABILITY
2 ACCOUNTABLE
1 ACCURACY

1 ACCURATE
1 ACQUIRED
1 ACQUIRING
3 ACTION
2 ACTIONS

1 ACTIVATE
7 ACTIVITY
4 ACTUAL
1 ADD
3 ADDITIONAL

1 ADEQUATE
1 ADJUST
1 ADJUTEC
30 ADP
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7 ADPSO
1 ADVANCE
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1	APPARENTLY	
2	APPENDIX	
3	APPLY	
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8	APPROPRIATE	
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16	ARE	
1	AREA	CONDITIONS
5	AREA	
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1	ARS	
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5	ASK	
1	ASSIGN	
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1	BREAKS	
1	BRIEF	
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1	CHALLENGE	
1	CHANGE	
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1	CHAPTER	
1	CHARACTERISTICS	
3	CHARGE	
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3	CHECKLIST	
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14	CLASSIFICATION	
16	CLASSIFIED	
1	CLEINFO	
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2	CLEANING/REHABILITATION C	
6	CLEAP	
1	CLOCK	
1	CLOCKS CONDITIONS	
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1	CLOSE	
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14	END	
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1	ENERGIZED	
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56 FRCP

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3 SHEETS
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13	USER	
14	USEP'S	
15	USERS	
16	USING	
17	UTILIZATION	
18	WHAT	
19	WHEN	
20	WHERE	
21	WHETH	CCER
22	WHETHER	
23	WHICH	
24	WHILE	
25	WHC	
26	WRITE	
27	WRITTEN	
28	WRONG	

[illegible]

FREQUENCY/WORD

1 USERS

FREQUENCY/WORD

1 WHERE

FREQUENCY DISTRIBUTION
FACILITY/WORD

1 METHOD

CCER

DATE 80261 2333

FREQUENCY/WORD

1 WRITE

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

132

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